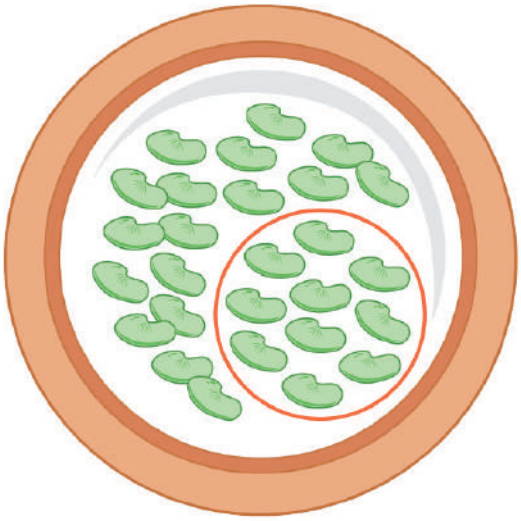
Core Knowledge® MATHEMATICS

Numbers to 99

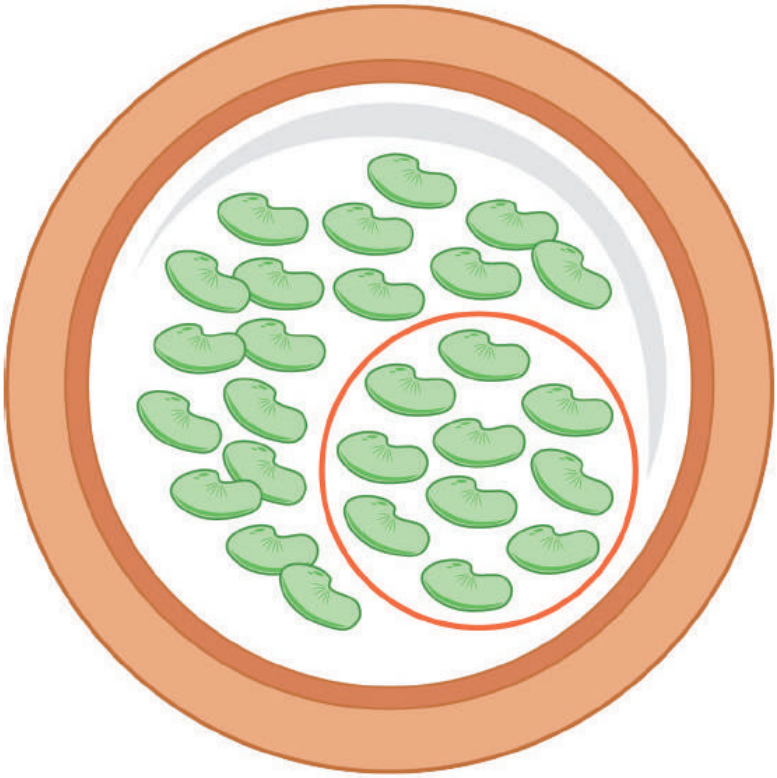


Student Workbook

ISBN: 979-8-88970-964-0

Numbers to 99

Table of Contents



Numbers to 99

Student Workbook

Core Knowledge Mathematics™

Lesson 1: Count Large Collections

- Let's count objects.

Warm-up: Choral Count: Count by 10

1.3: Centers: Choice Time

Choose a center.

How Close?

☐☐ + ☐☐ = _____

Five in a Row

Number Puzzles

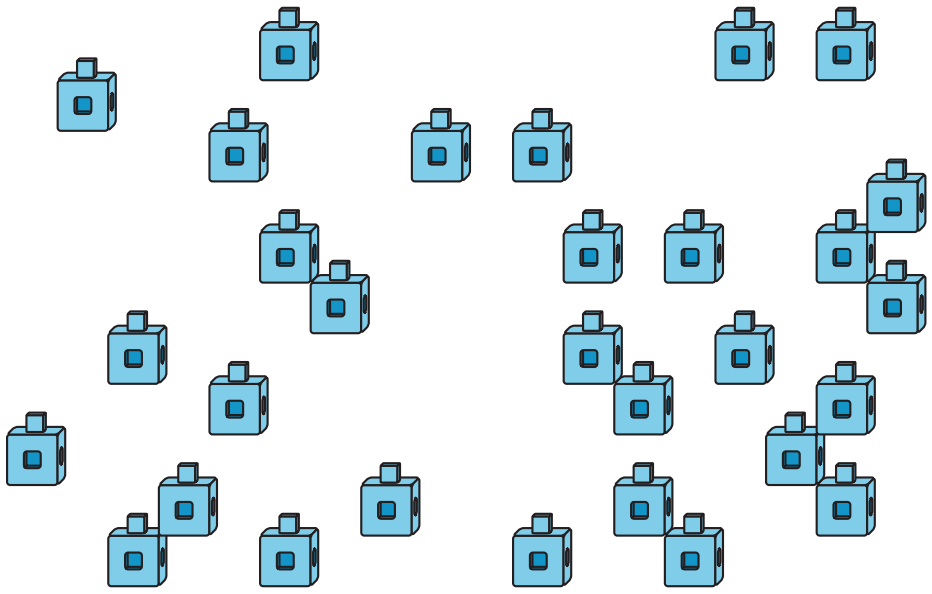
14 = 8 + ☐

Lesson 2: Match Representations of Tens

- Let's match different representations of numbers.

Warm-up: Estimation Exploration: Cubes and Towers

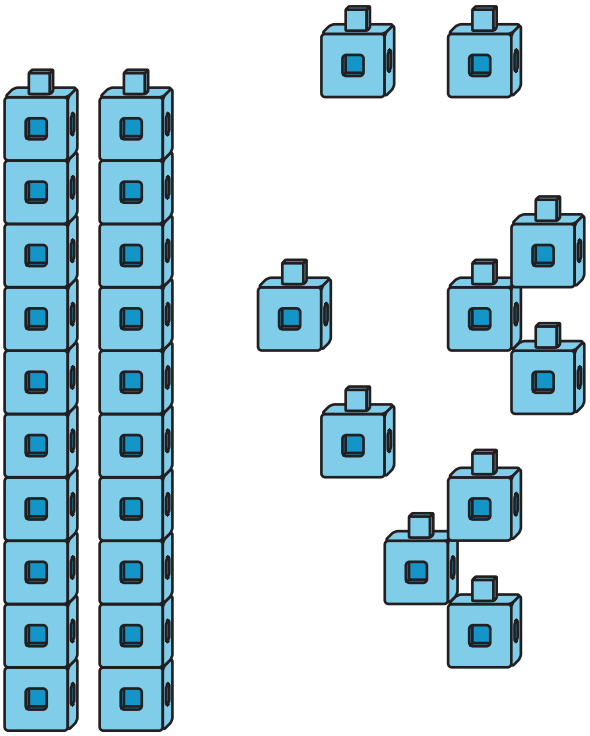
Round 1: How many cubes?



Record an estimate that is:

too low	about right	too high

Round 2: How many cubes?



Record an estimate that is:

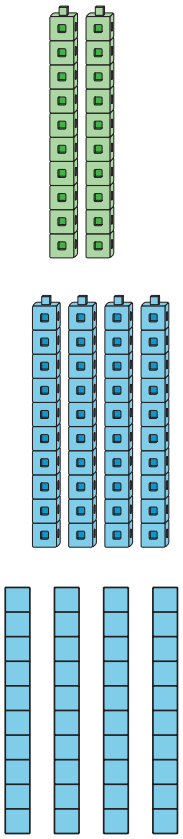
too low	about right	too high

Lesson 3: Addition and Subtraction with Tens

- Let’s add and subtract 10.

Warm-up: How Many Do You See: Groups of 10

How many do you see?
How do you see them?



3.1: How Many Tens Now?

1. a. Show 1 ten.
   Add a ten.
   How many do you have now?

   b. Add another ten.
   How many do you have now?
   Show your thinking using drawings, numbers, or words.

c. Add another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

d. Add another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

e. Add another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

f. Add another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

g. Add another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

h. Add another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

2. a. Show 9 tens
   Take away a ten.
   How many do you have now?
   Show your thinking using drawings, numbers, or words.

   b. Take away another ten.
   How many do you have now?
   Show your thinking using drawings, numbers, or words.

c. Take away another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

d. Take away another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

e. Take away another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

f. Take away another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

g. Take away another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

h. Take away another ten.
How many do you have now?
Show your thinking using drawings, numbers, or words.

3.2: Introduce Five in a Row, Add or Subtract 10

Record your favorite round.

Show your thinking using drawings, numbers, or words.

3.3: Centers: Choice Time

Choose a center.

Five in a Row

How Close?

Number Puzzles

14 = 8 + ☐

Lesson 4: More Addition and Subtraction with Tens

- Let's add and subtract tens.

Warm-up: Number Talk: Plus or Minus 10

Find the value of each expression mentally.

- $30 + 10$
- $40 + 10$
- $80 - 10$
- $70 - 10$

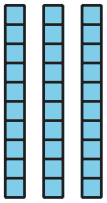
4.1: How Many Are in the Bag?

1. Jada is counting collections of cubes.
   In Bag A there are 30 cubes.
   In Bag B there are 2 towers of 10.
   How many cubes are in the two bags all together?
   Show your thinking using drawings, numbers, or words.

2. Tyler is counting a collection of cubes.
   In Bag C there are 7 towers of 10.
   He takes 40 cubes out of the bag.
   How many cubes does he have left in the bag?
   Show your thinking using drawings, numbers, or words.

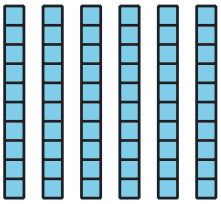
4.2: Add and Subtract Tens

1. Add 20:



Equation: _____

2. Subtract 20:



Equation: _____

3. 4 tens and 5 tens is _____

Equation: _____

4. 8 tens take away 3 tens is _____

Equation: _____

5. $20 + 60 =$ ☐

6. $70 - 20 =$ ☐

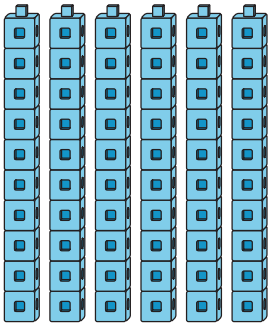
7. $90 - 70 =$ ☐

8. $40 + 40 =$ ☐

Section Summary

Section Summary

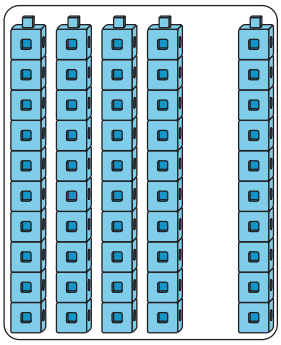
We learned how to show tens in different ways.



6 tens

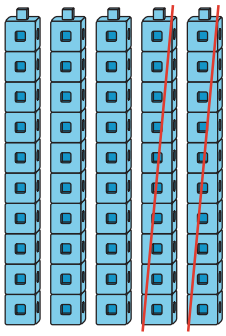
60

We learned how to add and subtract tens from other tens.



4 tens and 1 ten is 5 tens

$$40 + 10 = 50$$



5 tens take away 2 tens is 3 tens

$$50 - 20 = 30$$

Lesson 5: Center Day 1

- Let's add and subtract.

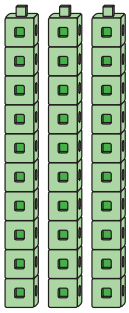
Warm-up: Which One Doesn't Belong: Tens

Which one doesn't belong?

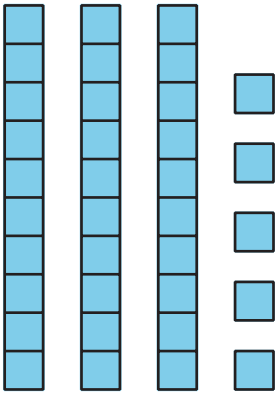
A

10 + 10 + 10

B



C



D

30

5.2: Centers: Choice Time

Choose a center.

Five in a Row

How Close?

☐☐ + ☐☐ = _____

Number Puzzles

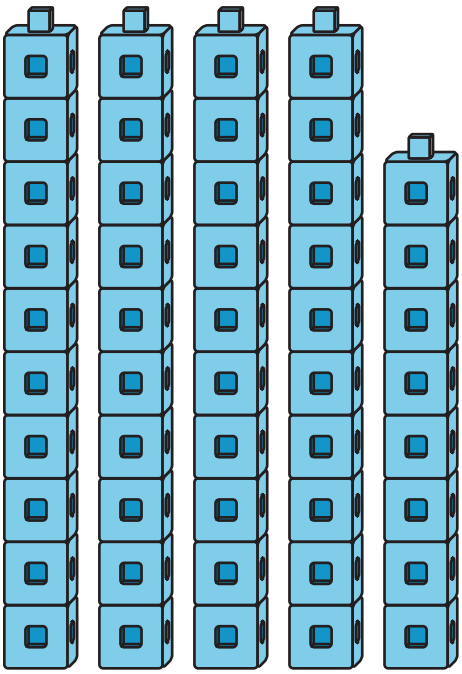
14 = 8 + ☐

Lesson 6: Count Larger Collections

- Let’s organize, count, and show collections.

6.2: Noah Counts a Collection

Noah organized his collection of connecting cubes.



He counts and says there are 50 cubes.
Do you agree or disagree?
Explain how you know:

I _____ with Noah because

6.3: Centers: Choice Time

Choose a center.

Check It Off

Five in a Row

Number Puzzles

$14 = 8 + \square$

Lesson 7: Numbers With Tens and Ones

- Let's learn more about tens and ones.

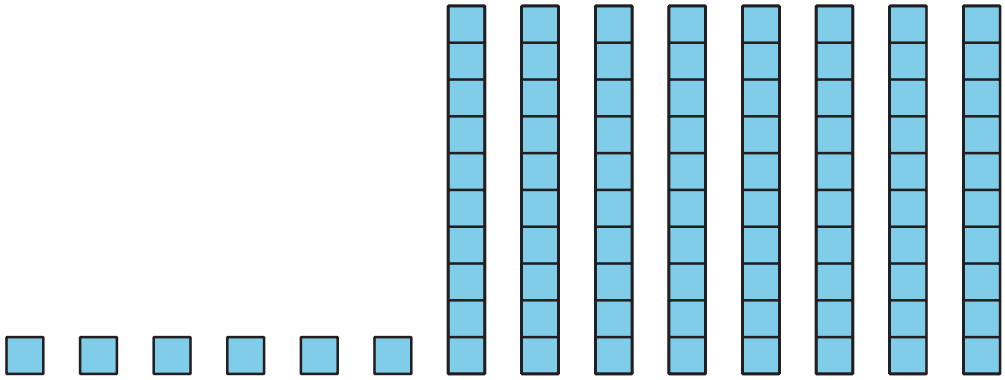
Warm-up: Notice and Wonder: One-and Two-digit Numbers

Set A	Set B
0	10
1	23
2	45
3	76
4	89
5	
6	
7	
8	
9	

7.1: Make It: Tens and Ones

- Partner 1 draws 2 number cards and uses them to make a two-digit number.
- Each partner says the number.
- Partner 2 builds the number using cubes.
- Partner 1 checks to see if they agree.
- Each partner makes a drawing of the number and records how many tens and ones.
- Switch roles and repeat.

7.2: Who Do You Agree With?



Clare says this shows 68 (sixty-eight).
Diego says this shows 86 (eighty-six).
Who do you agree with?
How do you know they are correct?

I agree with _____ because

7.3: Centers: Choice Time

Choose a center.

Shake and Spill

How Close

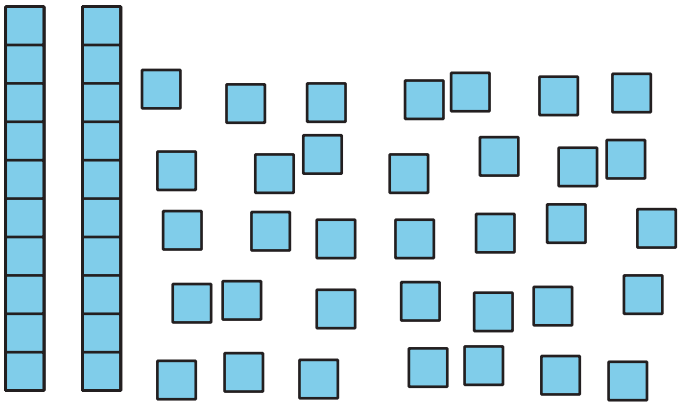
Check It Off

Lesson 8: Different Representations of Tens and Ones

- Let's think about how two-digit numbers can be shown.

Warm-up: Estimation Exploration: How Many?

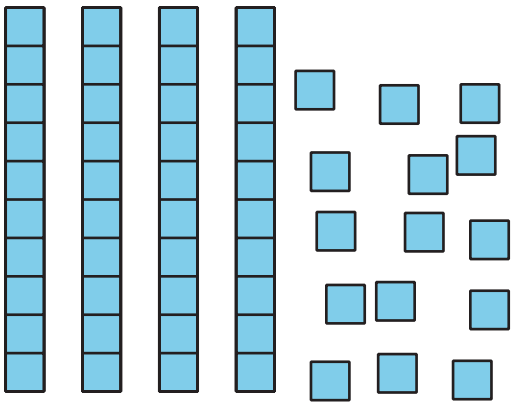
1. How many do you see?



Record an estimate that is:

too low	about right	too high

2. How many do you see?



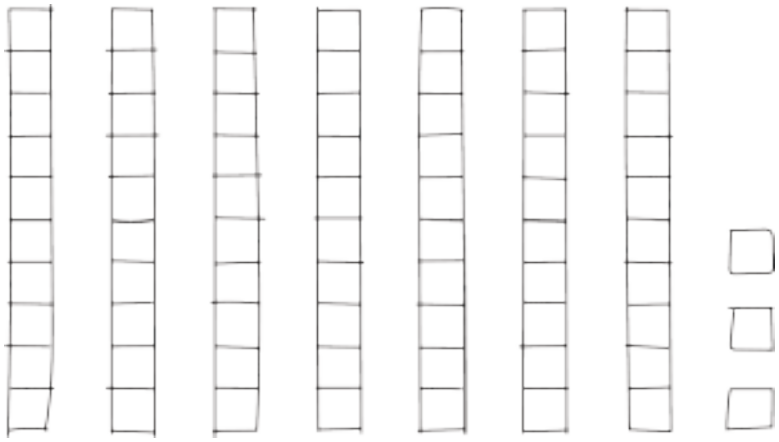
Record an estimate that is:

too low	about right	too high

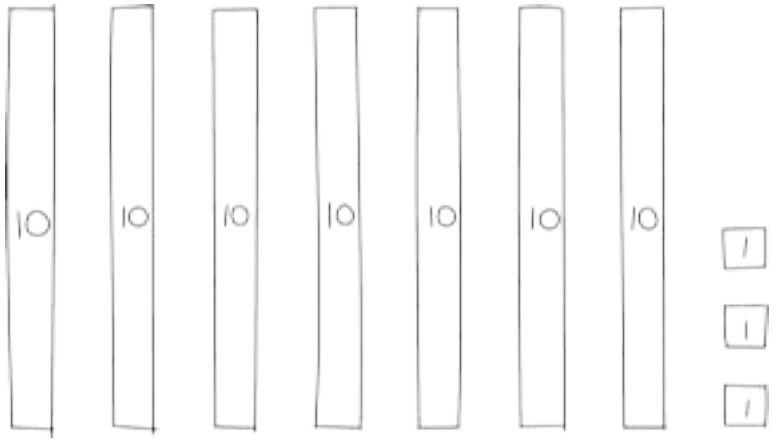
8.1: Compare Representations of a Collection

Each student counted and showed a collection.

- Clare drew



- Han drew

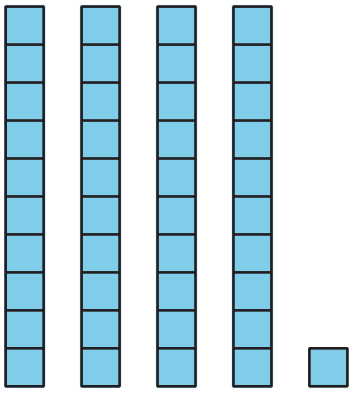


- Kiran wrote 3 ones and 7 tens.
- Priya wrote $70 + 3$.

Did the students count the same number of objects?
How do you know?
Show your thinking using drawings, numbers, or words.

8.2: Card Sort: Base-ten Representations

Your teacher will give you a set of cards that show different representations of a two-digit number. Find the cards that match. Be ready to explain your reasoning.



40 + 1

1 ten 4 ones

Lesson 9: Show Me Your Number

- Let's show numbers in different ways.

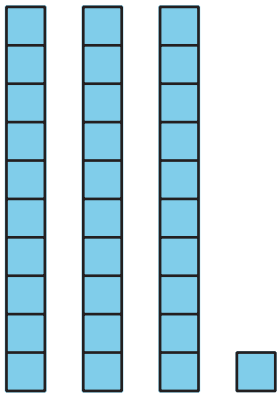
Warm-up: Which One Doesn't Belong: Tens and Ones

Which one doesn't belong?

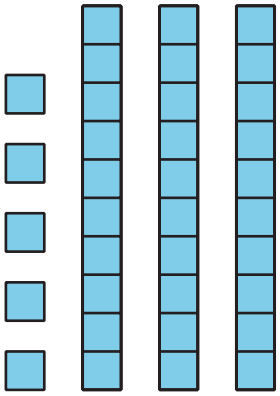
A

35

B



C



D

30 + 5

9.1: Create a Collection

Show your number in as many ways as you can.

Our number: _____

9.2: Show Collections In Many Ways

Show each collection in as many ways as you can.
Visit at least 4 collections.

Collection 1

Collection 2

Collection 3

Collection 4

9.3: Centers: Choice Time

Choose a center.

Grab and Count

Shake and Spill

Check It Off

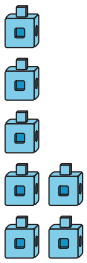
Lesson 10: Write Two-digit Numbers

- Let's write two-digit numbers.

Warm-up: Notice and Wonder: Same Digit, Different Place

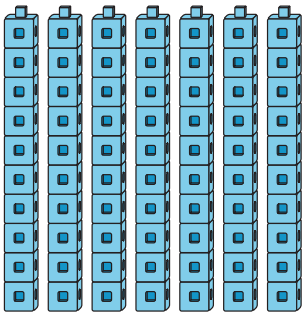
What do you notice?
What do you wonder?

A



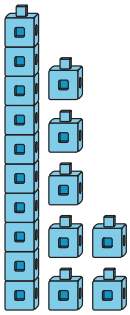
7

B



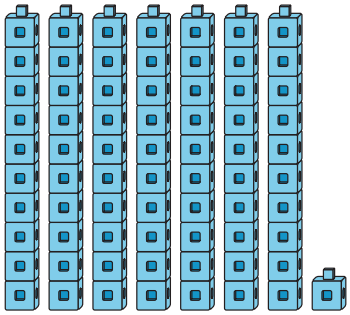
70

C



17

D



71

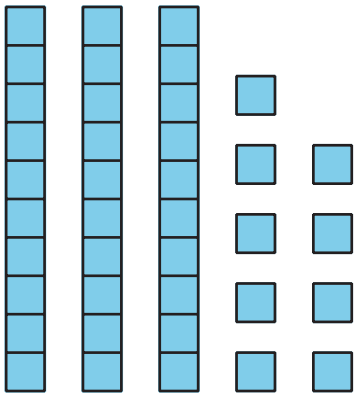
10.1: Write Numbers to Match Base-Ten Representations

Write the number that matches each representation.

1. 1 ten 4 ones

Number: _____

2.



Number: _____

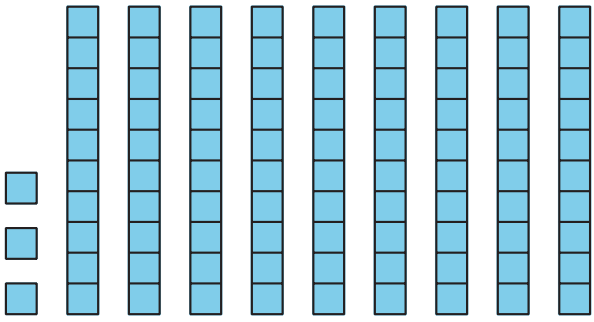
3. 9 tens

Number: _____

4. $20 + 5$

Number: _____

5.



Number: _____

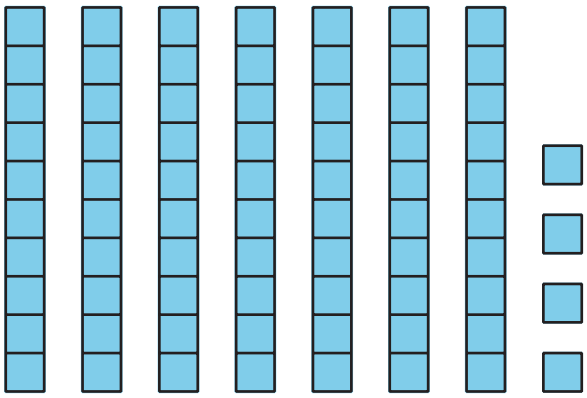
6. $7 + 40$

Number: _____

7. 2 ones 8 tens

Number: _____

8.

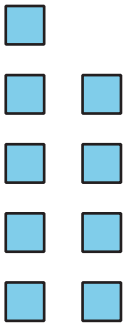


Number: _____

9. $1 + 40$

Number: _____

10.



Number: _____

Lesson 11: Add Tens to Two-digit Numbers

- Let's add tens to two-digit numbers.

Warm-up: True or False: Tens and Ones

Decide if each statement is true or false.
Be prepared to explain your reasoning.

- $80 + 5 = 5 + 80$

- $70 + 1 = 80 + 1$

- $20 + 6 = 6 + 30$

11.1: Add Two-digit Numbers and Tens

Find the number that makes each equation true.
Show your thinking using drawings, numbers, or words.

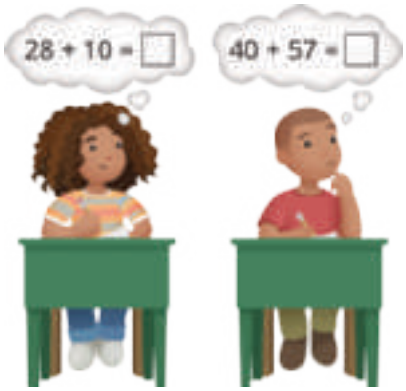
1. $37 + 20 = \square$

2. $60 + 23 = \square$

3. $48 + 50 = \square$

4. $\square = 54 + 20$

5. $30 + 65 =$ ☐

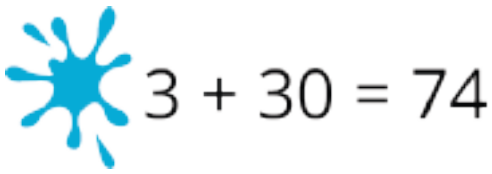


11.2: The Missing Digit

1. This equation is true.

What digit is under the smudge?
Show your thinking using drawings, numbers, or words.

2. This equation is not true.

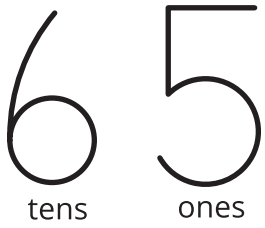


Show why it is not true using drawings, numbers, or words.

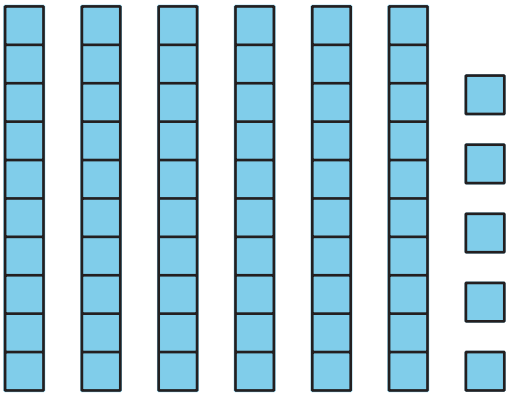
Section Summary

Section Summary

We learned that two-digit numbers are made up of tens and ones.



We represented two-digit numbers in many different ways.



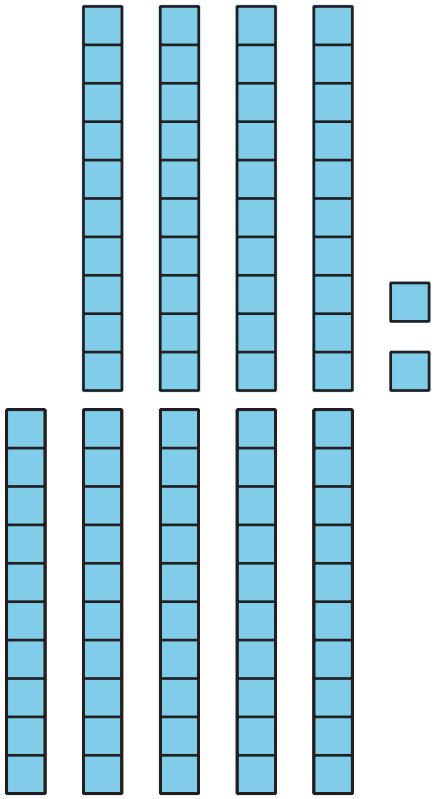
6 tens and 5 ones

$60 + 5$

65

We added two-digit numbers by thinking about counting on by 10 or adding more tens.

$$42 + 50 = \boxed{92}$$



Lesson 12: Mentally Add and Subtract Tens

- Let's add and subtract tens in our heads.

Warm-up: Number Talk: Add and Subtract 10

Find the value of each expression mentally.

- $3 + 10$
- $10 + 5$
- $13 - 10$
- $15 - 10$

12.2: Add and Subtract 10

1. Find the number that makes each equation true. Then tell what you notice.

a. $67 + 10 = \square$

$67 - 10 = \square$

b. $39 + 10 = \square$

$39 - 10 = \square$

c. $52 + 10 = \square$

$52 - 10 = \square$

d. $75 + 10 = \square$

$75 - 10 = \square$

e. Talk to your partner. What patterns do you notice?

I notice that when I add 10,

I notice that when I subtract 10,

2. Find the number that makes each equation true.
After each set of equations, tell what pattern you notice.

a. $67 + 10 = \square$

$67 + 10 + 10 = \square$

$67 + 10 + 10 + 10 = \square$

I notice that

b. $99 - 10 =$ $\square$

$99 - 10 - 10 =$ $\square$

$99 - 10 - 10 - 10 =$ $\square$

I notice that

c. $45 + 10 + 10 =$ $\square$

$45 - 10 - 10 =$ $\square$

$45 + 10 - 10 =$ $\square$

I notice that

Lesson 13: Center Day 2

- Let's add and subtract and work with tens and ones.

Warm-up: Number Talk: Within 20

Find the value of each expression mentally.

- $10 + 4$
- $9 + 4$
- $9 + 6$
- $15 - 6$

13.1: Centers: Choice Time

Choose a center.

Grab and Count

Five in a Row

Check It Off

13.2: Centers Choice Time

Choose a center.

How Close?

☐☐ + ☐☐ = _____

Number Puzzles

14 = 8 + ☐

Shake and Spill

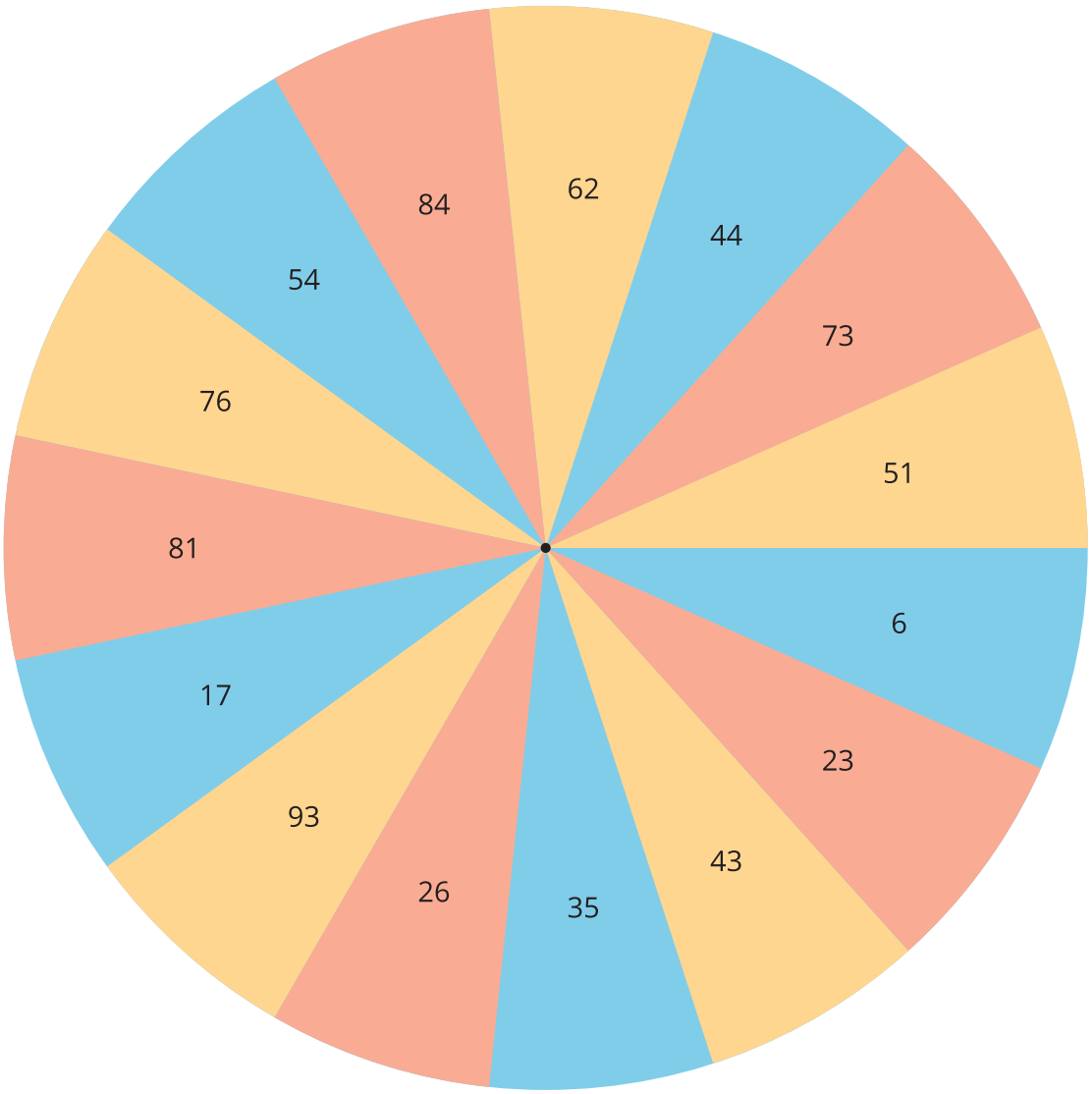
Lesson 14: Let’s Compare

- Let’s compare numbers.

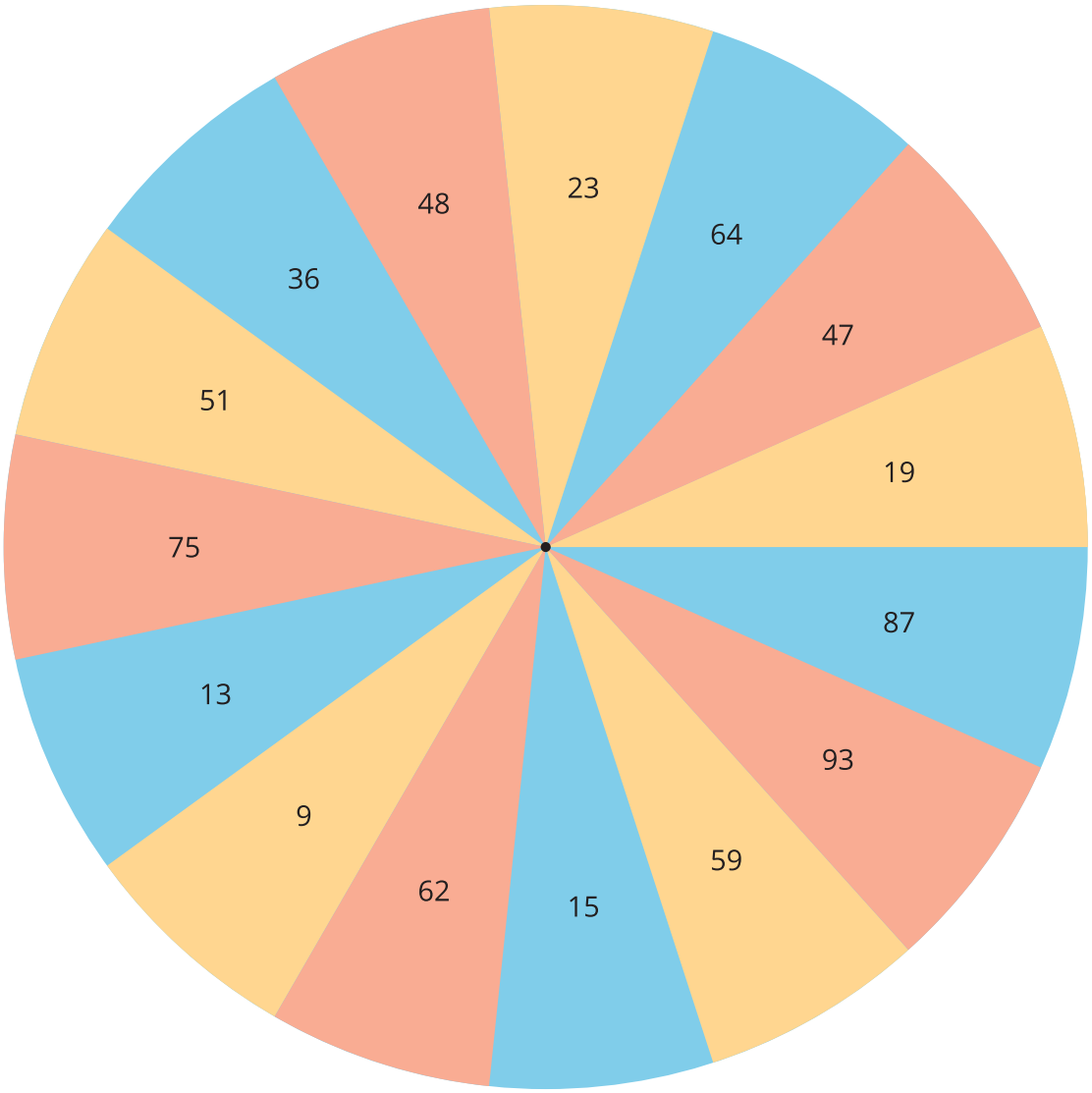
14.1: Which is More?

- Each partner spins a spinner.
- Each partner shows the number any way they choose.
- Compare with your partner.
- Which number is more?

Spinner A:



Spinner B:



14.2: Elena and Noah Compare Numbers

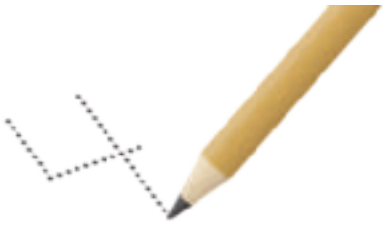
1. Elena says 75 is greater than 65 because 7 is greater than 6.
   What do you think Elena means?
   How could Elena be more clear?

2. Noah says 39 is greater than 41 because it has a 9 and 9 is the greatest number.
   Do you agree with Noah?
   What could you tell Noah to help him compare these numbers?

14.3: Centers: Choice Time

Choose a center.

Write Numbers



Grab and Count

Five in a Row

Lesson 15: Greater Than, Less Than

- Let’s make sense of comparisons and decide if they're true.

Warm-up: Number Talk: Add or Subtract 10

Find the value of each expression mentally.

- $35 + 10$
- $52 + 10$
- $52 - 10$
- $83 - 10$

15.1: Which is Greater, Which is Less?

Circle the statement that is true in each pair.
Be ready to explain how you know so that others will understand.

$27 < 17$	$17 < 27$
$34 < 36$	$36 < 34$
$25 < 52$	$52 < 25$
$24 > 54$	$54 > 24$
$21 > 29$	$29 > 21$
$85 > 58$	$58 > 85$
$45 < 54$	$45 > 54$
$74 < 78$	$74 > 78$
$21 < 12$	$21 > 12$

15.2: True or False Comparisons

Read each statement.
Determine whether each statement is true or false.
Be ready to explain how you know so that others will understand.

1. $17 < 47$

2. $58 = 53$

3. $45 > 63$

4. $39 < 93$

5. $4 = 46$

If you have time, rewrite each false statement to make it true.

Lesson 16: Write Comparisons with Symbols

- Let's use symbols to write comparisons.

Warm-up: Notice and Wonder: 49 and 45

What do you notice?
What do you wonder?

- $49 > 45$

- $45 < 49$

16.2: Make the Statement True

1. Compare the numbers.
   Write <, >, or = in each blank.
   Then read the comparison statement.

   a. 56_____26

   b. 72_____78

   c. 6_____55

   d. 92_____29

   e. 23_____23

2. Fill in each box with a number to make each statement true.

a. $\square > 78$

b. $39 < \square$

c. $13 = \square$

d. $\square < \square$

e. $\square > \square$

Lesson 17: Compare and Order Numbers

- Let's compare and order numbers.

Warm-up: Which One Doesn't Belong: Comparison Statements

Which one doesn't belong?

A

$5 < 30$

B

$25 < 35$

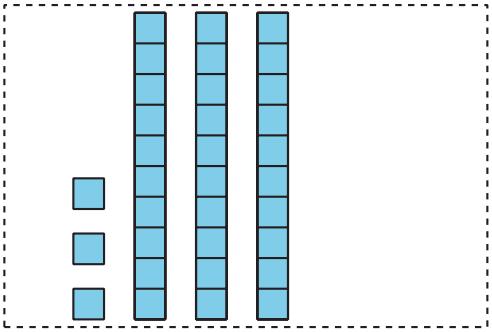
C

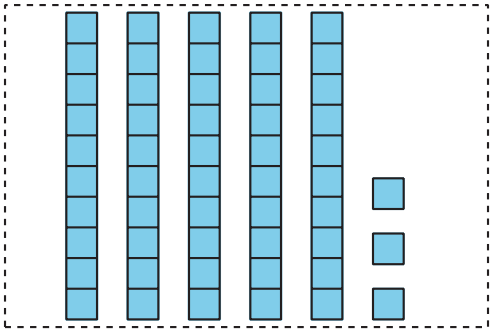
$35 < 20$

D

$30 > 20$

17.1: Compare and Order Quantities





Pick a set of cards.
Put the cards in order from least to greatest.
Be ready to explain how you ordered your cards.

Write the numbers in order from least to greatest.

Set A: _____

Set B: _____

Set C: _____

Set D: _____

If you have time:
Mix two sets of cards together.
Put them in order from least to greatest.

17.2: Order Numbers

1. Here are some numbers in order:

1	5	10	50	99

Add these numbers to the list:

- 49
- 8
- 25
- 98
- 13

Make sure all the numbers are in order from least to greatest.

2. Choose 2 numbers. Explain how you knew where to place them.

- I knew where to place ☐ because

- I knew where to place ☐ because

---

3. Write a number that makes each comparison statement true.

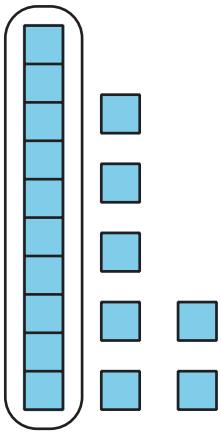
$25 < \square$

$25 > \square$

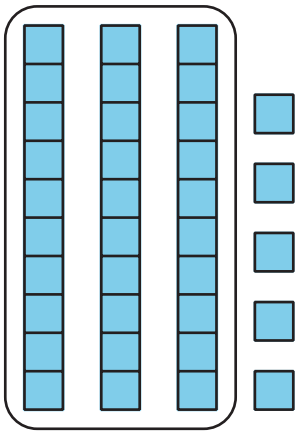
Section Summary

Section Summary

We compared numbers using the number of tens and ones.



1 ten



3 tens

17 has 1 ten and 35 has 3 tens so 17 is less than 35.

$$17 < 35$$

17 is **less than** 35.

$$35 > 17$$

35 is **greater than** 17.

$$35 = 35$$

35 is **equal to** 35.

Lesson 18: Center Day 3

- Let's play games about tens and ones.

Warm-up: Number Talk: Start with 32

Find the value of each expression mentally.

- $32 + 10$
- $32 + 10 + 10$
- $32 + 20$
- $32 - 20$

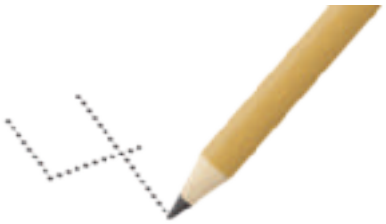
18.2: Centers: Choice Time

Choose a center.

Greatest of Them All

Grab and Count

Write Numbers



Lesson 19: Make Two-digit Numbers

- Let's make two-digit numbers with tens and ones in different ways.

Warm-up: Which One Doesn't Belong: Different Ways to Show a Number

Which one doesn't belong?

A

5 tens 3 ones

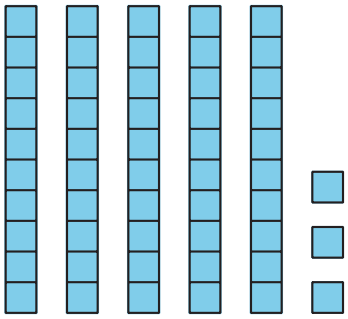
B

30 + 5

C

3 + 50

D



19.1: Make 65 Using Tens and Ones

Create a collection of 65.
You may not break apart any towers.
You may not make any new towers.

Show your collection in a way that others will understand.

If you have time, think of another way to make 65 using the cubes in the bag.

19.2: Make 37 in Different Ways

How many ways can you make 37?
Show your thinking using drawings, numbers, or words.

19.3: Centers: Choice Time

Choose a center.

Greatest of Them All

Get Your Numbers in Order

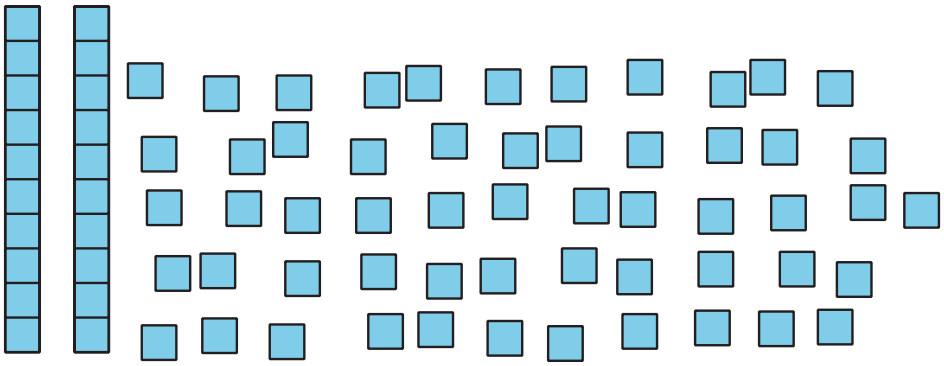
Grab and Count

Lesson 20: Make Two-Digit Numbers in Different Ways

- Let's make two-digit numbers in different ways.

Warm-up: Estimation Exploration: Tens and Ones

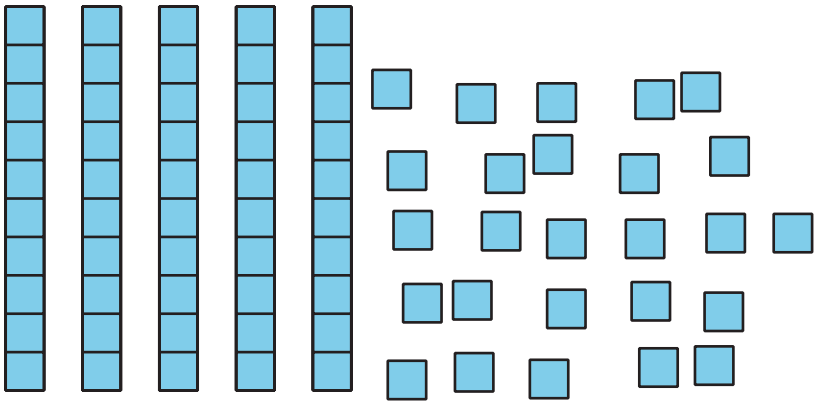
1. How many do you see?



Record an estimate that is:

too low	about right	too high

2. How many do you see?



Record an estimate that is:

too low	about right	too high

20.1: All The Ways to Make 94

How many ways can you make 94 using tens and ones?
Show your thinking using drawings, numbers, or words.

20.2: Mystery Bags

1. Bag A has 2 ones and 5 tens.
   How many cubes are in Bag A?
   Show your thinking using drawings, numbers, or words.

2. Bag B has 4 tens and 25 ones.
   How many cubes are in Bag B?
   Show your thinking using drawings, numbers, or words.

3. Bag C has 49 cubes.
   If there are 29 ones, how many tens are in the bag?
   Show your thinking using drawings, numbers, or words.

4. Bag D has 36 cubes.
   If there are only 2 tens, how many ones are in the bag?
   Show your thinking using drawings, numbers, or words.

If you have time: Write a mystery bag problem about tens and ones.
Switch with your partner.
Solve.

Lesson 21: Compare Two-Digit Numbers Shown in Different Ways

- Let's compare numbers.

Warm-up: Number Talk: Addition Within 20

Find the value of each expression mentally.

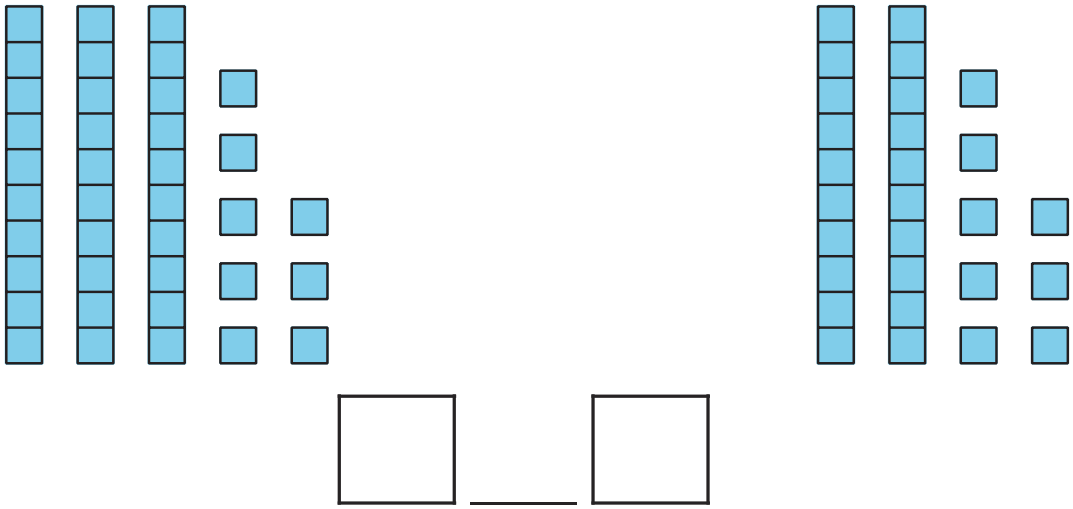
- $10 + 6$
- $9 + 6$
- $10 + 7$
- $8 + 7$

21.1: Elena and Kiran Compare Collections

Elena and Kiran are comparing their collections.
Elena says, “I have 5 tens 32 ones.”
Kiran says, “I have 7 tens 2 ones.”
Who has more in their collection?
Show your thinking using drawings, numbers, words, or expressions.

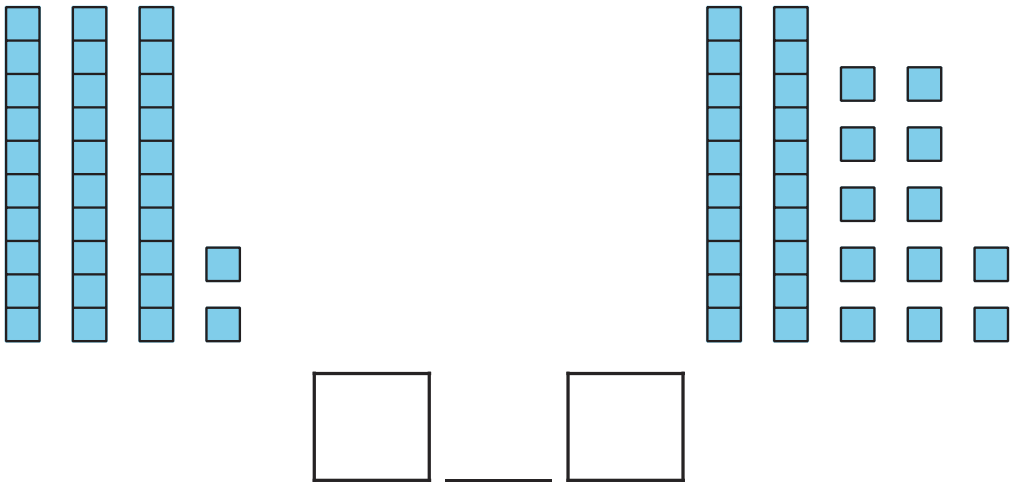
21.2: Base-Ten Representation Compare

1. What do you notice?

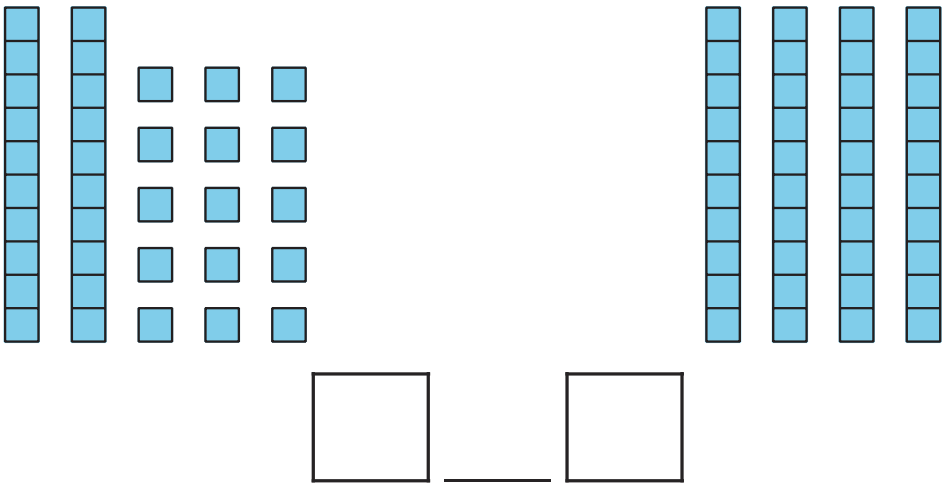


2. Circle the representation that shows the greater number.
   Write a number to match each representation.
   Then write a comparison statement using <, >, or =.

   a.



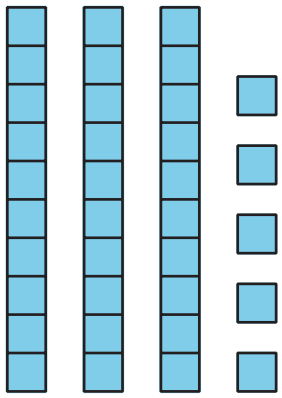
b.



c. 5 tens 2 ones

12 ones 3 tens

d. 1 ten 25 ones

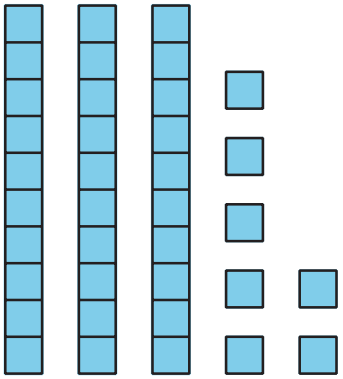


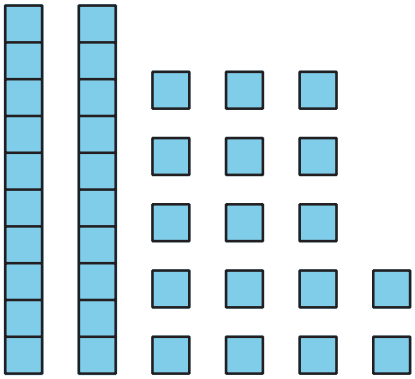
e. 7 tens 29 ones $50 + 39$

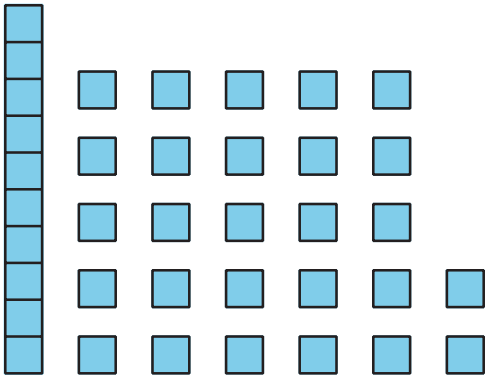
Section Summary

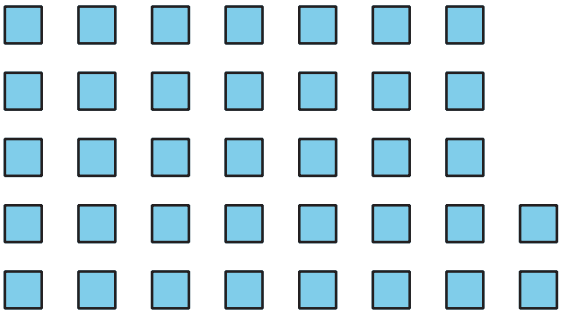
Section Summary
We made two-digit numbers with different amounts of tens and ones.

Each of these representations shows 37.









We compared two-digit numbers that were made with tens and ones in different ways.

5 tens 2 ones and 12 ones 3 tens

$$52 > 42$$

Lesson 22: Center Day 4

- Let's play games about tens and ones.

Warm-up: True or False: Tens and Ones

Decide if each statement is true or false.
Be prepared to explain your reasoning.

- $92 = 90 + 2$

- $90 + 2 > 80 + 12$

- $20 + 13 < 30 + 13$

22.2: Center: Choice Time

Choose a center.

Mystery Number

Get Your Numbers in Order

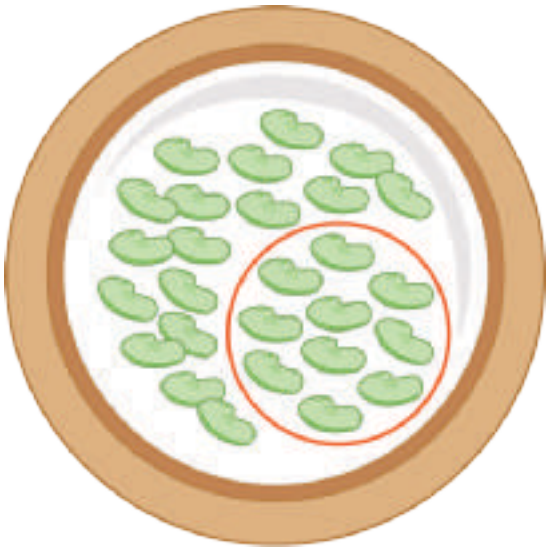
Greatest of Them All

Lesson 23: Two-Digit Numbers in Our World

- Let's estimate how many objects are in a group.

Warm-up: Estimation Exploration: Beans

How many beans are there?



Record an estimate that is:

too low	about right	too high

23.1: Count the Objects

Experiment 1: How many objects are in 2 handfuls?
Record an estimate that is:

too low	about right	too high

Now find the exact number. _____

Experiment 2: How many objects are in 2 handfuls?
Record an estimate that is:

too low	about right	too high

Now find the exact number. _____

Experiment 3: How many objects are in 2 handfuls?
Record an estimate that is:

too low	about right	too high

Now find the exact number. _____

23.2: Quantities Card Sort

1. Estimate and sort the pictures based on the amount of items you see.
   Sort into these groups.
   a. Less than 20

   b. 20 to 50

   c. More than 50

2. Select 1 picture from each group.
   Show the number of items you think are in the picture in as many ways as you can.

   Less than 20

20 to 50

More than 50

Section A: Practice Problems

1. **Pre-unit**

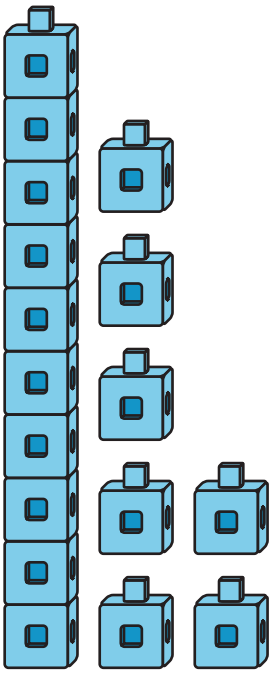
   a. Mai says the numbers 10, 20, 30.
   What is Mai counting by?

   b. What is the next number Mai will say?

2. **Pre-unit**

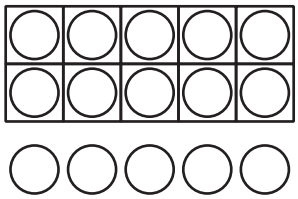
   How many are in each picture?

a.



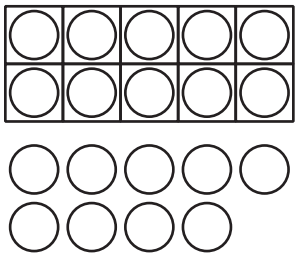
_____

b.



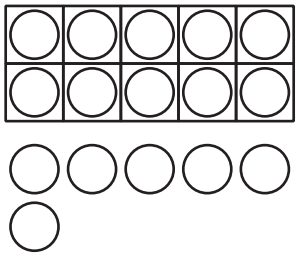
_____

c.



_____

3. **Pre-unit**



Which expression shows the number of dots?

A. $5 + 1$

B. $10 + 5$

C. $10 + 6$

4. **Pre-unit**

Find the number that makes each equation true.

a. $10 + 7 = \square$

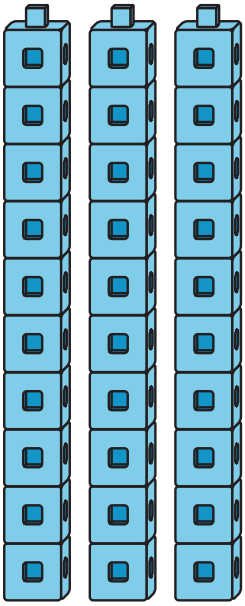
b. $10 + \square = 15$

c. $\square + 3 = 13$

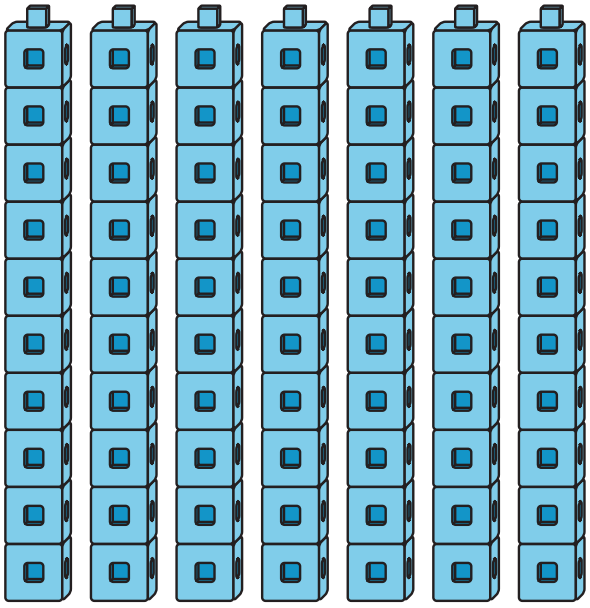
5. How many connecting cubes are in each picture?

a.

b.

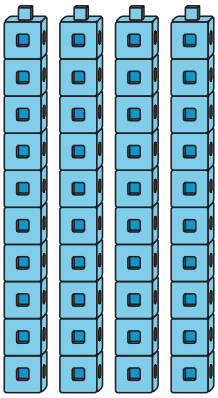


c.



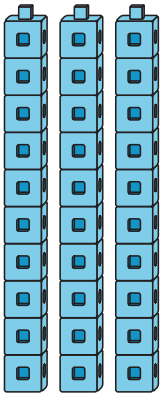
(From Unit 4, Lesson 2.)

6. How many connecting cubes are in the picture?

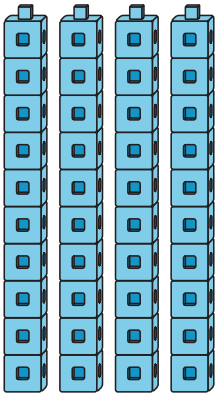


Circle the picture that shows 10 more connecting cubes.
Cross out the picture that shows 10 fewer connecting cubes.

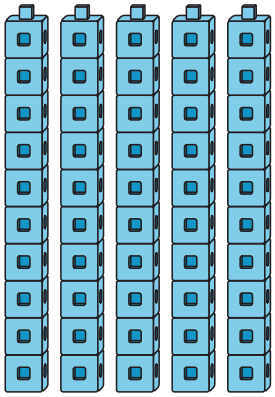
A



B



C



(From Unit 4, Lesson 3.)

7. a. Find the value of each expression.
   Explain or show your reasoning.

   $50 + 20$

   $80 - 50$

   b. There are 7 towers of ten on the table.
   Han takes 2 towers away.
   How many connecting cubes are on the table now?
   Explain or show your reasoning.

(From Unit 4, Lesson 4.)

8. **Exploration**

You can use towers of 10 cubes to help you with these questions.

a. Noah has 70 cubes in towers of 10.
He gave some towers of 10 to Clare.
Then he gave some towers of 10 to Andre.
Now Noah has no cubes left.
What is one way Noah could have done this?
Show your thinking using drawings, numbers, or words.
Write equations to represent the problem.

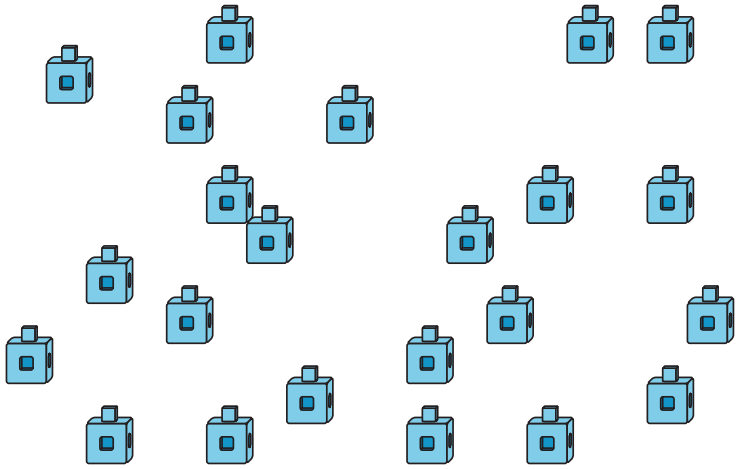
b. What is another way Noah could have done this?
Show your thinking using drawings, numbers, or words.
Write equations to represent the problem.

c. Diego has 10 cubes in a tower.
Elena gave him some more towers of 10.
Then Mai gave him some more towers of 10.
Now Diego has 60 cubes in towers of 10.
What is one way this could have happened?
Show your thinking using drawings, numbers, or words.
Write equations to represent the problem.

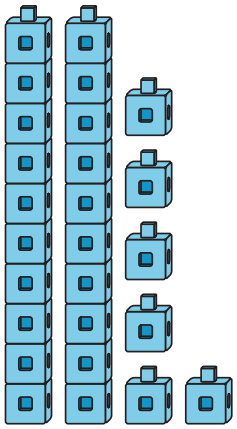
d. What is another way this could have happened?
Show your thinking using drawings, numbers, or words.
Write equations to represent the problem.

Section B: Practice Problems

1. a. How many connecting cubes are there?



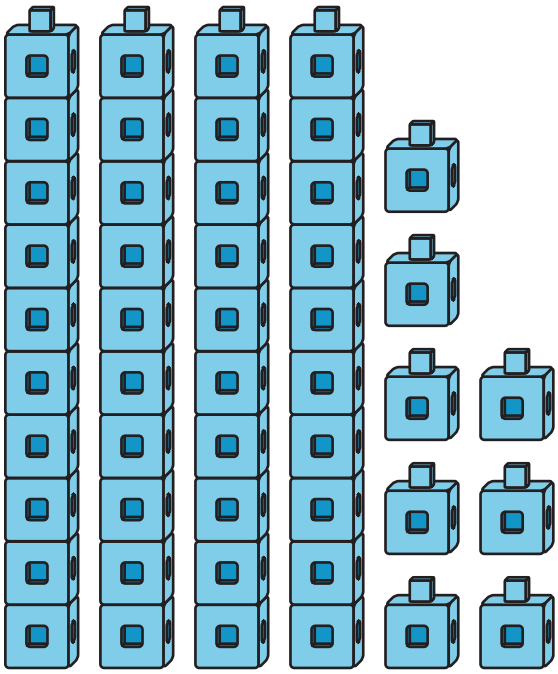
b. How many connecting cubes are there?



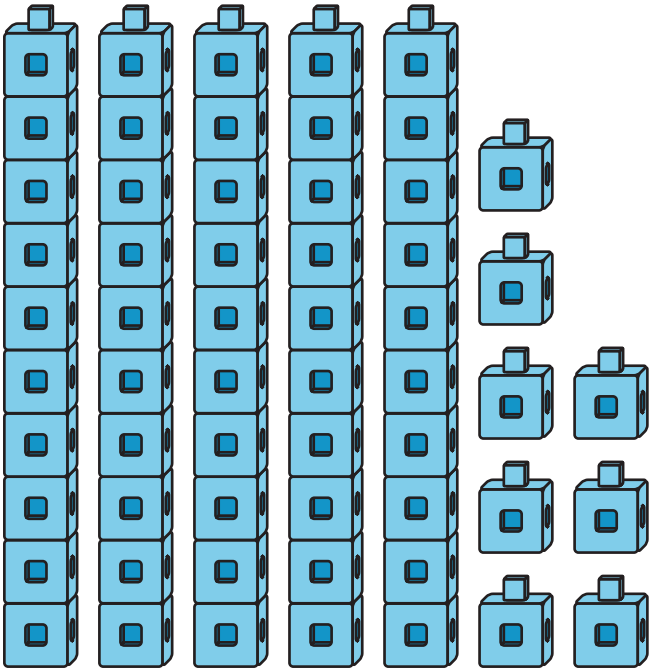
c. Which collection did you prefer to count? Why?

(From Unit 4, Lesson 6.)

2. a. How many connecting cubes are there?
   Show your thinking using drawings, numbers, or words.



b. How many connecting cubes are there?
Show your thinking using drawings, numbers, or words.

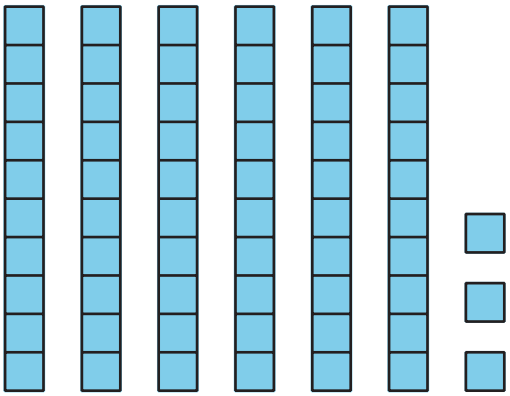


c. How are the numbers the same? How are they different?

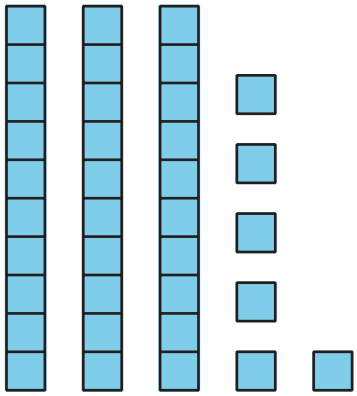
(From Unit 4, Lesson 7.)

3. Circle **3** representations of 63.

A.



B.



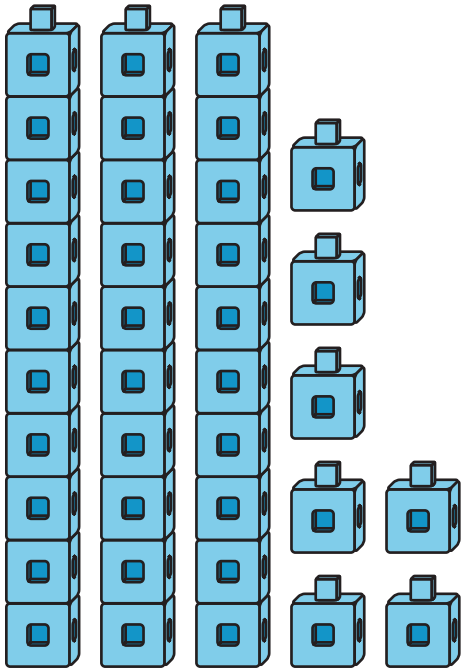
C. 6 tens and 3 tens

D. 6 tens and 3 ones

E. $3 + 60$

(From Unit 4, Lesson 8.)

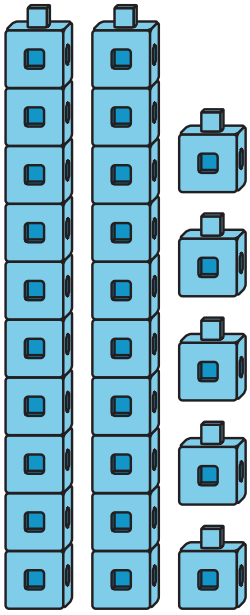
4. Show the number of connecting cubes in as many ways as you can.



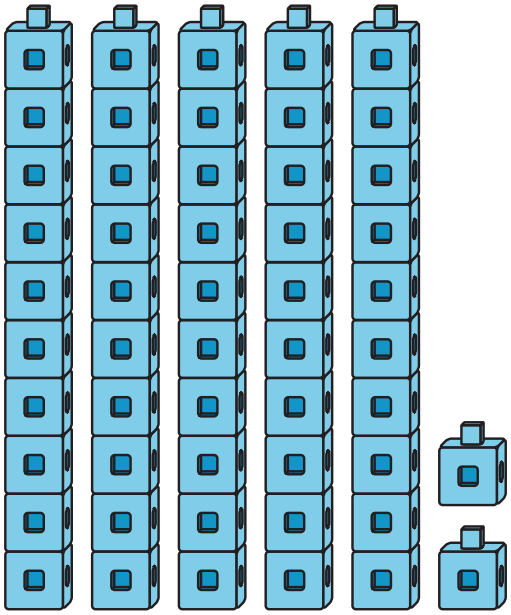
(From Unit 4, Lesson 9.)

5. Write the number that matches each representation.

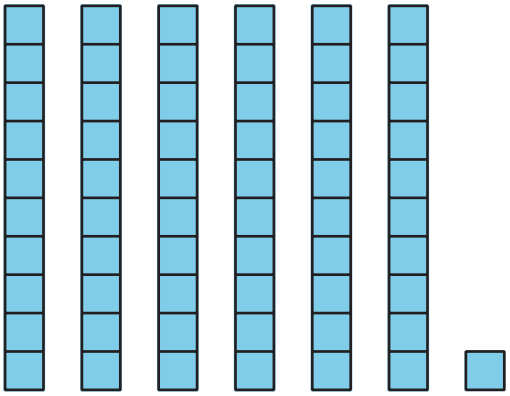
a.



b.



c.



d. $6 + 10$

(From Unit 4, Lesson 10.)

6. Find the number that makes each equation true.
   Show your thinking using drawings, numbers, or words.

   a. $30 + 50 =$ ☐

   b. $61 + 10 =$ ☐

   c. $14 + 30 =$ ☐

(From Unit 4, Lesson 11.)

7. Find the value of each expression.

a. $63 + 10$

b. $63 - 10$

c. $19 + 10$

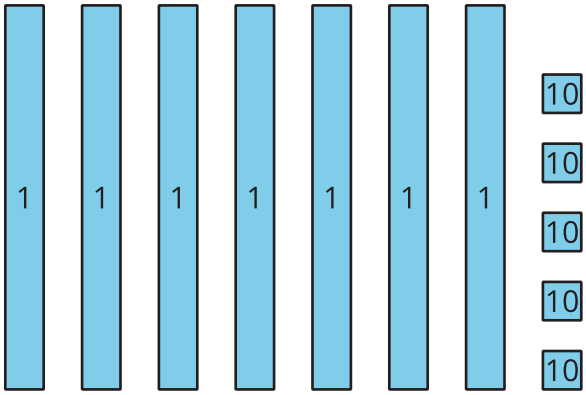
d. $19 - 10$

e. What patterns do you notice?

(From Unit 4, Lesson 12.)

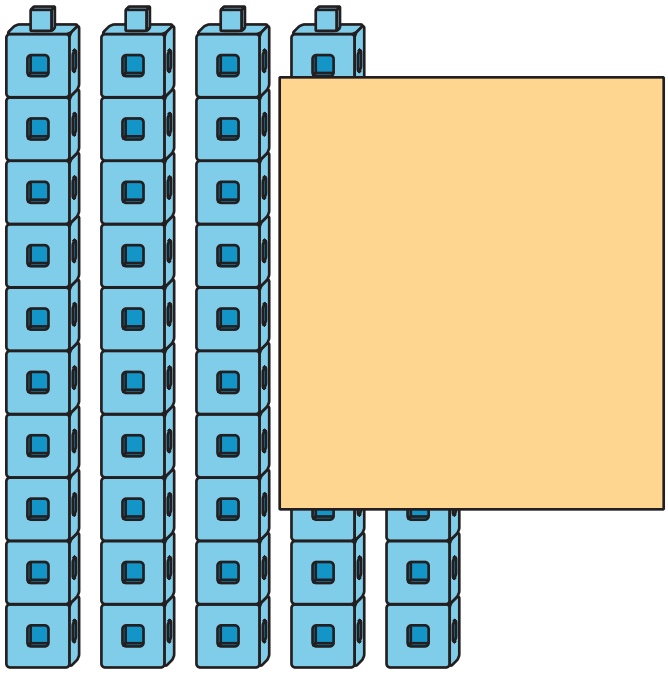
8. **Exploration**

Tyler drew this representation of 57.



What do you think of Tyler's representation?

9. **Exploration**



How many connecting cubes could there be in the image?

Section C: Practice Problems

1. a. Which number is greater, 54 or 36?
   Show your thinking using drawings, numbers, or words.

   b. Which number is less, 25 or 52?
   Show your thinking using drawings, numbers, or words.

(From Unit 4, Lesson 14.)

2. Decide if each statement is true or false.
   Show your thinking using drawings, numbers, or words.
   a. $35 < 29$

   b. $72 = 27$

   c. $81 > 77$

(From Unit 4, Lesson 15.)

3. Write <, >, or = in each blank to make the statement true.

   a. 47 _____ 43

   b. 73 _____ 63

   c. 85 _____ 85

   d. 9 _____ 96

(From Unit 4, Lesson 16.)

4. Order the numbers from least to greatest:

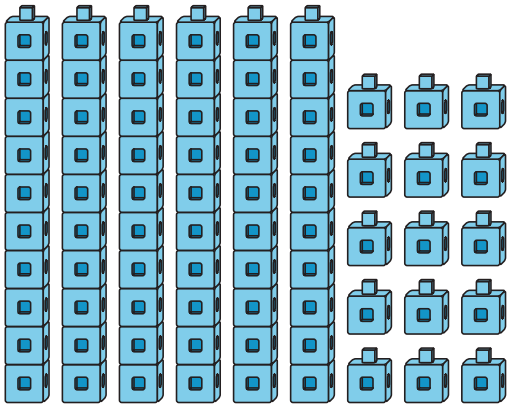
73 16 84 9 87 75 33

(From Unit 4, Lesson 17.)

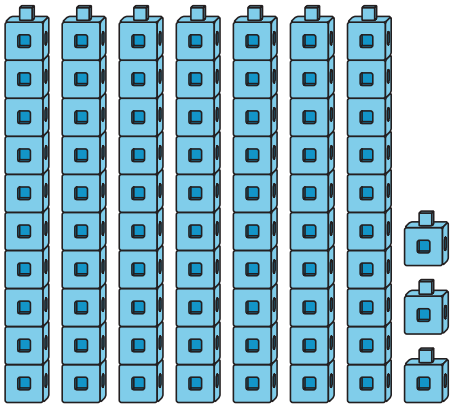
5. **Exploration**

Noah says that there are more connecting cubes in B because it has more tens than A. Do you agree with Noah?
Show your thinking using drawings, numbers, or words.

A



B



6. **Exploration**

Andre correctly solved this problem, but his brother spilled water on some numbers.

Circle the numbers that are

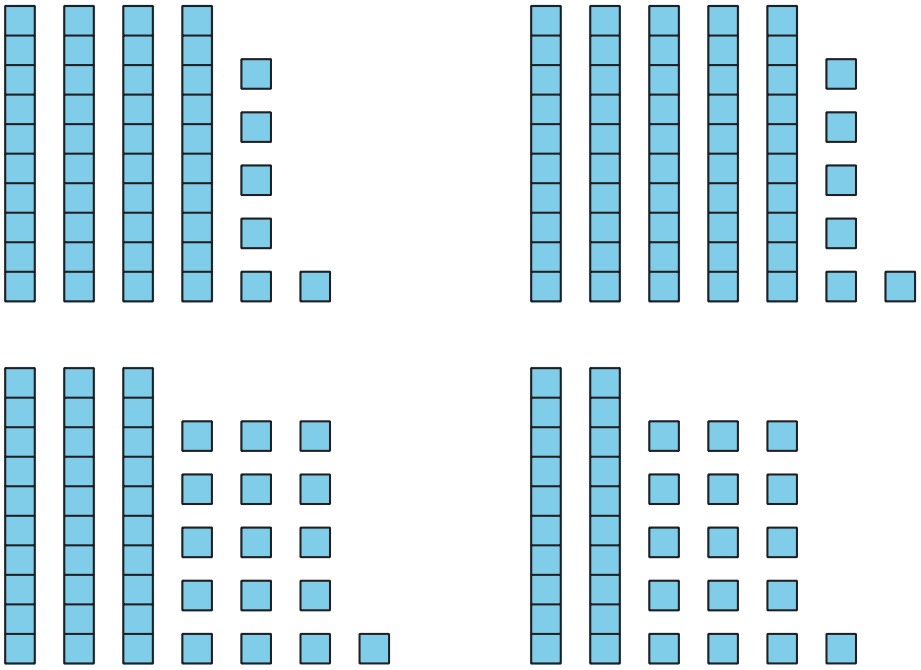
greater than  but less than  .

Andre circled (89) (82) (77) 24 19 (68)

What numbers might be hidden from view?
Show your thinking using drawings, numbers, or words.

Section D: Practice Problems

1. a. Circle **2** pictures that show 46.



b. Show a different way to make 46.

(From Unit 4, Lesson 19.)

2. Show 4 different ways you can make 35 using tens and ones.

(From Unit 4, Lesson 20.)

3. Fill in each blank with $<$, $>$, or $=$ to make the equation true.

a. $70 + 12 \_\_\_\_\_ 79$

b. $30 + 15 \_\_\_\_\_ 20 + 25$

c. $40 + 3 \_\_\_\_\_ 35$

(From Unit 4, Lesson 21.)

4. **Exploration**

Andre said he is thinking of a 2-digit number.
He makes the number from tens and ones in 8 different ways.
In one way, there is 1 more ten than there are ones.
What is Andre's number?
Show your thinking using drawings, numbers, or words.

5. **Exploration**

Fill in the blanks so that all three descriptions show the same number.

- 7 tens + _____ ones
- 2 tens + _____ ones
- _____ tens + 35 ones

Is there more than one way you can fill in the blanks?
Show your thinking using drawings, numbers, or words.

6. **Exploration**

Incomplete Number Riddles

Choose digits from the list to put in the blanks in the riddles.

3 6 5 4 2 1

Then solve the riddles.
You can use cubes or other math tools to help you.

a. I have _____ tens and _____ ones. What number am I?

b. I have _____ tens and _____ ones. What number am I?

c. I have _____ tens and 18 ones. What number am I?

d. I have _____ tens and 25 ones. What number am I?

Credits

Illustration and Photo Credits

CKMath™

Core Knowledge MATHEMATICS™

CKMath™

Core Knowledge Mathematics™

A comprehensive program for mathematical skills and concepts
as specified in the ***Core Knowledge Sequence***
(content and skill guidelines for Grades K–8).

Core Knowledge Mathematics™
units at this level include:

Adding, Subtracting, and Working with Data
Addition and Subtraction Story Problems
Adding and Subtracting Within 20
Numbers to 99
Adding Within 100
Length Measurements Within 120 Units
Geometry and Time
Putting it All Together

www.coreknowledge.org

Core Knowledge Curriculum Series™

ISBN: 979-8-88970-964-0