

Name _____

HANDS ON Lesson 7.5

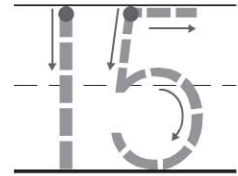
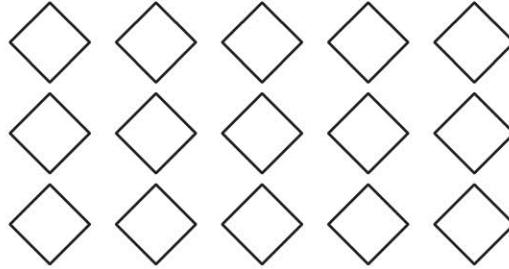
Model, Count, and Write 15

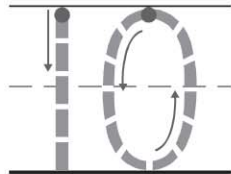
COMMON CORE STANDARD CC.K.NBT.1

Work with numbers 11–19 to gain foundations for place value.



15
fifteen





ones and _____

ones

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DIRECTIONS 1. Count and tell how many. Trace the number. 2. Use counters to show the number 15. Draw the counters. 3. Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones? Write the number.

Lesson Check (CC.K.NBT.1)



15

Four groups of base ten blocks are shown, each representing a different number:

- Group 1: 1 ten rod and 2 ones units.
- Group 2: 1 ten rod and 3 ones units.
- Group 3: 1 ten rod and 4 ones units.
- Group 4: 1 ten rod and 5 ones units.

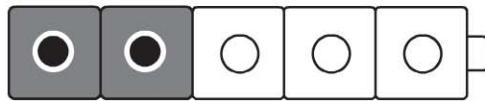
Below each group is a circle for marking the answer:

Spiral Review (CC.K.CC.6, CC.K.OA.5)



Four numbers are listed below the shelf, each with a circle underneath for marking:

2 6 7 9



Four addition sentences are listed, each with a circle to its left for marking:

$1 + 2 = 3$ $2 + 2 = 4$

$1 + 3 = 4$ $2 + 3 = 5$

DIRECTIONS 1. Which set of counters shows the number 15? Mark under your answer. (Lesson 7.5)
 2. Draw to solve this problem. The number of plates on the shelf is two less than 8. How many plates are on the shelf? Mark under your answer. (Lesson 3.9) 3. Which addition sentence shows the cubes being put together? Mark beside your answer. (Lesson 5.4)