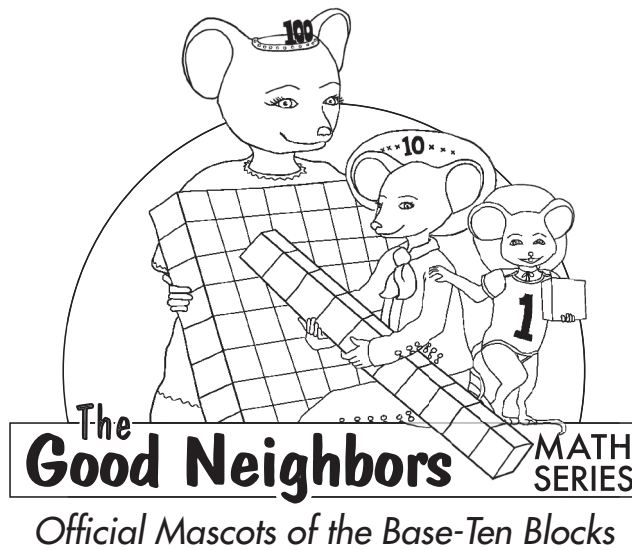


# *The Good Neighbors Math Series*

## Primary Blackline Masters



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East Aurora, NY

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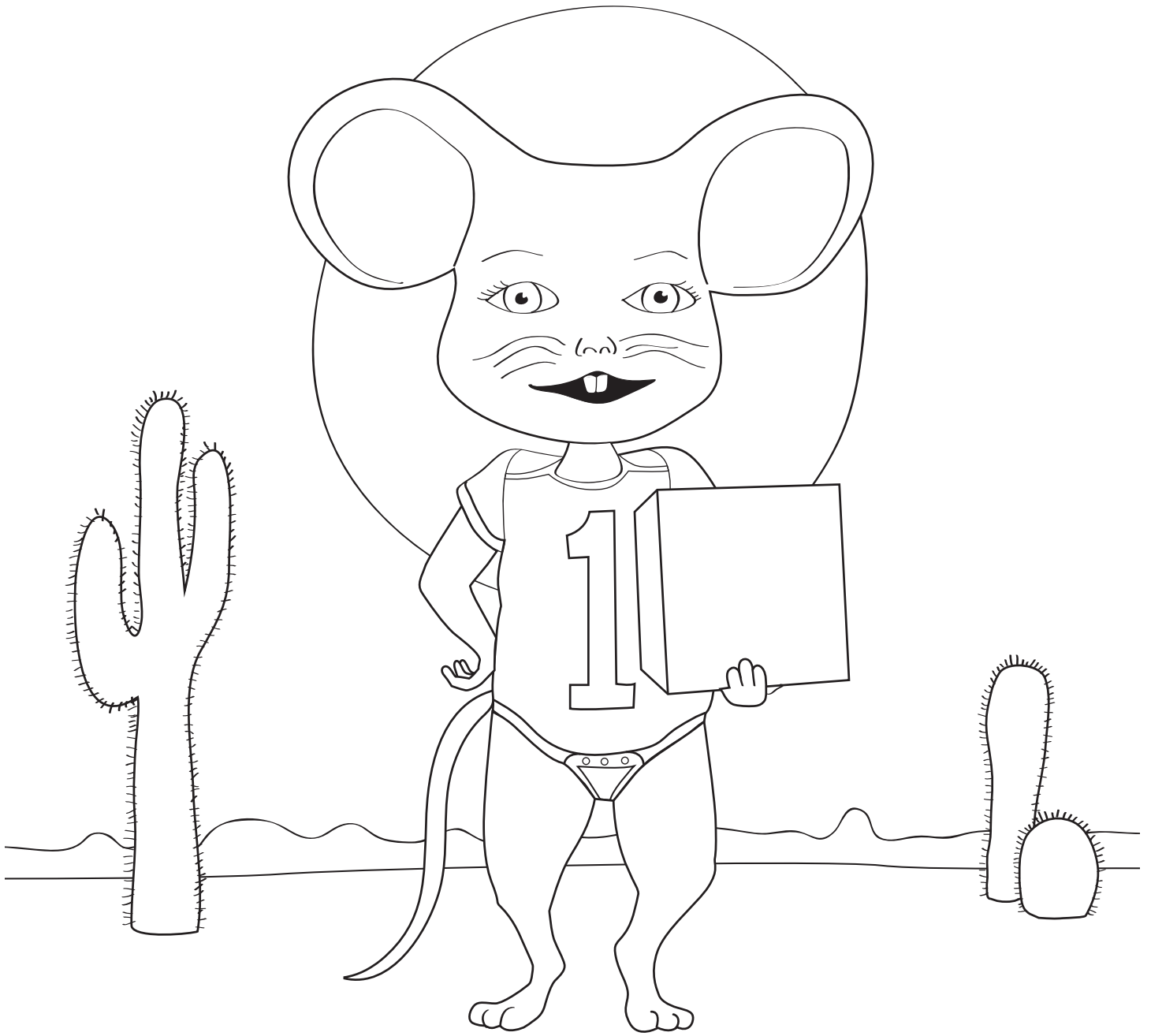


# The **Good Neighbors**

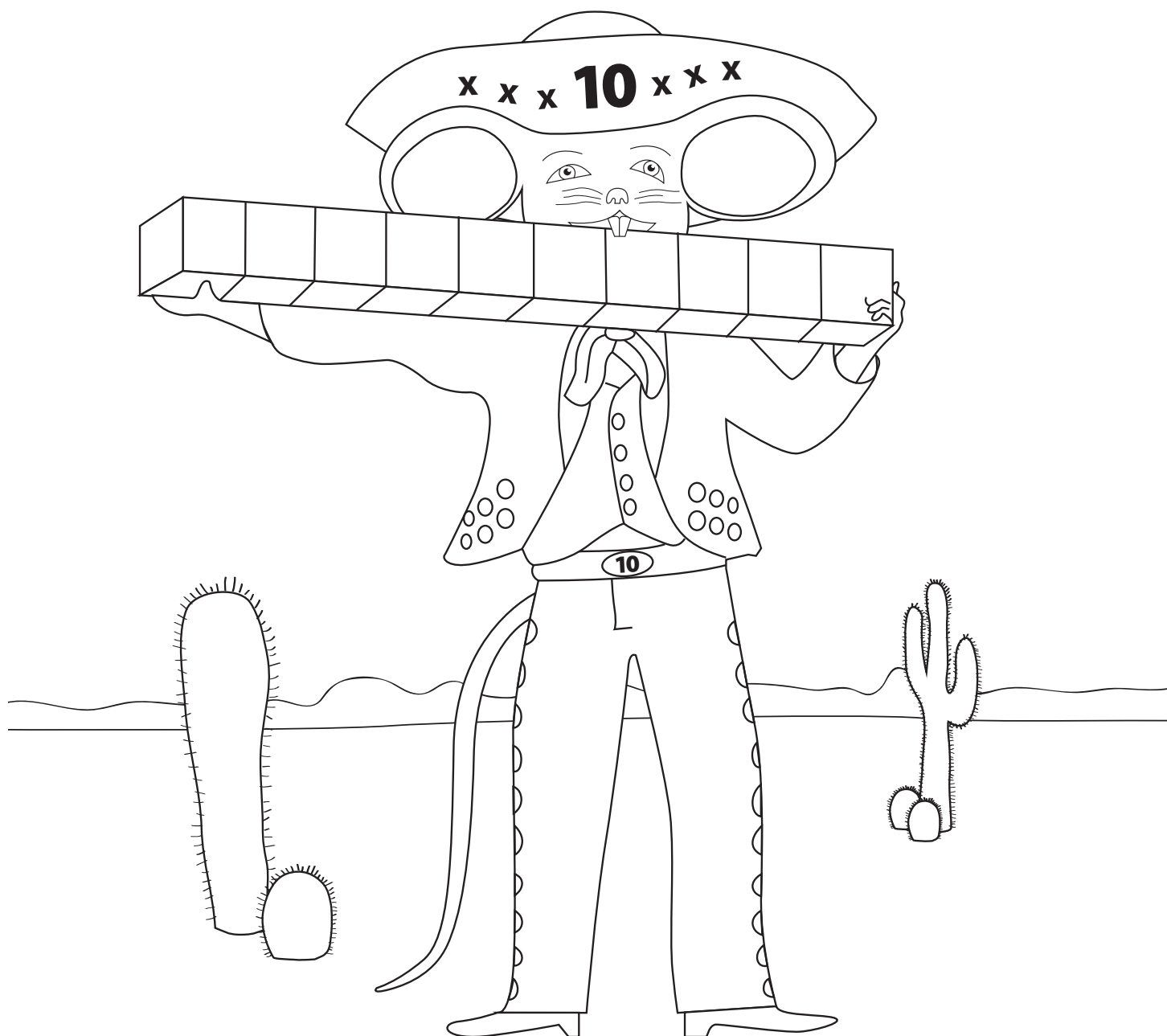
**MATH  
SERIES**

*Official Mascots of the Base-Ten Blocks*

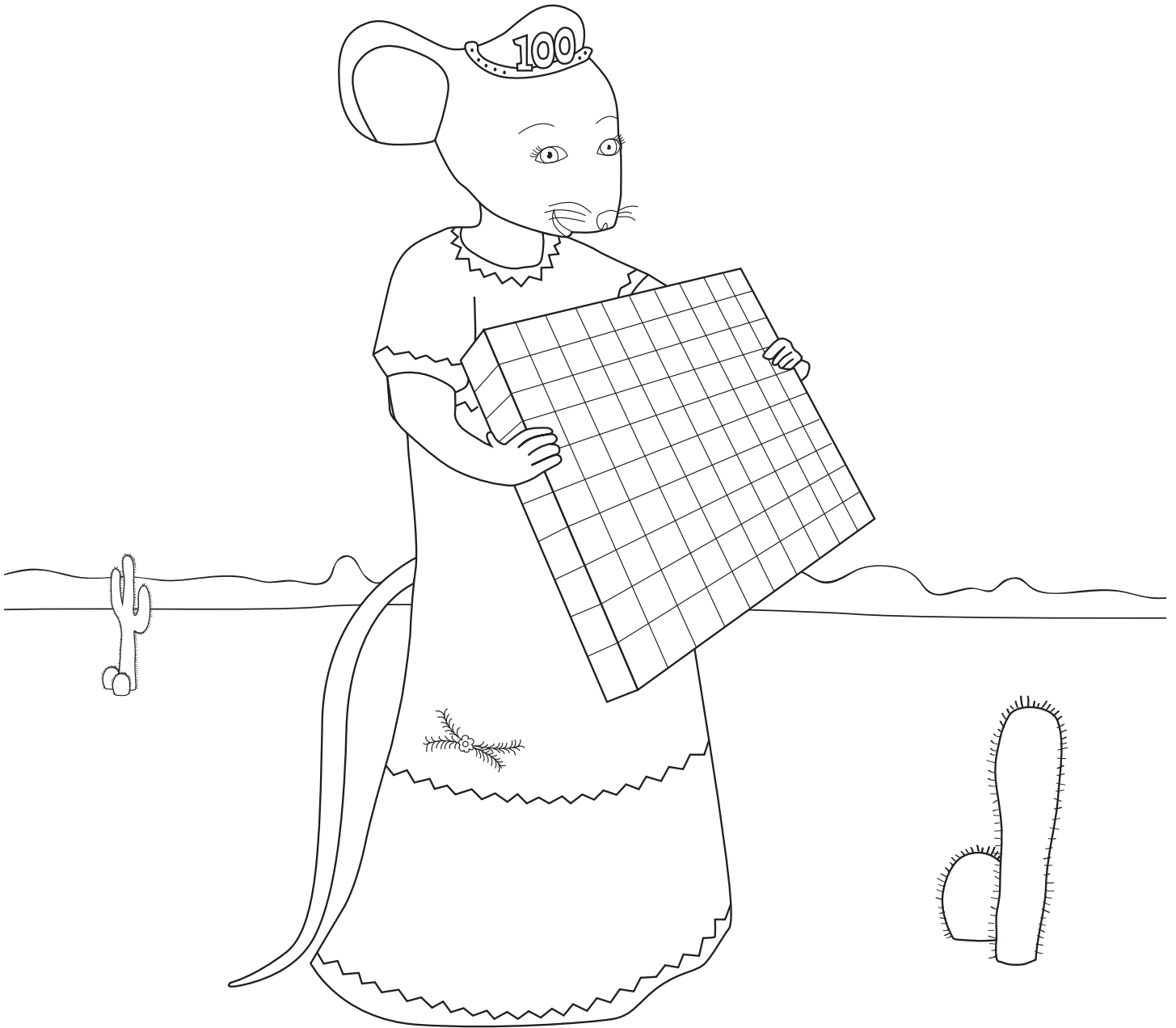
# Onesie



# Tenor



# Hund-Red



## *The Good Neighbors Math Series* Landscape Directions

### Materials

3 landscape sheets for each student

scissors

glue sticks

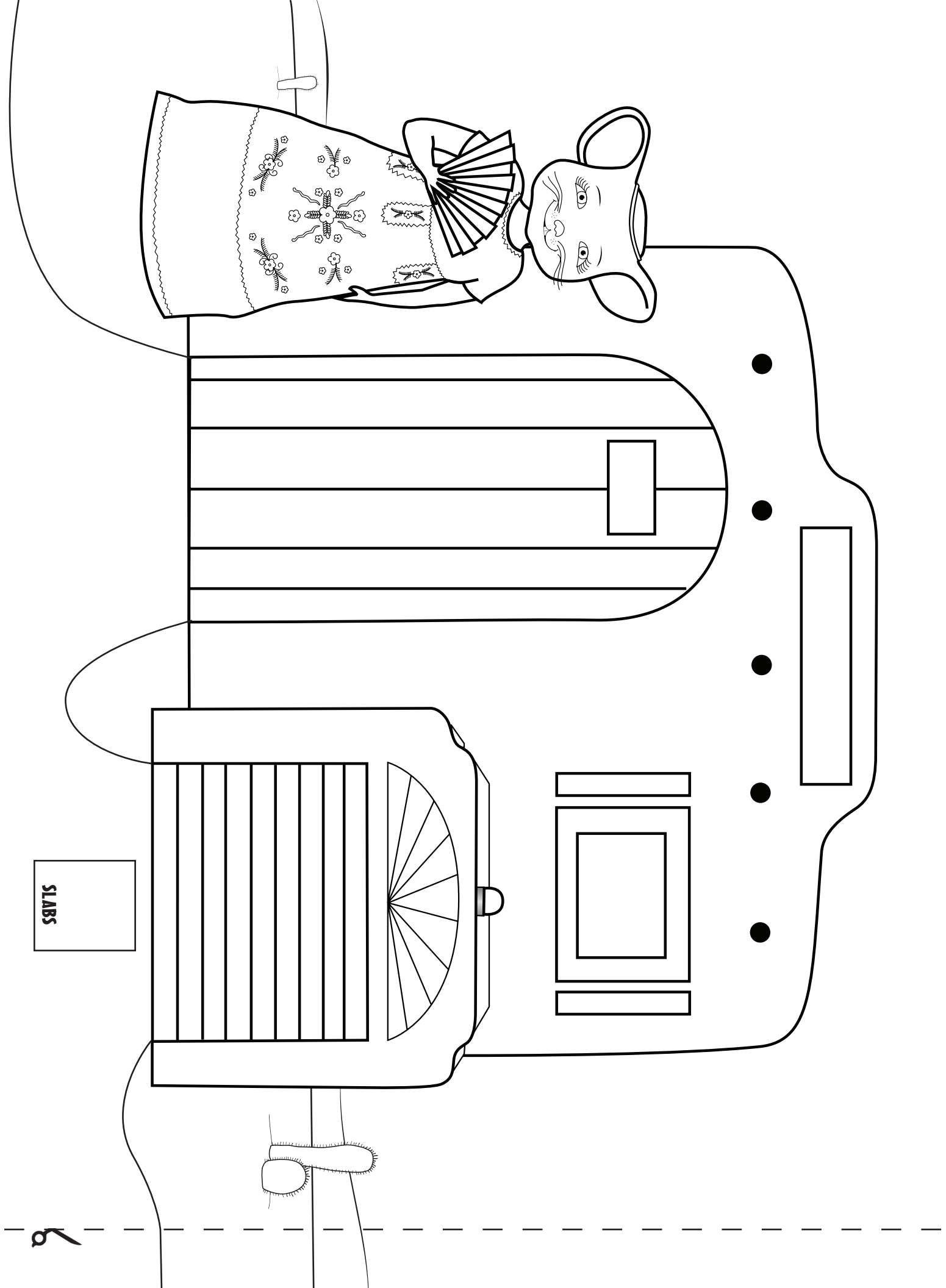
crayons/colored pencils/markers

pencils

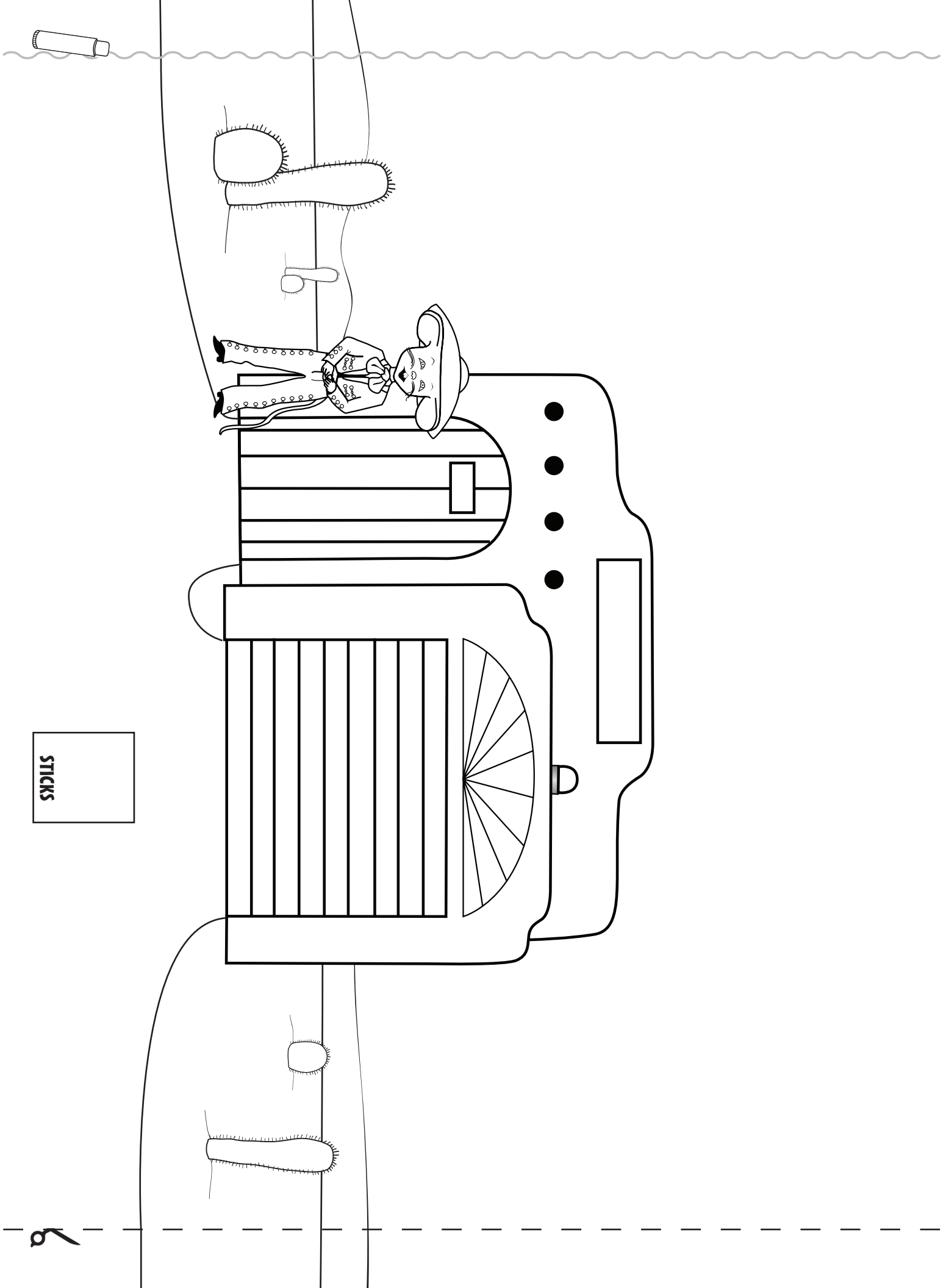
*The Good Neighbors Math Series* book/ebook

### Directions

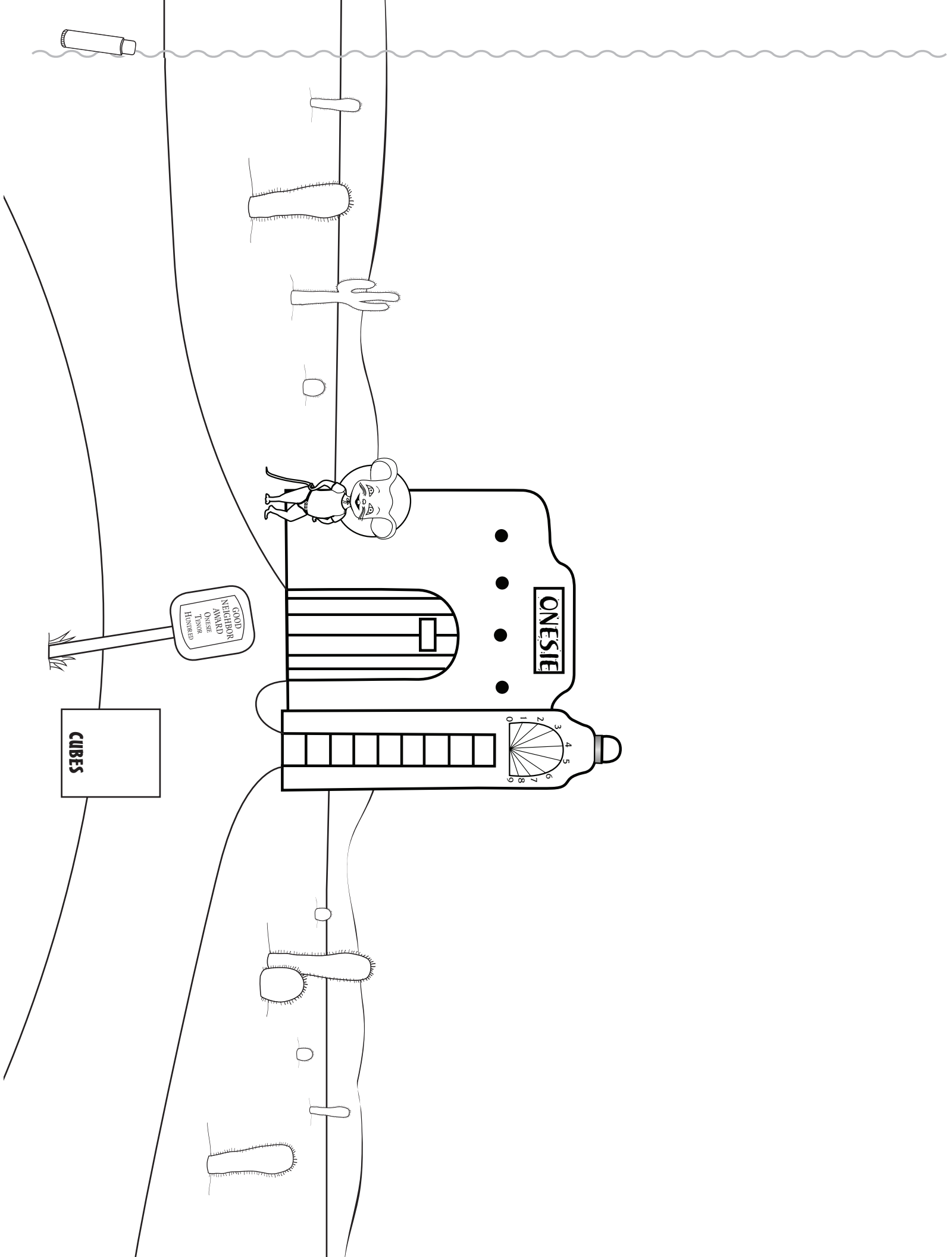
- Have students view one of *The Good Neighbors Math Series* books as they work on their landscape.
- Students can cut and glue the sheets together first or last depending on workspace.
- Students need to locate and insert missing details on their landscapes.
- Students choose an amount of cheese pieces for each mouse, color the appropriate number of pieces on their landscapes, draw an arrow on the meter above, and write the number in the box below.
- Students color their landscapes.
- Have students share their landscapes by telling how many pieces they choose for each mouse and the number of cubes that would make altogether.



SLABS



STICKS



**ones**

**tens**

**hundreds**

**222**

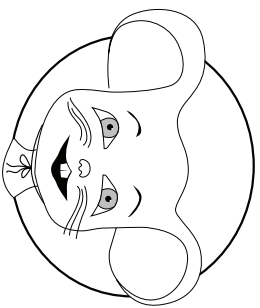
**222**

**222**

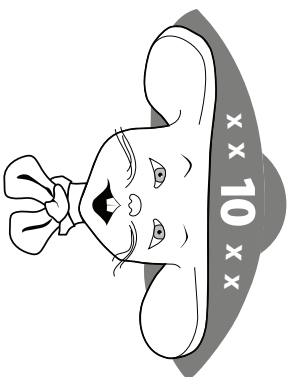
**200**

**20**

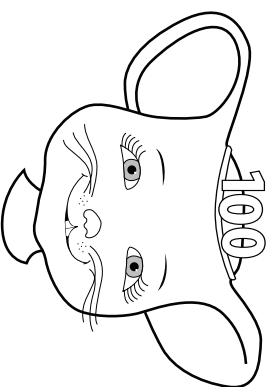
**2**



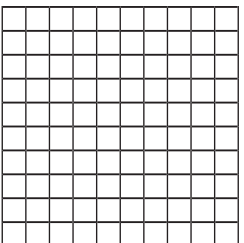
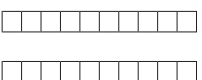
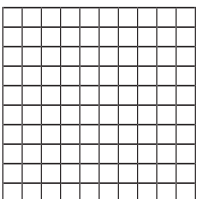
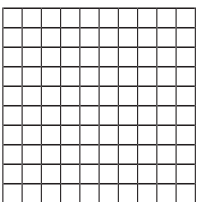
**Onesie**



**Tenor**



**Hund-Red**



**S**



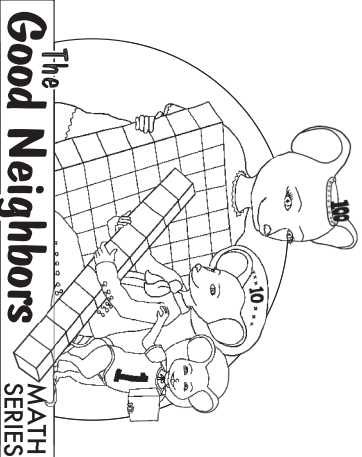
**S**



**S**



## Official Mascots of the Base-Ten Blocks



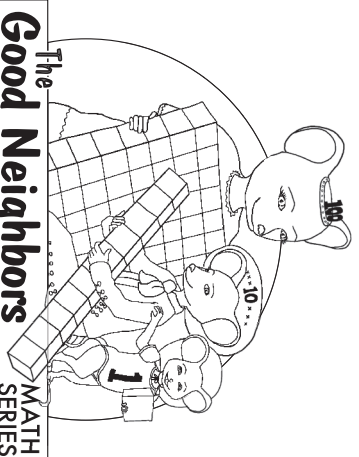
## Official Mascots of the Base-Ten Blocks



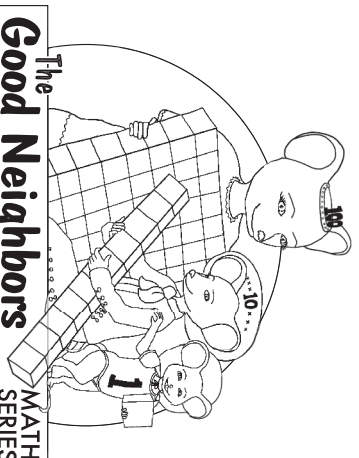
## Official Mascots of the Base-Ten Blocks



## Official Mascots of the Base-Ten Blocks



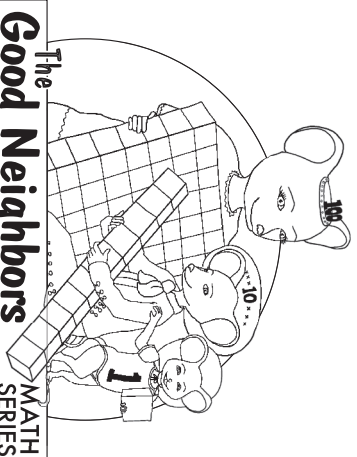
## Official Mascots of the Base-Ten Blocks



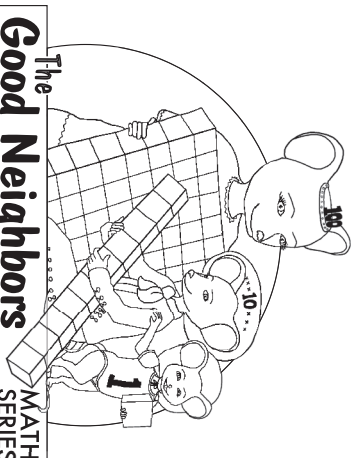
## Official Mascots of the Base-Ten Blocks



## Official Mascots of the Base-Ten Blocks



## Official Mascots of the Base-Ten Blocks



## Official Mascots of the Base-Ten Blocks

## ***The Good Neighbors Math Series Primary Card Deck Activities***

### **Activity 1**

#### *Top It*

Materials     *Primary Card Deck*

Target skills    Compare the value of the 1s, 10s, and 100s place-values; identify the 1s, 10s, and 100s place-values in a number; identify the base-ten block that represents the 1s, 10s, and 100s place-values; identify the *Good Neighbors Math Series* character that represents the 1s, 10s, and 100s place-values.

Object            To collect the most cards.

Players           2

Directions:

1. Shuffle the deck and place it face down on the table.
2. Each player takes a card.
3. Each player determines what place-value his or her card represents (1s, 10s or 100s).
4. The player with the largest value gets to keep both cards.
5. If the value is the same, each player picks another card and compares the value. The player who has the card of greater value gets all the cards in that round.
6. The player with the most cards wins.

## Activity 2

### Memory

Materials	<i>Primary Card Deck</i> (select three types of cards for the game (ex. word cards, character cards, number cards))
Players	2 to 4
Target skills	Identify the 1s, 10s, and 100s place-values in a number; identify the base-ten block that represents the 1s, 10s, and 100s place-values; identify the <i>Good Neighbors Math Series</i> character that represents the 1s, 10, and 100s place-values.
Object	To pick three cards that represent the same place-value and get the most three card sets.

#### Directions:

1. Prior to playing the game, put all the cards face-up and have the students identify the three card sets that represent the 1s, 10s, and 100s place-values.
2. Put the cards facedown in three columns of same type cards (ex. first column place-value word cards, second column base-ten block cards, third card character cards).
3. Players take turns. The first player turns over one card in the first column and then turns over a card in the second column. If the cards represent the same place-value the player turns over a card in the third column. If all three cards represent the same place-value the player takes the cards and the next player takes a turn. Anytime the player chooses cards that do not represent the same place-value, the player turns the cards facedown in their original location and the next player takes a turn.
4. When all three sets have been made the game is over. The player with the most sets of matches wins the game.

## Activity 3

### *Three in a Row*

Materials     *Primary Card Deck*, three sticky notes

Players       2-5

Target skills   Identify the 1s, 10s, and 100s place-values in a number; identify the value of a number, identify the value of a digit within a number, identify the value of a set of base-ten blocks, identify the base-ten block that represents the 1s, 10s, and 100s place-values; identify the *Good Neighbors Math Series* character that represents the 1s, 10, and 100s place-values.

Object        To place cards in three-card sets of 1s, 10s , 100s cards (three-card sets can be any combination of cards that represent the 1s, 10s, 100s place-values) and not have unplaced cards when all the cards in the deck have been taken.

Directions:

1. Write the digit 2 on each sticky note and place them on a table horizontally to make the number “222”.
2. Shuffle the cards and place the deck facedown.
3. Players take turns. The first player picks the top card from the deck and places it under the sticky note that represents the same place-value as the card chosen.
4. The second player picks the next top card from the deck and places it under the sticky note that represents the same place-value as the card chosen **ONLY IF** the card represents a place-value different from the first player’s card (cards can only be placed if they are part of a 1s, 10s, 100s card set. A new row of cards can only be started after a complete three-card set has been made). If the card represents the same place-value as the first player’s card, the second player cannot play the card and keeps it for a future turn.
5. Play continues with players attempting to place one card per turn in a three-card set. If a player has cards from previous turns he/she attempts to place one of the cards in a three-card set. If the player does not have cards from previous turns, he/she takes a new card from the deck and attempts to place it in a three-card set.
6. Play continues until all the cards from the deck have been taken. The player(s) who have no unplaced cards when all the cards from the deck have been taken win the game.

## Activity 4

### *Complete the Number*

Materials     *Primary Card Deck* (remove the nine cards that represent “222”, blank sheet of white paper or small white board, number cards 0-9)

Players       2-5

Target skills   Identify the 1s, 10s, and 100s place-values in a number; identify the value of a number, identify the value of a set of base-ten blocks, identify the base-ten block that represents the 1s, 10s, and 100s place-values; identify the *Good Neighbors Math Series* character that represents the 1s, 10s, and 100s place-values, read a number to the hundreds place.

Object        To complete three-digit numbers and collect the most cards.

#### Directions:

1. Draw three horizontal lines on the blank white sheet of paper/small white board to represent three place-value digit blanks (1s, 10s, and 100s place-values).
2. Shuffle number cards and Good Neighbor Math Series cards and place them facedown in two separate piles.
3. Players take turns. The first player picks the top card from the Good Neighbor Math Series deck and the top card from the number card deck. The player places the number on the sheet of paper above the blank digit line that represents the same place-value as the card chosen. The next player picks the top card from the Good Neighbors Math Series deck and picks the top card from the number deck **ONLY IF** the place-value of the card chosen is not already occupied by a number card. If the blank is not occupied the player places his/her card in the blank digit line that represents the same place-value as the card chosen. If the space is occupied, the player places the Good Neighbor card in the discard pile, and the player's turn is over.
4. The player that completes the third digit in the number on his or her turn must read the number. Then that player collects all three cards and the next player starts a new number.
5. When all the Good Neighbor cards have been turned over, shuffle the cards, turn them facedown and continue play. When all the number cards have been turned over, the game is over. Each player counts the number of cards he/she has collected during the game. The player with the most cards wins the game.

## Activity 5

### *Three of a Kind*

Materials	<i>Primary Card Deck</i> (select three types of cards for the game (ex. word cards, character cards, block cards – total of nine cards))
Players	3
Target skills	Identify the 1s, 10s, and 100s place-values in a number; identify the base-ten block that represents the 1s, 10s, and 100s place-values; identify the <i>Good Neighbors Math Series</i> character that represents the 1s, 10s, and 100s place-values.
Object	To get three cards that represent the same place-value, and win the most rounds

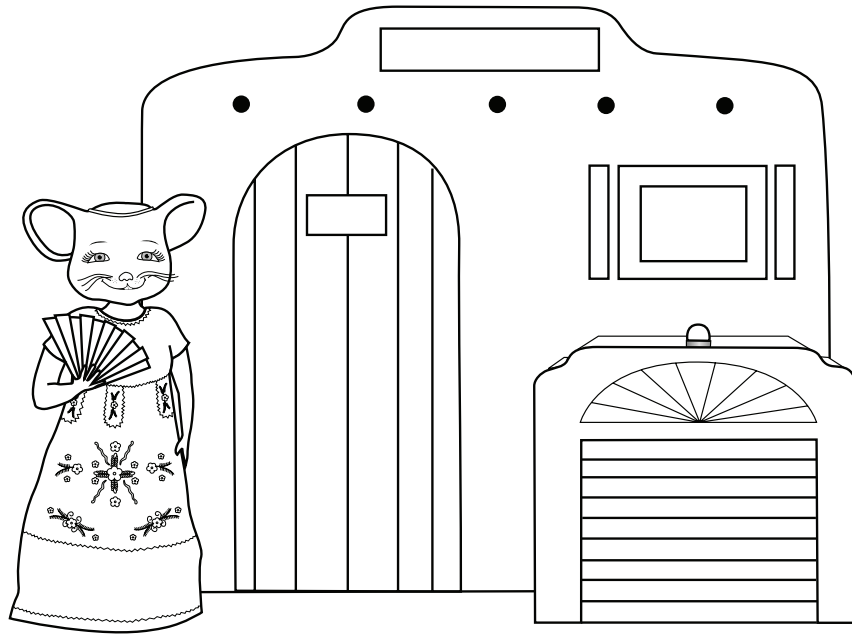
#### Directions:

1. Shuffle the deck and deal 3 cards to each player (all cards should be dealt).
2. Players look at their cards. If a player had 3 cards that represent the same place-value, proceed to Step 4 below. Otherwise, each player chooses a card to discard, placing it facedown in front of him/her. When all players have placed a card facedown, the teacher say, “pass”, and all players pass their card to the player on the left.
3. Each player picks up the new card and repeats Step 2. The passing of the cards should proceed quickly.
4. As soon as a player has 3 cards that represent the same place-value, the player presents the cards and states the place-value all 3 cards represent.
5. Reshuffle the deck and play another round.

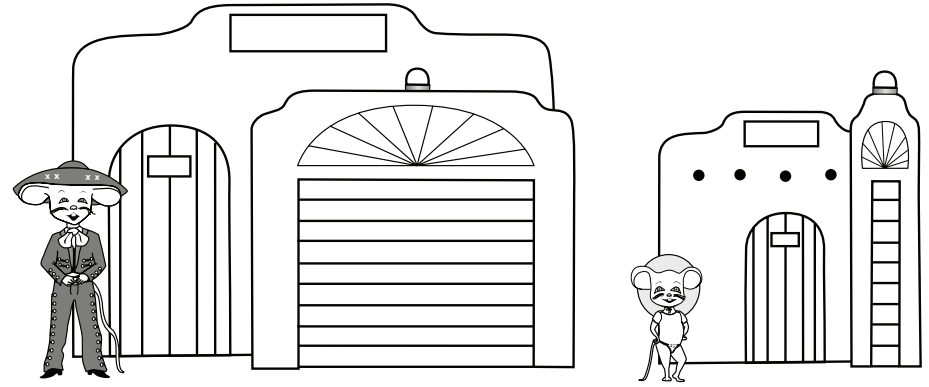
#### Variations

- Play with 4 sets of cards, so students need 4 cards to represent the same place-value to win a round
- Play a *Spoon Scramble* version of the game. Place spoons in the center of the playing area (one less spoon than the number of players). When a player has all cards that represent the same place-value, he/she places the cards face-up on the playing area and grabs a spoon. The other players then try to grab the remaining spoons. The player without a spoon is assigned a letter from the word SPOONS, starting with the first letter. If a player incorrectly claims to have all the cards that represent the same place-value, that player receives a letter instead of the player without the spoon. Play continues until all but one player gets all the letters in SPOONS. The player who does not have all the letters is the winner.

**1** Fill in the parts of the picture that are missing.

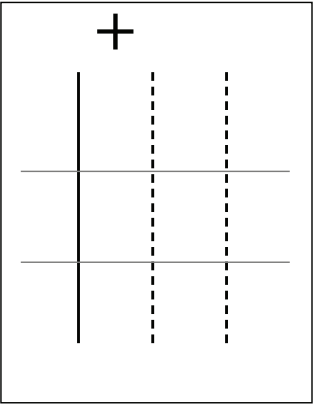


**2** Color in an amount of cheese for each mouse.



**3** Then complete the number blanks for that amount of cheese.

_____ slabs	_____ sticks	_____ cubes
↓	↓	↓
_____ cubes	+	_____ cubes
	+	_____ cubes
↓		
_____ cubes		



Cheese from  
neighbor



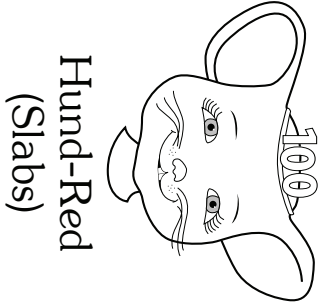
Cheese before  
Good Neighbor  
Award



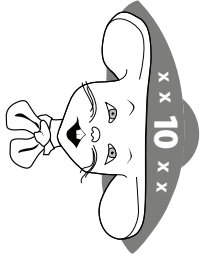
Good Neighbor  
Award cheese  
to be stored



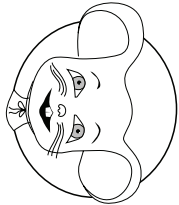
Cheese after  
storing Good  
Neighbor Award



Hund-Red  
(Slabs)



Tenor  
(Sticks)



Onesie  
(Cubes)