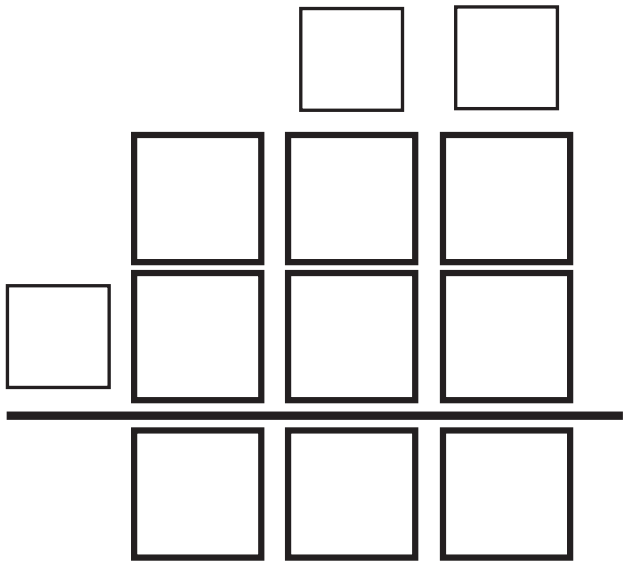


Name: _____

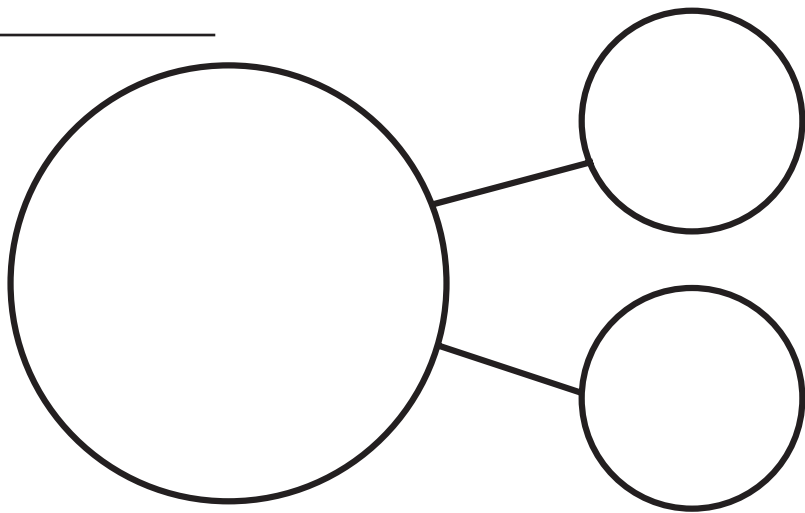
Regrouping



Number Bond Reproducible

Name: _____

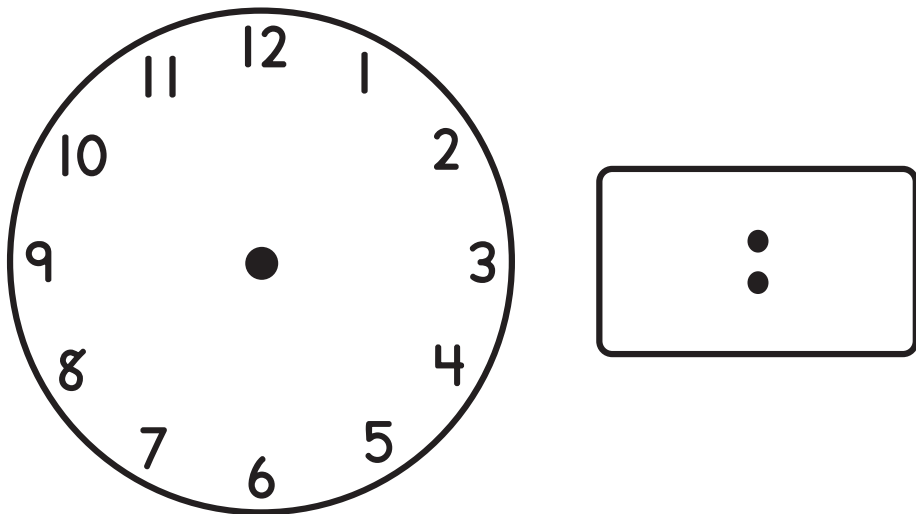
Number Bond



Time Reproducible

Name: _____

Time



Really Good Stuff® Instructional Guide
Primary Math Tools Sturdy Magnetic Dry Erase Mats™

This Really Good Stuff® product includes:

- 3 Two-sided, magnetic Dry Erase Mats, Write Again® wipe-off laminate
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Primary Math Tools Sturdy Magnetic Dry Erase Mats™**—a hands-on, visual reference tool consisting of six widely used math graphic organizers for individual or small group activities.

Meeting the Standards
The Really Good Stuff® **Primary Math Tools Sturdy Magnetic Dry Erase Mats™** align with the Common Core State Standards for Mathematics below. For alignment with other state standards, please refer to our website’s Standards Match.

- Operations and Algebraic Thinking**
- 1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.A.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

- Number and Operations in Base Ten**
- 1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.
- 1.NBT.B.2a** 10 can be thought of as a bundle of ten ones—called a “ten.”
- 1.NBT.B.2b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.B.2c** 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.C.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.

- 2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases.
- 2.NBT.A.1a** 100 can be thought of as a bundle of ten tens—called a “hundred.”
- 2.NBT.A.1b** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Measurement and Data**
- 1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks.
- 2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Displaying the Primary Math Tools Sturdy Magnetic Dry Erase Mats™
Before introducing the **Primary Math Tools Sturdy Magnetic Dry Erase Mats™**, make copies of this Really Good Stuff® Instructional Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. You can display the *Magnetic Dry Erase Mats* on a chart stand, or utilize the Really Good Stuff® **Desktop Pocket Chart Stand™** (item #151116) as you demonstrate how to use each one. Always use dry erase markers on the *Mats* in order to preserve their Write Again® wipe-off laminate surface.

Introducing the Primary Math Tools Sturdy Magnetic Dry-Erase Mats™
Gather students around the **Primary Math Tools Sturdy Magnetic Dry Erase Mats™**. Explain to students that mathematicians use many different tools while completing math problems, such as the ten-frame, double ten-frames, place value boxes, regrouping boxes, number bonds, and clock faces. Show students each of the *Mats*, briefly describing its purpose and discussing its value. Then use the *Mats* to complete the activities below with individual students, small groups, or for center work.

Ten-Frame
Direct students’ attention to the *Ten-Frame Magnetic Dry Erase Mat*. Model its use by writing the expression $4 + 3 = \underline{\hspace{1cm}}$ at the bottom of the *Mat*. Use classroom magnet counters or different colored dry erase markers to represent the numbers on the ten-frame. Have students count the dots with you to get the answers. Use the *Mat* to solve additional problems, soliciting student volunteers to complete the ten-frame. Review the answers with students, reinforcing how they can use this math tool to help them complete math assignments.

Really Good Stuff® Instructional Guide

Primary Math Tools Sturdy Magnetic Dry Erase Mats™

For independent practice, have students complete the *Mat* at a desk or at a math center using magnets and cards labeled with addition or subtraction expressions from 0 to 10. For math assignments, copy, laminate, and distribute the *Ten-Frame Reproducible* to help students as they work in class and at home.

Double Ten-Frames
Direct students’ attention to the *Double Ten-Frame Magnetic Dry Erase Mat*. Model its use by writing the expression $11 + 6 = \underline{\hspace{1cm}}$ at the bottom of the *Mat*. Use classroom magnet counters or different colored dry erase markers to fill in the numbers. Have students count the dots with you to get the answers. Use the *Mat* to solve additional problems, soliciting student volunteers to complete the double ten-frame. Review the answers with students, reinforcing how they can use this math tool to help them complete math assignments. For independent practice, have students complete the *Mat* at a desk or at a math center using cards labeled with math expressions from 0 to 20. For math assignments, copy, laminate, and distribute the *Double Ten-Frame Reproducible* to help students as they work in class and at home.

Place Value
Direct students’ attention to the *Place Value Magnetic Dry-Erase Mat*. Review place values with students. Pick a three-digit number, for example, 175, and say it out loud for students. Solicit student volunteers to tell you what number to write in the ones, tens, and hundreds boxes on the *Mat* using classroom number magnets or dry erase markers. Challenge students to determine place values of additional three- and four-digit numbers, depending on their level. Review answers with students, reinforcing how they can use this math tool to help them complete math assignments. For independent practice, have students complete the *Mat* at a desk or at a math center using cards labeled with numbers written in word form. For math assignments, copy, laminate, and distribute the *Place Value Reproducible* to help students as they work in class and at home.

Challenge pairs of students to use the *Mat* to create the greatest or the least number possible. Provide a container with four sets of number magnets from 0 to 9. Have one partner in the pair choose four magnets without looking. Using place value knowledge, instruct him or her to determine the greatest or least number that can be made with the four numbers and place the magnets on the *Mat* in the corresponding boxes. Have students take turns and determine who has the greatest or least number at the end of each round. Use tally marks to keep score.

Regrouping
Direct students’ attention to the *Regrouping Magnetic Dry Erase Mat*. Model its use by utilizing number magnets or dry erase markers to write an addition or subtraction problem on the *Mat*. Solicit student volunteers to help you solve

the problems by regrouping. Review answers with students, reinforcing how they can use this reference tool to complete math assignments. For independent practice, have students complete the *Mat* at a desk or at a math center using cards you have programmed with problems on the fronts and the answers on the backs for self-checking. Provide students with magnetic numbers or dry erase markers. Differentiate this activity by creating addition/subtraction facts with regrouping at various levels of difficulty. For math assignments, copy, laminate, and distribute the *Regrouping Reproducible* to help students as they work in class and at home.

Number Bonds
Direct students’ attention to the *Number Bond Magnetic Dry Erase Mat*. Model its use by utilizing number magnets or dry erase markers to write in an example of a completed number bond on the *Mat*. Next, remove the two magnets that are addends and have students come up with different addends. Practice with additional problems. Review the answers with students, reinforcing how they can use this reference tool to complete math assignments. For independent practice, have students complete the *Mat* at a desk or at a math center using cards you have programmed with number bond problems of varying difficulties on the fronts and the answers on the backs for self-checking. Provide students with magnetic numbers or dry erase markers. For math assignments, copy, laminate, and distribute the *Number Bond Reproducible* to help students as they work in class and at home.

Variations: Place a set of dominoes near the *Number Bond Magnetic Dry Erase Mat* in a math center. Independently or in a small group, invite students to form number bonds by selecting a domino, and using the dots on the domino to fill in two circles of the number bond, then completing the third circle.

Time
Draw students’ attention to the *Time Magnetic Dry Erase Mat*. Use a dry erase marker to indicate a time on the analog clock. Next, have students name the time and use number magnets or dry erase markers to indicate the time on the digital clock. Practice with additional times on the analog clock, with students translating the time into digital form. Then reverse the process. Review the clocks with students, reinforcing how they can use this reference tool to complete math assignments. For independent practice, have students complete the *Mat* at a desk or at a math center using cards you have programmed with times written in words on one side and self-checking images of both the analog and digital clock on the other side. Provide students with magnetic numbers or dry erase markers. For math assignments, copy, laminate, and distribute the *Time Reproducible* to help students as they work in class and at home.

Ten-Frame Reproducible

Name: _____

Ten Frame				

Write your addition and subtraction problems here.

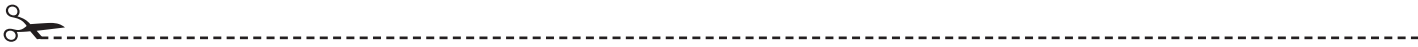


Double Ten-Frame Reproducible

Name: _____

Double Ten Frames				

Write your addition and subtraction problems here.



Place Value Reproducible

Name: _____

Place Value			
thousands	hundreds	tens	ones