

# CONTENTS

## Introduction

Letter to Students	vi
Letter to Parents and Families	vii
What You'll See in <i>Measuring Up Foundations</i>	viii

## Chapter 1 Numbers in Base Ten

<b>1</b>	Count and Read Numbers to 50	<b>1</b>
<b>2</b>	Count, Read, and Write Numbers to 120	<b>10</b>
<b>3</b>	Order Numbers	<b>20</b>
<b>4</b>	Count Objects and Compare Numbers	<b>30</b>
<b>5</b>	Count Objects by Skip Counting	<b>40</b>

## Chapter 2 Operations in Base Ten

<b>6</b>	Add and Subtract within 10 and 20	<b>50</b>
<b>7</b>	Add Two-Digit and One-Digit Numbers	<b>60</b>
<b>8</b>	Add and Subtract Three Numbers	<b>70</b>
<b>9</b>	Find 10 More or 10 Less	<b>80</b>



## Chapter 2 (continued)

<b>10</b>	Relate Addition and Subtraction	<b>90</b>
<b>11</b>	Practice Addition and Subtraction Facts	<b>100</b>
<b>12</b>	Solve Word Problems	<b>110</b>

## Chapter 3 Measurement and Data

<b>13</b>	Describe and Compare Objects	<b>120</b>
<b>14</b>	Measure Lengths of Objects	<b>130</b>
<b>15</b>	Tell Time to the Half Hour	<b>140</b>
<b>16</b>	Put Things in Order	<b>150</b>
<b>17</b>	Create Graphs and Explain Data	<b>160</b>

## Chapter 4 Geometry

<b>18</b>	Describe and Sort Shapes	<b>170</b>
<b>19</b>	Use Shapes within Shapes	<b>180</b>
<b>20</b>	Understand Halves and Fourths	<b>190</b>

# Lesson 1 Count to 50 and Read Numbers

## Introduction

### What Will I Learn?

- How do you count to 50?
- How can you count without starting at 1?
- How do you read numbers from 1 to 50?

Let's count numbers!  
Let's read numbers!



### Break Down the Skills

#### Count and read numbers to

- tell how old Jane is



How many fingers is Jane holding up?



Circle. 1 2 3 4 5 6 7 8 9 10

- tell how many crayons



Count both rows!



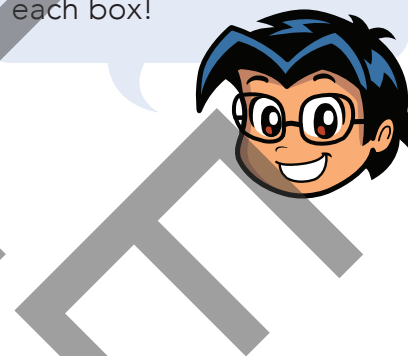
Circle.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Count and touch each box!

- tell how many boxes in all (Count on from 20.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



Circle.      29      42      50



## Guided Instruction

Let's count numbers!

Touch and count.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

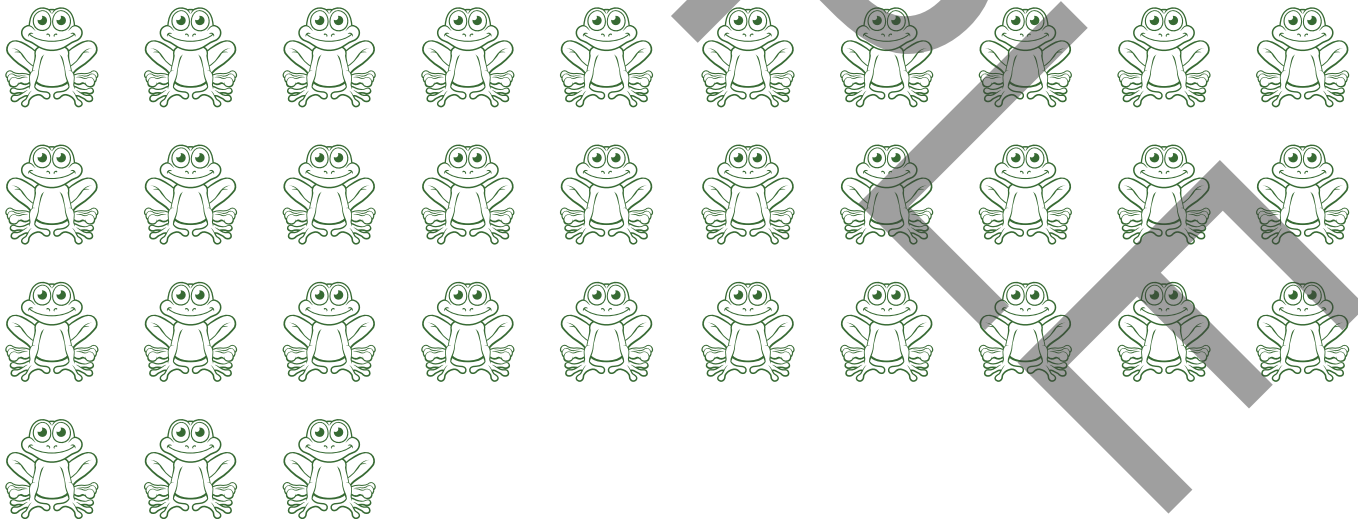
Touch and count.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Count and read!



How many frogs?



Circle.    12    33    45

Touch and count.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Touch each number.  
Count and read!



How many stars? Touch and count.



Circle.

8 15 42 10 50 14 38

Sometimes numbers are  
not in order!



Circle your birthday.



Some numbers describe things about you!



Circle your age.

1

2

3

4

5

6

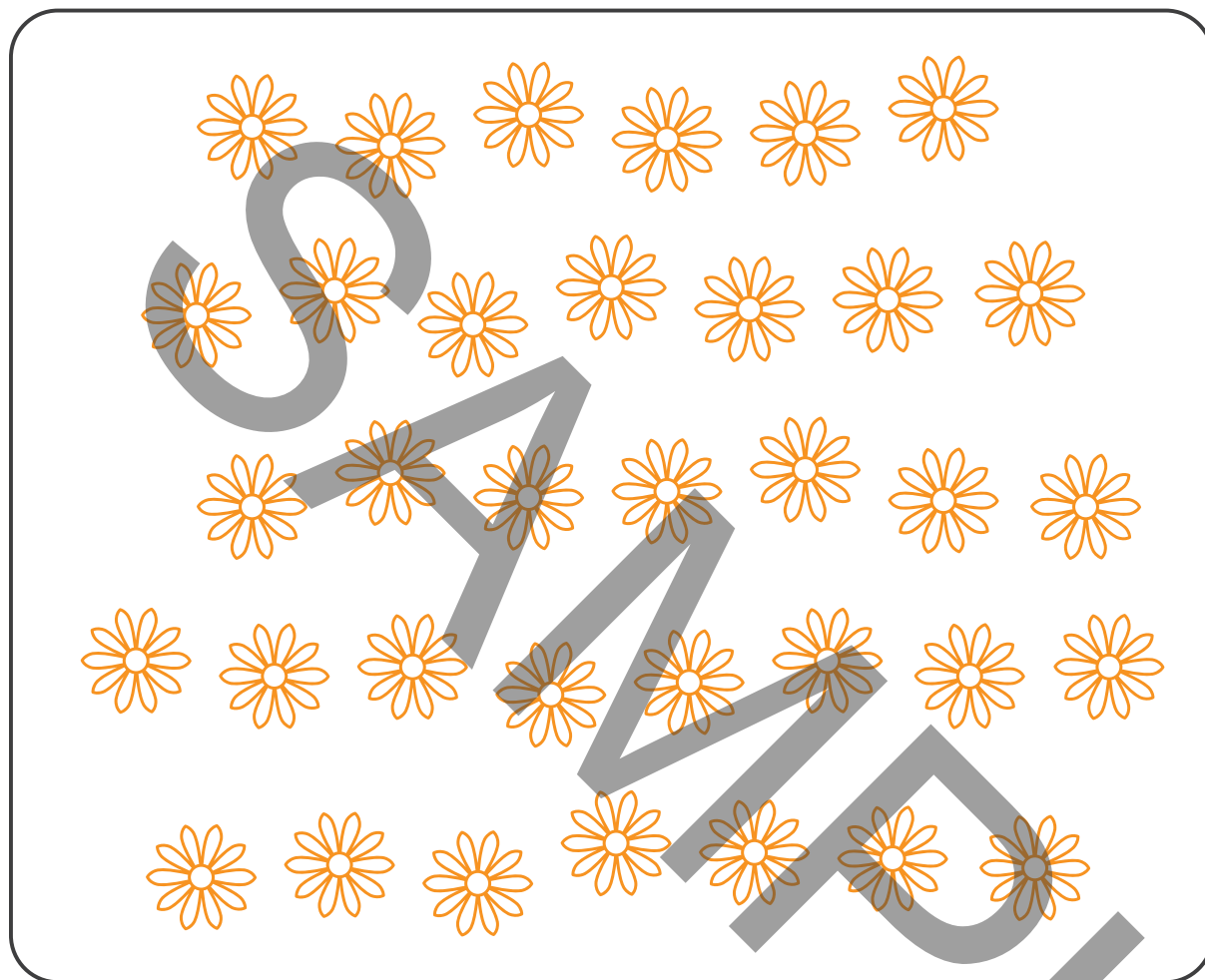
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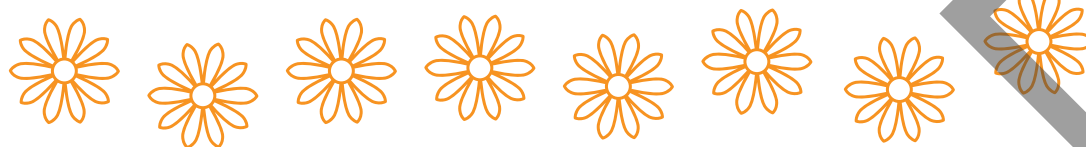
9

10

How many daisies in all? Count on from 35.



35



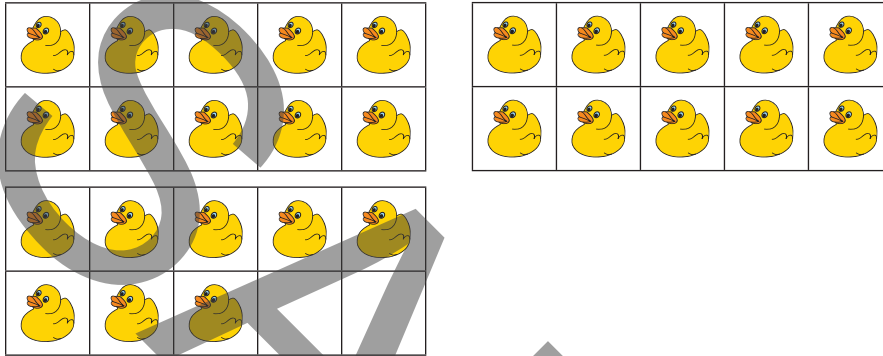
Circle.

44    45    46    47    48    49

# Independent Practice

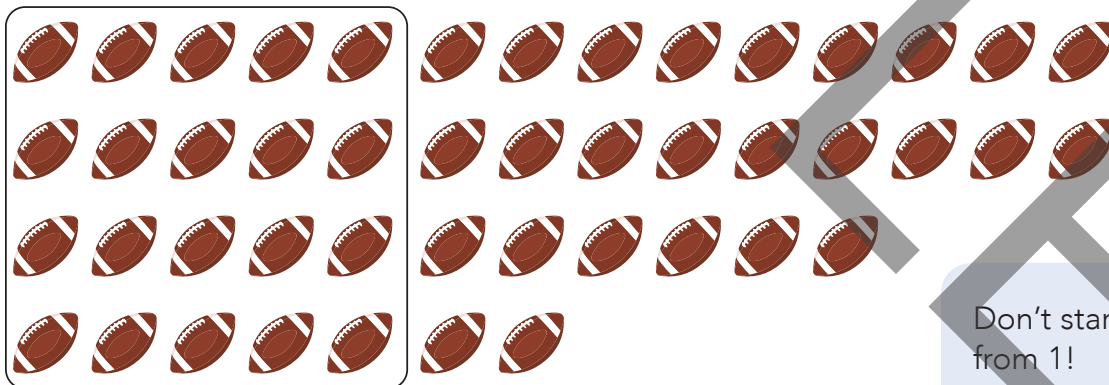
## Practice 1

1 How many ducks?



- A 20
- B 28
- C 36

2 How many footballs? Count on from 20.



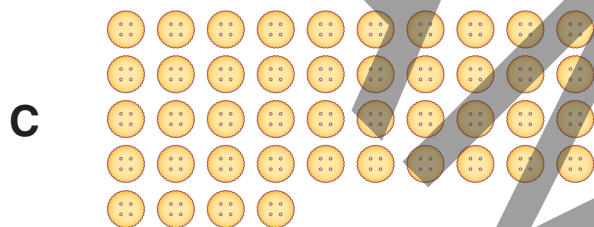
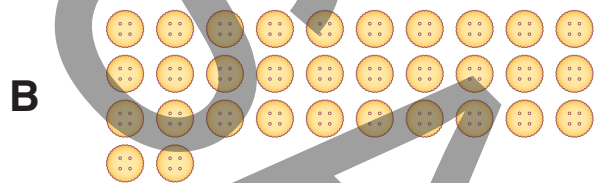
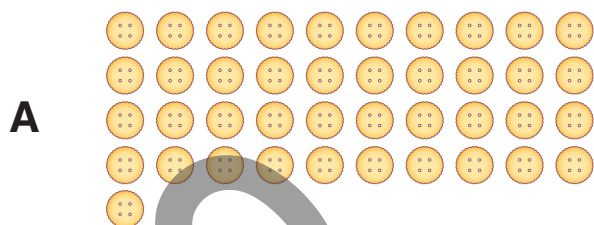
20

- A 7
- B 35
- C 46

Don't start counting from 1!



3 Which shows 41?



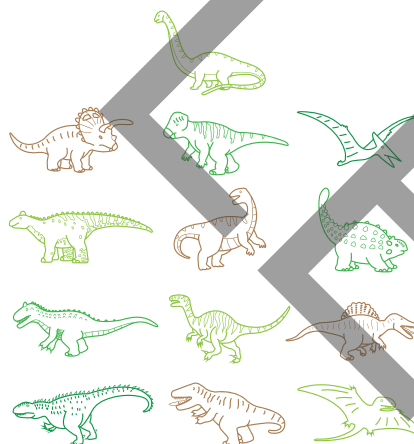
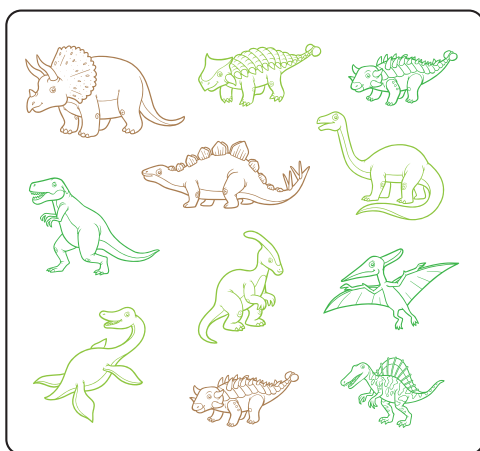
Count the same, no matter what you are counting.



Practice 2

1 How many dinosaurs? Count on from 11.

11



- A** 7
- B** 24
- C** 31

## 2 How many objects?

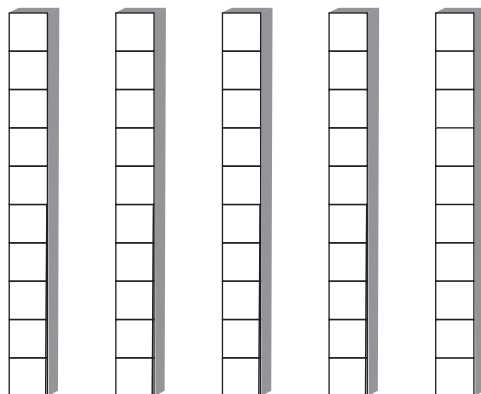


Take your time counting the objects. There may not be the same number of objects in each row.



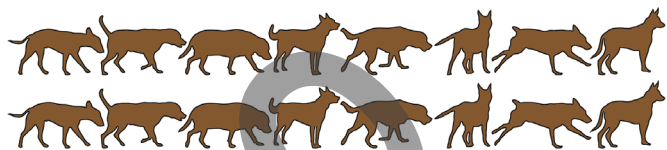
- A 17
- B 23
- C 32

## 3 Color 40 cubes.



# Exit Ticket

Count and match. Draw lines.



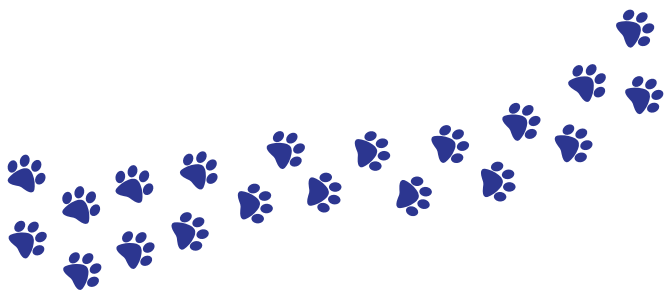
32



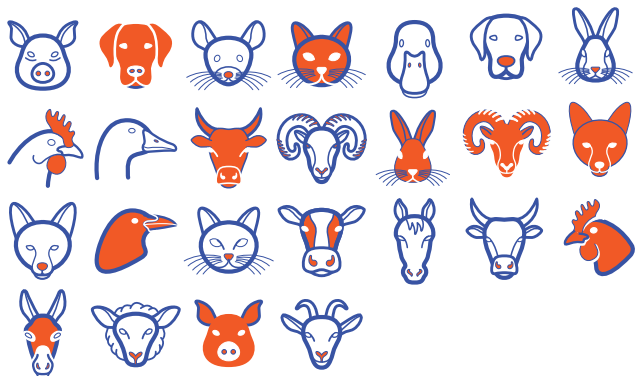
16



20



49



25



# TEACHER GUIDE

## Lesson 1 Count to 50 and Read Numbers

### At-a-Glance

Learning Objectives	Review Skills
<ul style="list-style-type: none"><li>Count to 50.</li><li>Count within 50 without starting at 1.</li><li>Read numbers from 1–50.</li></ul>	<ul style="list-style-type: none"><li>Count to 100.</li><li>Count within 100 without starting at 1.</li><li>Read numbers from 1–120.</li></ul>
Academic Vocabulary	Why Students May Struggle
count numbers      read numbers	<p>When counting, some students might not understand that the numbers between 1 and 50 can be viewed as sets that repeat.</p> <p>Two common problems when reading numbers relate to recognizing the different numbers and remembering how to combine tens and ones in numbers over 10.</p>

### WHAT WILL I LEARN?

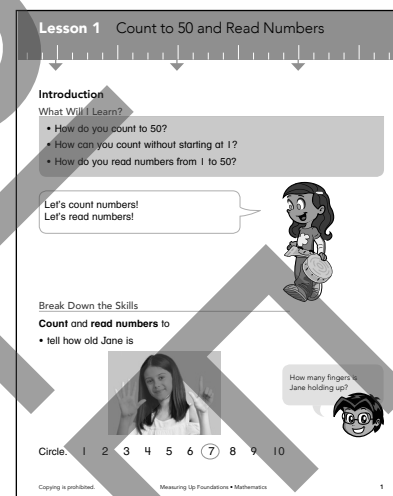
#### ACTIVATING PRIOR KNOWLEDGE

##### Counting Numbers

- Start at 1 and go around the classroom and ask students to each say the next number when it reaches them. Continue going around until you reach 50.
- Remind students that they can count 10 numbers at a time by counting by 10s. As a group, count by 10s from 10–50.

##### Reading Numbers

- Write the numbers 1–20 on the board. Ask students to read the numbers aloud as you point to them.
- Randomly hold up flashcards with the numbers 1–20 and ask students to call out the numbers.



Lesson 1 Count to 50 and Read Numbers

**Introduction**  
What Will I Learn?  
• How do you count to 50?  
• How can you count without starting at 1?  
• How do you read numbers from 1 to 50?

Let's count numbers!  
Let's read numbers!

**Break Down the Skills**  
**Count and read numbers to**  
• tell how old Jane is

Circle: 1 2 3 4 5 6 7 8 9 10

How many fingers is Jane holding up?

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## EXPLICIT INSTRUCTION

### Counting Numbers

- Ask a volunteer to count from 31–39. Ask other volunteers to count these ranges: 11–19, 21–29, and 41–49. Then ask students what the groups of numbers they just heard have in common.
  - Make sure students understand that for each group of 9 numbers, counting starts over at 1 with a group name in front of it. Write the numbers 21–29 on the board. Explain that in the numbers 21–29, 21 starts at 1 with the group name *twenty* in front of it.
  - Now write the numbers from 1–10 on the board and count them together. Then add a 1 in front of each number 1–9, and erase the 1 on the 10 and replace it with a 2. Together, count from 11–20. Next, erase all the 1s and replace with them with 2s and change 20 to 30. Together, count from 21–30. Repeat erasing, replacing, and counting with 31–40 and 41–50.
- Make the connection that when counting by 10s, each of the 10s includes a set of numbers that start at 1 and goes to 9.
- Ask a volunteer to identify the number 1 between 10 and 20. Explain that the numbers between 10 and 20 are a little different from the other groups of tens. Point out that the numbers 11, 12, 13, and 15 sound different from their 1–9 counterparts. Also, explain to students that the numbers 13–19 end with “teen” instead of starting with “ten.”

### Reading Numbers

- In numbers, write the date on the board with the year as a two-digit number. Ask a volunteer to read the date aloud. Make sure students understand that the first number is the month, the second number is the day, and the third number is the year.
- Have students take turns looking around the room and finding a number they can read aloud. For example, a student might say, “I see a 21 over the doorway.” Or “I see a 12 on the clock.”
- If time allows, have students complete Copy Master 1 at the end of these notes. Give the following directions.

- Draw a box around all the 21s.
- Circle all of the 37s.
- Underline all of the 48s.
- Cross out all of the 11s.

Students may use a sheet of paper to cover lower rows as they work their way through each row. They may also look for one number at a time by going through all the numbers, looking first for the 21s and then going through all the numbers again looking for the 37s, and so on.

Find these numbers: 21 37 ~~11~~ 48

<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">37</span>	1	62	87	<del>11</del>	103	47
94	<span style="border: 1px solid black; padding: 2px;">21</span>	79	40	107	<u>48</u>	71
32	73	<del>11</del>	55	5	36	22
88	26	17	97	<span style="border: 1px solid black; padding: 2px;">21</span>	77	91
<u>48</u>	120	49	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">37</span>	119	104	<u>48</u>
31	45	68	99	2	<del>11</del>	57
74	39	54	<span style="border: 1px solid black; padding: 2px;">21</span>	83	114	14
7	<del>11</del>	100	109	41	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">37</span>	89
84	78	<u>48</u>	118	10	28	102
<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">37</span>	111	59	101	51	113	<span style="border: 1px solid black; padding: 2px;">21</span>

# BREAK DOWN THE SKILLS

## TEACH ACADEMIC VOCABULARY


- Tell students that knowing how to **count numbers** is an important part of math. Tell them:
  - Counting helps you learn the numbers.
  - Counting tells “How many?”
  - Counting shows order of numbers.
- Explain that to count numbers means to name numbers in order. You can count just two or three numbers, like 1-2-3; or you can count lots of numbers, like counting from 1 to 50. Tell them you can also count by 10s, where you can skip a bunch of numbers.
  - Make sure students understand that as long as you count by 10s in order, you are still counting. However, if you name numbers in a random order, like 5-2-7-1 or 40-30-10-50, you are just naming numbers, not counting.
- Point out to students that they can count aloud or they can count to themselves. Explain that when you are in a space with other people, it is usually best to count quietly to yourself so that you do not bother others. Have students count quietly to themselves from 1–20. Discuss that you can count quietly to yourself with or without moving your lips. Encourage students to try it both ways.
- Discuss that when you count numbers, you know the numbers in your head, but once you can **read numbers**, you know numbers by looking at them anywhere they are.
  - Together, brainstorm situations where you might see numbers regularly (scales, calendars, computers, buses, street signs, television, phone, microwave, clock, and so on).
- Read the instructions for each of the Break Down the Skills activities in the student book. Have students circle the correct answers, and then discuss the answers.

**Lesson 1** Count to 50 and Read Numbers

**Introduction**  
What Will I Learn?


- How do you count to 50?
- How can you count without starting at 1?
- How do you read numbers from 1 to 50?

Let's count numbers!  
Let's read numbers!



**Break Down the Skills**  
**Count and read numbers to**

- tell how old Jane is



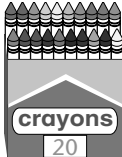
How many fingers is Jane holding up?

Circle. 1 2 3 4 5 6 (7) 8 9 10

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**Lesson 1** Count to 50 and Read Numbers

- tell how many crayons



Count both rows!

Circle.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	(20)

Count and touch each box!

- tell how many boxes in all (Count on from 20.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Circle. 29 42 (50)

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## GUIDED INSTRUCTION

Read and discuss all the tips in conjunction with the related activities. Guide students through the “Touch and Count” activities. These help students associate the visual numbers with the number words.

- When counting as a whole class, make sure you are all starting together by giving a starting signal, such as “Ready, set, go!”
- Touch and count from 1–10 as a group. Then have students repeat it individually and aloud. Have students individually touch and count a second time, but to themselves.
- Touch and count from 1–20 as a group, individually aloud, and individually to themselves.
- Have students individually count the frogs and circle the correct answer. Encourage them to touch each frog and to move from left to right and top to bottom.

### Common Errors

Some students have trouble counting at an even, ongoing pace. Such students might benefit from tapping a finger on the desk for each number. This tapping can provide a rhythm that keeps them on track. Also, the tapping emphasizes that each number is separate from all the other numbers.

- On the next page, have students touch and count to 50 as a group, individually aloud, and individually to themselves.
- Point out that when you look at numbers in order while counting, you know the numbers both because you know how to count and because you can read the number. Discuss that numbers are sometimes not in order and in such cases, you can only know the numbers by reading them.
- Have students individually count the stars. Encourage them to touch each star and to move from left to right and top to bottom. Point out that the numbers at the bottom are not in counting order. Have students find the number that tells how many stars there are.

### Common Errors

Some students have trouble recognizing numbers that are not in order. To help such students, vertically write the numbers 1, 11, 21, 31, and 41 on the board. Discuss that all the single-digit numbers follow the 1, all the teen numbers follow the 11, all the 20s follow the 21, and so on. Randomly call out numbers and ask volunteers to indicate which of the 1s the number would follow.

Chapter 1 • Numbers in Base Ten

**Guided Instruction**  
Let's count numbers!


Touch and count.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Touch and count.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

How many frogs?



Circle. 12  33 45

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Lesson 1 • Count to 50 and Read Numbers

Touch and count.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Touch each number. Count and read!

How many stars? Touch and count.

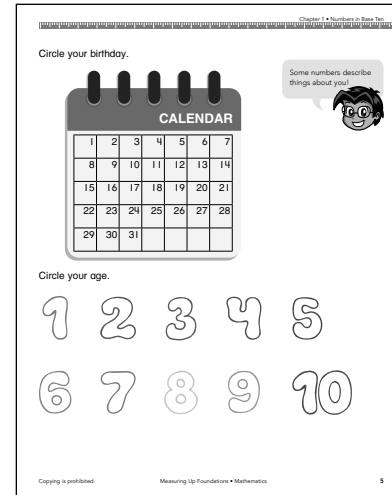


Circle. 8 15  42 10 50 14 38

Sometimes numbers are not in order!

Level A. Copying is prohibited. 4

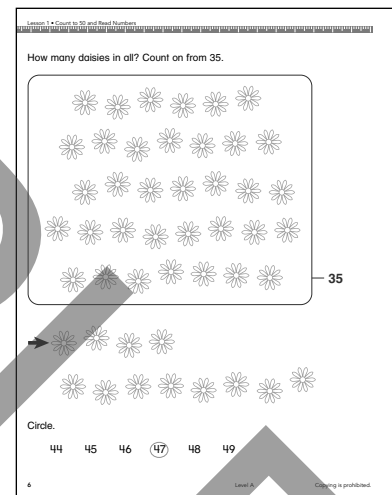
- Discuss that some numbers describe things about people. As a group, brainstorm numbers that tell things about people, such as their addresses, heights, birthdays, ages, shoe sizes, and numbers of letters in names.
- Point out that the calendar is not for any set month, so it can be used for any month. Have students circle their birthdays. If they would like, have them also write the name of their birthday month at the top of the calendar.
- Discuss that students in the same class are often close to the same age. Have students circle their ages.



### Common Errors

Some students struggle to read numbers. In such cases, help students visually internalize the numbers by having them watch videos that show numbers while the numbers are said.

- Explain to students that they will sometimes need to count by starting at a number other than 1. Discuss that they do not need to recount things that are already counted.
- Point out that the daisies are an example of things that are already counted. Make sure they understand that they do not need to count the daisies that are grouped together and labeled as 35 because they already know there are 35 of them. Discuss that the next number after 35 is 36, so they should start at 36 to count the rest of the daisies. Have students count the rest of the daisies quietly to themselves and circle the correct answer.



### Common Errors

Some students have trouble counting on from a number other than 1. Encourage these students to take a moment to orient themselves and think about the numbers leading up to the starting point. Being less spontaneous might help them get started counting at the identified point.

Also, point out that every set of 10 numbers follows the 1–10 pattern. Encourage these students to think of the numbers 1–10 and then say the tens number followed by each of the numbers 1–10. Then have the students count from 5–10, then from 25–30, and then from 35–45. Repeat with 7–11, 21–31, and 37–45.

# INDEPENDENT PRACTICE

## Practice 1 Questions


- Read the questions aloud and have students select the answers independently. Review the answers.

Chapter 1 • Numbers in Base Ten

**Independent Practice**

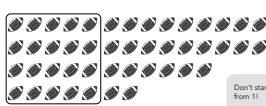
Practice 1

1 How many ducks?



A 20  
B 28  
C 36

2 How many footballs? Count on from 20.



20

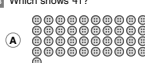
A 7  
B 35  
C 46


*Don't start counting from 1!*


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Lesson 1 • Count to 50 and Read Numbers

3 Which shows 41?

A 

B 


C 

*Count the same, no matter what you are counting.*

Practice 2

1 How many dinosaurs? Count on from 11.

11

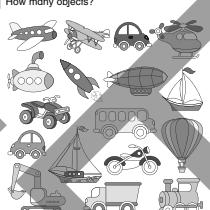


A 7  
B 24  
C 31

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Chapter 1 • Numbers in Base Ten

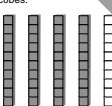
2 How many objects?



*Take your time counting the objects. There may not be the same number of objects in each row.*

A 17  
B 23  
C 32

3 Color 40 cubes.



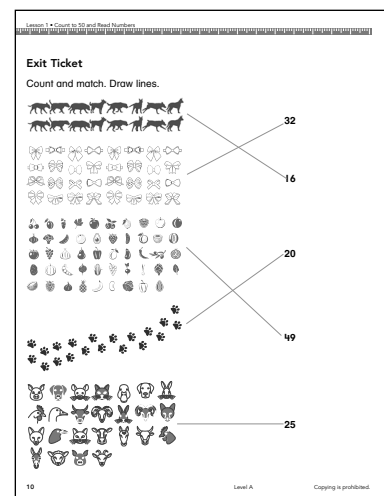
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## Practice 2 Questions

- Direct students to read the questions to themselves and select or provide the answers independently. Review the answers.

## EXIT TICKET

- Direct students to complete the Exit Ticket. Before students begin, explain that they are to count each group of objects and draw a line to the number that tells how many are in the group.



## ADDITIONAL SUPPORT

### SUPPORT FOR STRUGGLING LEARNERS

- Some students might struggle with counting images on paper. For such students, give them actual items to count.
- Some students might struggle with the numbers from 11–19 because they are a little different than the other sets of 1–9. Discuss that these numbers are referred to as the *teens* instead of the *tens*. Point out how similarly the *teens* and *tens* are spelled.
- Some students might understand the teen numbers that start with the number words followed by *teen* but struggle with just the teen numbers that do not sound like the main numbers: 11, 12, 13, and 15 because they do not follow the same pattern as the rest of the numbers. For students who struggle with any or all of the teen numbers, have them make up rhymes about the numbers to help them remember. Examples: *Devon and Evan have eleven apples in their seven pockets. The elves are going to shelve all twelve themselves.*
- Some students might struggle to count at the same pace as other students. When this happens, try to slow the group pace down somewhat. Another support for such students would be to place them with partners that are highly patient.
- Some struggling students might benefit from reading numbers while picking up actual physical numbers, such as numbers made from foam or plastic.
- Struggling students often benefit from ongoing reminders. Put the numbers from 1–10 on a bulletin board or a wall where they can reference them as needed.
- For students who continue to struggle with counting, have them count with a paraprofessional or teacher.
- Music often motivates students and makes learning easier. Either have students use headphones to listen to a counting song you have in the classroom, or search online for counting songs you can play over the computer. If you find a song that appeals to students, consider teaching them to sing the song as a class.
- Struggling students often need additional practice. As often as needed, give students each a copy of Copy Master 2 at the end of these notes. Call out numbers and have students circle them.

## SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- If they are uncertain of the numbers and/or pronunciations, some English learners might be uncomfortable counting aloud within a group. For such students, if possible, provide a somewhat private setting, such as a carrel, where they can count privately but benefit from hearing the other students counting.
- English learners might feel frustrated at the pace with which they are learning the numbers. Give such a student a boost by having him or her teach his or her classmates to count to 20 in his or her native language. Seeing the pace with which the classmates master the numbers might help the English learner be more patient with him or herself.
- English learners might notice that the English names of some of the numbers sound like other words. Write the numbers 1, 2, 4, and 8 spread out on the board. Under each number, write the appropriate set of words: *one, won*; *two, to, too*; *four, for, fore*; and *eight, ate*. Discuss the meanings of all the words.
- Some English learners might know the names of the numbers in English, but struggle to pronounce them correctly. Have such students watch videos that show the numbers while pronouncing the names. Ask students to repeat the number names as they hear them in the videos.
- Have English learners partner with native English speakers to work on their pronunciations of number names.
- English learners might each benefit from a recording that presents a number in his or her native language followed by the number in English. If time permits and the student can count well in his or her native language, it might be helpful for the student to help make the recording by saying the native-language numbers while another person says the English numbers. Once the recording is made, the student can listen to it off and on until his or her counting in English improves.
- English learners in first grade might benefit from reading the numbers in both their native languages and in English. They might also enjoy sharing the pronunciations of their native language numbers with other students.
- Some English learners are used to dates showing the day first and then the month. When working with dates, make sure these students understand that in the U.S., dates are typically written with the month first followed by the day.

## EXTENSION ACTIVITIES

- Have students keep a balloon in the air by softly bumping it around the room. Count the number of times the balloon is hit without touching the ground. Repeat and try to reach a higher count.
- Choose a website that includes some numbers. Print the website information and have students circle all the numbers they see. Then have students read the numbers aloud.
- Have students practice counting items they can see around them, such as the number of students in the classroom, windows in the room, books on a bookshelf, pencils in a box, and chairs in the room.



Name \_\_\_\_\_

Date \_\_\_\_\_

Find these numbers:

21

37

~~11~~48

37 1 62 87 11 103 47

94 21 79 40 107 48 71

32 73 11 55 5 36 22

88 26 17 97 21 77 91

48 120 49 37 119 104 48

31 45 68 99 2 11 57

74 39 54 21 83 114 14

7 11 100 109 41 37 89

84 78 48 118 10 28 102

37 111 59 101 51 113 21

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>
<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>
<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>