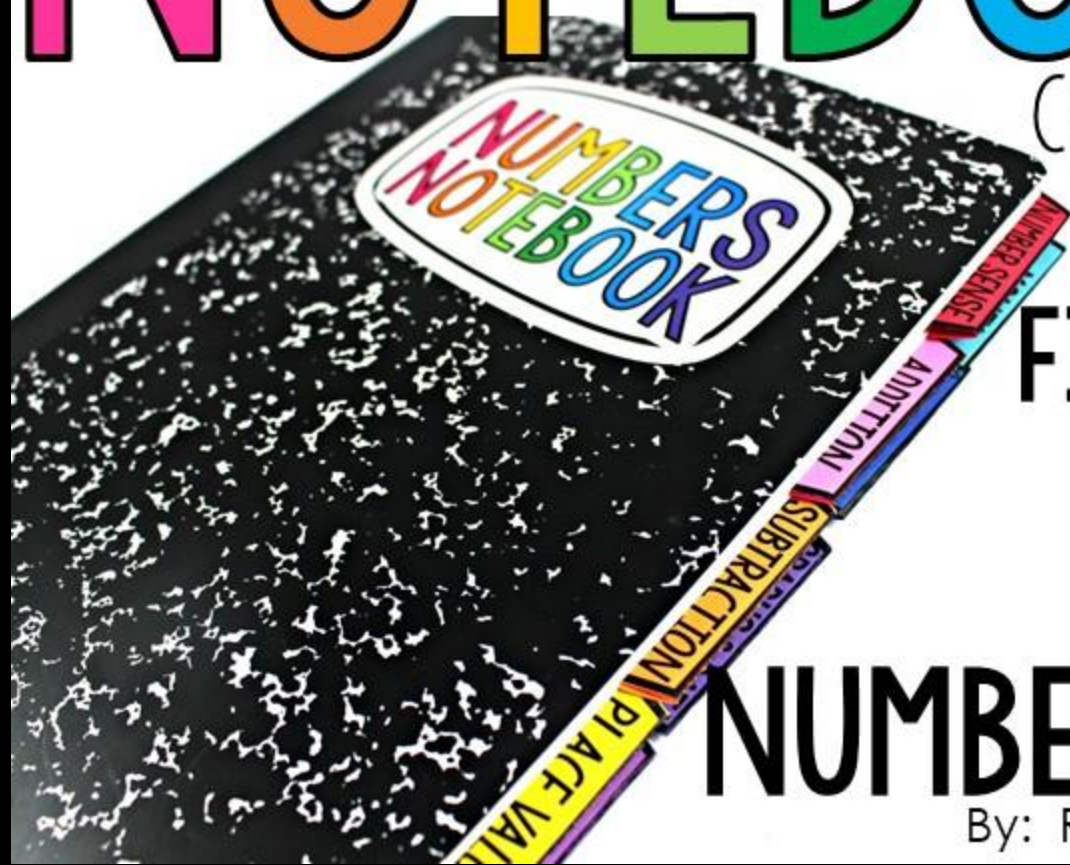


NUMBERS NOTEBOOK

COMMON CORE
EDITION
FIRST GRADE



NUMBER SENSE

By: Reagan Tunstall

NUMBERS NOTEBOOK

Mathematicians use notebooks to write down questions, record data, make drawings, solve problems, and write down answers, information, and thoughts. This is to help them understand the world around them using math. You are now a mathematician!

Follow the rules below to be the best mathematician you can be:

1. I will cut correctly on all the dotted lines and fold on the solid lines.
2. I will glue the title at the top.
3. I will glue carefully with nothing hanging outside the notebook.
4. I will fill out all information.
5. I will write neatly.
6. I will do quality work.

I pledge to follow all Numbers Notebook rules and use my math journal to help me better understand math.

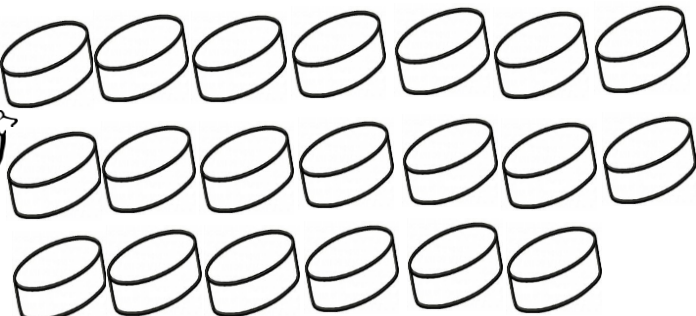
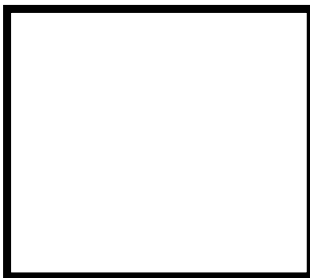
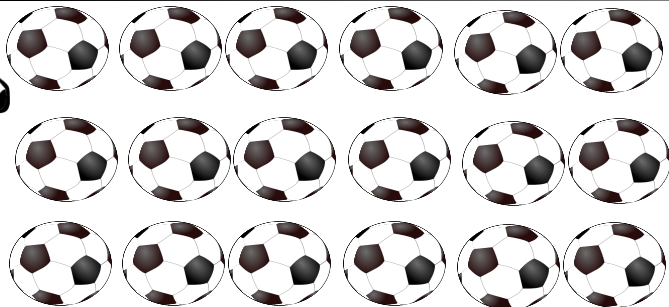
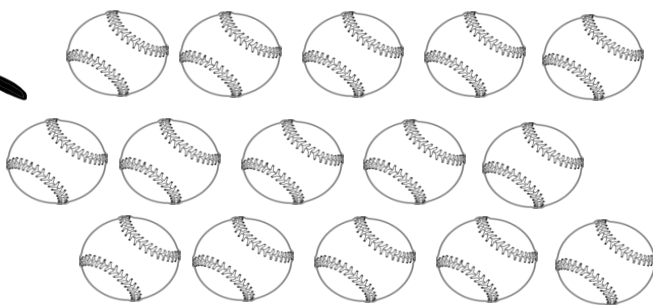
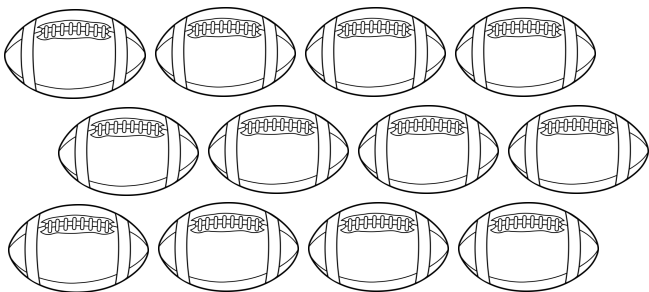
signature

date

COUNT & COLOR TO 20

DIRECTIONS

Count and color the sports equipment for each athlete. Find the number and glue it in the box.



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20

12

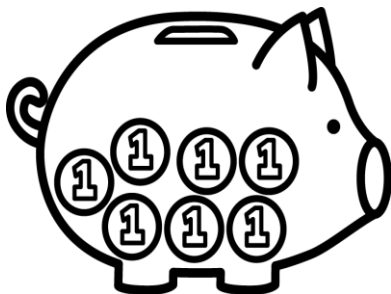
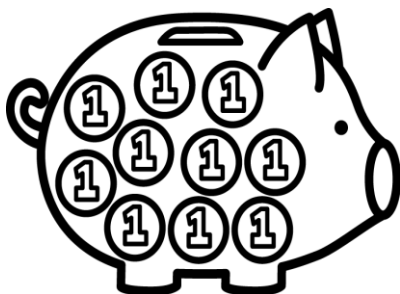
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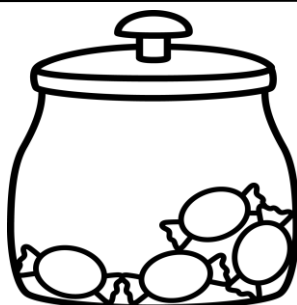
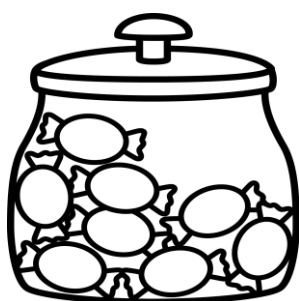
15

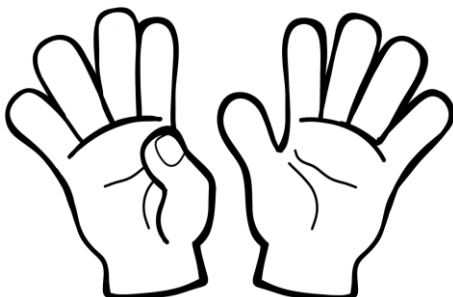
Count the total number of objects in each row and write the number on the line.

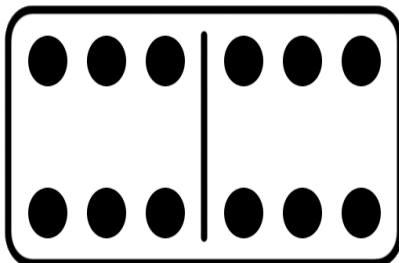
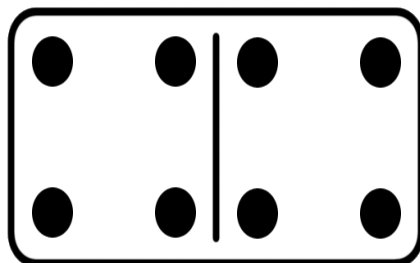
COUNT AND WRITE

1.NBT.B.2.B









DIRECTIONS

Look at the number. Color the number of boxes to show how many.

COLOR TO 20

14

18

17

20

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DIRECTIONS

Look at the number. Draw that many items of the picture.

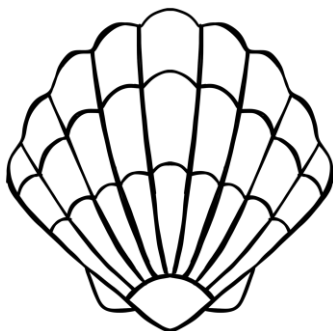
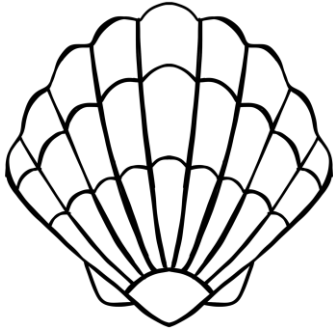
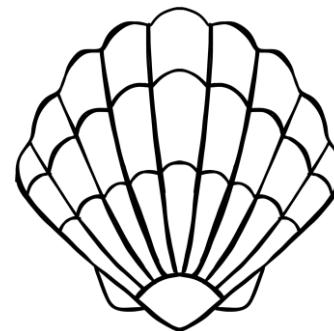
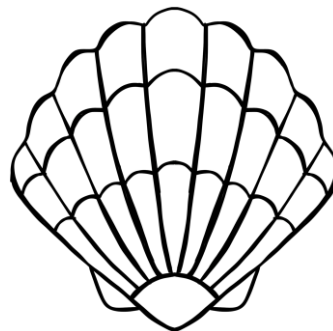
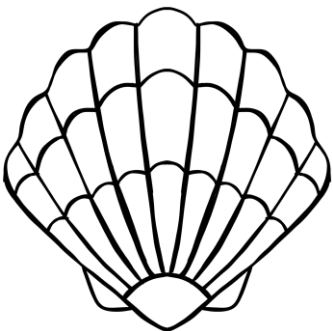
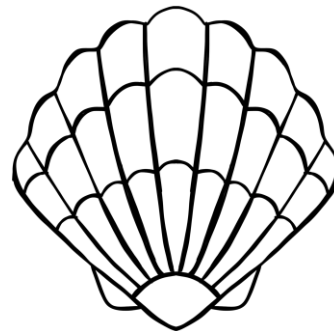
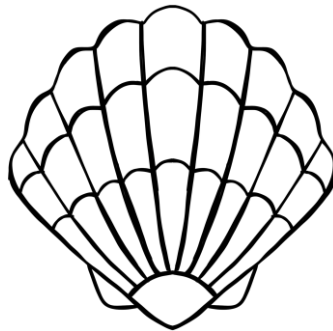
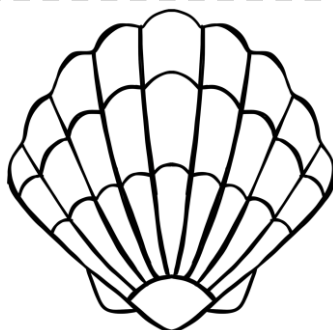
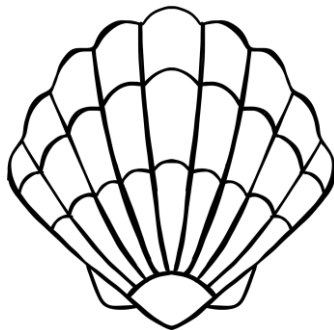
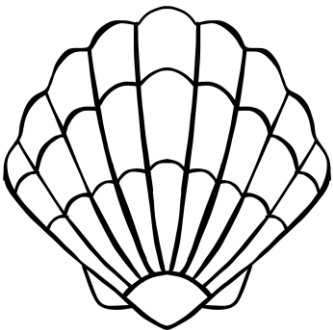
DRAW TO 20

1.NBT.B.2.B



Use the shells on the two pages and the bucket on the third page to make a model of numbers to 20.

OBJECTS TO COUNT



Use the shells on the two pages and the bucket on the third page to make a model of numbers to 20.

1.NBT.B.2.B

OBJECTS TO COUNT

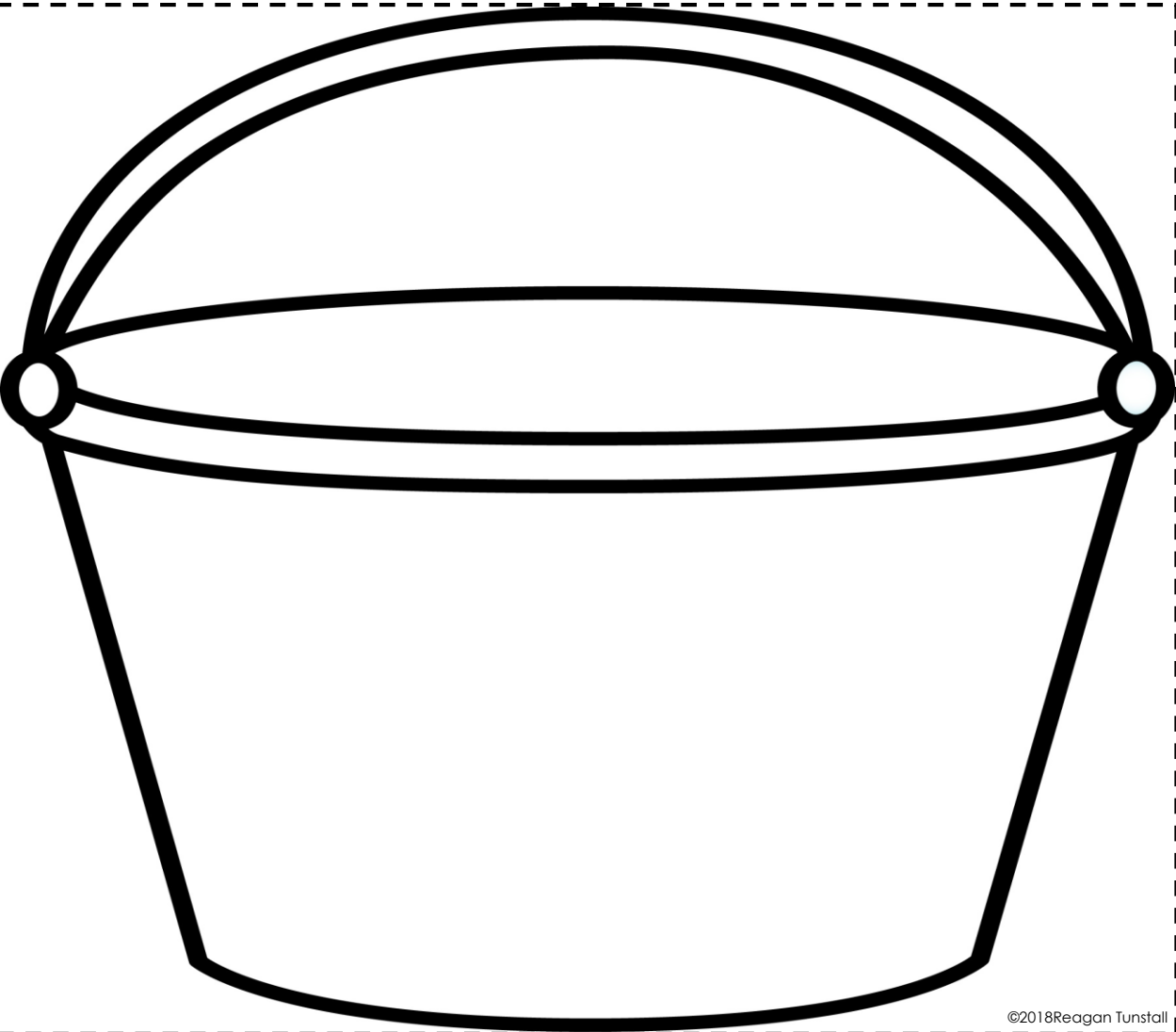


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DIRECTIONS

Use the shells from the previous two pages and the number cards to make a model of numbers to 20.

OBJECTS TO COUNT



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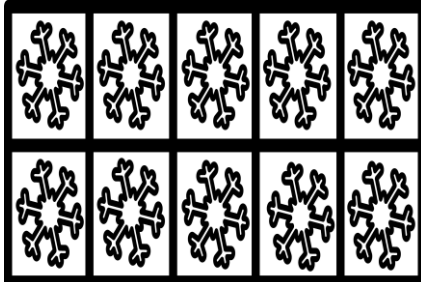
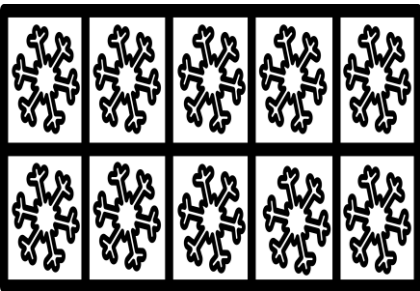
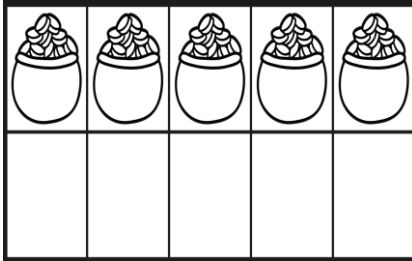
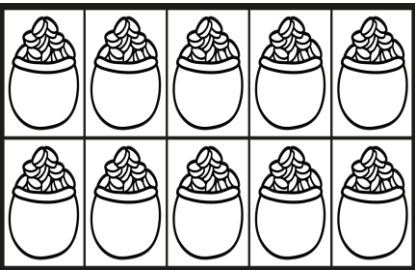
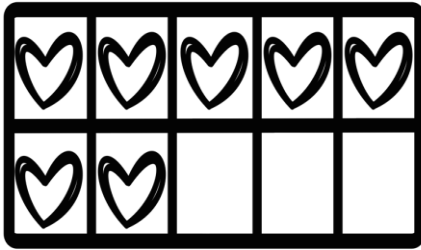
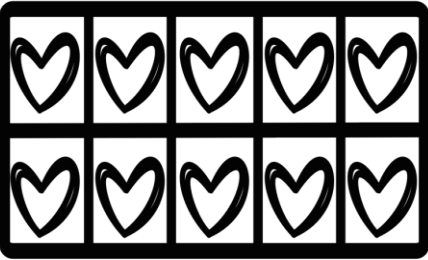
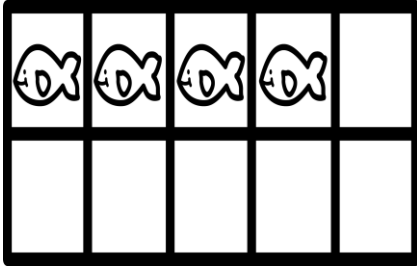
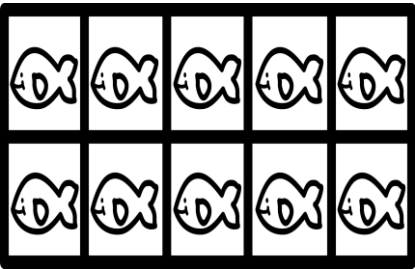
11 12 13 14 15 16

17 18 19 20

COUNT TEN FRAMES

DIRECTIONS

Count the ten frames. Find the matching number and glue it in the box.



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14

20

15

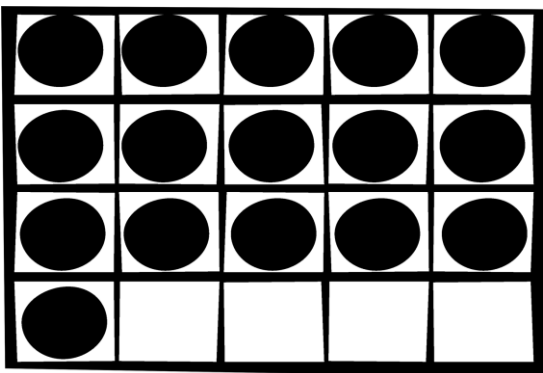
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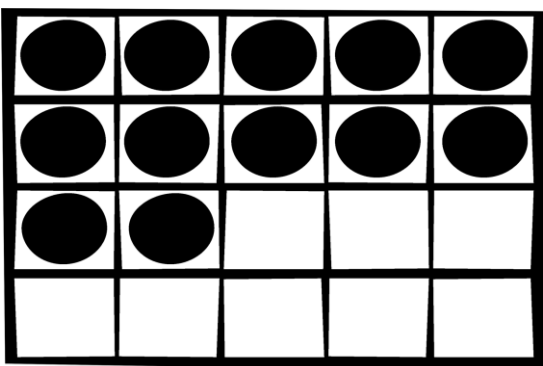
DIRECTIONS

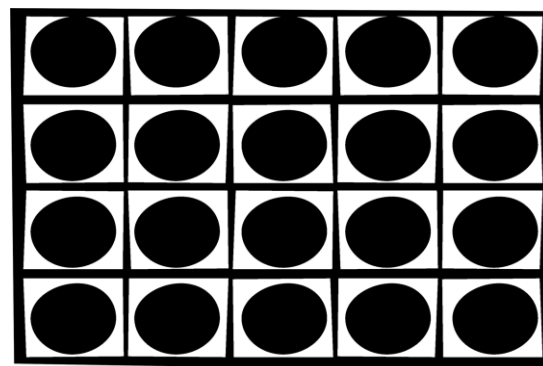
Look at the twenty frame. Write the number on the line.

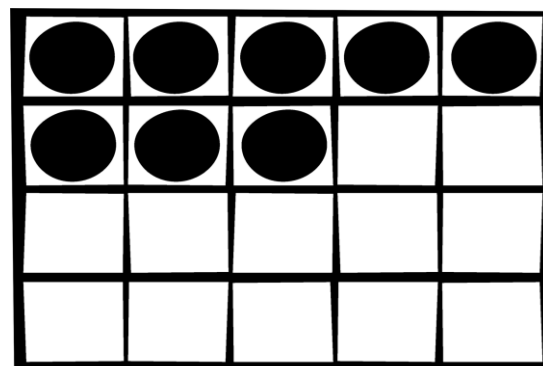
SUBITIZE TO 20

1.NBT.B.2.A









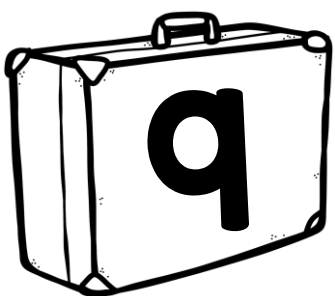
©2018Reagan Tunstall

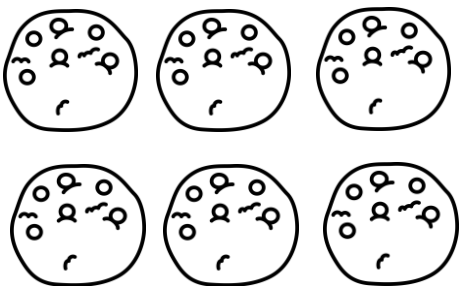
COUNTING ON TO 20

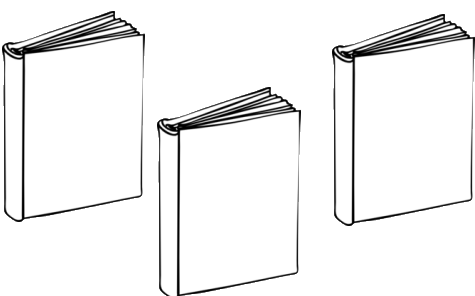
DIRECTIONS

Look at the number on the object. Count on the items and write the total number on the line.







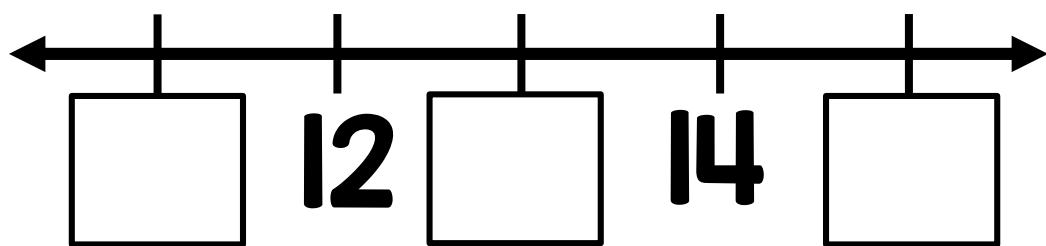
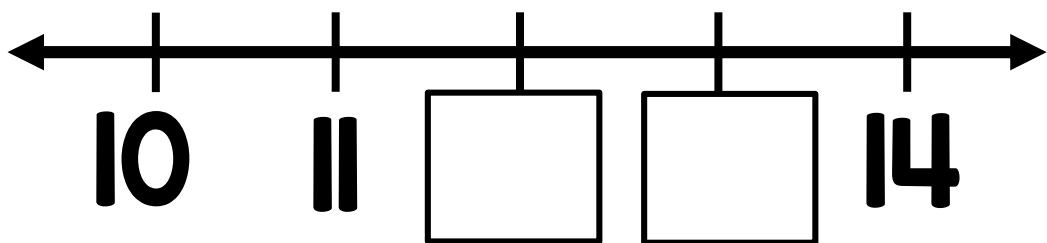
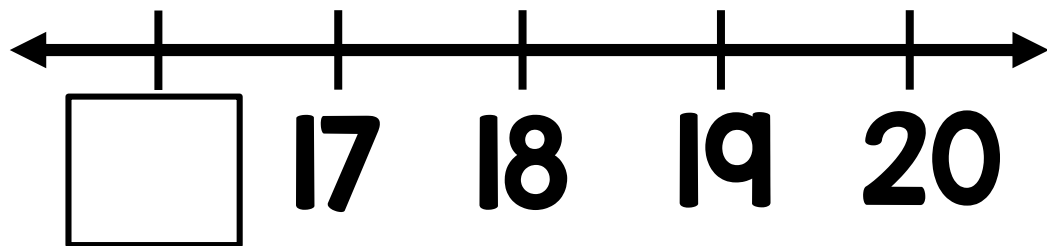
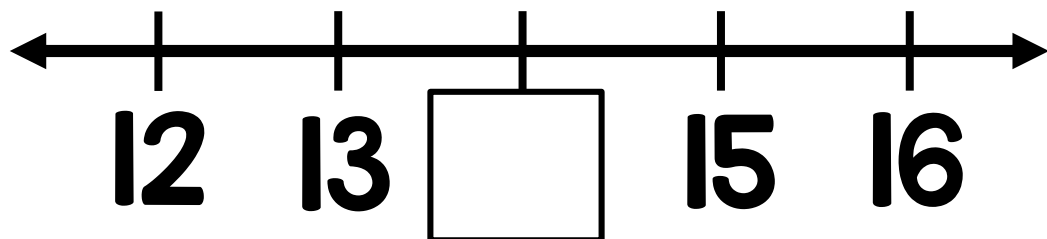


DIRECTIONS

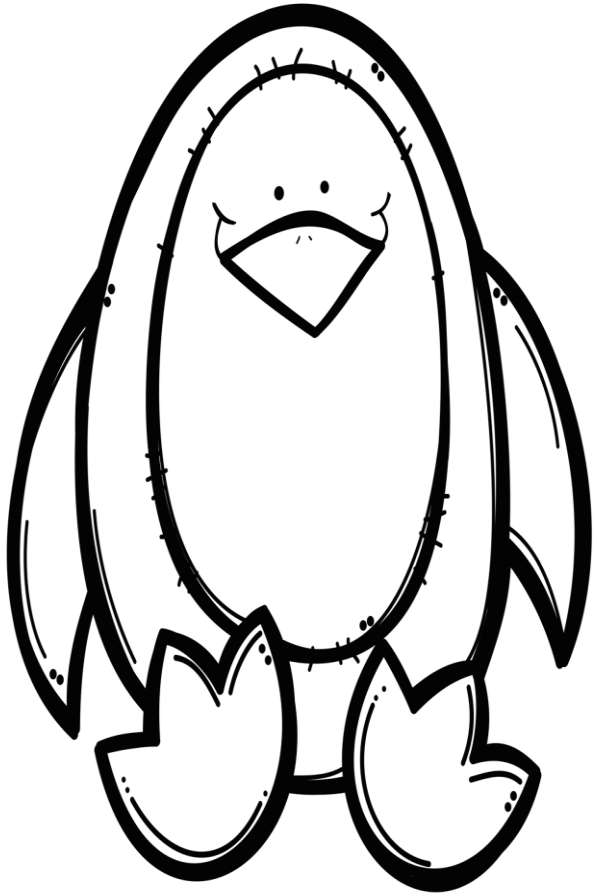
Look at the number line. Write the missing numbers to complete the number line.

1.NBT.B.2.B

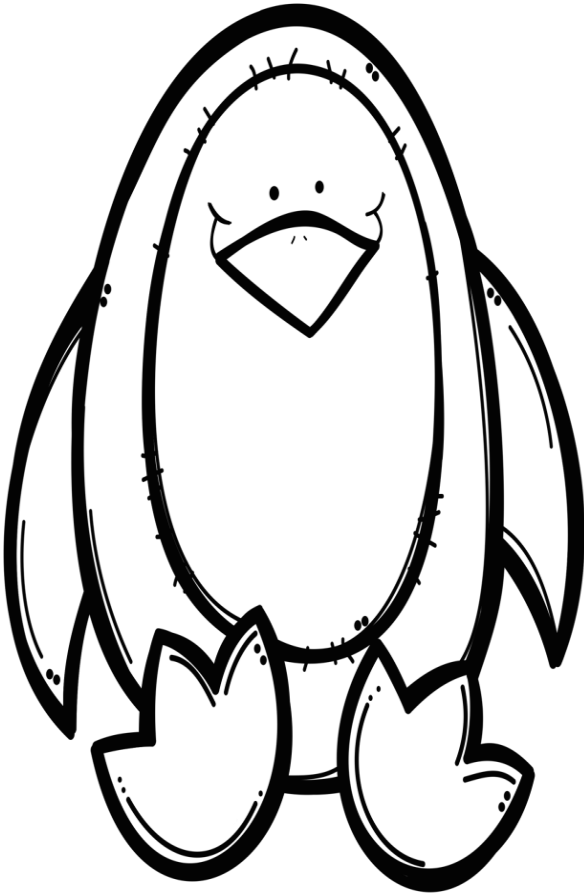
NUMBER LINE TO 20



"ODDLY" & "EVENLY"



oddly



evenly

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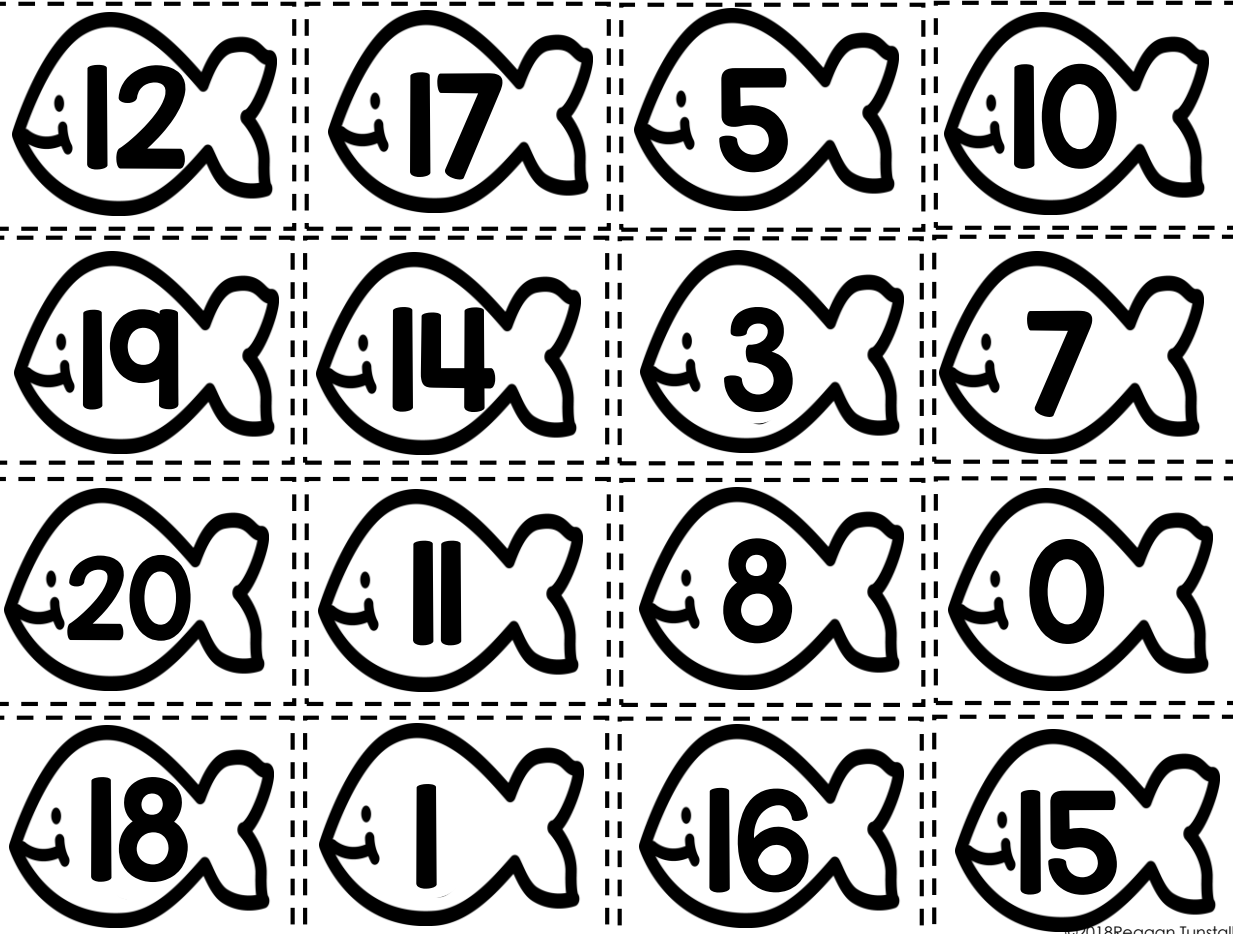
DIRECTIONS

Cut out the fish on the next page. Decide if they belong to "oddly" or "evenly" and place on the correct penguin.

PENGUIN FOOD

DIRECTIONS

Cut out the fish. Determine if it belongs to “Oddly” or “Evenly” on the previous page.



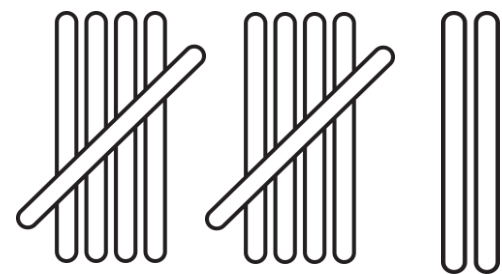
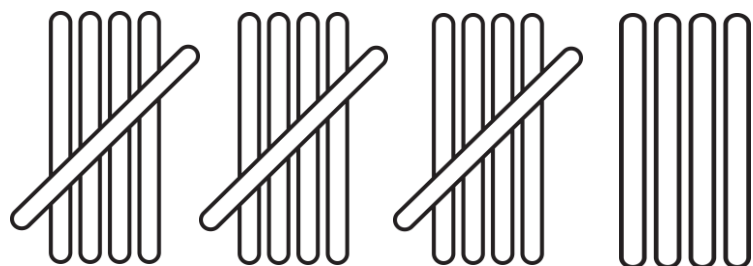
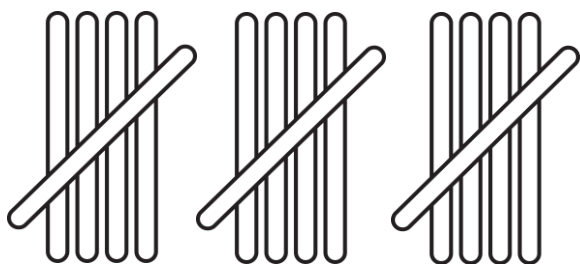
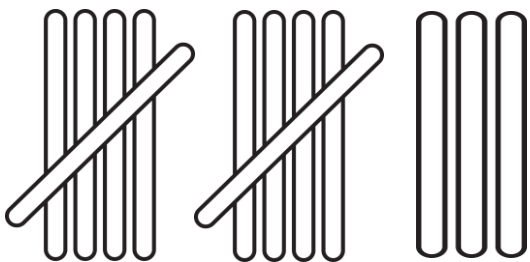
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DIRECTIONS

Count the tally marks Find the matching number and glue it in the box.

TALLY MARKS

1.NBT.B.2.B



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12

15

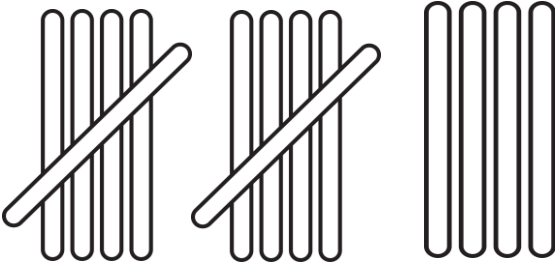
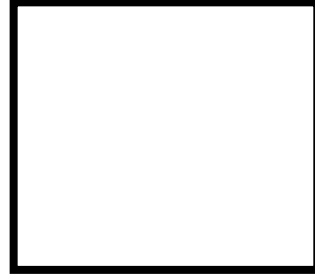
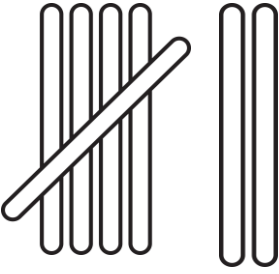
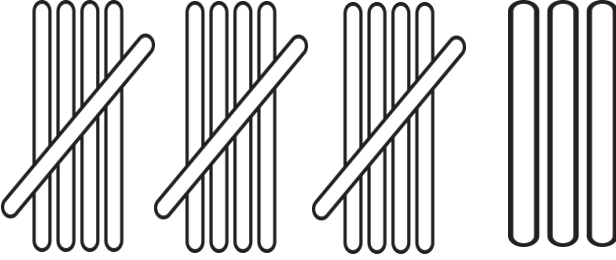
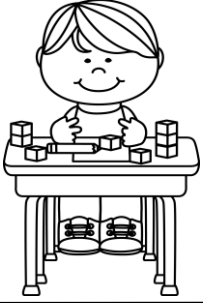
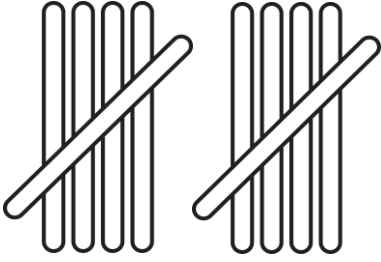
19

13

The students are practicing counting and making tally marks. Decide if the tally marks are odd or even. Glue the correct word in the box.

1.NBT.B.2.B

ODD OR EVEN TALLY MARKS



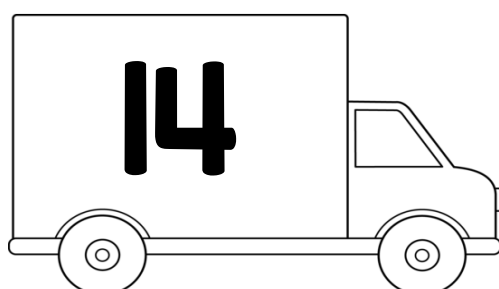
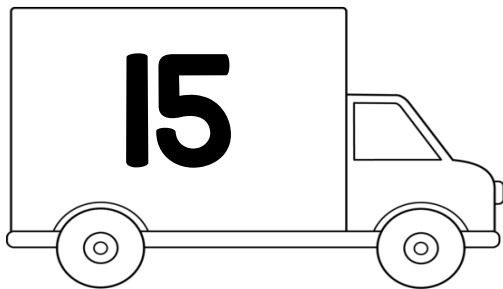
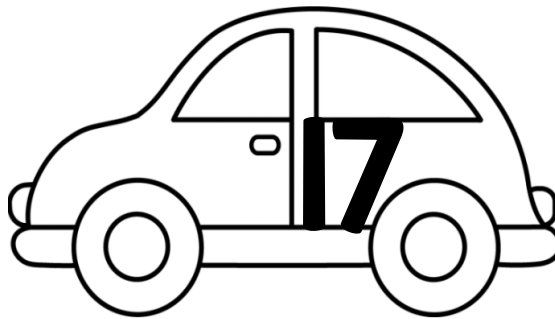
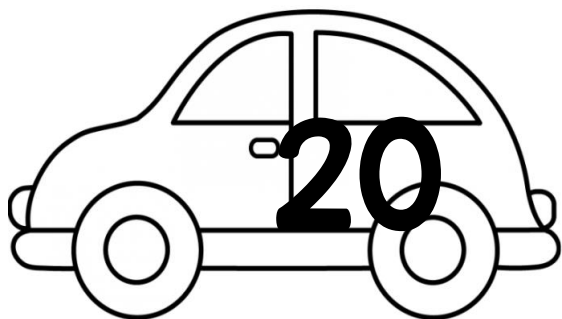
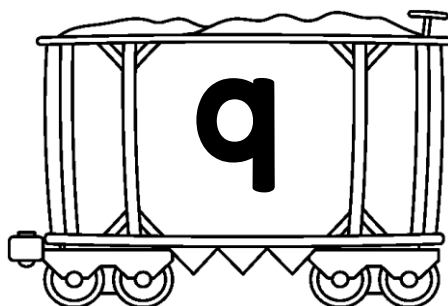
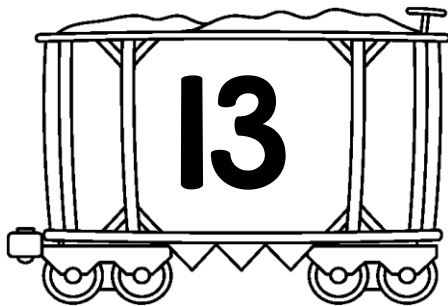
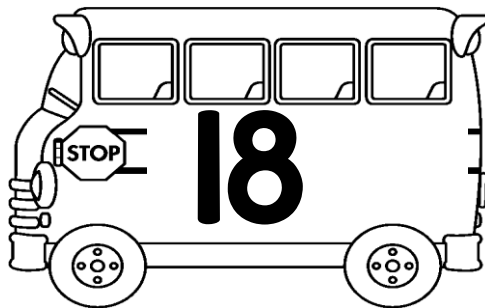
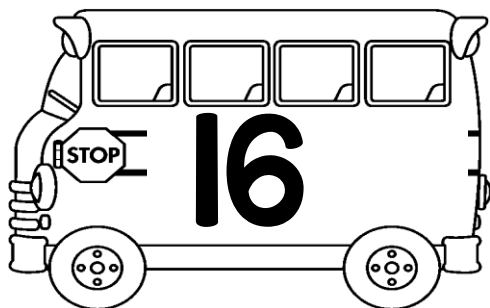
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odd odd even even

WHICH IS MORE?

DIRECTIONS

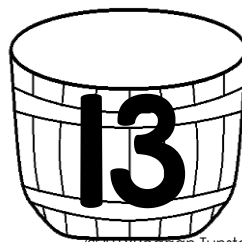
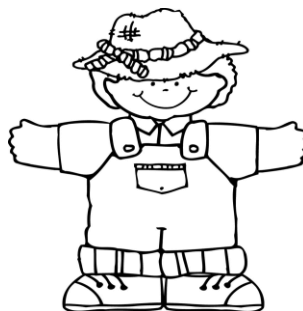
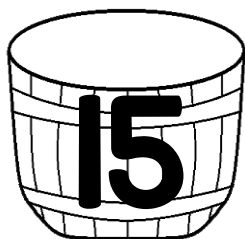
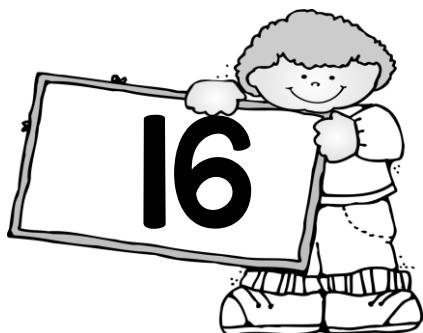
Look at the number on each vehicle. Color the vehicle whose number is more.



WHICH IS LESS?

DIRECTIONS

Look at each pair of children. Color the child that has the number that is less.

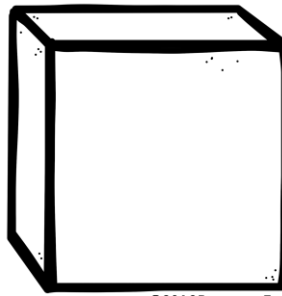
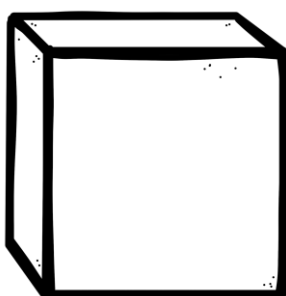
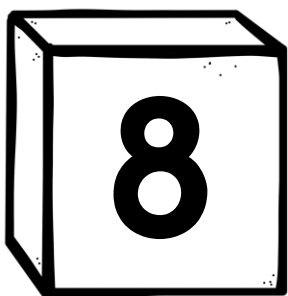
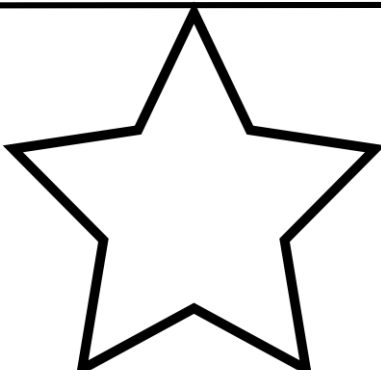
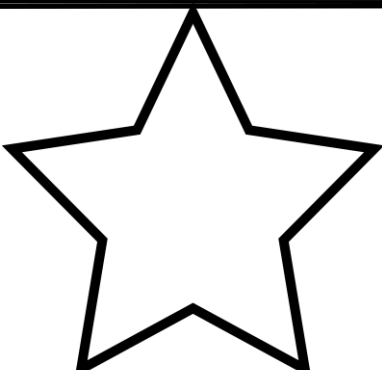
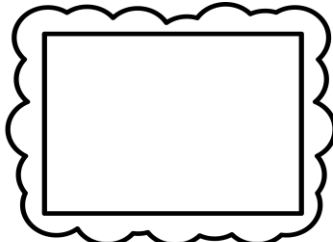
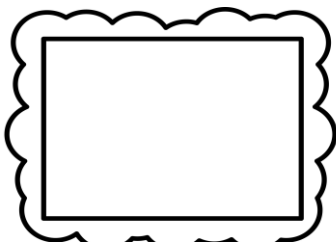
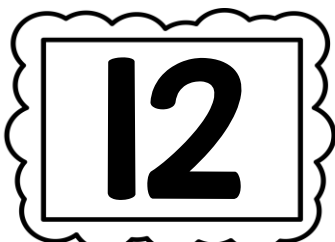
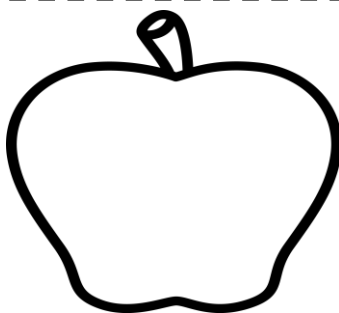
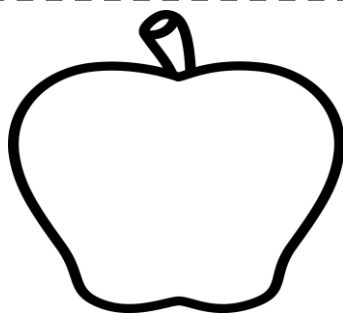


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DIRECTIONS

Look at the first number in each row. Write any two numbers that are more than that number.

GIVE ME MORE

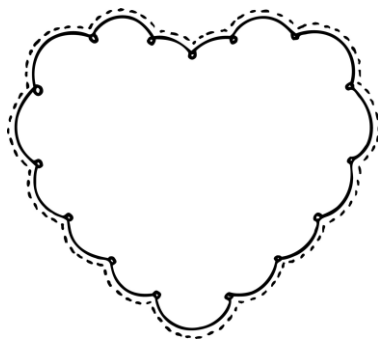
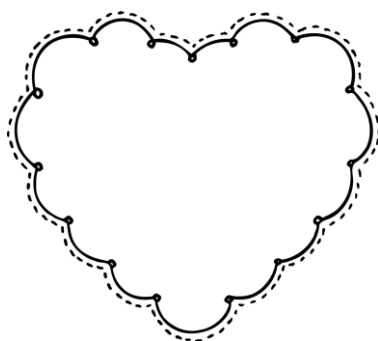
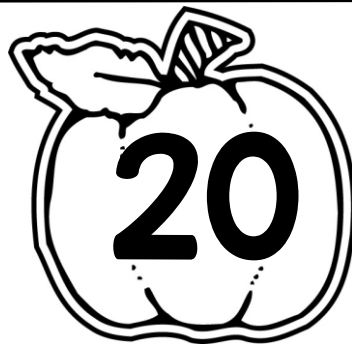
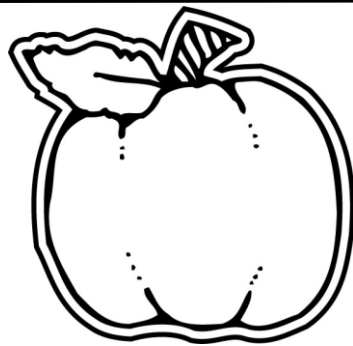
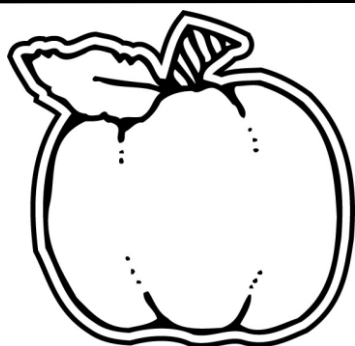
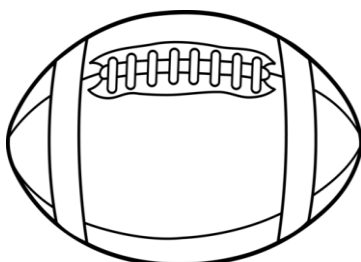
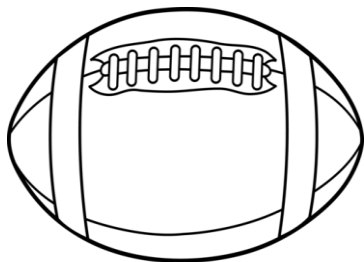


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GIVE ME LESS

DIRECTIONS

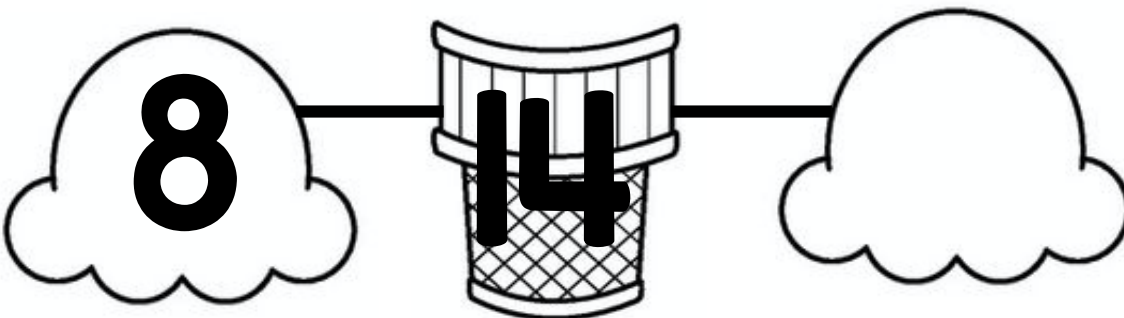
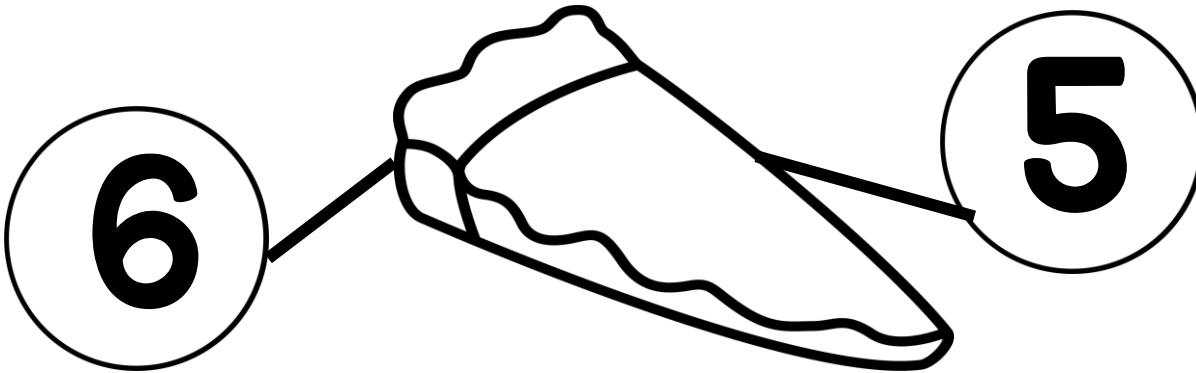
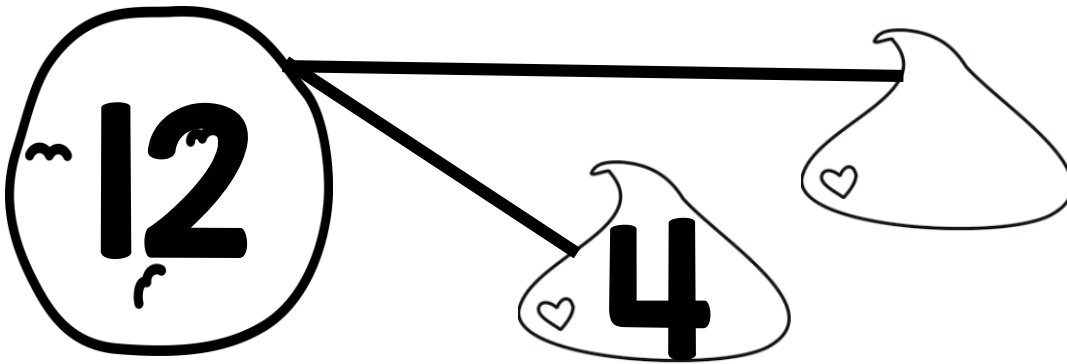
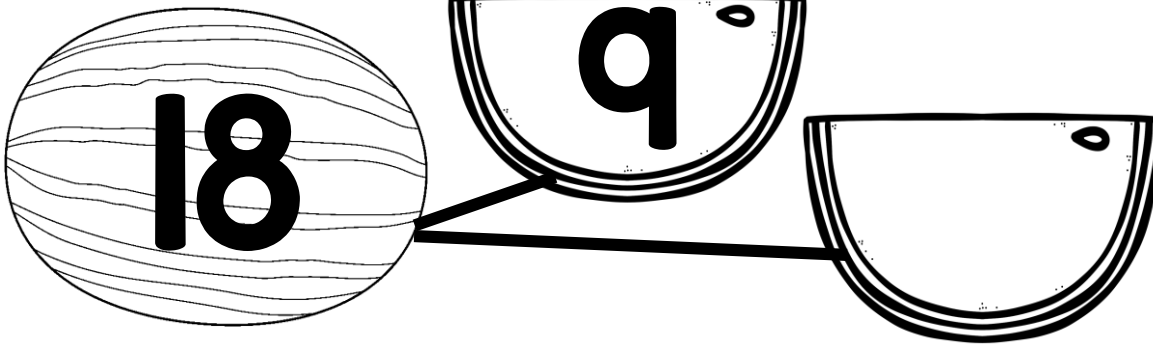
Look at the last number in each row. Write any two numbers that are less than that number.



Write the missing number in the part-part-whole model.

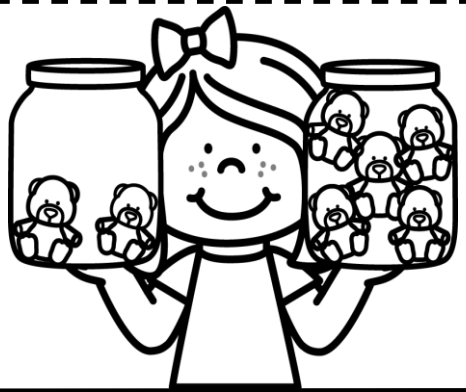
1.NBT.B.2.B

PART-PART-WHOLE

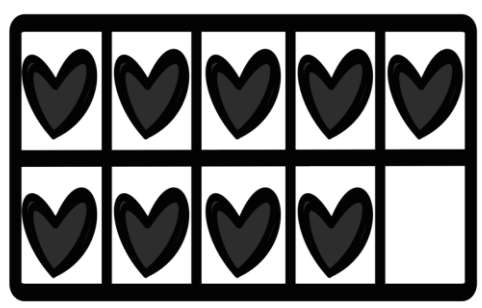


1.NBT.B.2.B

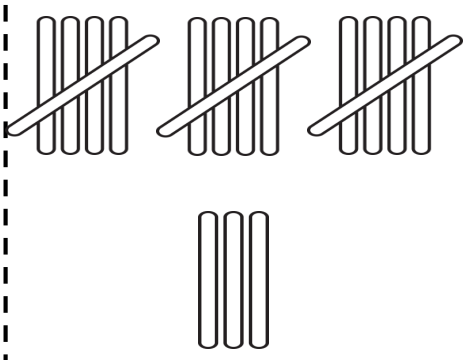
DIGIT-WORD-DOTS



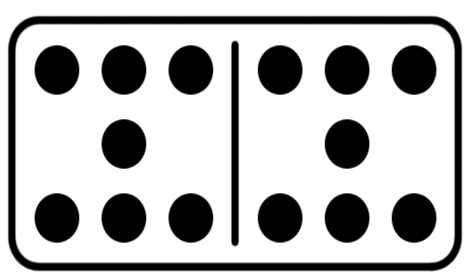
digit	number word	dots



digit	number word	dots



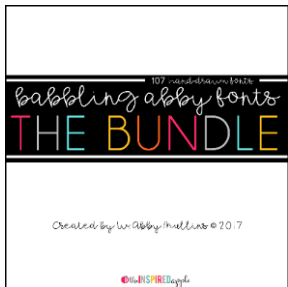
digit	number word	dots



digit	number word	dots

THANK YOU SO MUCH

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