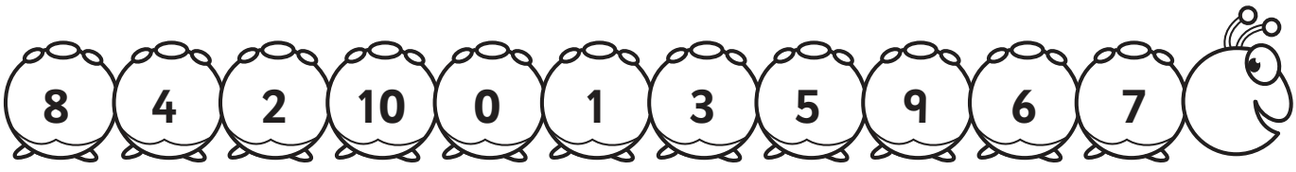
Caterpillar numbers

Remember
When you are counting forwards or backwards, the numbers are always in the same order.

Vocabulary
0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, number, number pair, number bond, double, count on, add, equals

Solve each clue.
Cross off the answer on the caterpillar.
The number that is left is the secret number.



It is not 2 + 3.
It is not 0 + 1.
It is not 4 + 5.
It is not 7 + 3.
It is not 2 + 0.
It is not 4 + 2.
It is not 0 + 0.
It is not 2 + 2.
It is not 6 + 2.
It is not 1 + 2.

The secret number is ☐

Hint: Use the number track to support counting on.

0	1	2	3	4	5	6	7	8	9	10	11	12

Unit 1A Number and problem solving
CPM Framework 1Nn1, 1Nn2, 1Nc1, 1Nc2, 1Nc8, 1Nc11, 1Pt1, 1Pt2; CPM Teacher's Resource 1A: 2.1, 2.3, 4.1

CAMBRIDGE

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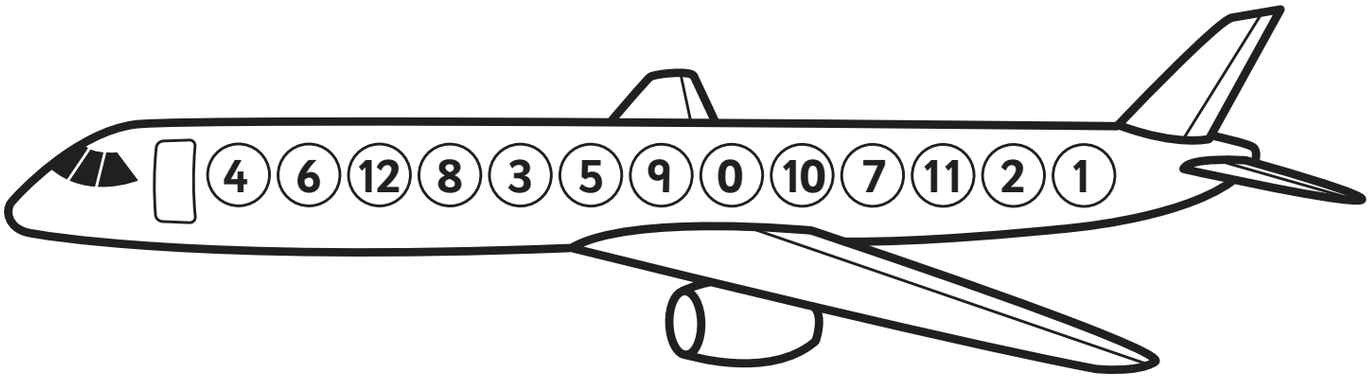
Cherri Moseley , Janet Rees
Excerpt
More Information

Aeroplane numbers

Vocabulary
0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, number, number pair, number bond, count on, count back, add, take away, equals

Solve each clue.
Cross off the answer on the aeroplane.
The number that is left is the secret number.



It is not 4 + 3.
It is not 7 – 7.
It is not 3 + 5.
It is not 9 – 8.
It is not 8 + 2.
It is not 9 – 7.
It is not 7 + 4.
It is not 11 – 5.
It is not 3 + 6.
It is not 10 – 5.
It is not 8 + 4.
It is not 11 – 7.

The secret number is ☐

Hint: Use the number track to support counting on or back.

0	1	2	3	4	5	6	7	8	9	10	11	12

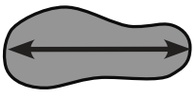
Hands and feet

You will need: a cut-out of your own footprint

Remember
Do not leave any spaces when you measure.

Vocabulary
measure, compare, about the same, roughly, length, width

Use your hand span and footprint to measure a table top, door and chair seat.



Length of the table top is ☐ hand spans.

Length of the table top is ☐ footprints.

Width of the door is ☐ hand spans.

Width of the door is ☐ footprints.

Width of the chair seat is ☐ hand spans.

Width of the chair seat is ☐ footprints.

Are the measures of each object the same? Explain why.

Hint: Keep the hand span the same width when measuring.

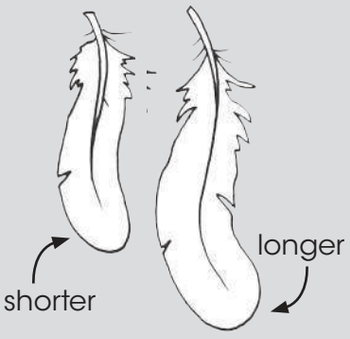
Unit 1C Measure and problem solving
CPM Framework 1Nn2, 1Nn3, 1Ml1; CPM Teacher's Resource 1C 3.1

Snakes

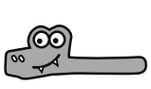
You will need: a set of cubes all the same size, for example, 2 centimetre interlocking cubes

Remember
Do not leave any spaces between the cubes.

Vocabulary
measure, compare, long, short, longer, shorter, longest, shortest



Use cubes to measure the length of each snake.

 ☐ cubes

 ☐ cubes

 ☐ cubes

 ☐ cubes

 ☐ cubes

 ☐ cubes

The longest snake is ☐ cubes long.

The shortest snake is ☐ cubes long.

Colour snakes that are shorter than your pencil green.

Colour snakes that are longer than your pencil red.

Tens and ones

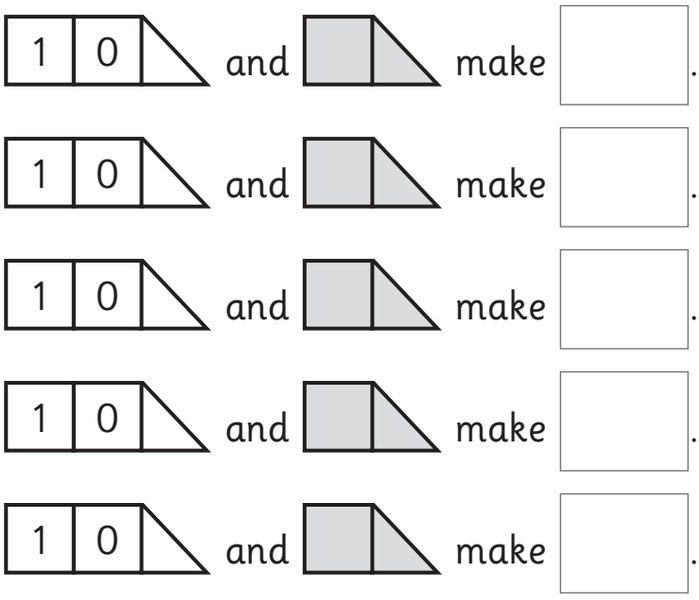
You will need:
place-value cards for 1, 2, 4, 6, 9 and 10, from resource 1, pages 52–3

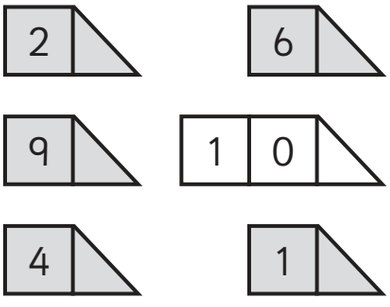
Vocabulary
addition, total, digit, tens, ones, place-value cards, arrow cards, lowest, highest

Remember

Two-digit numbers are made from tens and ones.
For example, 18 is 1 ten and 8 ones, 10 and 8.

Use the place-value cards to make numbers between 10 and 20.





The lowest number I made is ☐.

The highest number I made is ☐.

Some numbers between 10 and 20 cannot be made with these cards.
Write the numbers that cannot be made.

Hint: Count from 10 to 20 to find out which numbers are missing.

Numbers to 50

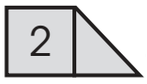
You will need:
resource 1, pages 52–3

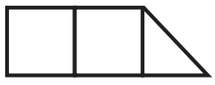
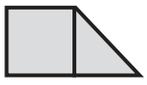
Remember

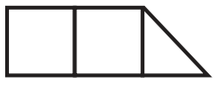
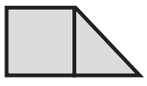
The first digit in a two-digit number tells you how many tens, the second digit tells you how many ones.

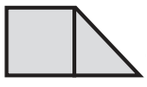
1	2	3	4	5	6	7	8	9	10
11	(12)	13	14	15	16	17	18	(19)	20
21	22	(23)	24	25	(26)	27	28	29	30
(31)	32	33	34	35	36	(37)	38	39	40
41	42	43	44	(45)	46	47	(48)	49	50

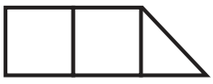
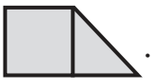
Complete the place-value cards for each circled number.

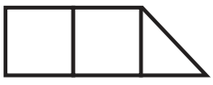
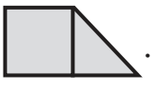
12 is  and  .

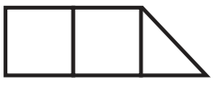
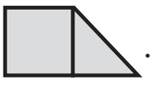
19 is  and  .

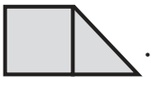
23 is  and  .

26 is  and  .

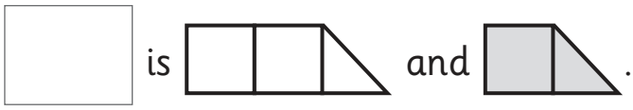
31 is  and  .

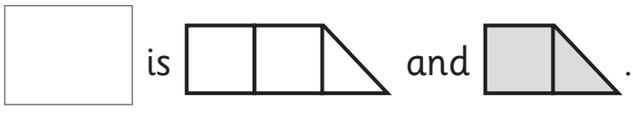
37 is  and  .

45 is  and  .

48 is  and  .

Circle two more numbers. Complete the place-value cards for those numbers.





Hint: Use place-value cards to make each number.