

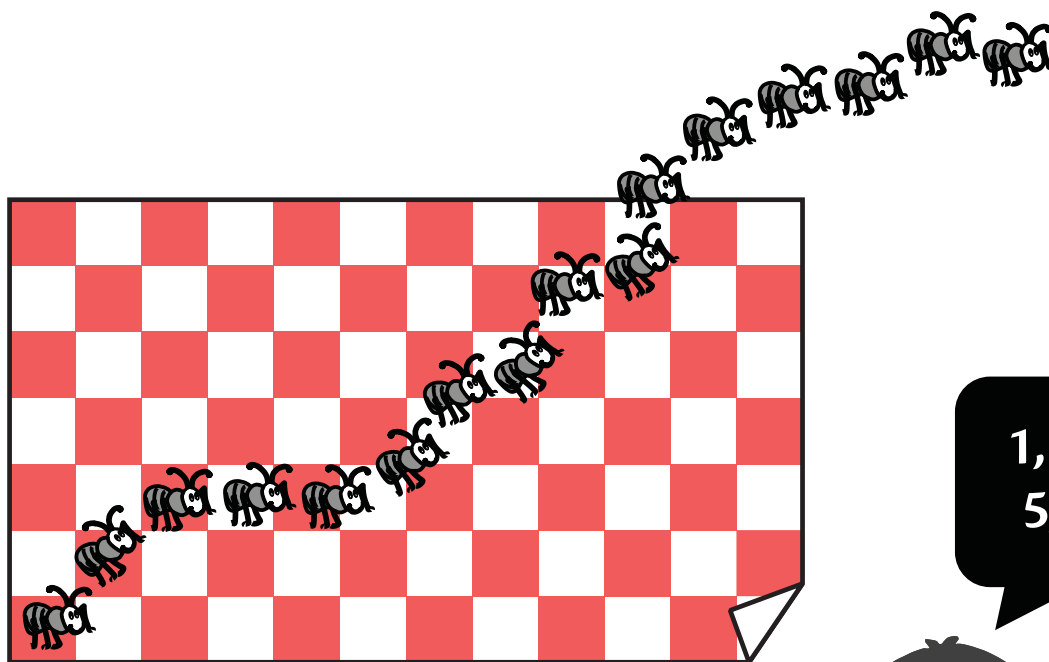


Eyes on Math

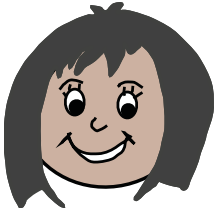
Pictures for Grades K–2

	CCSS	Book pages	PDF page
Counting Up by 1s	K.CC	6–7	2
Counting Back by 1s	1.OA	8–9	3
Counting Up by 2s	1.OA	10–11	4
Counting Back by 2s	1.OA	12–13	5
Counting Up by 5s	2.NBT	14–15	6
Counting Back by 5s	2.NBT	16–17	7
Counting Up by 10s	2.NBT	18–19	8
Counting Back by 10s	2.NBT	20–21	9
Comparing Numbers by Matching	K.CC	22–23	10
Benchmark Numbers: All About 5	K.CC	24–25	11
Benchmark Numbers: All About 10	K.CC	26–27	12
Ordinal Numbers	K.CC	28–29	13
Addition as Combining	K.OA	30–31	14
Addition to Describe Part-Part-Whole Situations	1.OA	32–33	15
Adding 0 and Adding 1	1.OA	34–35	16
Addition: Commutativity	1.OA	36–37	17
Addition: Changing Addends, But Not the Sum	1.OA	38–39	18
Adding or Subtracting 10	1.NBT	40–41	19
Subtraction as Taking Away	K.OA	42–43	20
Subtraction to Compare	1.OA	44–45	21
Relating Addition and Subtraction	1.OA	46–47	22
Naming Two-Digit Numbers	1.NBT	48–49	23
Naming Three-Digit Numbers	2.NBT	50–51	24
Place Value: Grouping in Tens	2.NBT	52–53	25
Place Value: Positions	2.NBT	54–55	26
Comparing Sizes of Numbers	2.NBT	56–57	27
Fractions: Halves	2.G	58–59	28
Fractions: Quarters	2.G	60–61	29
Measurement: Meaning of Length	K.MD	62–63	30
Measurement: Effect of Unit Size	2.MD	64–65	31
Measurement: Standard Units of Length	2.MD	66–67	32
2-D Shapes Versus 3-D Shapes	K.G.	68–69	33
Comparing 2-D Shapes	K.G.	70–71	34
Comparing 3-D Shapes	K.G.	72–73	35
Composing Shapes	K.G.	74–75	36
Shape Puzzles	K.G.	76–77	37

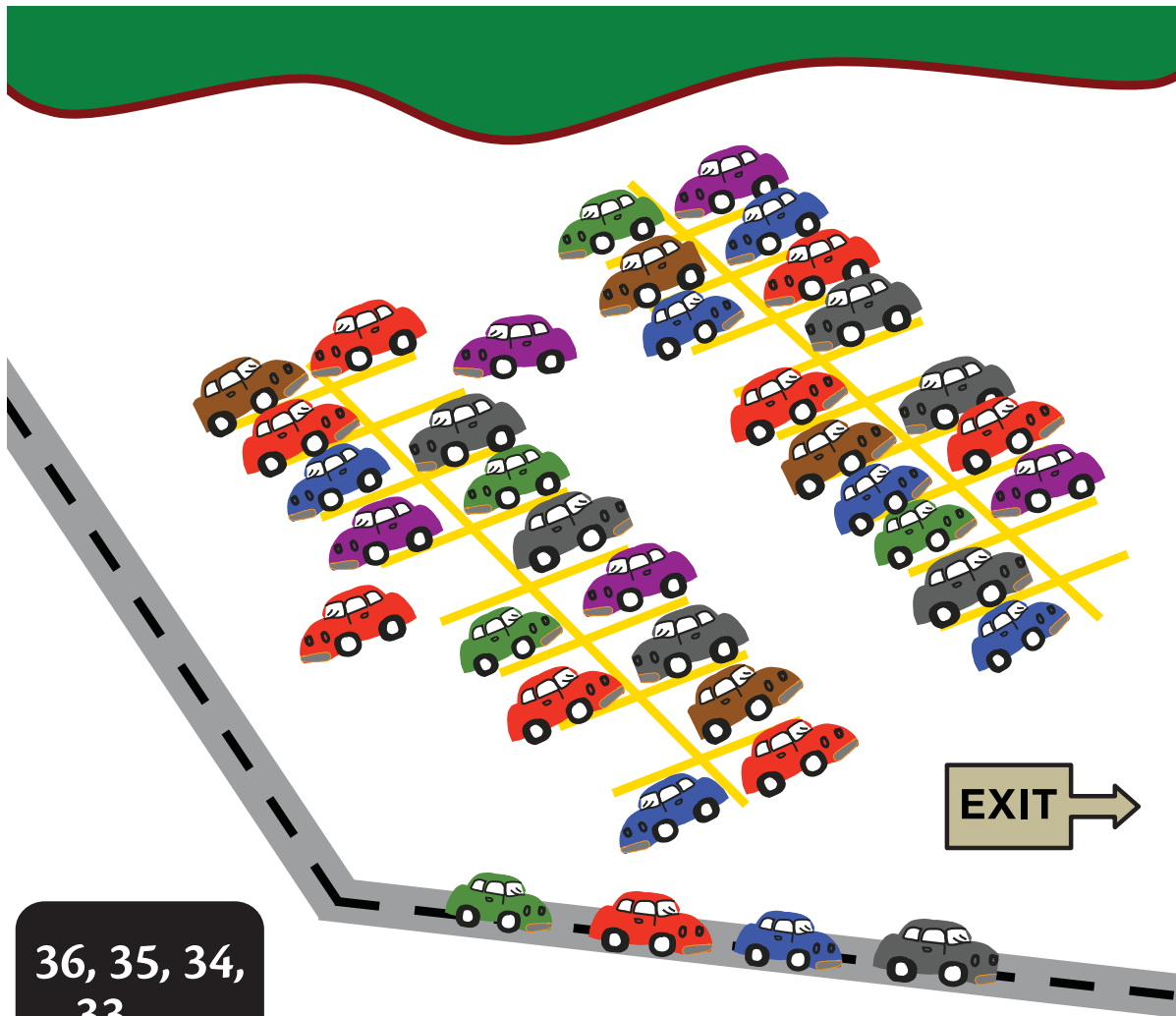
Which ants did Meghan already count?
How high will she go to count
all of the ants?



1, 2, 3, 4,
5, 6, ...



What numbers will be said next?
What does each of the numbers tell?



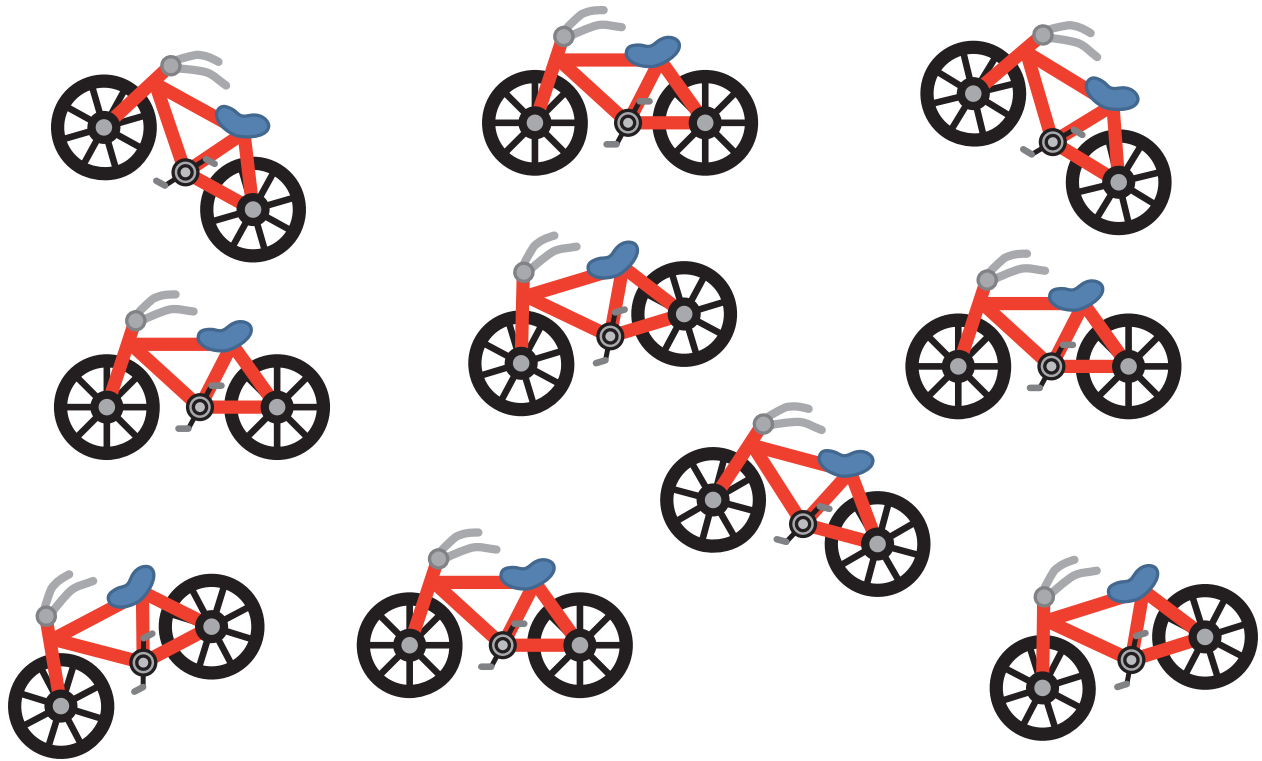
36, 35, 34,
33, ...



COUNTING BACK BY 1s • Grades K–2 • CCSS 1.OA

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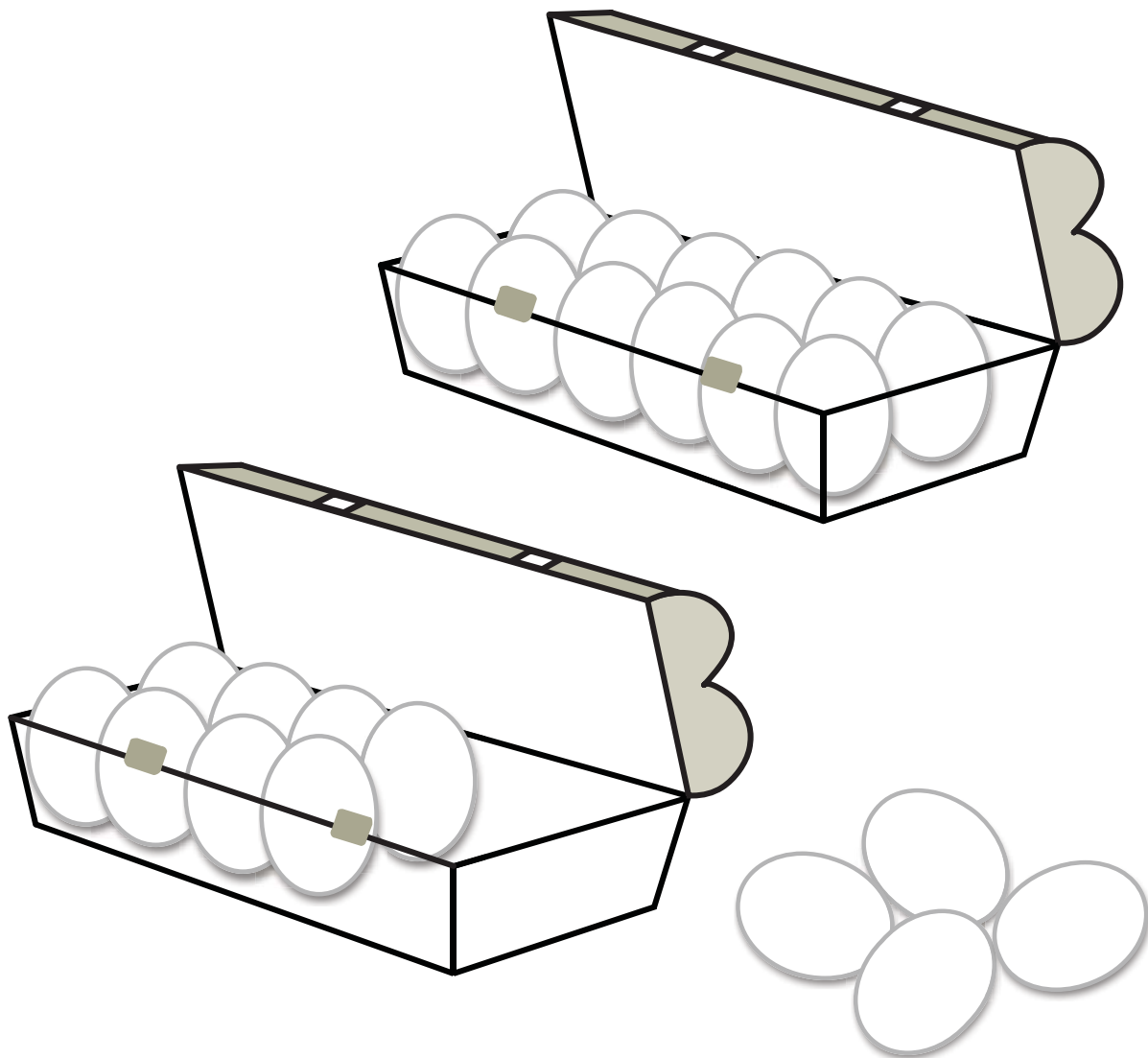
What is the best way to count
the bicycle wheels?



COUNTING UP BY 2s • Grades K–2 • CCSS 1.OA

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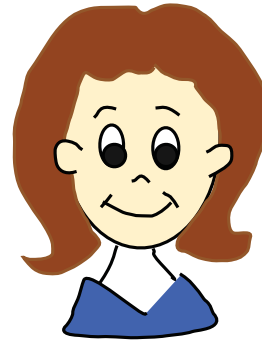
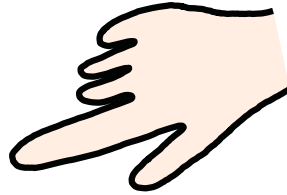
**Mom is counting how many eggs are left
each time she takes some out.
What numbers will she say if she
takes out 2 eggs at a time?**



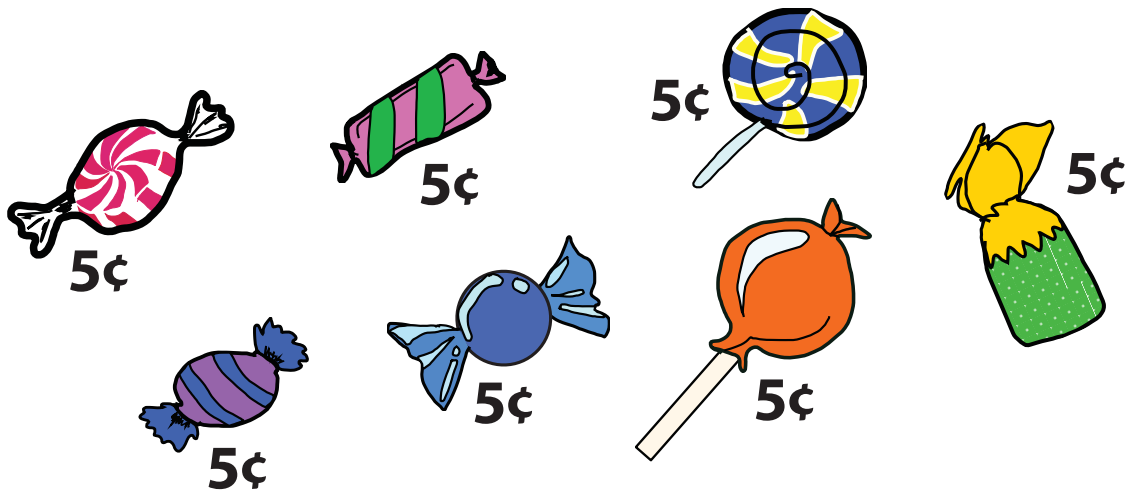
COUNTING BACK BY 2s • Grades K–2 • CCSS 1.OA

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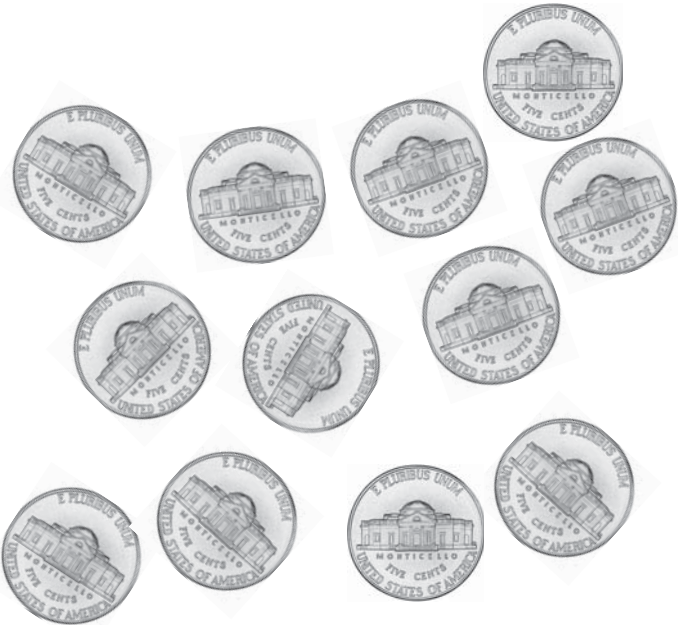
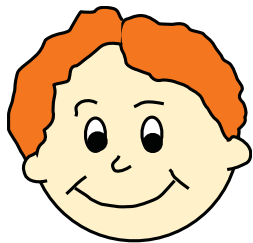
Count to know how much money Keesha has.



Andrew is buying candies.
How much money will he have left
after he buys each candy?



I have 60¢



COUNTING BACK BY 5s • Grades K–2 • CCSS 2.NBT

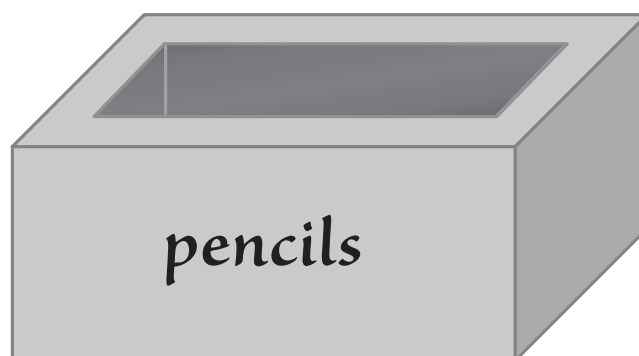
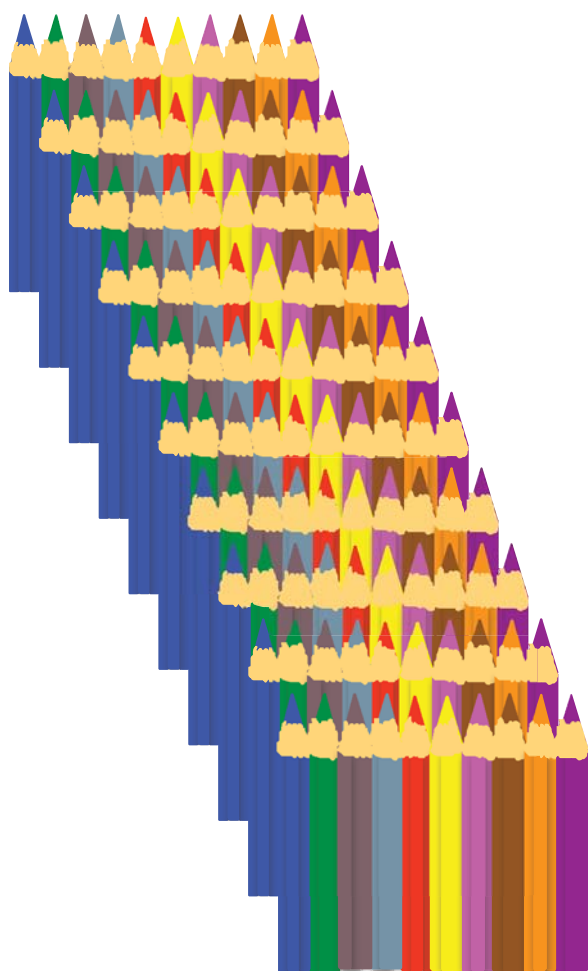
**Count the number of fingers,
one set of handprints at a time.**



COUNTING UP BY 10s • Grades K–2 • CCSS 2.NBT

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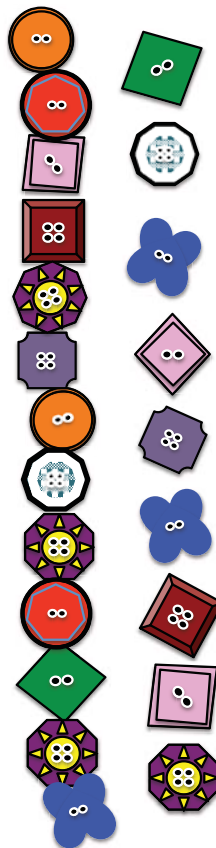
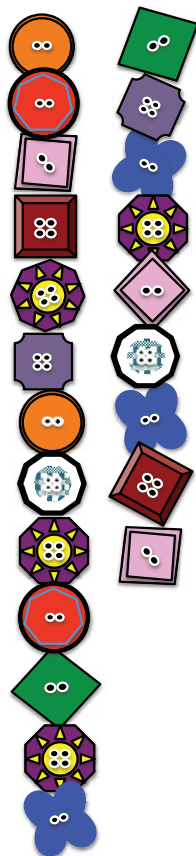
**There are 100 pencils. You put the pencils
from one row at a time into the box.
Count to tell how many pencils are left
outside of the box each time that
one row of pencils is removed.**



COUNTING BACK BY 10s • Grades K–2 • CCSS 2.NBT

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The buttons at the top are arranged into two lines in two different ways. Which way makes it easier to tell which line has more buttons?

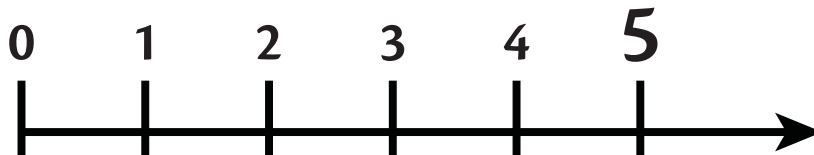
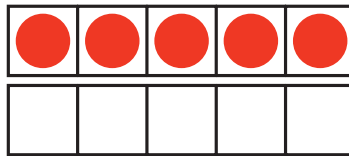
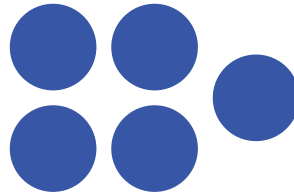


COMPARING NUMBERS BY MATCHING • Grades K–2 • CCSS K.CC

What does each picture tell you about 5?



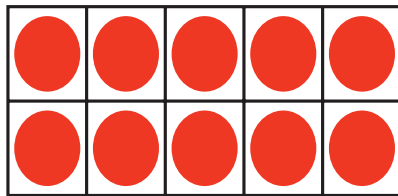
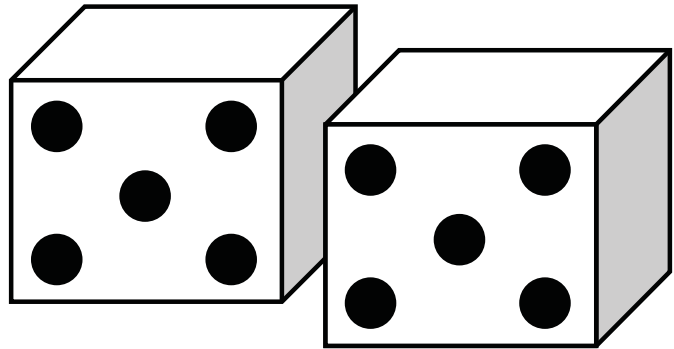
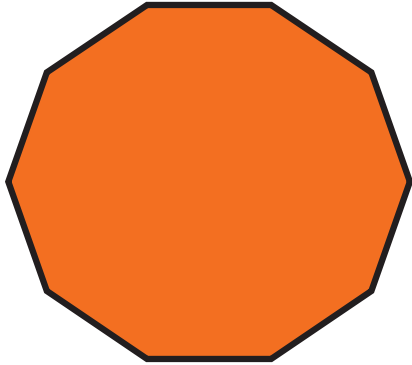
FIVE



BENCHMARK NUMBERS: ALL ABOUT 5 • Grades K-2 • CCSS K.CC

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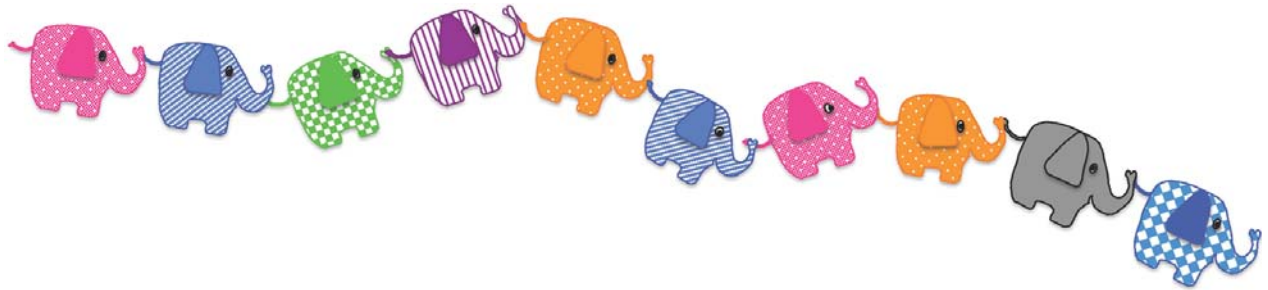
What do all of the pictures
have in common?



BENCHMARK NUMBERS: ALL ABOUT 10 • Grades K–2 • CCSS K.CC

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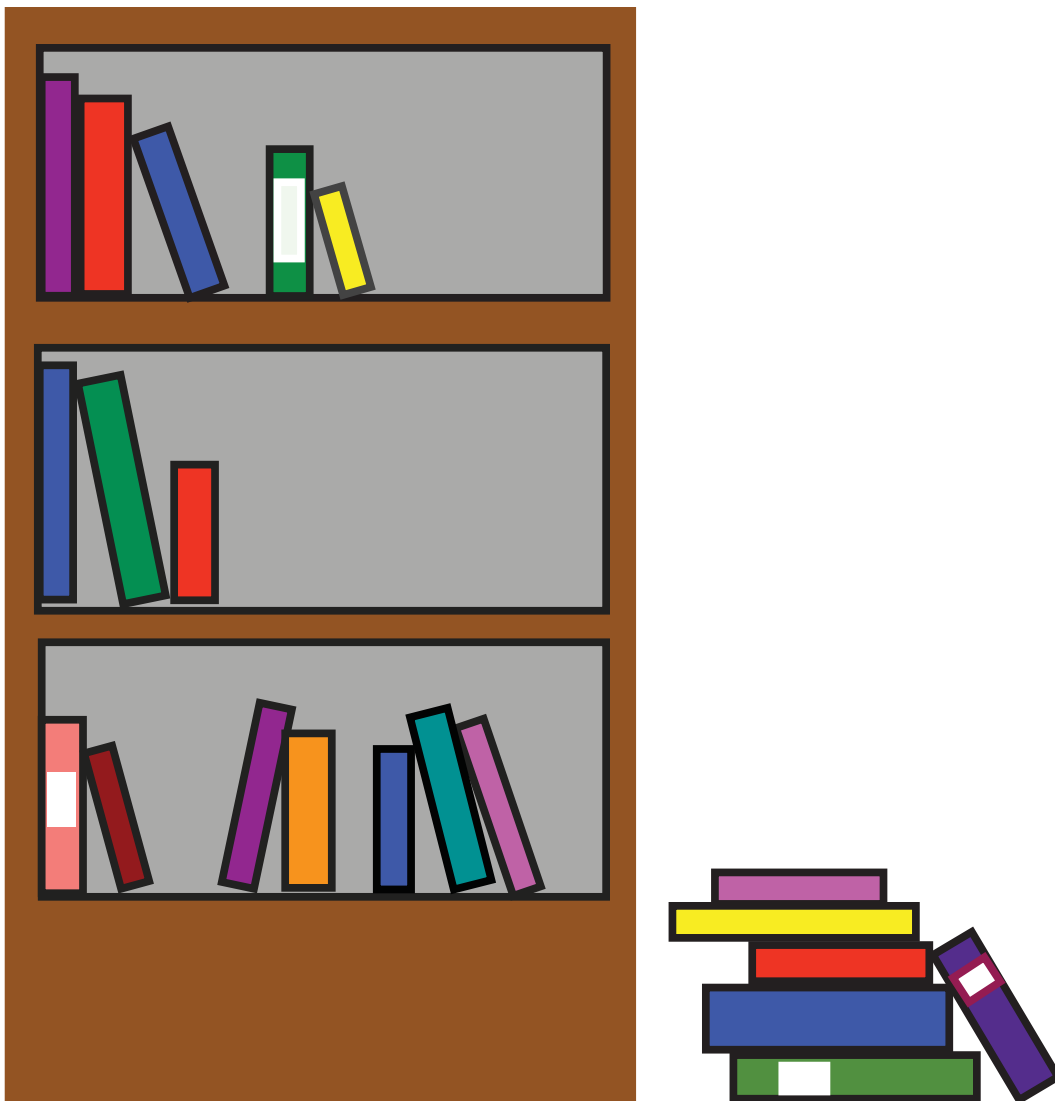
Which elephant is fourth?



ORDINAL NUMBERS • Grades K–2 • CCSS K.CC

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What different addition sentences might tell how many books will be on each shelf after putting away the books on the floor?



ADDITION AS COMBINING • Grades K–2 • CCSS K.OA

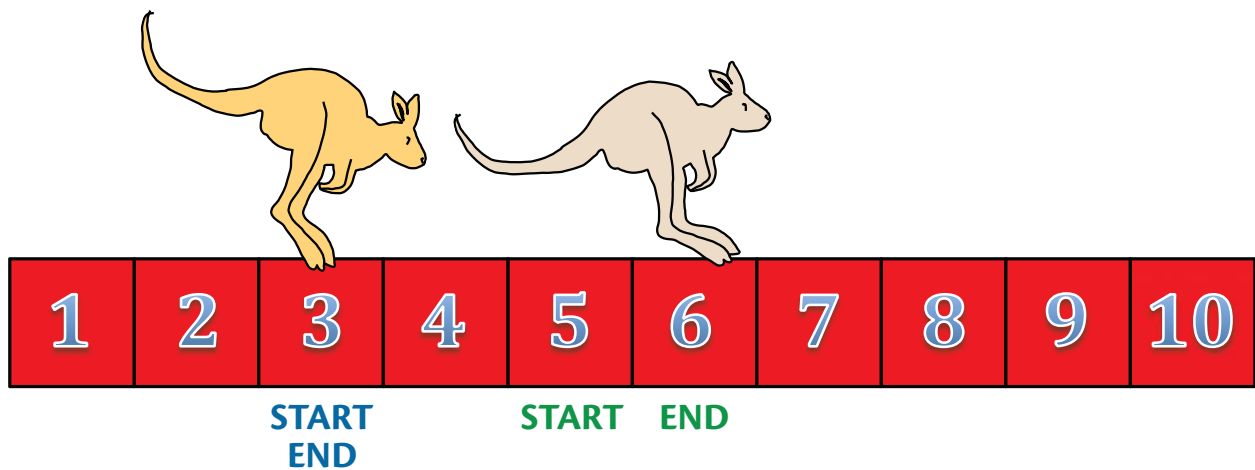
What does each picture show about addition?



ADDITION TO DESCRIBE PART-PART-WHOLE SITUATIONS • Grades K–2 • CCSS 1.OA

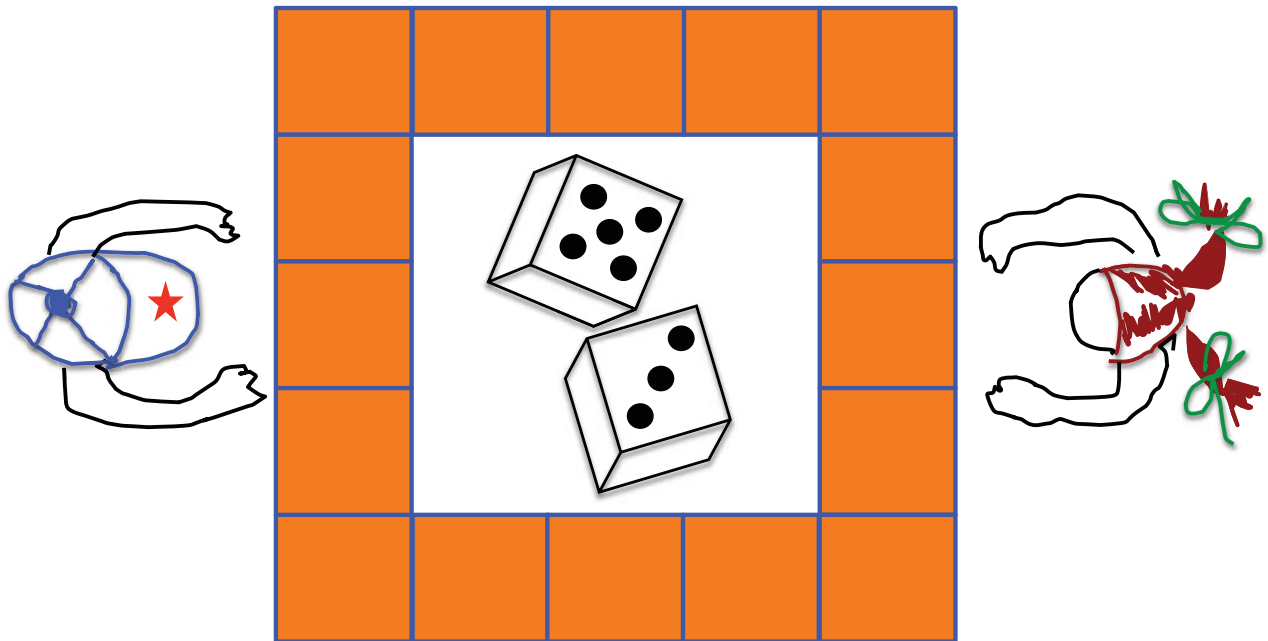
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The kangaroos started at 3 and 5.
The picture shows where they landed
after one jump.
What number sentences tell about
each kangaroo's jump?



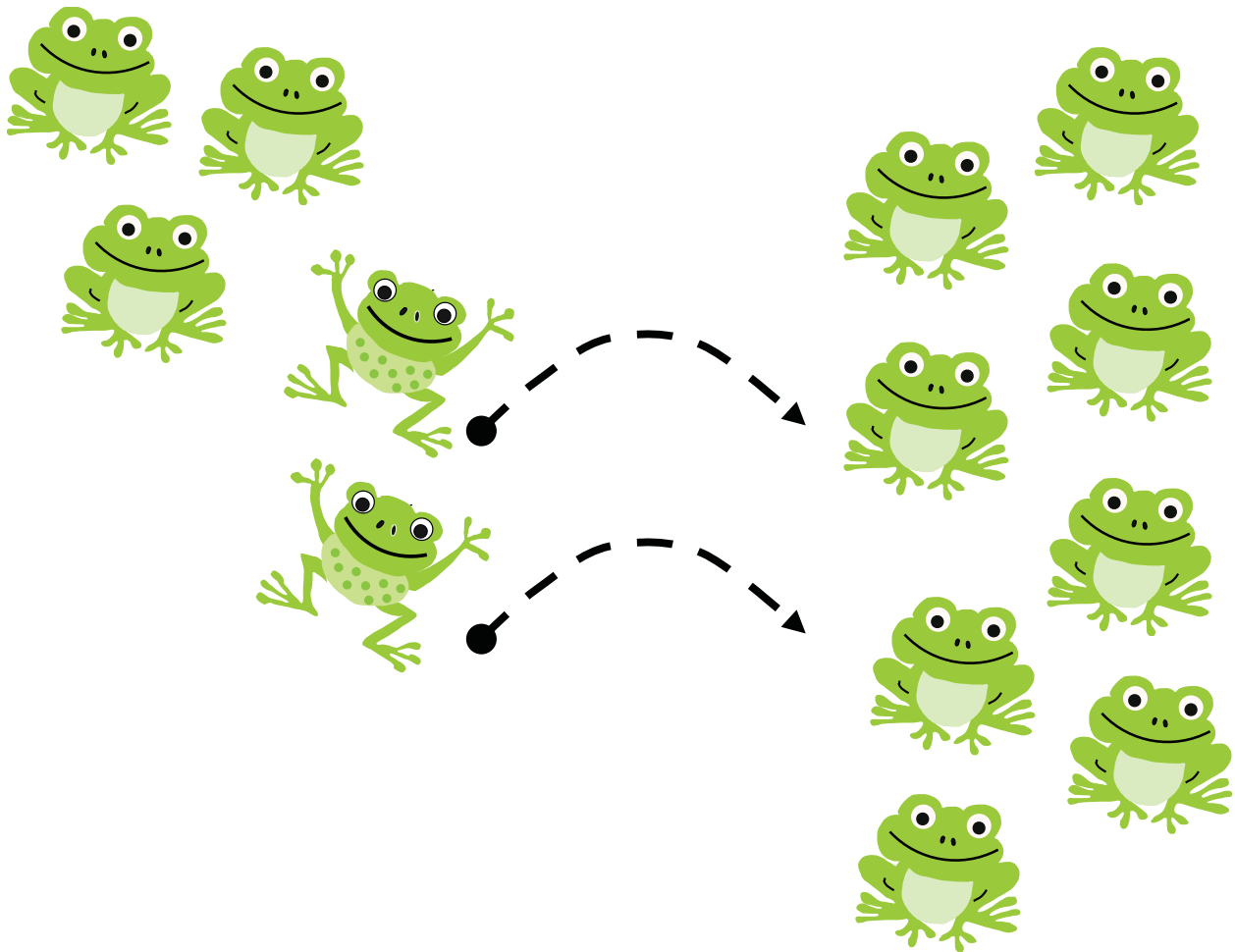
ADDING 0 AND ADDING 1 • Grades K–2 • CCSS 1.OA

Why might Amy and Aaron write different number sentences to tell what the dice roll is?



ADDITION: COMMUTATIVITY • Grades K–2 • CCSS 1.OA

How are the number sentences
you write to tell about all of the frogs
the same and different after
the two frogs move over?



ADDITION: CHANGING ADDENDS, BUT NOT THE SUM • Grades K–2 • CCSS 1.OA

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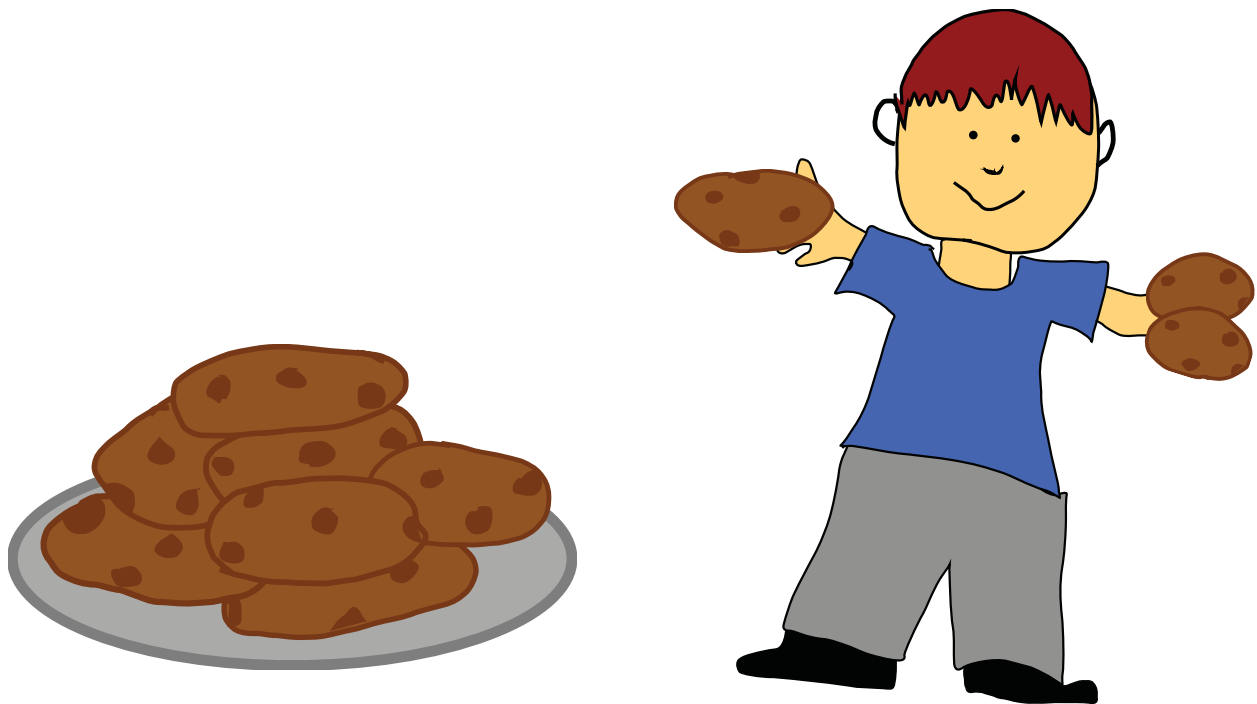
**When you include or take away
an extra 10 fingers,
what about the total number of fingers
does not change? Why?**



ADDING OR SUBTRACTING 10 • Grades K–2 • CCSS 1.NBT

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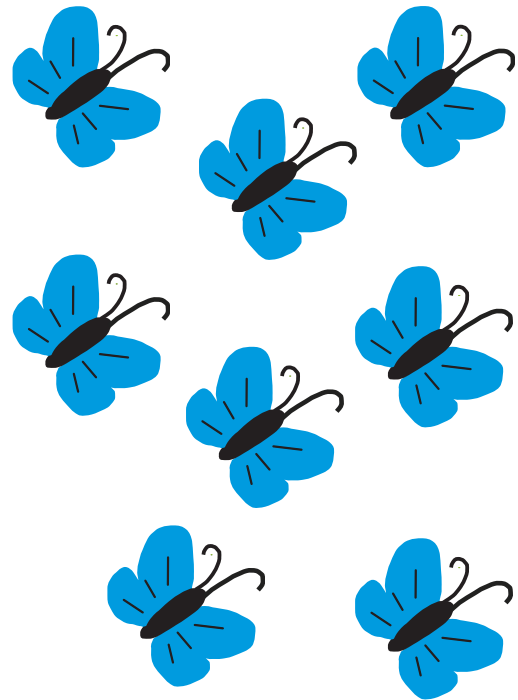
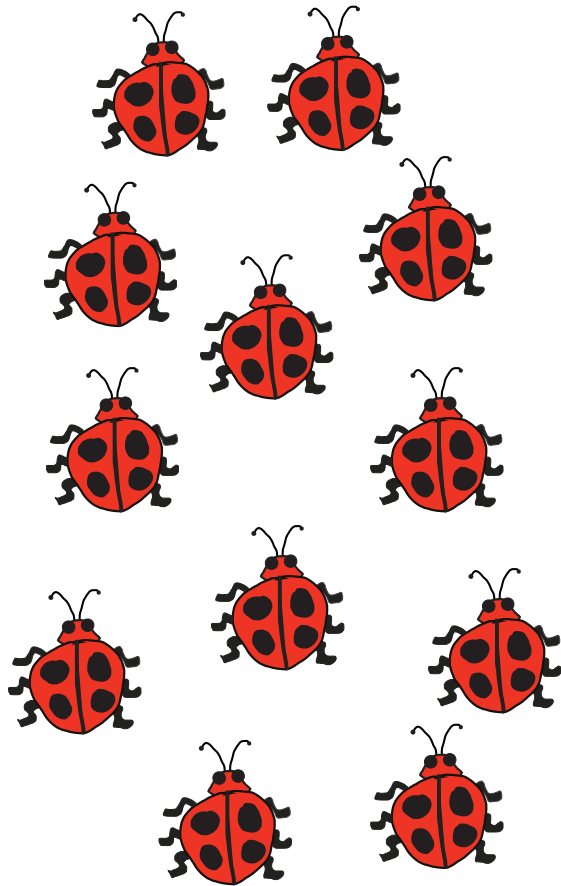
Decide how many cookies are probably on the plate.
What number sentence would you use to describe what happened when Caelan took his cookies?



SUBTRACTION AS TAKING AWAY • Grades K–2 • CCSS K.OA

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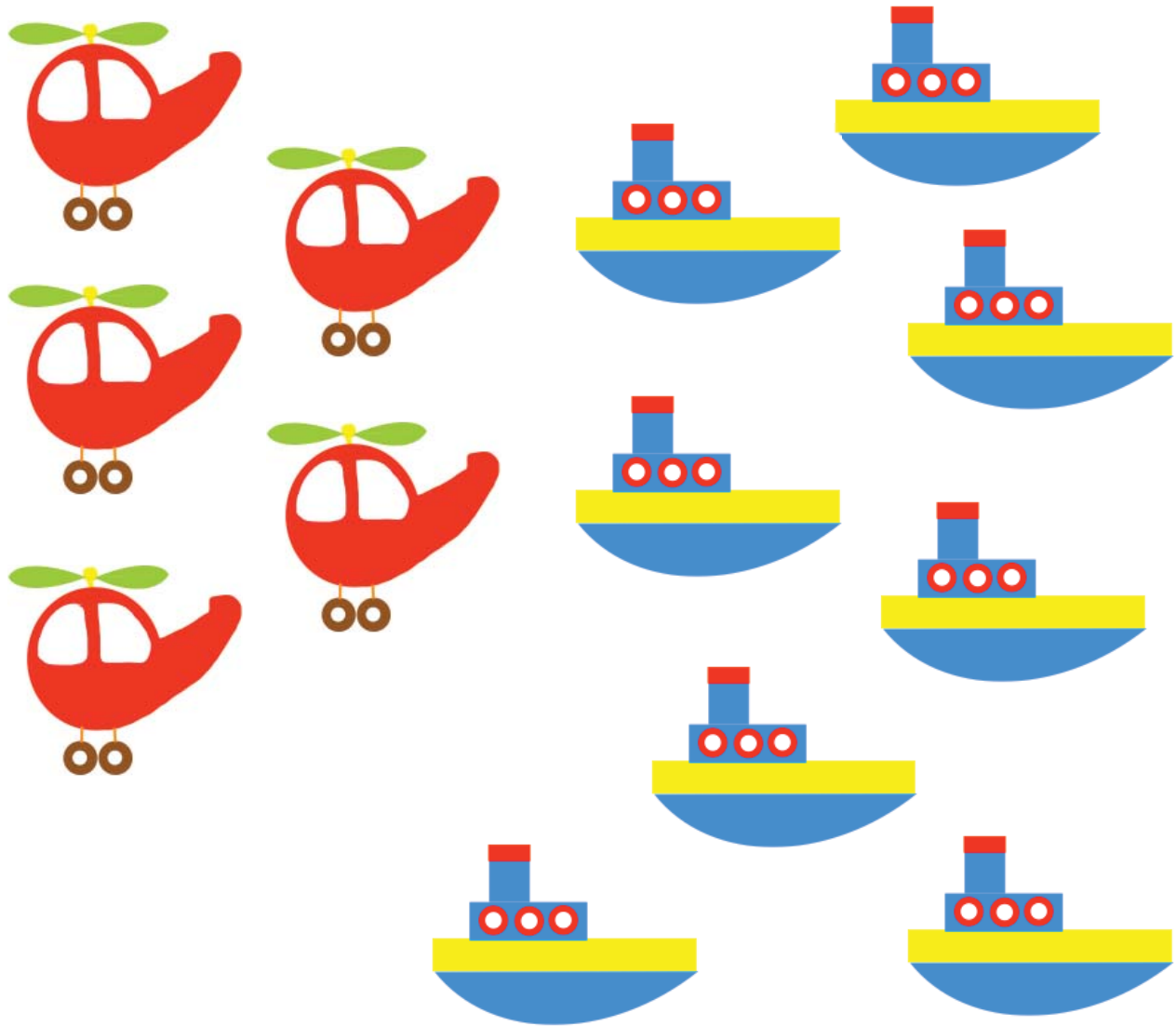
What does $12 - 8$ tell you
about the insects?



SUBTRACTION TO COMPARE • Grades K–2 • CCSS 1.OA

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Does this picture show
addition or subtraction or both?

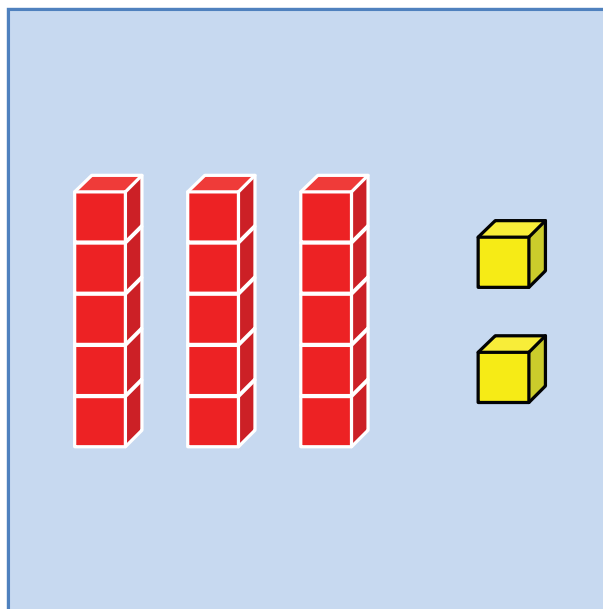
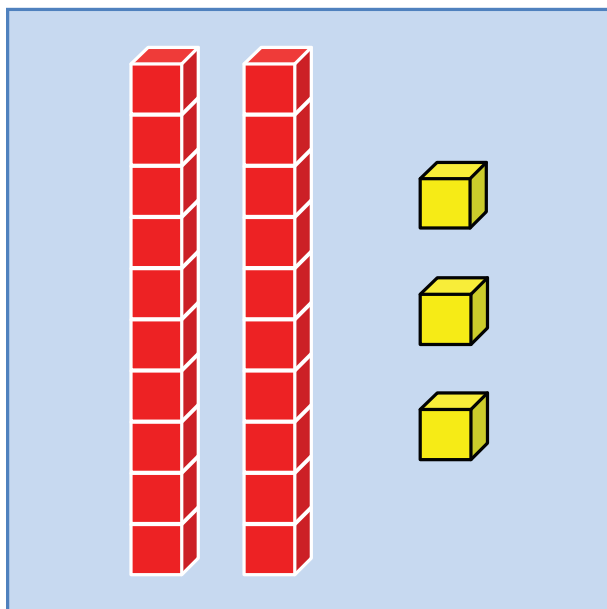
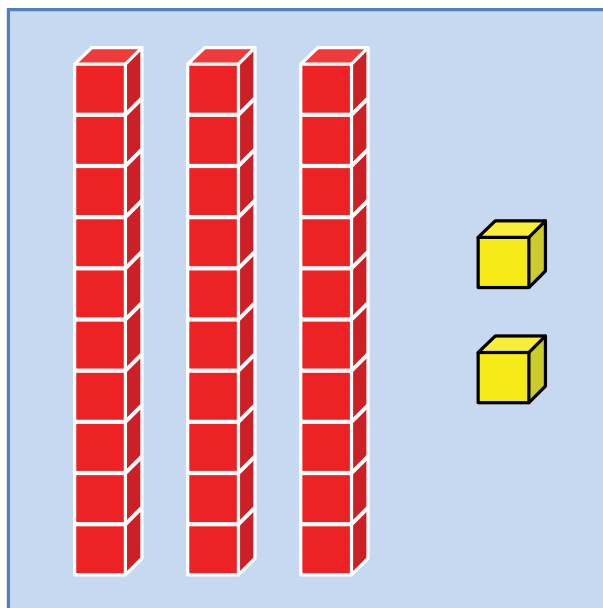
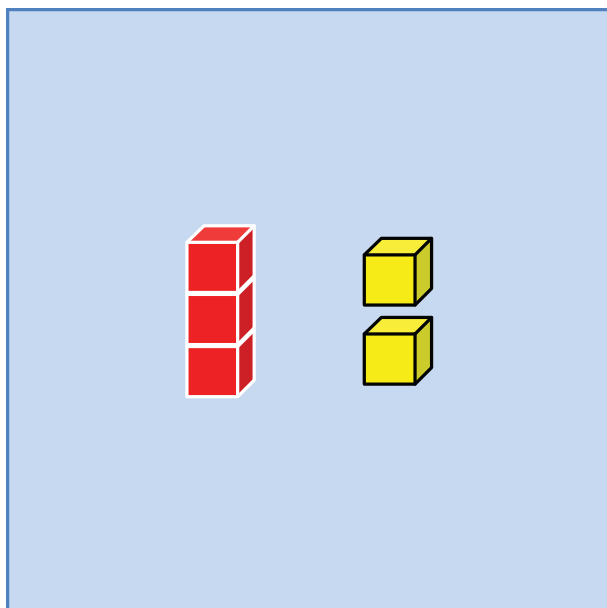


RELATING ADDITION AND SUBTRACTION • Grades K–2 • CCSS 1.OA

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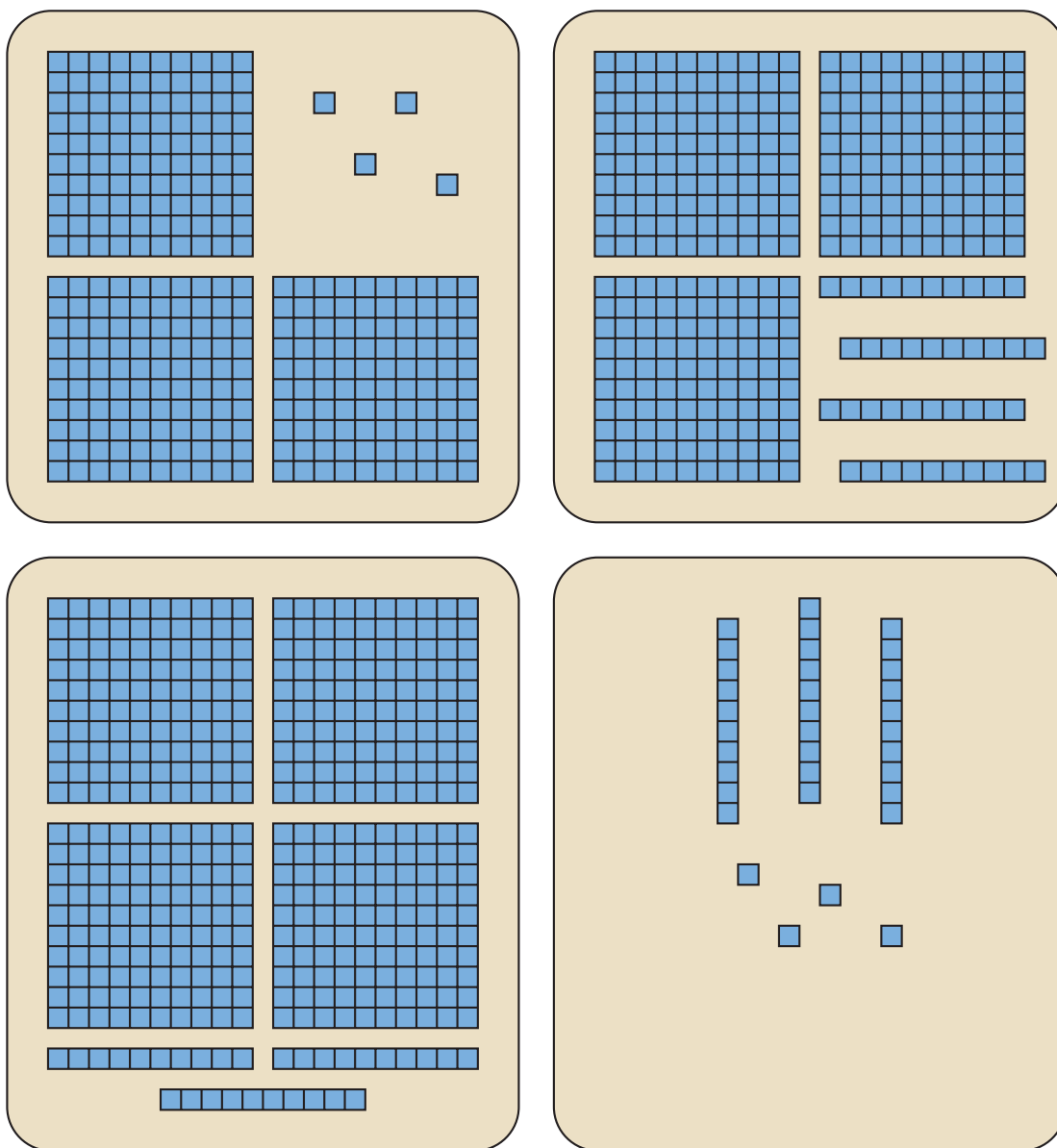
Which section has 32 cubes?

How do you know?



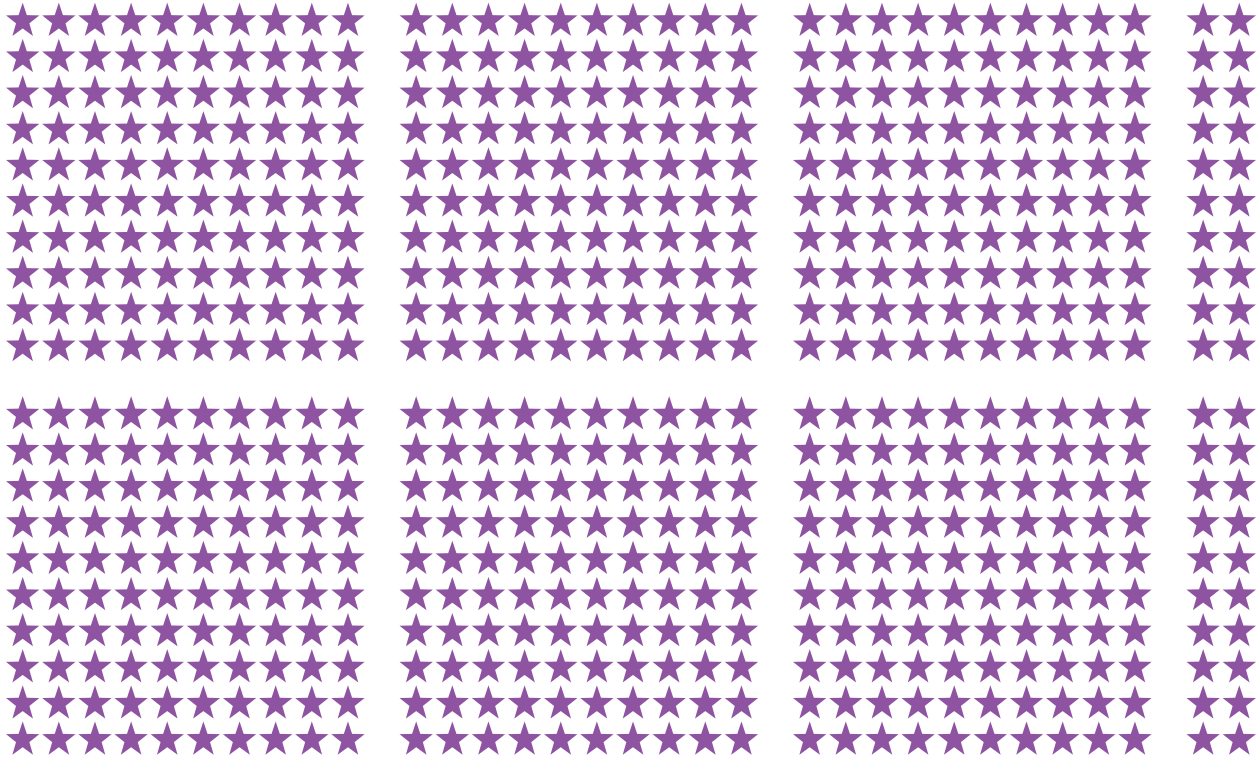
NAMING TWO-DIGIT NUMBERS • Grades K–2 • CCSS 1.NBT

When you write the numbers for each section, how are the numbers alike and how are they different?



NAMING THREE-DIGIT NUMBERS • Grades K–2 • CCSS 2.NBT

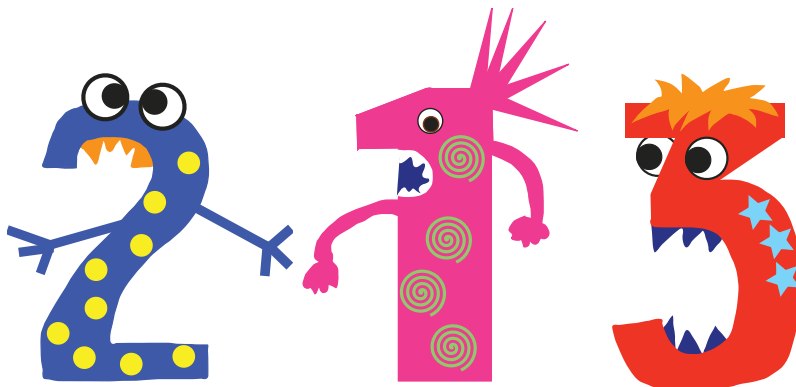
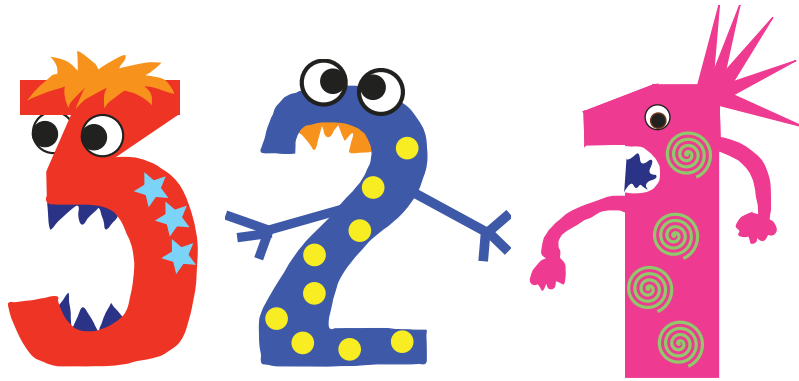
How does the arrangement of stars help make it easier to count them?



PLACE VALUE: GROUPING IN TENS • Grades K–2 • CCSS 2.NBT

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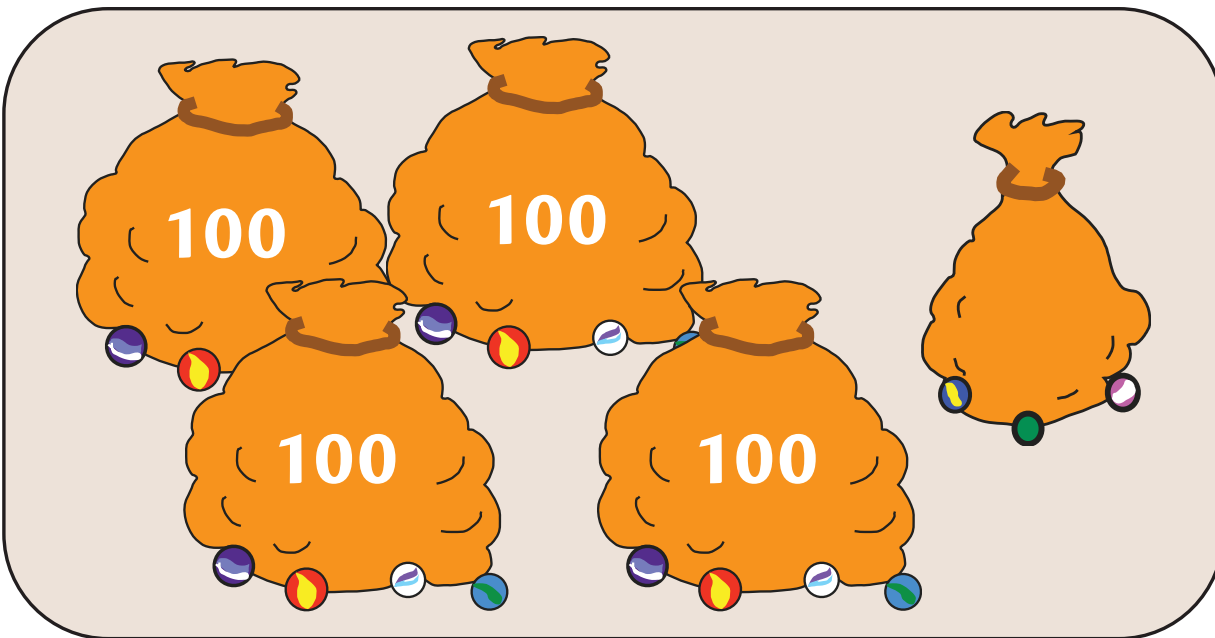
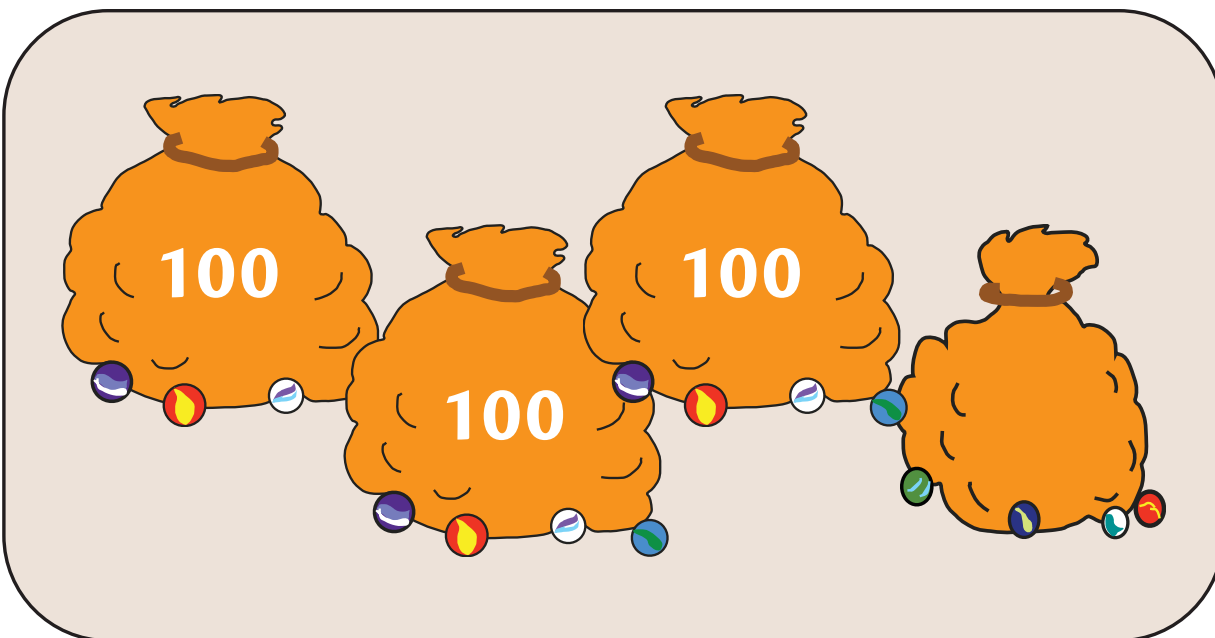
Why aren't these numbers the same?
They all include 1, 2, and 3.



PLACE VALUE: POSITIONS • Grades K–2 • CCSS 2.NBT

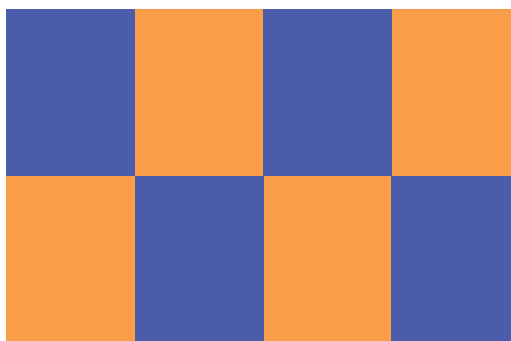
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Which section has more marbles?
How can you be sure?



COMPARING SIZES OF NUMBERS • Grades K-2 • CCSS 2.NBT

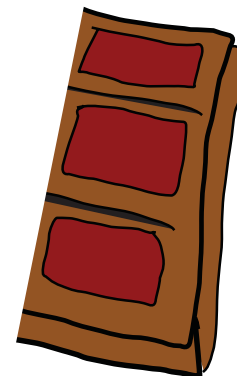
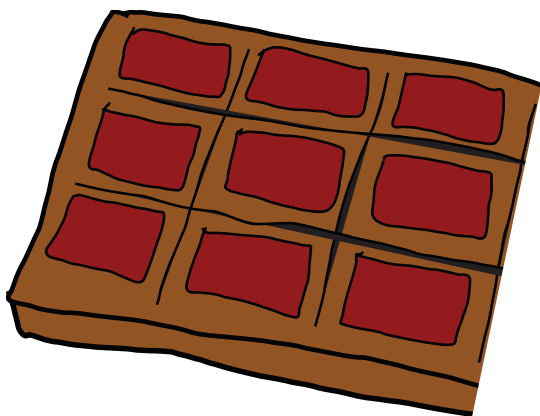
Why can halves look so different?



FRACTIONS: HALVES • Grades K–2 • CCSS 2.G

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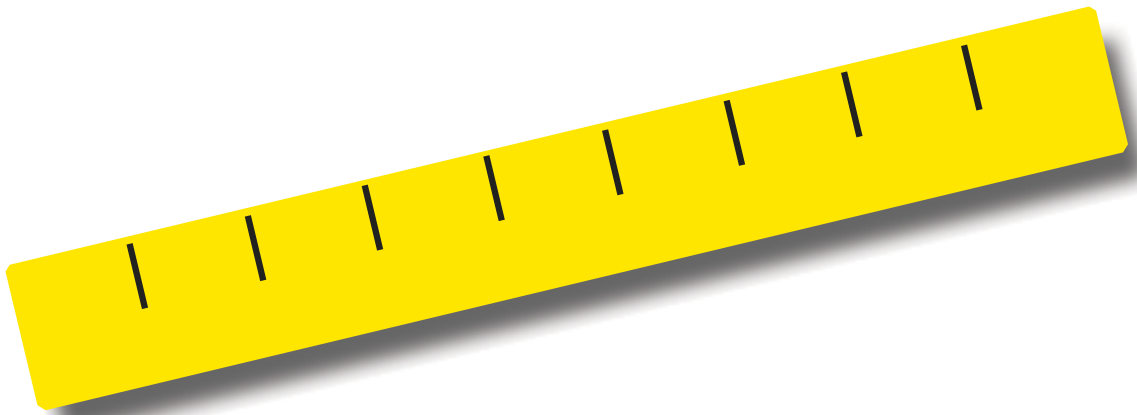
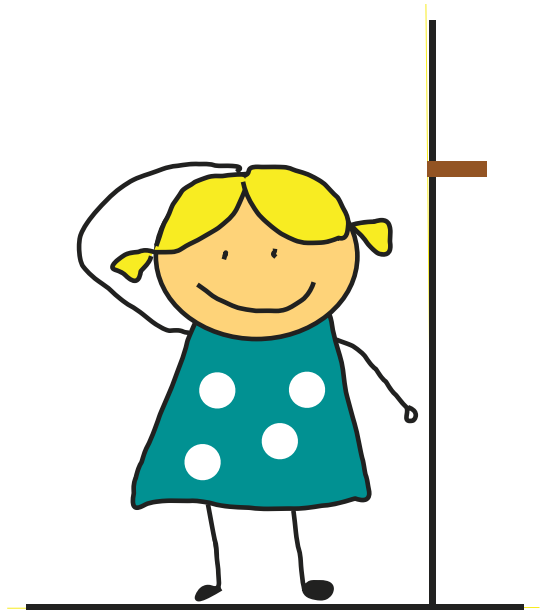
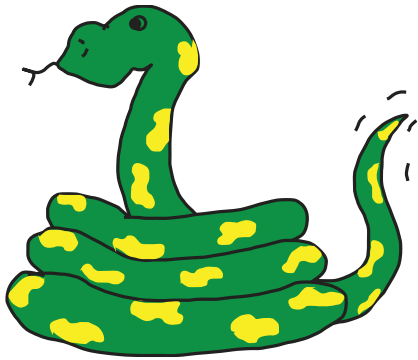
Which things in the picture
would be called quarters?
Why do they have that name?



FRACTIONS: QUARTERS • Grades K–2 • CCSS 2.G

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Which picture shows something long?



MEASUREMENT: MEANING OF LENGTH • Grades K–2 • CCSS K.MD

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Who is right?



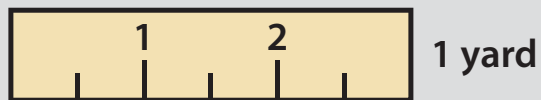
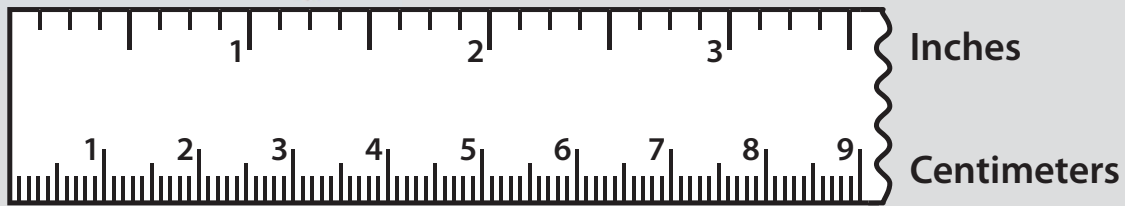
**This puddle is
10 steps wide.**

**This puddle is
12 steps wide.**

MEASUREMENT: EFFECT OF UNIT SIZE • Grades K–2 • CCSS 2.MD

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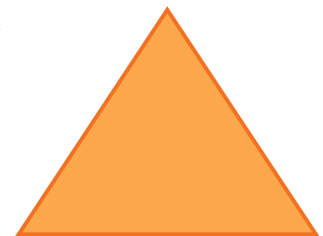
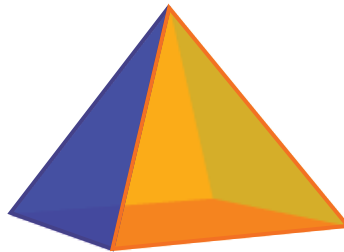
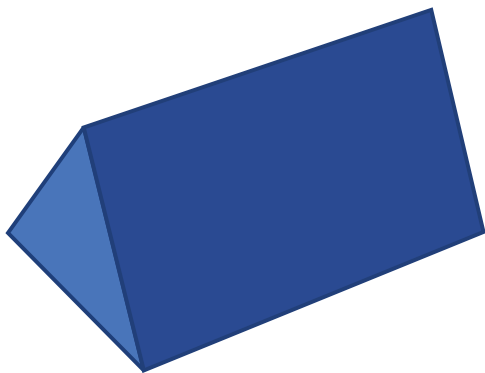
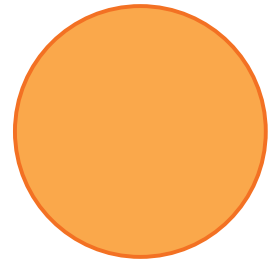
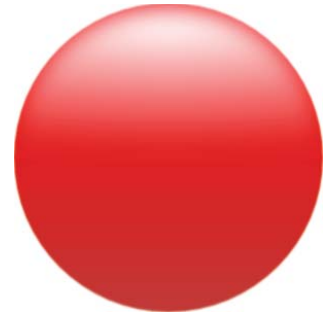
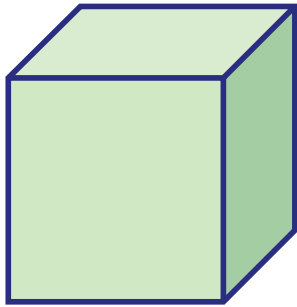
Why might you use different tools to measure different objects?



MEASUREMENT: STANDARD UNITS OF LENGTH • Grades K–2 • CCSS 2.MD

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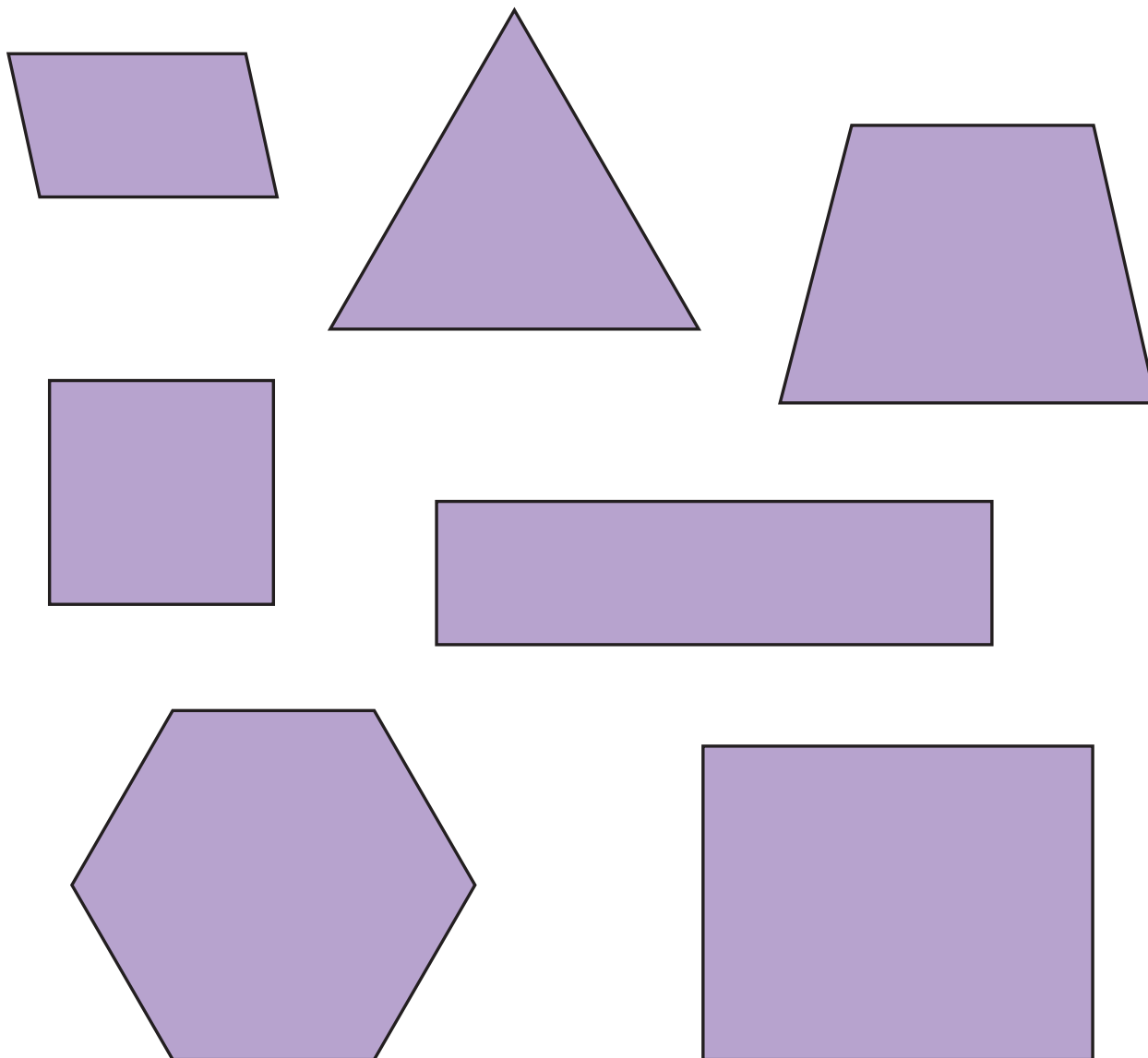
**How is each shape like the others?
How is it different?**



2-D SHAPES VERSUS 3-D SHAPES • Grades K–2 • CCSS K.G

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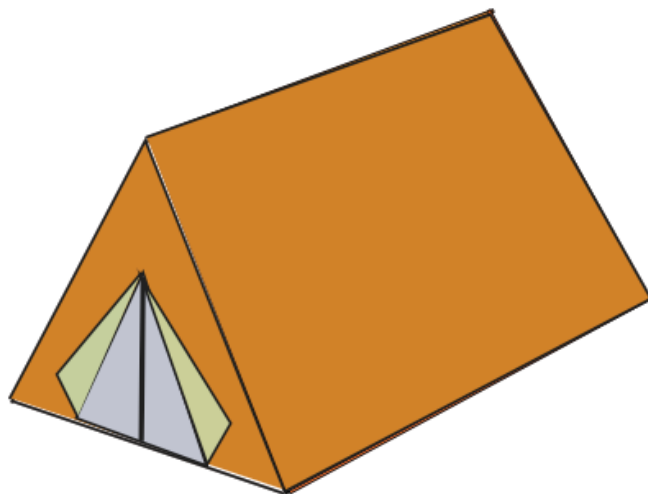
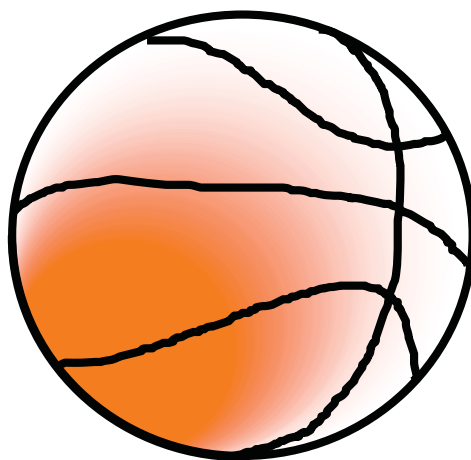
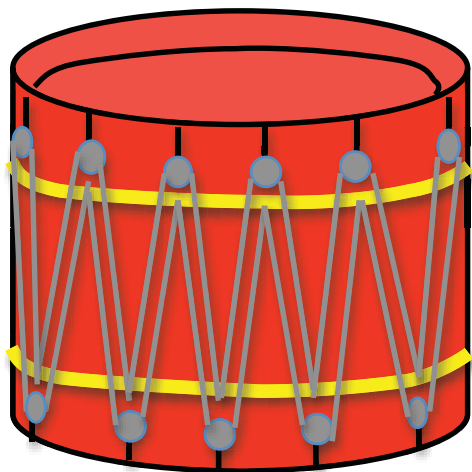
Which frames do you think are most alike?



COMPARING 2-D SHAPES • Grades K–2 • CCSS K.G

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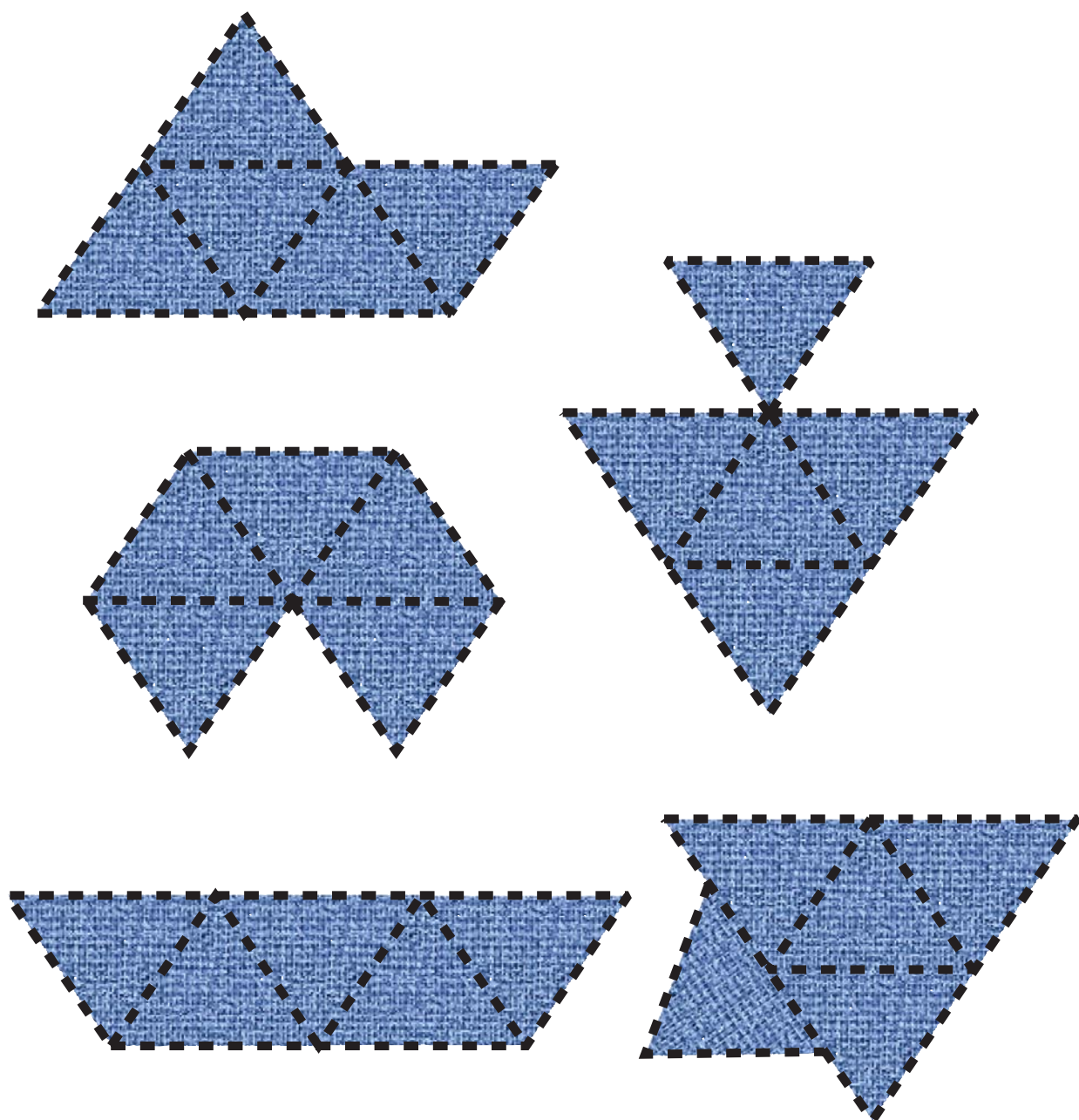
Which two objects do you think
are most alike? Why?



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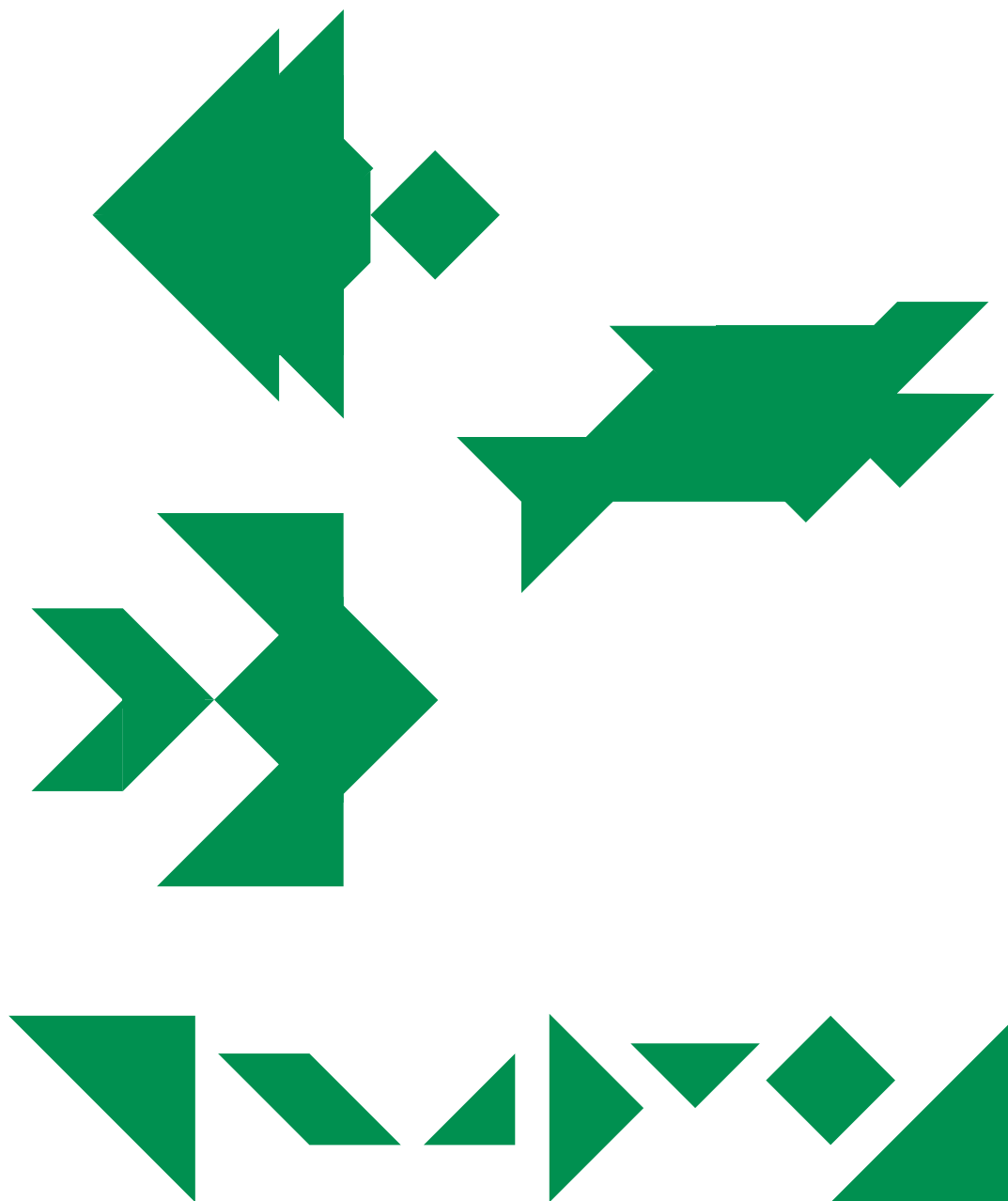
How would the shapes change if you used 6 triangles instead of 5?



COMPOSING SHAPES • Grades K–2 • CCSS K.G

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Why can you get different shapes when you put together the same pieces?



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