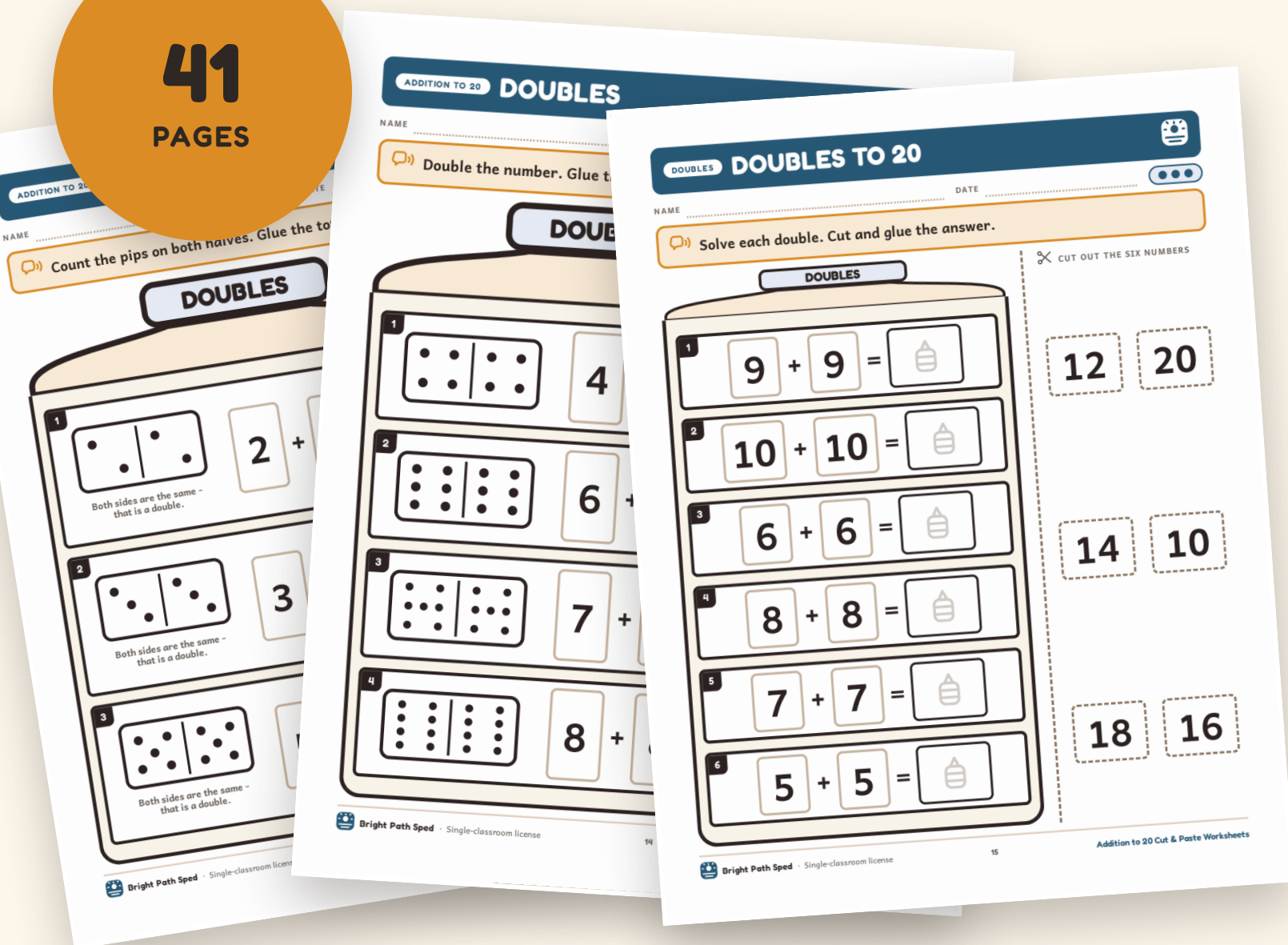


ADDITION TO 20

Cut and Paste, 3 Levels

41
PAGES



BRIGHT PATH SPED

PreK-2 · Special Education



Every skill in this pack appears three times. Same pictures, same directions, three different amounts of support — so the whole room can do the same activity at the same time.

**ERRORLESS**

Three problems on the page, every one of them drawn. Counters sit in a ten-frame, dominoes carry countable pips, and the number line shows the jumps already hopped. The cut-apart pieces match the boxes one for one, so there is no wrong piece to pick up.

Try this: Start here for any student who is still counting all rather than counting on. Let them touch each counter as they say the number.

**MODERATE**

Four problems. The pictures are still there but the cue is gone — the number line has no arcs on it and the ten-frame stops printing the answer. One extra number rides along on the cut strip, so the student has to reject something instead of matching everything.

Try this: Most of your caseload lives here. If a student misses two, do not drop the level — re-teach with the Level 1 page of the *same* skill, then come back.

**INDEPENDENT**

Six problems, numerals only, nothing drawn at all. Sums run past ten, the missing number moves to the front of the equation, and the doubles are shuffled in with the near doubles so they cannot be answered by position.

Try this: This is your progress-monitoring page. A clean Level 3 in May beside a Level 1 in October is a data point you can put in a report.

Before you copy

- Print one-sided. The cut strip sits on the same page as the work, so nothing gets separated.
- Cut the strip off along the scissors line before you hand the page out, or let cutting be the fine-motor goal — both are correct uses of this page.
- Glue sticks, not liquid glue. Liquid glue and a 1-inch paper square is a twenty-minute detour.
- Keep a plastic ten-frame and twenty counters on the table. The frames on the page are the same shape, so the two support each other.

When a student gets stuck

They count all instead of counting on. Cover the first group with your hand and say the number out loud, then let them count only the second group. The Level 1 number-line page does this for you.

They know 6+6 but not 6+7. That is what the near-doubles section is for. Say the double first, out loud, every time, until they say it themselves.

Cutting is the barrier, not the math. Pre-cut the strip into a small cup. The skill you are measuring is intact.

The page is too easy. Cover the cut strip and have them write the answer in the box instead.

Why the skills are in this order

The nine skills are in the order a student actually learns them, not in textbook order: pictures first, then counting on from the bigger number, then the doubles that make near doubles possible, then making ten, then sums past ten, and only at the end the two skills that need the equation understood rather than solved — the missing addend and the turn-around fact.

Everything is black-line art, and the color on a student page is the same on every level. No student page depends on color to be understood, so a grayscale copy works exactly as well as a color one and there is no separate B&W file to hunt for.





Six sections, 41 pages, nine skills. Every skill appears at three levels, so print the section your room is on and hand out all three.

01

Small Sums

Picture addition to five, then ten-frame sums within ten

6 pages

02

Doubles and Near Doubles

Dominoes you can count, then the six doubles to twenty

6 pages

03

Counting On

Number lines with the hops drawn, then drawn by the student

3 pages

04

Making Ten

How many more make ten, then make ten to add past it

3 pages

05

Sums to 20

Two ten-frames, then bare numerals that cross ten

3 pages

06

Missing Parts

The missing addend, then turn-around facts

6 pages

Also included

- One-page teacher guide to the three levels
- Full answer key, three pages
- Ten-frames, dominoes and number lines throughout
- Six color section dividers for your binder
- Every page has a name and date line
- Prints clean in grayscale — no separate B&W file

How a week runs

Pick one skill on Monday and print all three levels of it. Everyone gets the same pictures and the same direction line, so you teach it once to the whole group and then walk the room. Twenty-seven worksheets is roughly nine weeks of one-skill-a-week, and the answer key at the back means a para or a sub can check the work without finding you first.





NAME

DATE



Count both groups together. Glue the answer in the box.

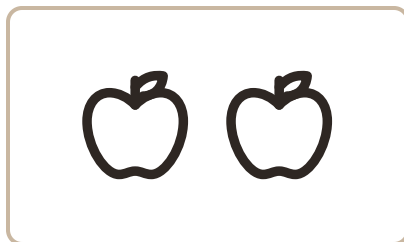
SUMS TO 5

CUT OUT
THE THREE
NUMBERS

1



+

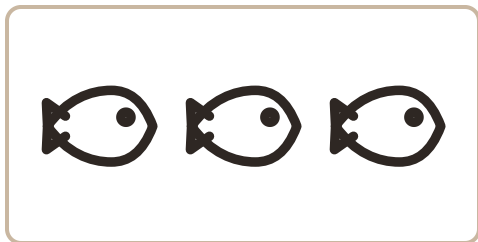


=

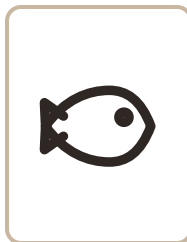


5

2



+

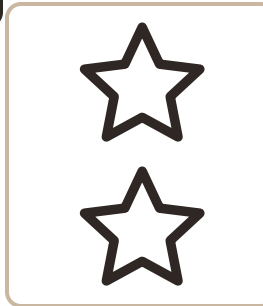


=

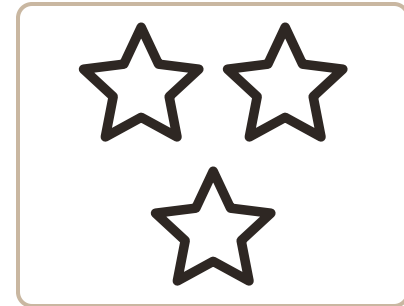


3

3



+



=



4



NAME

DATE

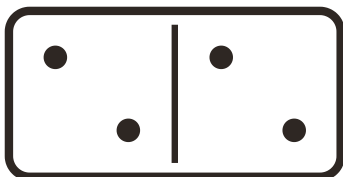


Count the pips on both halves. Glue the total.

DOUBLES

CUT OUT
THE THREE
NUMBERS

1

Both sides are the same -
that is a double.

2

+

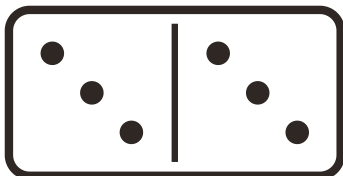
2

=



10

2

Both sides are the same -
that is a double.

3

+

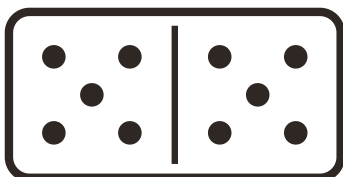
3

=



4

3

Both sides are the same -
that is a double.

5

+

5

=



6





NAME

DATE

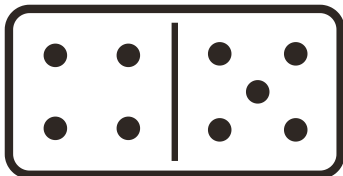


Find the double inside the problem, then add one.

NEAR DOUBLES

CUT OUT
THE FIVE
NUMBERS –
ONE IS
LEFT OVER

1



4

+

5

=



13

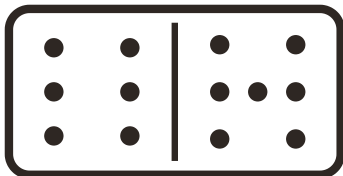
9

11

17

15

2



6

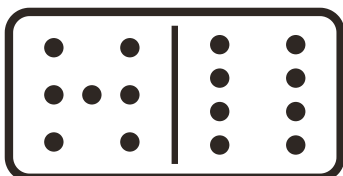
+

7

=



3



7

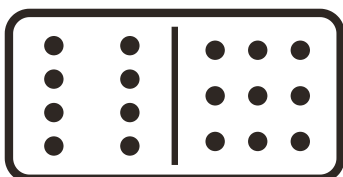
+

8

=



4



8

+

9

=





NAME

DATE



Start with the bigger number. Count on. Glue the answer.

COUNTING ON

1

12

+

5

=



2

9

+

7

=



3

14

+

4

=



4

8

+

6

=



5

11

+

8

=



6

13

+

7

=



CUT OUT THE SIX NUMBERS

18

14

20

16

19

17





NAME

DATE



The blank moves around. Read the whole line before you glue.

MISSING PART

1



+

5

=

12

2

8

+



=

17

3



+

9

=

15

4

4

+



=

14

5



+

7

=

19

6

11

+



=

19



CUT OUT THE SIX NUMBERS

10

6

12

7

8

9





Pages are listed in the order they appear. Where a strip carries a spare piece, the leftover is named so you can check a page at a glance.

Picture Addition to 5

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

Level 2 $2 + 2 = 4$ $1 + 1 = 2$ $4 + 1 = 5$ $0 + 3 = 3$ (leftover piece: 1)

Level 3 $3 + 2 = 5$ $1 + 3 = 4$ $2 + 1 = 3$ $2 + 2 = 4$ $1 + 1 = 2$ $4 + 1 = 5$ — two 5s and two 4s are needed, so the strip carries two of each

Sums Within 10

Level 1 $5 + 2 = 7$ $6 + 3 = 9$ $4 + 4 = 8$

Level 2 $3 + 4 = 7$ $5 + 5 = 10$ $2 + 4 = 6$ $6 + 3 = 9$ (leftover piece: 8)

Level 3 $7 + 2 = 9$ $4 + 3 = 7$ $5 + 3 = 8$ $6 + 4 = 10$ $1 + 5 = 6$ $2 + 3 = 5$

Doubles

Level 1 $2 + 2 = 4$ $3 + 3 = 6$ $5 + 5 = 10$

Level 2 $4 + 4 = 8$ $6 + 6 = 12$ $7 + 7 = 14$ $8 + 8 = 16$ (leftover piece: 10)

Level 3 $9 + 9 = 18$ $10 + 10 = 20$ $6 + 6 = 12$ $8 + 8 = 16$ $7 + 7 = 14$ $5 + 5 = 10$

Near Doubles

Level 1 $3 + 4 = 7$ $2 + 3 = 5$ $5 + 6 = 11$

Level 2 $4 + 5 = 9$ $6 + 7 = 13$ $7 + 8 = 15$ $8 + 9 = 17$ (leftover piece: 11)

Level 3 $9 + 10 = 19$ $5 + 6 = 11$ $6 + 7 = 13$ $8 + 9 = 17$ $4 + 5 = 9$ $7 + 8 = 15$

Scoring these pages for IEP data

Count only the boxes filled correctly without a prompt, and write the score as a fraction of the boxes on that page. 3/3 on a Level 1 doubles page and 4/6 on a Level 3 page are both real numbers you can put in a progress report, and the level tells you the size of the field they were choosing from.

If you pre-cut the strip or steadied the student's hand, note it on the page. A worksheet finished with hand-over-hand support is not the same data point as one finished alone, and six weeks from now you will not remember which was which.