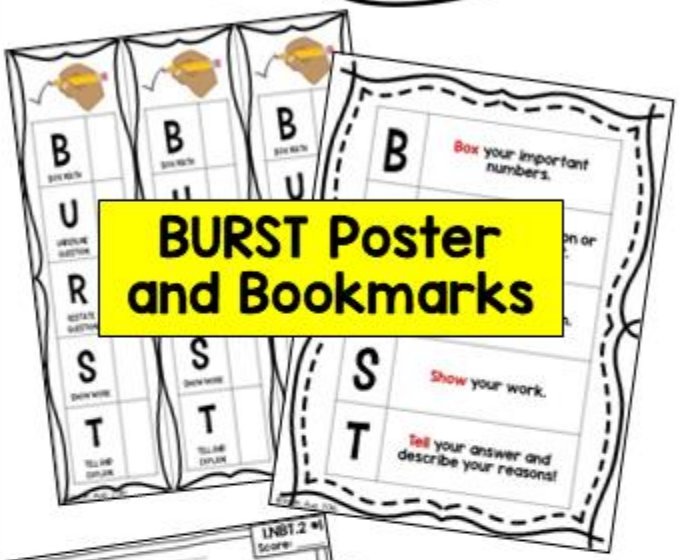
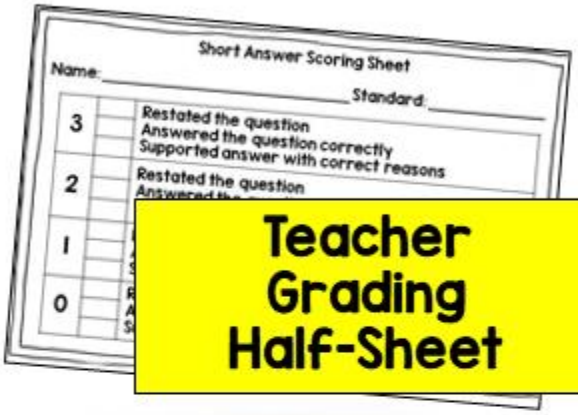
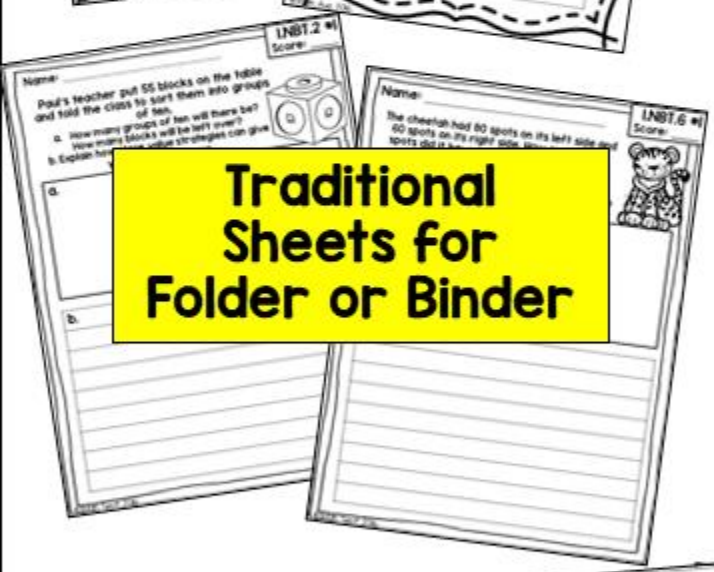
INCLUDED



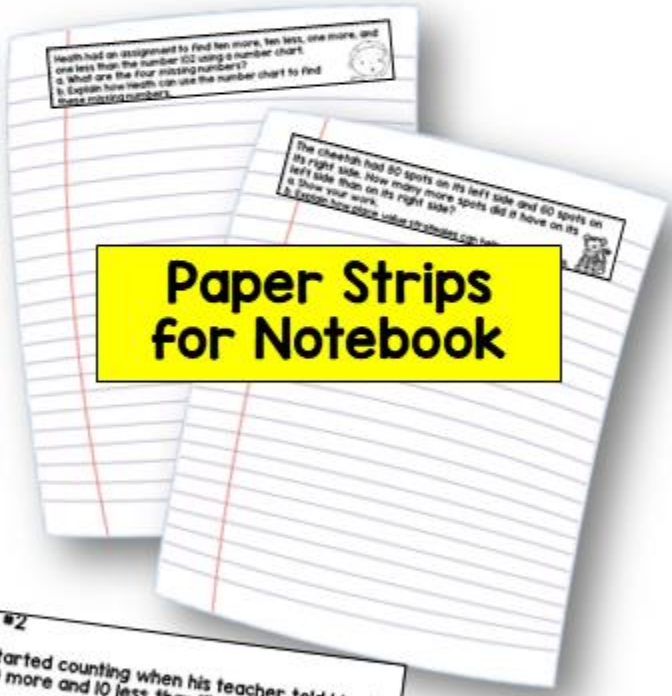
BURST Poster and Bookmarks



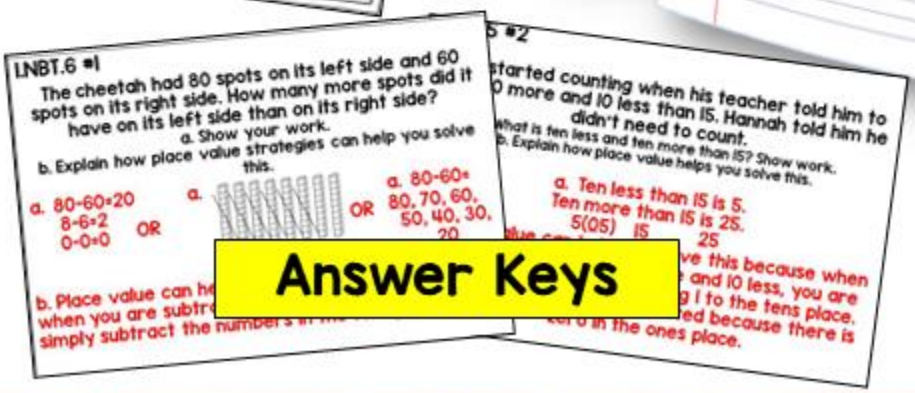
Teacher Grading Half-Sheet



Traditional Sheets for Folder or Binder



Paper Strips for Notebook



Answer Keys

DIGITAL

The short answer prompts are now available in Google Slides format.

To open each set of short answer practice pages, click on the link below after reading these instructions. These links will open Google Slides.

What you need:

-A Google Classroom account

What to do:

-Open document using links on next page.

-Click "make a copy". This will be your master copy. Name it whatever you'd like.

-Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

-Copy the *specific slide* you need and share it with your students.

-Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.

-Create a graphic organizer folder for your students to access whichever ones they want/need.

CLICK HERE FOR DIGITAL ACCESS.

STANDARDS

CLICK FOR YOUR STANDARD.	
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten.". The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones., The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.