

## I CAN WORK

## WITH NUMBERS



I CAN TELL HOW MANY WITHOUT COUNTING.

|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

1 CAN TALB
ABOUT NUMBERS THAT ARE

LESS THAN 120.

90 is cratise than so.

I CAN COMPOSE
0
WITH 2 OR MORE
ADDENDS.
$3+4+3$

$2^{46} \mathbf{8 1 0}^{12} \mathbf{1 4}^{1618} \mathbf{2 0}_{22^{24}}^{2628^{30}}$ $32_{34} 363840_{42} 4446^{48} 50^{52} 5456^{58} 60$ ${ }_{6}{ }_{64} 4^{66}{ }_{68} 70_{72}{ }^{74}{ }_{76}{ }^{78} 80^{82} \mathbf{8 4}_{86} 6^{88}{ }_{90}$
${ }_{9}^{9}{ }_{94}{ }^{96}{ }_{98} \quad 100 \quad 104 \quad 108 \quad 112 \quad 116120$
$\begin{array}{lllllllllll}102 & 106 & 110 & 114\end{array}$

I CAN ORDER NUMBERS
to 120.

I CAN USE CONCRETE MODELS AND DRAWINGS TO SHOW NUMBERS TO 120
In DIFFERENT WAYS.


I CAN SUBTRACT WITHIN

## 20

USING DIFFERENI STRATECIEF.

I CAN REPRESENT NUMBERS IN MANY WAYS.
I CAN USE STANDARD FORM AND EXPANDED FORM.



COMPARE NUMBERS.

$$
5<64>2
$$




I can solve join word problems within 20. I CAN FIND THE UNKNOWN IN ALL PLACES.
I can use objects, drawings and equations to represent the problem. $4+4=8$

| 0 | 0 | 0 | 0 |  |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 0 | 0 | 0 |  |

I can solve compare word problems within 20.
I can find the unknown in all places.
 AR(



I can talk about adding numbers in different ways.
$4+6+2=10+2$

I can add within 20 using ditterent strategies.

## My fluency is within 10.

COUNTTMG ON.. MAMAM
TTENoodecomposing a number

I can solve take away
1 can solve put together problems within problems within 20.
I can find the unknown in all places. I CAN USE OBJECTS, DRAWINGS AND EQUATIONS TO REPRESENT THE PROBLEM.

$$
5-2=3
$$



I can solve word problems with 3 addends within 20. I can use objects, drawings and equations to represent the problem.


I CAN FIND THE UNKNOWN IN ALL PLACES.
I can use objects. orawings ano equations to represent the problem.

| 8 |  |
| :---: | :---: |
| 5 | 3 |

## I

 turn around facts.

$$
2+3=3+2
$$

I can subtract within 20 using different strategies.


Counting back, bridging 10, breaking apart a number

## T GAN MORK

 with the equal sign.$6=6 \quad 8=7+1$
3-5-2 $5+5=10$

## I can find the

 addition equation.

I CAN FIND THE
missing number in



## I CAN DECIDE

if equations are TRUR or FALSE.

| TRUE | FALSE |
| :---: | :---: |
| $4=2+2$ | $3=4-2$ |
| $3+1=4$ | $3+3=5$ |




I can count on ...
$4+2$
I can count back... 10-3...
$10-2$ think $2+?=10$
I CAN SOLVE subtraction problems by adoing.
E=8 - ?

I can solve join word problems within 20. I CAN FIND THE UNKNOWN IN ALL PLACES.
I can use objects, drawings and equations to represent the problem.

$$
4+4=8
$$



I can solve putting together problems within 20.

## I CAN FIND THE UNKNOWN IN ALL PLACES.

I can use objects. orawings and equations to represent the problem.

| 8 |  |
| :---: | :---: |
| 5 | 3 |

I can solve word problems with 3 addends within 20.
I can use objects, drawings and equations to represent the problem.
$3+5+2=10$

## I CAN SOLVE TAKE FROM PROBLEMS WITHIN 20.

I can find the unknown in all places. $\triangle$ CAN USE OBJECTS, DRAWLNGS AND EQUATIONS TO REPRESENT THE PROBLEM.

$$
\begin{gathered}
5-2=3 \\
\lll<
\end{gathered}
$$

## I can solve compare word

 problems within 20.I can find the unknown in all places.





## I

## 

 turn around facts.$$
2+3=3+2
$$

## I can talk about adding numbers

## in different ways.

$4+6+2=10+2$

## I CAN SOLVE

 subtraction problems by adoing.
## $10-2$ think $2+?=10$





I can count on ...
$4+2$

> I can count back... $10-3 \ldots$

I can add within 20 using ditterent strategies.
My fluency is within 10.



I can subtract within 20 using different strategies.


Counting back, bridging 10, breaking apart a number

I can work with the equal sign.

$$
\begin{array}{|ll}
6=6 & 8=7+1 \\
3=5-2 & 5+5=10
\end{array}
$$

# I CAN DECIDE if equations are TRU最 or FALSE. <br> <div class="inline-tabular"><table id="tabular" data-type="subtable">
<tbody>
<tr style="border-top: none !important; border-bottom: none !important;">
<td style="text-align: center; border-left-style: solid !important; border-left-width: 1px !important; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top-style: solid !important; border-top-width: 1px !important; width: auto; vertical-align: middle; ">TRUE</td>
<td style="text-align: center; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top-style: solid !important; border-top-width: 1px !important; width: auto; vertical-align: middle; ">FALSE</td>
</tr>
<tr style="border-top: none !important; border-bottom: none !important;">
<td style="text-align: center; border-left-style: solid !important; border-left-width: 1px !important; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top: none !important; width: auto; vertical-align: middle; ">$4=2+2$</td>
<td style="text-align: center; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top: none !important; width: auto; vertical-align: middle; ">$3=4-2$</td>
</tr>
<tr style="border-top: none !important; border-bottom: none !important;">
<td style="text-align: center; border-left-style: solid !important; border-left-width: 1px !important; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top: none !important; width: auto; vertical-align: middle; ">$3+1=4$</td>
<td style="text-align: center; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top: none !important; width: auto; vertical-align: middle; ">$3+3=5$</td>
</tr>
</tbody>
</table>
<table-markdown style="display: none">| TRUE | FALSE |
| :---: | :---: |
| $4=2+2$ | $3=4-2$ |
| $3+1=4$ | $3+3=5$ |</table-markdown></div> <br> I can find the <br>  addition equation. 

## $9+$ ? = 10

## I CAN FIND THE

missing number in


5 = 8 - ?

## I know Place Value.


with


I GAN GOUNT
TO 120.


1 can count to 120
starting at any number less than 120.
59...60,61,62.....

I can represent a number of objects with a written numeral. numeralsto 1220. 5088102

## I CAN COMPARE

TWO-DIGIT NUMBERS with the symbols
$>,=$, and <.


## I canfind

10 less than a 2 - digit NUMBER.


## I CAN SUBTRACT MULTEPLES OF 10.

 $\mathbf{3 0}-\mathbf{2 0}=10$
 Comsencs
100 120.

that is the number 37

IGAN EXPLAIN
TENS AND ONES.

3 TENS AND 1 ONE


10 more than a 2 - digit number.



## I CAN COMPARE 2

## TWO-DIGIT NUMBERS

山ith the symbols$$
>,=, \text { and }<.
$$



MORE THAN A ')- DIGIT NUMBER.

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

## I can find

10 less than a 2 - digit NUMBER.

| 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 |

## I CAN SUBTRACT

 MULTYPLES OF 10. $30-20=10$



## GREAT MATH WORST,

## CAN USE STANDARD

FÖRM AND EXPANDED FÖRM




















## I CAN TELL HOW MANY WITHOUT COUNTING.



# I CAN USE CONGRETE MODELS AND DRAWINGS TO SHON MUMBERS 



- ロ


# I CAN REPRESENT NUMBERS IN MANE MKYS. - GAM USE STAMDARD FORM AND EXPAMDEロ FORK. 



# 99 IS CHPAHMER MHAN 50. 

## I CAN ORDER NUMBERS to Re。



## I CAN COMPOSE <br>  <br> WITH 2 OR MORE <br> ADDENDS.

## $3+4+3$



## USIMG DIFFERENT STRATEGIES.

## 1 CAN TErL AOOTTON WORD PROBLEMS within 2.



24681012141618202224262830 $32_{34} 363840_{42} 4446^{41850} 525456^{58} 8_{60}$ $62_{64} 4_{68} 6_{6} 1072^{74} 76^{78} 80^{82} 8486^{88} 90$


${ }^{5} 10{ }^{15} 205_{30}{ }^{35} 40^{45} 50^{55} 60$
$65^{70} 15^{80} 85^{90} 95,100^{105_{10}} 115$

$10_{20} 0^{30_{40}}{ }^{50_{60}} 0_{80}{ }^{90} 100^{110} 120$

# I can solve join word problems within 20. I can find the unknown in all places. <br> I can use objects, drawinss and eguations to represent the problem. 

$$
4+4=8
$$



I can solve take from problems within 20.
I can find the unknown in all places. I can use objects, drawings and equations to represent the problem.


# I can solve putting together 

 problems within 20.I can find the unknown in all places.
I can use objects, drawings and equations to represent the problem.


# I CAN SOLVE COMPRRE HORD 

 PROBLEMS NITHIN 20.

## I CAN POND THE UNKKNOWN IN ALL PLACES. I CAN USE OBNECTS, DRAWINES AND EQUATIONS TO REPRESEIT THE PROBLEM.



## I can solve word problems with 3

 addends within 20.I can use objects, drawings and equations to represent the problem.

## $3+5+2=10$



$$
\begin{aligned}
& \text { I CAN TALK ABOUT } \\
& \text { ADDING NUMBERS } \\
& \text { IN DIFFERENT WAYS. } \\
& 4+6+2=10+2
\end{aligned}
$$

# - can Sölve sulbtraction nrobilems by adding. 

# $10-2$ think 2 + ? = 10 

## - Can think about how counting can be used for adding and subtracting. <br> I can count on ... <br>  <br> I can cöunt back... 10 - 3

$$
\begin{aligned}
& \text { I can add within } 20 \\
& \text { using } \\
& \text { different strategies. } \\
& \text { My fuency is within } 10 . \\
& \text { Counting on... making ten... } \\
& \text { decomposing a number }
\end{aligned}
$$

# I can subtract within 20 

## using

different strategies．
My fluency is within 10.
Counting back，bridging 10，
breaking apart a number

with the equal sign．

$$
\begin{aligned}
& \text { г ー ー ー ー ー ー ー ー ー ー ー ー 七 } \\
& \text { I } 6=6 \quad 8=7+1 \quad \text { । } \\
& \text { । } 3=5-25+5=10 \text { । } \\
& \text { เ - - - - - - - - - - - 」 }
\end{aligned}
$$

# I can decide IF EQUATIONS ARE TRUE OR FALSE. 

| TRUE | FAZSE |
| :---: | :---: |
| $4=2+2$ | $3=4-2$ |
| $3+1=4$ | $3+3=5$ |



# I <br> CANFLND 

the missing number in an addition equation.


# I can find the missing number in A SUBTRACTION EQUATION. 



## I can cöunt <br> 



# I can count to 120 

 starting at any number less than 120.

# I CAN READ NUMERALS 

## to 120


that is the number 37

## I CAN WRITE numerals to 5



## I CAN REPRESENT

a number of objects with a written numeral.


## I CAN EXPLAIN tens and ones.



3 TENS AND 1 ONE


## I can cömpare 2

two-digit numbers with the symbols $>$, $=$, and $<$


## a 2-digit and a 1 digit number.



|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |


|  |  |  |
| :---: | :---: | :---: |


| 1: | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| :---: | :---: | :---: | :---: |


| - |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |

#  <br> 10 more than a 2-digit number. 

| 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 |

## ICAN FLAD 10 less than a 2 - digit number.

| 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 |

## Y CAN SUBTRAGT MULTTPLES OF 10.

## $30-20=10$ 0 0 0 6 <br> 

##  ICAN TELL HOW MANY <br> WITHOUT COUNTING.



## I CAN USE CONCRETE

 MODELS AND DRAWINGS TO SHOW NUMBERS

## IGAN REPREESNT NOMOEERS




99 IS GRAGHER THAN 50.



# COMPARS NUMBERS. 



# I CAN COMPOSE <br>  <br> M/HTOR MORE 

## ADDENDS.

3

## + I

1



$2^{4} 6810^{12} 14^{1618} 20_{22^{24}}^{2628} 30$ $3_{34} 4^{638} 40_{42} 4446^{48} 50^{52} 5456^{58}{ }_{60}$
 ${ }_{9}{ }_{94}{ }^{96}{ }_{98}{ }_{100} 104108112 \quad 116 \quad 120$ 102106110114118


## ${ }^{5} 10^{15} 205_{30}{ }^{35} 40^{45} 50^{55} 60$ <br> $65^{70}{ }_{15}{ }^{80}{ }_{85}{ }^{90} 9_{95} 100^{105_{10}}{ }^{115}{ }_{120}$

##  |canfind theunkrowninald pheces. Ican useobijectis,damwinss and epyations io mespresent the problent

$4+4=8$



## I can solve puthing toryether

 prodemswithinno. I con frod the unkrom inal places. I con sse objects, scrawings and equations to "represerert the problen.

## I CAN SOWVE COMPRRE WORD PROBLEMS WITTHIN 20.



## I CAN FIND THE UNKNOWN IN RLL PLACES.

## I CAN USE OBJECTS, DRAWILICS AND

 EQUATIONS TO REPRESENT THE PROBLEM.

## I can solve word problems with 3

## addends within 20.

I can use objects, drawings and
equations to represent the problem.

## $3+5+2: 10$



## ICANTALK ABOUT

 ADONE NOMBERSS
## IN DFFFBRENT WASS.



## 10-2think2+? $=10$

## I con thillik about how

## counting can be used for adding

## and subtracting.

## I can count on ...



# I can cöunt back... 



# I can add within 20 using <br> difterent strategies. My fluency is within 10. Counting on... making ten... decomposing a number 

## I can subtract within 20

# using different strategies. 

 My fluency is within 10. Counting back, bridgging 10, breakking apart a number

## with the equal sign.




## I GAN FIND

## the missing number in an addition equation.


I can misingunumberin a Suvtraction EQUATLON.



|  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

$$
\begin{aligned}
& \text { | Gan Count to } 120 \\
& \text { starting at any number } \\
& \text { less than } 120 .
\end{aligned}
$$



## 10120



## thatis the number 37



## I CAN REPRRSENT





## I can cömpare 2

two-digit numbers with the symbols
$>$, =, and <


a2. Ingitandia I ligith numbert



##  <br> 10 move than 2 2 - digitnumbunt.

| 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 |

## ICAN FIND 10 less thanana2-digitnumbert:

| 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 |



# $30-20=10$ 



## Thank You!

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## About the Dr. Nicki Newton

Dr. Nicki Newton is an education consultant who works with
 schools and districts around the country and Canada on k-8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr Nicki has an Ed.M. and an Ed.D from Teachers, College Columbia University. She is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India. She has written several books, including being a part of the curriculum team for the new McGraw Hill Reveal Math series. She is currently working on a book about counting.

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Guided Math 123

