

# REVIEW AND ASSESSMENT UNIT 11 TUESDAY, APRIL 21

TODAY'S WORKSHEETS(REVIEW):

Name \_\_\_\_\_

**Set A**



**Reteaching**

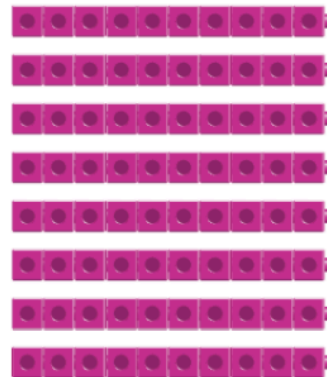


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

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

**Set B**

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



70

80

90

**Directions** Have students: ★ count aloud the numbers in the top row. Then have them count aloud the numbers in the bottom row and draw a circle around the number in the top row and the part of the number in the bottom row that sound the same; ♻ count by tens, and then draw a circle around the number that tells how many.

### Set C

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

3

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Set D

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
			34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

31 32 33

4

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75		77	78	79	80
81	82	83	84	85		87	88	89	90
91	92	93	94	95		97	98	99	100

75 76 77  
76 86 90  
76 86 96

**Directions** Have students: 3 color the boxes of the numbers as they count aloud by ones, starting at the yellow box and ending at the red box; 4 count forward, and then draw a circle around the row that shows the missing set of numbers.



Name \_\_\_\_\_



**Fluency Practice Activity**



1

**G**

$4 + 1$

**B**

$2 + 2$

**I**

$3 - 1$

2

**T**

$0 + 3$

**A**

$4 - 3$

**C**

$5 - 5$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$3 + 1$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$4 - 2$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$2 + 3$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$3 - 3$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$5 - 4$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$1 + 2$

**Directions** ☆ and 2 Have students find a partner. Have them point to a clue in the top row, and then solve the addition or subtraction problem in the clue. Then have them look at the clues in the bottom row to find a match, and then write the clue letter above the match. Have students find a match for every clue.

**I can ...**

- add and subtract fluently within 5.



MAFS.K.OA.1.5



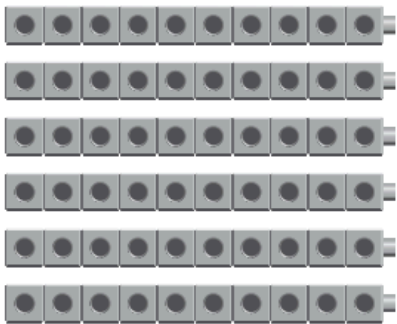
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Directions Understand Vocabulary** Have students: ★ draw a circle around the part of the number in the orange column that is 3 **ones**.  
 ② draw a circle around the part of the number in the blue column that shows the **pattern** of 8 ones; ③ color the **decade** numbers red.



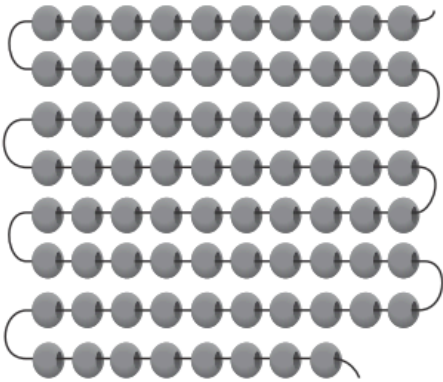
Name \_\_\_\_\_

1



- (A) 50      (C) 70  
(B) 60      (D) 80

2



- (A) 78      (C) 88  
(B) 79      (D) 89

3

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	

- (A) 41, 51, 61      (C) 60, 70, 80  
(B) 51, 61, 71      (D) 70, 80, 90

**Directions** Have students mark the best answer. ★ Which number tells how many cubes? 2 Count the beads by ones. Which number tells how many? 3 Which set of numbers shows the set of missing numbers in the number chart?



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

- Ⓐ 1      Ⓑ 9      Ⓒ 8      Ⓓ 11



71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70



11	12	13	14		16	17	18	19	
21	22	23	24	25	26	27	28	29	30
31	32		34	35	36	37	38	39	
41	42	43			46	47	48	49	
51	52	53	54	55	56			59	60
61			64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

32 33 38 40  
44 45 49 50  
51 54 57 58  
61 62 63 68

**Directions** Have students: look at the numbers that are shaded and choose the number that is counted just after the last shaded number; look at the row beginning with 81. Count each number aloud. Have them draw a circle around the part of the number that sounds the same to show the pattern, and then draw a circle around the column that has decade numbers; color the boxes of the numbers they say as they count by ones, starting at the number with a circle around it and ending at the gray highlighted box, and then explain any patterns they might see or hear; count by ones to write the missing numbers in the top row, and then draw a circle around each of the missing numbers in the remaining rows.

# 12-1 AND 12-2 WEDNESDAY, APRIL 22

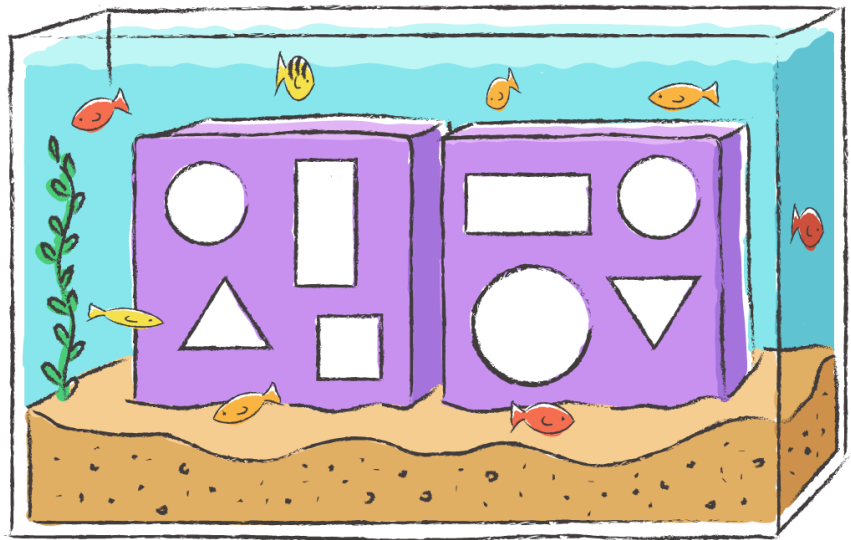
VISUAL LEARNING

VISUAL LEARNING 2

TODAY'S CHALLENGE:

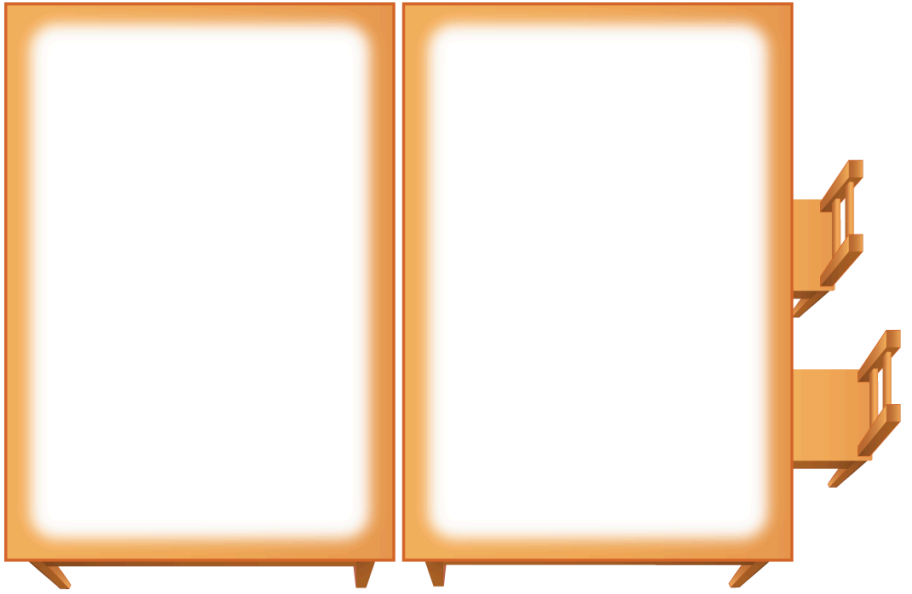
## **Use a Picture**

Find all the holes that  
are the same shape as  
the clock.

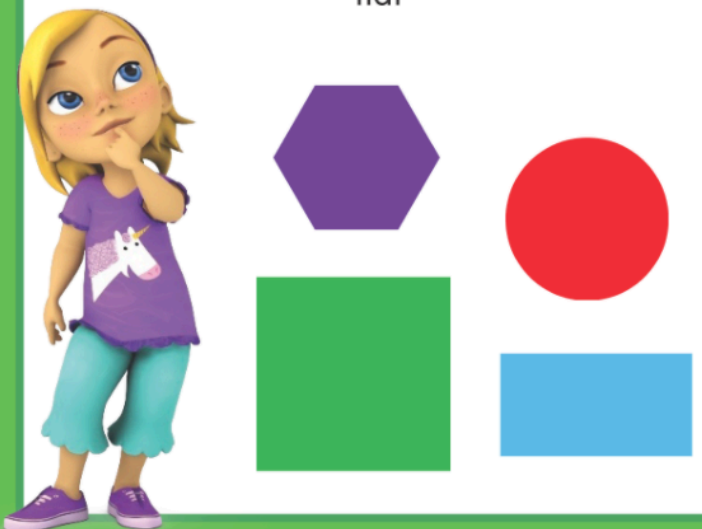


## SOLVE AND SHARE:

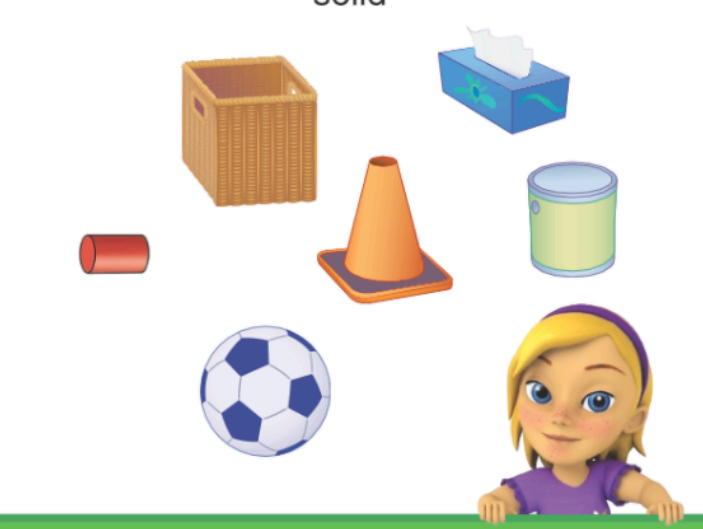
Pick 6 shapes from a bag. Put the shapes into two groups. Tell how the groups are different. Then draw a picture of the shapes you put on each table.



flat



solid



★ Guided Practice

★



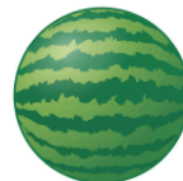
**Directions** ★ Have students draw a circle around the objects that are flat, and mark an X on the objects that are solid.

Name \_\_\_\_\_

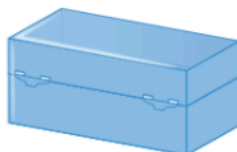
2



3



4



5



**Directions** Have students: 2 and 3 draw a circle around the objects that are flat in each row, and then mark an X on the objects that are solid; 4 mark an X on the objects that are NOT flat; 5 mark an X on the objects that are NOT solid.

# Independent Practice



Tools Assessment

6



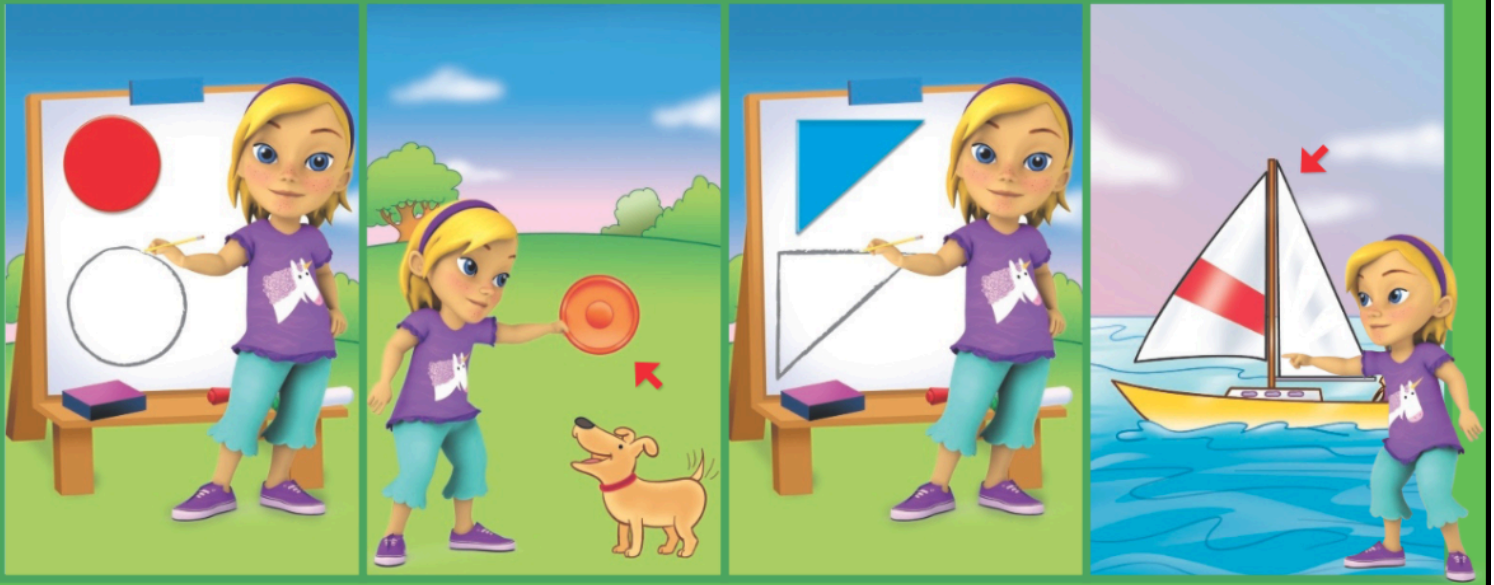
7



8

**Directions** Have students: mark an X on the objects that are solid. Then have them draw a circle around the objects that are flat; mark an X on the objects that are NOT solid. **Higher Order Thinking** Have students draw a picture of an object that is solid.





## ★ Guided Practice

★



②



**Directions** ★ and ② Have students color the circle in each row, and then mark an X on each triangle.

Name \_\_\_\_\_

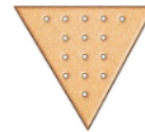
3



4



5



**Directions** 🦋 Have students color the circle and mark an X on the triangle. ❤️ **Number Sense** Have students mark an X on the shape that has 3 sides. 🖐️ Have students mark an X on the objects that look like a triangle, and then draw a box around the objects that look like a circle.



# Independent Practice

Tools Assessment

6



7



8



9



10

**Directions** 6-9 Have students color the circles and mark an X on the triangles in each row. 10 **Higher Order Thinking** Have students draw a picture of an object that is shaped like a triangle.

# 12-3 AND 12-4 THURSDAY, APRIL 23

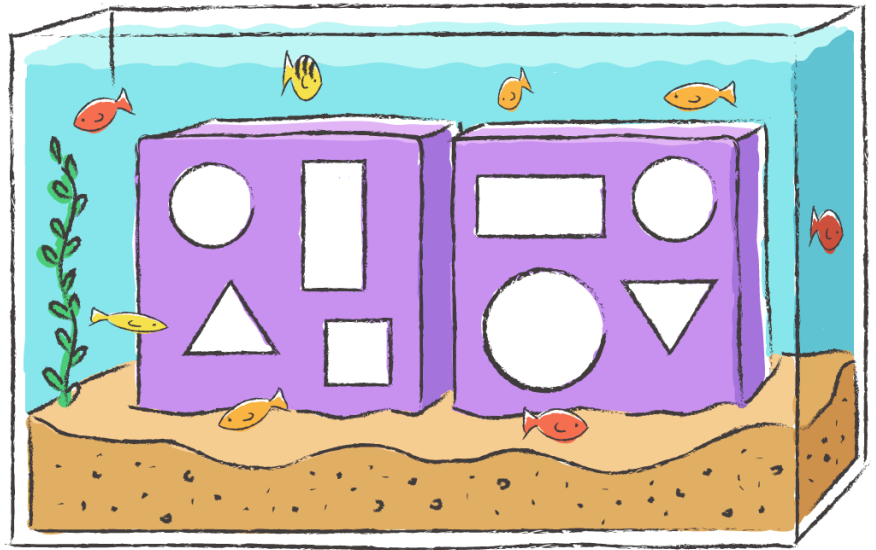
VISUAL LEARNING

VISUAL LEARNING 2

TODAY'S CHALLENGE:

**Use a Picture**

Find all the holes that  
are triangles.

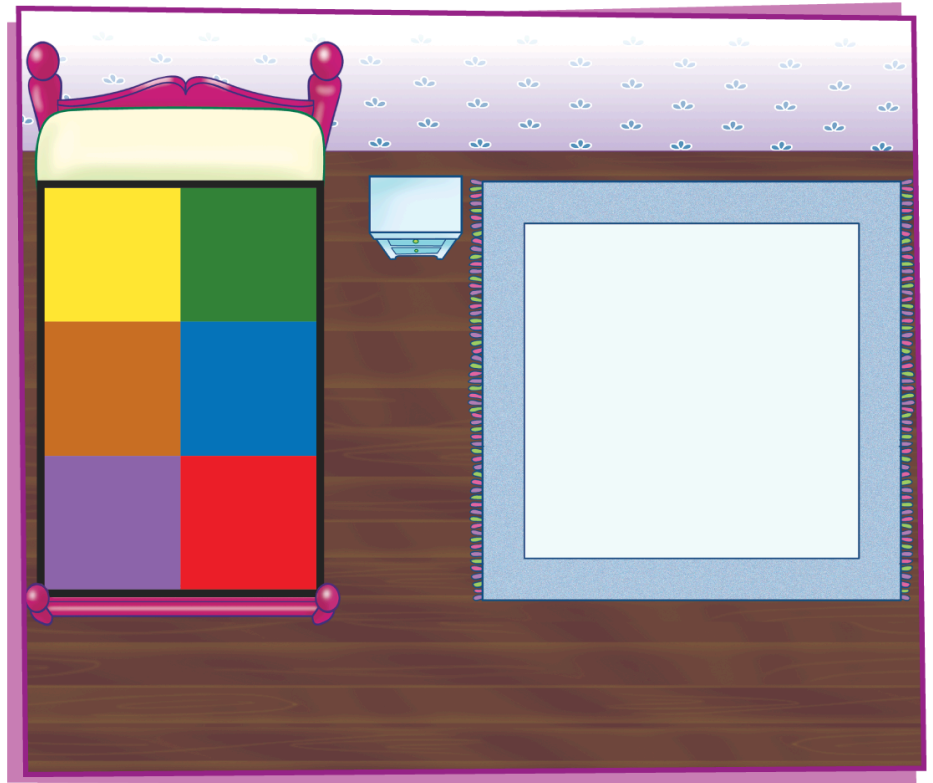


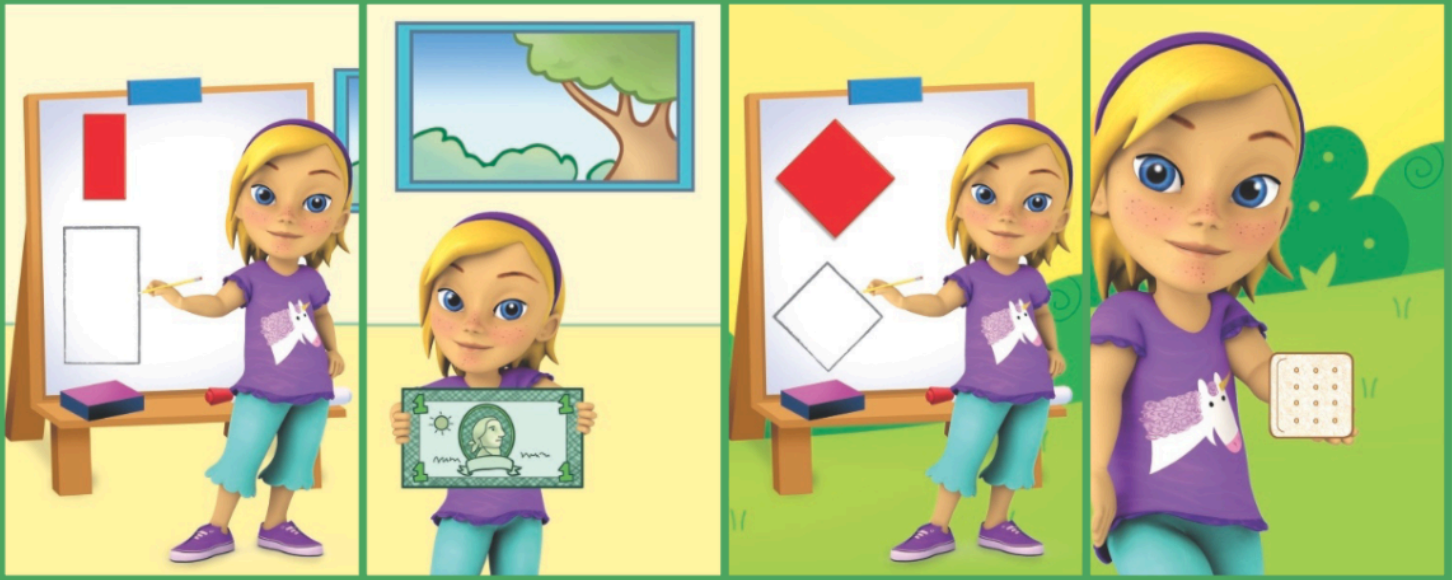
## SOLVE AND SHARE:

Look at the quilt on Emily's bed. It is a rectangle. It is made up of squares of different colors.

How many other rectangles can you find in her room? How many of the rectangles are squares?

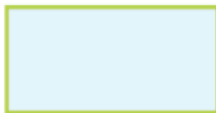
Count the shapes and show where you see them.





★ Guided Practice

1



2



**Directions** ★ and 2 Have students color the rectangles in each row, and then mark an X on each rectangle that is also a square.

Name \_\_\_\_\_

3



4



5



**Directions** Have students: 3 and 4 color the rectangles in each row, and then mark an X on each rectangle that is also a square; 5 draw a circle around the objects that look like a rectangle, and then mark an X on each object that also looks like a square. Have students tell how they know which objects to mark with an X. Say: *How are rectangles and squares the same? How are they different?*



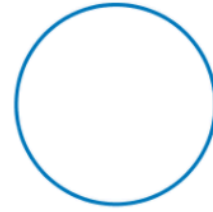


# Independent Practice



Tools Assessment

6



7



8



9



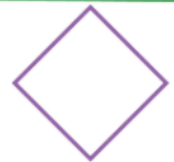
10

**Directions** Have students color the rectangles in each row, and then mark an X on each rectangle that is also a square.  
**Higher Order Thinking** Have students draw a green rectangle, and then draw a yellow square.

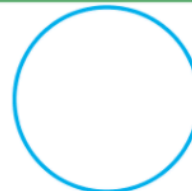


### ★ Guided Practice

1



2



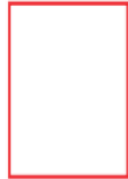
**Directions** ★ and 🔄 Have students color the hexagon in each row.

Name \_\_\_\_\_

3



4



5



6

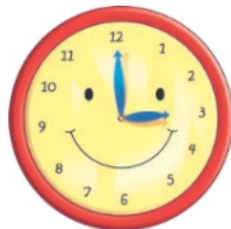


**Directions** Have students: 3 and 4 color the hexagon; 5 and 6 draw a circle around the object that looks like a hexagon. Then have students tell how they decided which object to circle.

# Independent Practice

Tools Assessment

7



8

**Directions** 🦉 Have students draw a circle around the objects that look like a hexagon. 🧠 **Higher Order Thinking** Have students draw a picture using at least 1 hexagon.

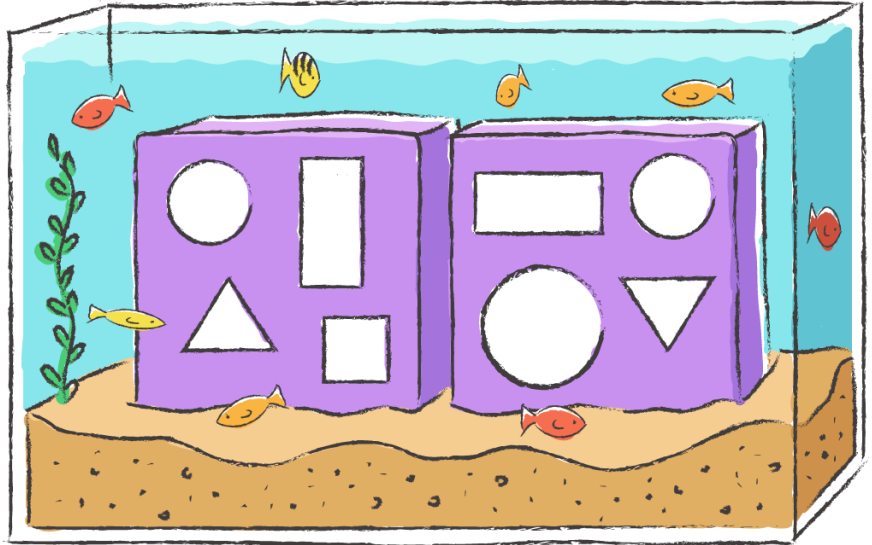
# 12-5 FRIDAY, APRIL 24

## VISUAL LEARNING

TODAY'S CHALLENGE:





### **Use a Picture**

Find all the holes that are rectangles. Find each rectangle that is a square.



SOLVE AND SHARE:

You want to find objects that have the same shape as the solid figures. How can you find objects that have the same shape? Draw objects below each solid figure that have the same shape.



# ★ Guided Practice

1



2



**Directions** ★ and 2 Have students name the solid figure on the left, and then draw a circle around the solid figure on the right that is the same shape.



Name \_\_\_\_\_

3



4



5



6



7



8



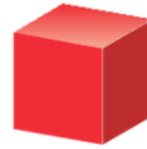
**Directions** 3 and 4 Have students name the solid figure on the left, and then draw a circle around the solid figure on the right that is the same shape. 5-8 Have students name the solid figure on the left, and then draw a circle around the object on the right that looks like that shape. Then have students see if they can find objects in the classroom that look like a cone, a cylinder, or a sphere.



# Independent Practice

Tools Assessment

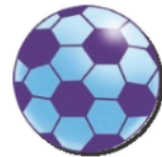
9



10



11



12



**Directions** Have students: and look at the object on the left, and then draw a circle around the solid figure on the right that looks like that shape; name the solid figure on the left, and then draw a circle around the objects on the right that look like that shape. **Higher Order Thinking** Have students name the solid figure on the left, and then draw 2 more objects that look like that shape.

