

# Mathematics

# Grade 1



Dear DPSCD Families,

The Office of Mathematics is partnering with families to support Distance Learning while students are home. As your child's first teacher, we empower you to utilize the resources provided to foster a deeper understanding of grade-level mathematics.

Students in grades K-8 will work from our core curriculum, Eureka Math, utilizing this Academic Packet supported by Knowledge on the Go recorded videos. The videos have a Eureka Math instructor presenting a lesson for students to engage in grade-level mathematics. The instructor will guide students to work through the lesson by completing problems simultaneously with your child and/or asking them to pause the video for independent solving and then check. As the instructor demonstrates sample problems in the Problem Set, Application Problems, Fluency Activities, Examples and/or Exercises, parents feel free to engage your child in this work. Ask students to show work and explain their answers. When appropriate have students add models or drawings to help them solve and record answers in complete sentences.

Daily lesson guidance can be found on the pages that follow. Each day has been designed to provide you access to materials from the Eureka Math Knowledge on the Go website <https://gm.greatminds.org/en-us/knowledgeonthego> . After you have accessed the site, click your child's grade level, and scroll down to find the desired lesson. The resources are found at the bottom of the page and we recommend the lessons be completed in order.



Eureka Math is our core curriculum, but we also recognize it is necessary to differentiate mathematics instruction to meet all students' needs. Students took the **i-Ready** diagnostic earlier this year and it created a Learning Path for students to follow. Students work weekly on the goals set on the i-



Ready Learning Path. After their core math lesson, if able, we ask that students continue to work on their Learning Path by logging on to [www.clever.com](http://www.clever.com) and selecting the i-Ready icon. In addition, students may also access the i-Ready Teacher-Assigned Lessons which would be an enrichment to grade-level content and should be utilized if extension activities are needed.



If one-on-one, live support is required, please feel free to call the **Homework Hotline** at 1-833-466-3978. Please check the [Homework Hotline page](#) for operating hours. We have DPSCD mathematics teachers standing by and are ready to assist.



If students need additional help, and parents have internet access, please refer to the **Homework Helper** document and sign up for an account. Homework Helper provides step by step explanations of how to work the Eureka Math problems. Also, provided on the Eureka Math Knowledge on the Go website is a plethora of **Additional Resources** that consists of Templates, Homework, Parent Tip Sheets, and more.

We appreciate your continued dedication, support and partnership with Detroit Public Schools Community District and with your assistance we can press forward with our priority: Outstanding Achievement. Be safe. Be well!

A handwritten signature in black ink that reads "Tony R. Hank".

Deputy Executive Director of K-12 Mathematics

#### Notice of Non-Discrimination

DPSCD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, transgender identity, disability, age, religion, height, weight, citizenship, marital or family status, military status, ancestry, genetic information, or any other legally protected category, in its educational programs and activities, including employment and admissions. Questions? Concerns? contact the Civil Rights Coordinator at (313) 240-4377 or [dpscd.compliance@detroitk12.org](mailto:dpscd.compliance@detroitk12.org) or 3011 West Grand Boulevard, 14<sup>th</sup> Floor, Detroit MI 48202.

Parents,

Find additional resources aligned to Eureka Math here:



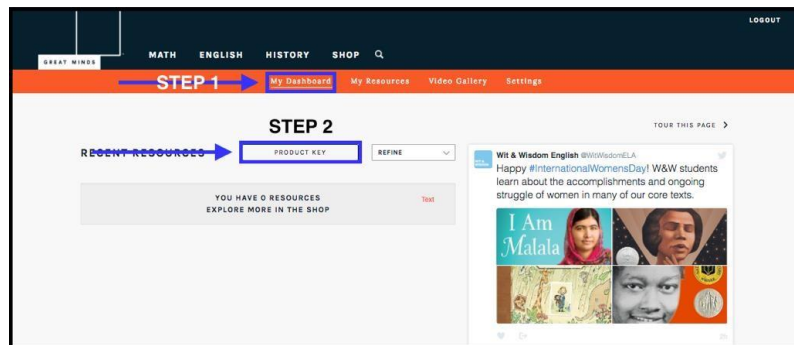
## ACCESSING HOMEWORK HELPER eBooks

### STEP 1: CREATE AN ACCOUNT

Sign up for a free account at [GreatMinds.org/store/signup](https://GreatMinds.org/store/signup).

### STEP 2: ACCESS YOUR DASHBOARD

Once you have created an account at GreatMinds.org, you will be taken to your Dashboard.



After you have logged in you can also access your Dashboard by clicking "MY DASHBOARD" in the upper right-hand corner of the site.

### STEP 3: ENTER YOUR PRODUCT KEY

In your Dashboard you will see several buttons, select "PRODUCT KEY" and enter **H00688525** to access your Homework Helper eBook.



### STEP 4: ACCESS YOUR HOMEWORK HELPER eBook

After you've entered your Product Key, select a grade-level, and the Homework Helper eBook will be added to your Dashboard. Click "LAUNCH PRODUCT" to navigate into the eBook. Note: if you are viewing the Homework Helper eBooks on a mobile device or tablet, we recommend using landscape view.

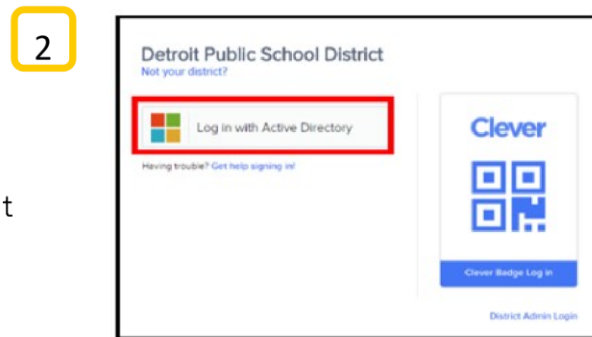
Questions? Contact us at [info@GreatMinds.org](mailto:info@GreatMinds.org).

# Clever—How to access DPSCD Curriculum Applications through Clever.com

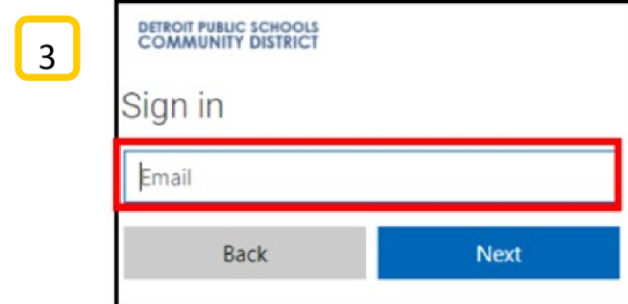
**1** Click on the Clever desktop shortcut or open Google Chrome and go to [clever.com/in/dpscd](https://clever.com/in/dpscd)



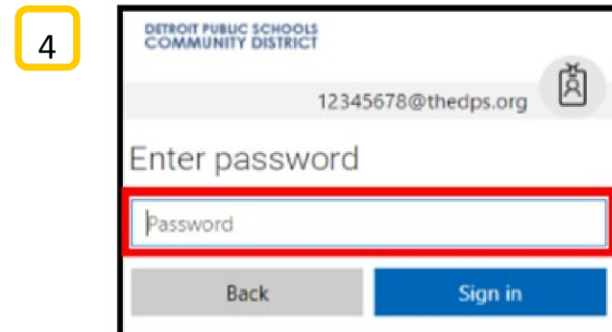
**2** Click “Log in with Active Directory”  
Teacher’s will use the same credentials that they use to login to their email.  
Student’s will follow the following format listed below



**3** Enter student’s username in the space identified. The username will consist of the students ID # with @thedps.org appended on.  
  
For example 12345678@thedps.org

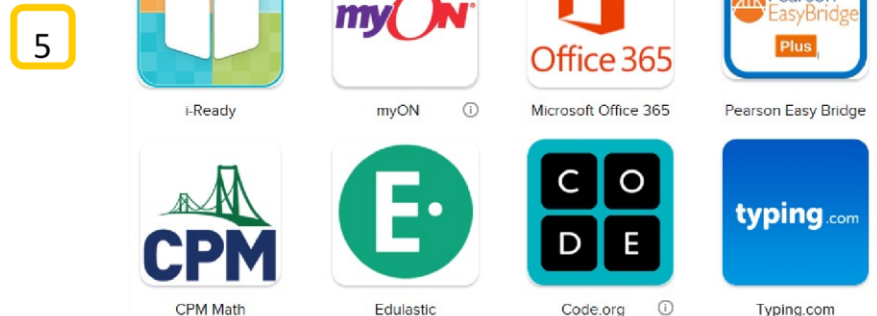


**4** Enter the student’s password. The password will consist of the following:  
  
First letter of first name in upper case  
First letter of last name in lower case  
2 digit of their birth month  
2 digit of their birth year  
01 (male) or 02 (female)



For example: Jane Doe’s birthday is May 13, 2004.  
Her password is Jd050402




**5** Click on the application you are interested in accessing



# Grade 1 Mathematics

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### 4/14/20 - 4/17/20 Week 1 (4 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
<b>Target Standard(s)</b>	1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2c, 1.NBT.C.5
<b>Module Topic</b>	Module 4: Place Value, Comparison, Addition and Subtraction to 40 Topic A: Tens and Ones
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>



	Daily Lesson (50 Minutes)	Extension (10-15 minutes)	Intervention (10 minutes)
<b>Day 1</b>	<p><a href="#">Knowledge on the Go Video for Module 4, Lesson 1</a> Module 4, Problem Set 1 (<a href="#">English</a> /<a href="#">Spanish</a>)</p>	<p>i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a></p>	<p>i-Ready “My Path” Lesson <a href="#">clever.com</a></p>
<b>Day 2</b>	<p><a href="#">Knowledge on the Go Video for Module 4, Lesson 2</a> Module 4, Problem Set 2 (<a href="#">English</a>/<a href="#">Spanish</a>) Place Value Chart (<a href="#">English</a>/<a href="#">Spanish</a>)</p>	<p>i-Ready “Teacher Assigned” Lesson</p>	<p>i-Ready “My Path” Lesson</p>
<b>Day 3</b>	<p><a href="#">Knowledge on the Go Video for Module 4, Lesson 3</a> Module 4, Problem Set 3 (<a href="#">English</a>/<a href="#">Spanish</a>) Place Value Chart (<a href="#">English</a>/<a href="#">Spanish</a>)</p>	<p>i-Ready “Teacher Assigned” Lesson</p>	<p>i-Ready “My Path” Lesson</p>
<b>Day 4</b>	<p><a href="#">Knowledge on the Go Video for Module 4, Lesson 4</a> Module 4, Problem Set 4 (<a href="#">English</a>/<a href="#">Spanish</a>) Place Value Chart (<a href="#">English</a>/<a href="#">Spanish</a>)</p>	<p>i-Ready “Teacher Assigned” Lesson</p>	<p>i-Ready “My Path” Lesson</p>

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 1

<b>Standard</b>	1.NBT.A.1, 1.NBT.B.2
<b>Learning Target</b>	Compare the efficiency of counting by ones and counting by tens.
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4, Lesson 1</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 1</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 1</b> (<a href="#">English</a> /<a href="#">Spanish</a>)</p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 1</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 2

<b>Standard</b>	1.NBT.B.2
<b>Learning Target</b>	Use the place value chart to record and name tens and ones within a two-digit number.
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4, Lesson 2</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 2</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 2</b> ( <a href="#">English/Spanish</a> )
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 2</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

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### Lesson 3

<b>Standard</b>	1.NBT.B.2
<b>Learning Target</b>	Interpret two-digit numbers as either tens and some ones or as all ones.
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4, Lesson 3</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 3</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 3</b> ( <a href="#">English/Spanish</a> )
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 3</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

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### Lesson 4




<b>Standard</b>	1.NBT.B.2
<b>Learning Target</b>	Write and interpret two-digit numbers as addition sentences that combine tens and ones.
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4, Lesson 4</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 4</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 4</b> ( <a href="#">English/Spanish</a> )
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 4</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.



# Grade 1 Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## 4/20/20 - 4/24/20 Week 2 (5 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
<b>Target Standard(s)</b>	1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2c, 1.NBT.B.3, 1.NBT.C.5
<b>Module Topic</b>	<p>Module 4: Place Value, Comparison, Addition and Subtraction to 40</p> <p>Topic A: Tens and Ones</p> <p>Topic B: Comparison of Pairs of Two-Digit Numbers</p>
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 5	<a href="#">Knowledge on the Go Video for Module 4 Lesson 5</a> Module 4, Problem Set 5 ( <a href="#">English/Spanish</a> ) Place Value Chart ( <a href="#">English/Spanish</a> )	i-Ready “Teacher Assigned” Lesson <a href="https://www.clever.com">clever.com</a>	i-Ready “My Path” Lesson <a href="https://www.clever.com">clever.com</a>
Day 6	<a href="#">Knowledge on the Go Video for Module 4 Lesson 6</a> Module 4, Problem Set 6 ( <a href="#">English/Spanish</a> ) Coins Place Value Chart ( <a href="#">English/Spanish</a> )	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 7	<a href="#">Knowledge on the Go Video for Module 4 Lesson 7</a> Module 4, Problem Set 7 ( <a href="#">English/Spanish</a> ) Double Place Value Chart ( <a href="#">English/Spanish</a> )	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 8	<a href="#">Knowledge on the Go Video for Module 4 Lesson 8</a> Module 4, Problem Set 8 ( <a href="#">English/Spanish</a> ) Homework Helper ( <a href="#">English/Spanish</a> )	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 9	<a href="#">Knowledge on the Go Video for Module 4 Lesson 9</a> Module 4, Problem Set 9 ( <a href="#">English/Spanish</a> ) Place Value Chart ( <a href="#">English/Spanish</a> )	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 5

<b>Standard</b>	1.NBT.B.2, 1.NBT.C.5
<b>Learning Target</b>	Identify 10 more, 10 less, 1 more, 1 less than a two-digit number.
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4 Lesson 5</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 5</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 5</b> (<a href="#">English/Spanish</a>)</p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 5</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

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### Lesson 6

<b>Standard</b>	1.NBT.B.2
<b>Learning Target</b>	Use dimes and pennies as representations of tens and ones.
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4 Lesson 6</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 6</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 6</b> ( <a href="#">English/Spanish</a> )
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 6</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

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### Lesson 7

<b>Standard</b>	1.NBT.B.3
<b>Learning Target</b>	Compare two quantities, and identify the greater or lesser of the two given numerals.
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4 Lesson 7</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 7</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 7</b> ( <a href="#">English/Spanish</a> )
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 7</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 8

<b>Standard</b>	1.NBT.B.3
<b>Learning Target</b>	Compare quantities and numerals from left to right.
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4 Lesson 8</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 8</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 8</b> ( <a href="#">English/Spanish</a> )
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 8</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice




**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 9

<b>Standard</b>	1.NBT.B.3
<b>Learning Target</b>	Use the symbols $>$ , $=$ , and $<$ to compare quantities and numerals
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Video for Module 4 Lesson 9</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 9</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 9</b> ( <a href="#">English/Spanish</a> )
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 9</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

# Grade 1 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## 4/27/20 - 5/1/20 Week 3 (5 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
<b>Target Standard(s)</b>	1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2c, 1.NBT.B.3, 1.NBT.C.4, 1.NBT.C.6
<b>Module Topic</b>	<p>Module 4: Place Value, Comparison, Addition and Subtraction to 40</p> <p>Topic B: Comparison of Pairs of Two-Digit Numbers</p> <p>Topic C: Addition and Subtraction of Tens</p> <p>Topic D: Addition of Tens or Ones to a Two-Digit Number</p>
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center; margin-top: 10px;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 10	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 10</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
Day 11	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 11</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 12	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 12</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 13	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 13</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 14	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 14</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 10



<b>Standard</b>	1.NBT.B.3
<b>Learning Target</b>	Use the symbols $>$ , $=$ , and $<$ to compare quantities and numerals
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 10</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 10</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 10</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 10</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>



## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 11

<b>Standard</b>	1.NBT.C.6
<b>Learning Target</b>	Add and subtract tens from a multiple of 10
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 11</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 11</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 11</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 11</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 12

<b>Standard</b>	1.NBT.C.4
<b>Learning Target</b>	Add tens to a two-digit number
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 12</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 12</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 12</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 12</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 13

<b>Standard</b>	1.NBT.C.4, 1.OA.B.3
<b>Learning Target</b>	Using counting on and the make ten strategy when adding across a ten.
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 13</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 13</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 13</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 13</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice




**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 14

<b>Standard</b>	1.NBT.C.4, 1.OA.B.3
<b>Learning Target</b>	Using counting on and the make ten strategy when adding across a ten.
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 14</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 14</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 14</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 14</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

# Grade 1 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## 5/4/20 - 5/8/20 Week 4 (5 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
<b>Target Standard(s)</b>	1.NBT.C.4, 1.OA.A.1
<b>Module Topic</b>	Module 4: Place Value, Comparison, Addition and Subtraction to 40 Topic D: Addition of Tens or Ones to a Two-Digit Number Topic E: Varied Problem Types Within 20
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="display: flex; justify-content: space-around; margin-top: 10px;"> <span><a href="#">Knowledge on the Go Videos</a></span> <span><a href="#">Clever</a></span> <span><a href="#">Additional Resources</a></span> </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 15	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 15</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
Day 16	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 16</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 17	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 17</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 18	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 18</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 19	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 19</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 15

<b>Standard</b>	1.NBT.C.4, 1.OA.B.3
<b>Learning Target</b>	Use single-digit sums to support solutions for analogous sums to 40
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 15</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 15</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 15</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 15</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 16

<b>Standard</b>	1.NBT.C.4, 1.OA.B.3
<b>Learning Target</b>	Add ones and ones or tens and tens
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 16</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 16</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 16</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 16</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 17



<b>Standard</b>	1.NBT.C.4, 1.OA.B.3
<b>Learning Target</b>	Add ones and ones or tens and tens
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 17</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 17</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 17</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 17</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>



## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 18

<b>Standard</b>	1.NBT.C.4, 1.OA.B.3
<b>Learning Target</b>	Share and critique peer strategies for adding two-digit numbers
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 18</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 18</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 18</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 18</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

### Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.




### Lesson 19

<b>Standard</b>	1.OA.A.1, 1.OA.D.8
<b>Learning Target</b>	Use tape diagrams as representations to solve put together/take apart with total unknown and add to with result unknown word problems
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 19</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 19</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 19</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 19</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

# Grade 1 Mathematics

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### 5/11/20 - 5/15/20 Week 5 (5 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
<b>Target Standard(s)</b>	1.NBT.C.4, 1.OA.A.1
<b>Module Topic</b>	<p>Module 4: Place Value, Comparison, Addition and Subtraction to 40</p> <p>Topic E: Varied Problem Types Within 20</p> <p>Topic F: Addition of Tens and Ones to a Two-Digit Numbers</p>
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 20	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 20</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
Day 21	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 21</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 22	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 22</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 23	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 23</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 24	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 24</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 20

<b>Standard</b>	1.OA.A.1, 1.OA.D.8
<b>Learning Target</b>	Recognize and make use of part-whole relationships within tape diagrams when solving a variety of problem types
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 20</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 20</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 20</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 20</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 21

<b>Standard</b>	1.OA.A.1, 1.OA.D.8
<b>Learning Target</b>	Recognize and make use of part-whole relationships within tape diagrams when solving a variety of problem types
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 21</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 21</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 21</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 21</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 22

<b>Standard</b>	1.OA.A.1, 1.OA.D.8
<b>Learning Target</b>	Write word problems of varied types
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 22</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 22</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 22</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 22</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 23

<b>Standard</b>	1.NBT.B.2
<b>Learning Target</b>	Interpret two-digit numbers as tens and ones, including cases with more than 9 ones
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 23</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 23</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 23</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 23</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 24




<b>Standard</b>	1.NBT.C.4
<b>Learning Target</b>	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 24</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 24</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 24</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 24</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>



# Grade 1 Mathematics

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### 5/18/20 - 5/22/20 Week 6 (5 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
<b>Target Standard(s)</b>	1.NBT.C.4
<b>Module Topic</b>	Module 4: Place Value, Comparison, Addition and Subtraction to 40 Topic F: Addition of Tens and Ones to a Two-Digit Numbers
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center; margin-top: 10px;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 25	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 25</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
Day 26	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 26</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 27	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 27</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 28	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 28</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 29	<a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 29</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 25

<b>Standard</b>	1.NBT.C.4
<b>Learning Target</b>	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 25</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 25</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 25</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 25</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 26

<b>Standard</b>	1.NBT.C.4
<b>Learning Target</b>	Add a pair of two-digit numbers when the ones digits have a sum greater than 10
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 26</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 26</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 26</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 26</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 27

<b>Standard</b>	1.NBT.C.4
<b>Learning Target</b>	Add a pair of two-digit numbers when the ones digits have a sum greater than 10
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 27</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 27</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 27</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 27</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 28

<b>Standard</b>	1.NBT.C.4
<b>Learning Target</b>	Add a pair of two-digit numbers with varied sums in the ones
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 28</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 28</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 28</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 28</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.




### Lesson 29

<b>Standard</b>	1.NBT.C.4
<b>Learning Target</b>	Add a pair of two-digit numbers with varied sums in the ones
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 4, Lesson 29</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 4, Lesson 29</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 4, Problem Set 29</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 4 Lesson 29</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

# Grade 1 Mathematics

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### 5/26/20 - 5/29/20 Week 7 (4 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
<b>Target Standard(s)</b>	1.G.A.1, 1.G.A.2
<b>Module Topic</b>	<p>Module 5: Identifying, Composing, and Partitioning Shapes</p> <p>Topic A: Attributes of Shapes</p> <p>Topic B: Part-Whole Relationships Within Composite Shapes</p>
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>



	<b>Daily Lesson (50 minutes)</b>	<b>Extension (10-15 minutes)</b>	<b>Intervention (15 minutes)</b>
<b>Day 30</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 1</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
<b>Day 31</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 2</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
<b>Day 32</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 3</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
<b>Day 33</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 4</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

### Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 30



<b>Standard</b>	1.G.A.1
<b>Learning Target</b>	Classify shapes based on defining attributes using examples, variants, and non-examples
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 1</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 1</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 1</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 1</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>



### Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 31

<b>Standard</b>	1.G.A.1
<b>Learning Target</b>	Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 2</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 2</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 2</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 2</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 32

<b>Standard</b>	1.G.A.1
<b>Learning Target</b>	Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of face and points
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 3</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 3</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 3</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 3</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

### Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.




### Lesson 33

<b>Standard</b>	1.G.A.2
<b>Learning Target</b>	Create composite shapes from two-dimension shapes
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 4</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 4</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 4</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 5, Lesson 4</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

# Grade 1 Mathematics

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### 6/1/20 - 6/5/20 Week 8 (5 days)



<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>		
<b>Target Standard(s)</b>	1.G.A.2, 1.G.A.3		
<b>Module Topic</b>	Module 5: Identifying, Composing, and Partitioning Shapes Topic B: Part-Whole Relationships Within Composite Shapes Topic C: Halves and Quarters of Rectangles and Circles		
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>		
	<b>Daily Lesson (50 minutes)</b>	<b>Extension (10-15 minutes)</b>	<b>Intervention (15 minutes)</b>
<b>Day 34</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 5</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
<b>Day 35</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 6</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
<b>Day 36</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 7</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
<b>Day 37</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 8</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
<b>Day 38</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 9</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

### Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 34

<b>Standard</b>	1.G.A.2
<b>Learning Target</b>	Compose a new shape from a composite shape
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 5</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 5</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 5</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 5</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

### Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 35

<b>Standard</b>	1.G.A.2
<b>Learning Target</b>	Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 6</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 6</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 6</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 6</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 36

<b>Standard</b>	1.G.A.3
<b>Learning Target</b>	Name and count shapes as parts of a whole, recognizing relative sizes of the parts
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 7</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 7</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 7</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 7</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 37



<b>Standard</b>	1.G.A.3
<b>Learning Target</b>	Partition shapes and identify halves and quarters of circles and rectangles
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 8</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 8</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 8</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 5, Lesson 8</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>






## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 38

<b>Standard</b>	1.G.A.3
<b>Learning Target</b>	Partition shapes and identify halves and quarters of circles and rectangles
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 9</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 9</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 9</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 5, Lesson 9</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

# Grade 1 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



6/8/20 - 6/12/20 Week 9 (5 days)			
<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>		
<b>Target Standard(s)</b>	1.MD.B.3, 1.G.A.3		
<b>Module Topic</b>	Module 5: Identifying, Composing, and Partitioning Shapes Topic D: Application of Halves to Tell Time Module 6: Place Value, Comparison, Addition and Subtraction to 100 Topic A: Comparison Word Problems		
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center;"> <a href="#">Knowledge on the Go Videos</a>      <a href="#">Clever</a>      <a href="#">Additional Resources</a> </p>		
	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 39	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 10</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
Day 40	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 11</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 41	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 12</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 42	<a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 13</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 43	<a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 1</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

### Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 39

<b>Standard</b>	1.MD.B.3
<b>Learning Target</b>	Construct a paper clock by partitioning a circle and tell time to the hour
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 10</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 10</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 10</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 10</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 40

<b>Standard</b>	1.G.A.3, 1.MD.B.3
<b>Learning Target</b>	Recognize halves within a circular clock face and tell time to the halfhour
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 11</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 11</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 11</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 11</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 41

<b>Standard</b>	1.G.A.3, 1.MD.B.3
<b>Learning Target</b>	Recognize halves within a circular clock face and tell time to the half-hour
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 12</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 12</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 12</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 5 Lesson 12</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 42

<b>Standard</b>	1.G.A.3, 1.MD.B.3
<b>Learning Target</b>	Recognize halves within a circular clock face and tell time to the half-hour
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 5, Lesson 13</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 5, Lesson 13</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 5, Problem Set 13</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 5, Lesson 13</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

### Daily Fluency Practice




**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 43

<b>Standard</b>	1.OA.A.1
<b>Learning Target</b>	Solve compare with difference unknown problem types
<b>Launch</b>	 <b>Recommended:</b> Students will view <a href="#">the Knowledge on the Go Lesson Materials for Module 6, Lesson 1</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 6, Lesson 1</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 6, Problem Set 1</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 6, Lesson 1</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

# Grade 1 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## 6/15/20 - 6/18/20 Week 10 (4 days)

<b>Directions:</b>	<p><b>Parents:</b> Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p><b>Students:</b> Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>		
<b>Target Standard(s)</b>	1.OA.A.1, 1.NBT.A.1, 1.NBT.B.2a, 1.NBT.B.2c, 1.NBT.C.5		
<b>Module Topic</b>	Module 6: Place Value, Comparison, Addition and Subtraction to 100 Topic A: Comparison Word Problems Topic B: Numbers to 120		
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Access to Knowledge on the Go Lesson Videos &amp; Resources including Templates &amp; Homework Helpers which provide guidance with worked examples for each lesson.</li> <li>• Clever Access for i-Ready (see links and QR codes below)</li> <li>• Paper, Pencil, Academic Packet including Problem Sets</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="display: flex; justify-content: space-around; margin-top: 10px;"> <span><a href="#">Knowledge on the Go Videos</a></span> <span><a href="#">Clever</a></span> <span><a href="#">Additional Resources</a></span> </p>		
	<b>Daily Lesson (50 minutes)</b>	<b>Extension (10-15 minutes)</b>	<b>Intervention (15 minutes)</b>
<b>Day 44</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 2</a>	i-Ready “Teacher Assigned” Lesson <a href="#">clever.com</a>	i-Ready “My Path” Lesson <a href="#">clever.com</a>
<b>Day 45</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 3</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
<b>Day 46</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 4</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
<b>Day 47</b>	<a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 5</a>	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson



Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.



## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 44

<b>Standard</b>	1.OA.A.1
<b>Learning Target</b>	Solve Compare with bigger or smaller unknown problem types
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 2</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 6, Lesson 2</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 6, Lesson 2</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 6, Lesson 2</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 45

<b>Standard</b>	1.NBT.B.2a, 1.NBT.B.2c
<b>Learning Target</b>	Use the place value chart to record and name tens and ones within a two-digit number up to 100
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 3</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 6, Lesson 3</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 6, Lesson 3</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 6, Lesson 3</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.



### Lesson 46

<b>Standard</b>	1.NBT.B.2a, 1.NBT.B.2c
<b>Learning Target</b>	Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones
<b>Launch</b>	 <b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 4</a> Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
<b>Guided Practice</b>	<b>Recommended:</b> Students will complete the Problem Set for <b>Module 6, Lesson 4</b> from the “Knowledge on the Go” video along with the instructor.  These are included in this academic packet or can be accessed here: <b>Module 6, Lesson 4</b>
<b>Closing</b>	<b>Recommended:</b> Students will reflect and share their learning on <b>Module 6, Lesson 4</b>
<b>Extend</b>	 <b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.
<b>Intervention</b>	<b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.

## Daily Fluency Practice

**Mathematical Fluencies:** In Grade 1, students are expected by the end of the year to master addition and subtraction within 10. This is a great time to practice these skills.

### Lesson 47

<b>Standard</b>	1.NBT.C.5
<b>Learning Target</b>	Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100
<b>Launch</b>	 <p><b>Recommended:</b> Students will view the <a href="#">Knowledge on the Go Lesson Materials for Module 6, Lesson 5</a></p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
<b>Guided Practice</b>	<p><b>Recommended:</b> Students will complete the Problem Set for <b>Module 6, Lesson 5</b> from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: <b>Module 6, Lesson 5</b></p>
<b>Closing</b>	<p><b>Recommended:</b> Students will reflect and share their learning on <b>Module 6, Lesson 5</b></p>
<b>Extend</b>	 <p><b>Recommended:</b> Students will complete the “Teacher Assigned” lesson in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>
<b>Intervention</b>	<p><b>Recommended:</b> Students will work on their individual Learning Path (My Path) in i-Ready. Visit <a href="#">Clever.com</a> to access i-Ready.</p>

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G1-M4-M5-L-05.2018

## Read

Joy is holding 10 marbles in 1 hand and 10 marbles in the other hand. How many marbles does she have in all?

## Draw



## Write

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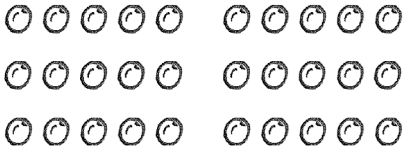
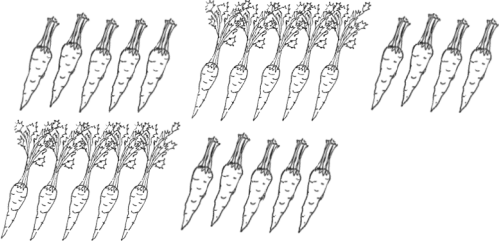
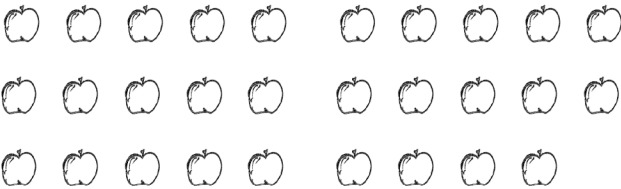

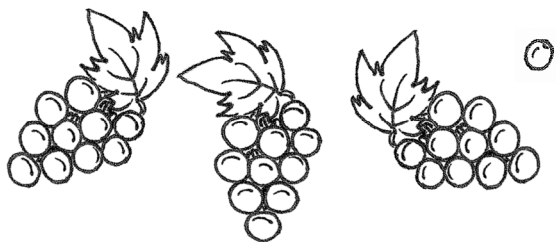

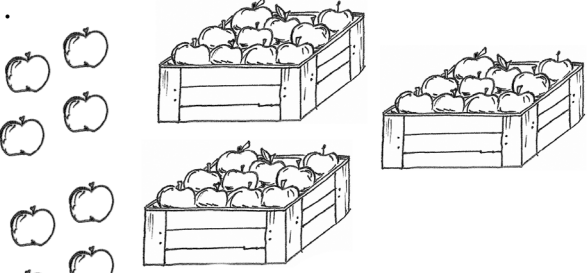
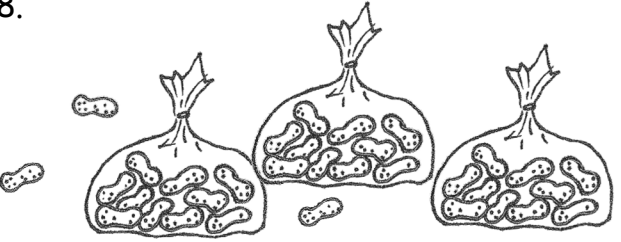
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Name \_\_\_\_\_

Date \_\_\_\_\_

Circle groups of 10. Write the number to show the total amount of objects.

<p>1. </p> <p>There are _____ grapes.</p>	<p>2. </p> <p>There are _____ carrots.</p>
<p>3. </p> <p>There are _____ apples.</p>	<p>4. </p> <p>There are _____ peanuts.</p>
<p>5. </p> <p>There are _____ grapes.</p>	<p>6. </p> <p>There are _____ carrots.</p>
<p>7. </p> <p>There are _____ apples.</p>	<p>8. </p> <p>There are _____ peanuts.</p>

Make a number bond to show tens and ones.

<p>9.</p>	<p>10.</p>
<p>11.</p>	<p>12.</p>

Make a number bond to show tens and ones. Circle tens to help.

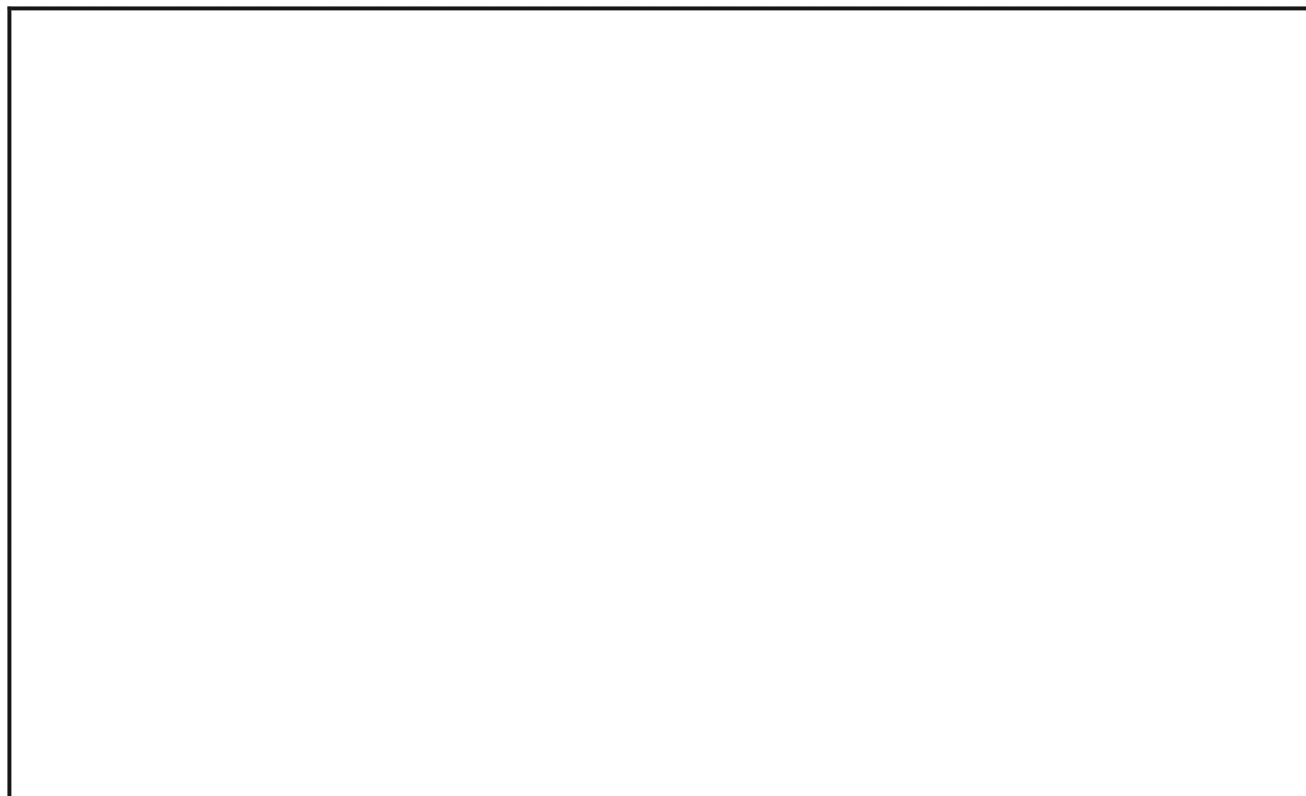
<p>13.</p>	<p>14.</p>
<p>15.</p>	<p>16.</p>



## Read

Ted has 4 boxes with 10 pencils in each box. How many pencils does he have altogether?

## Draw



## Write

---

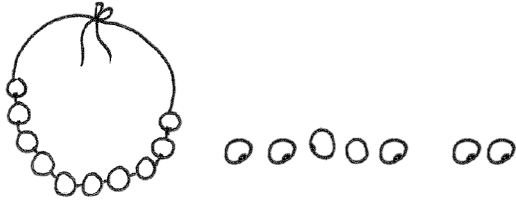
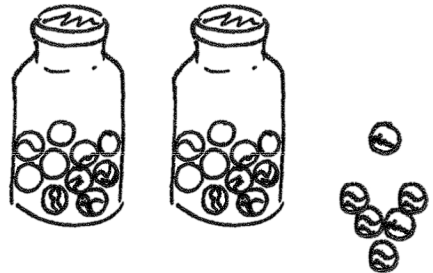
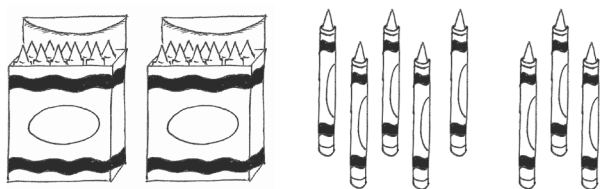
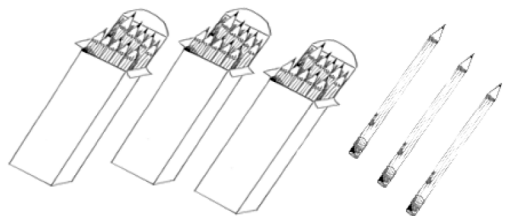
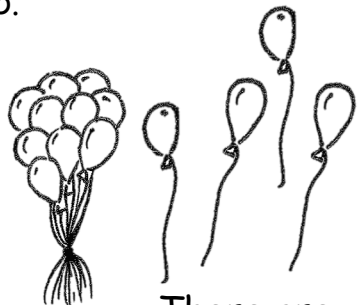
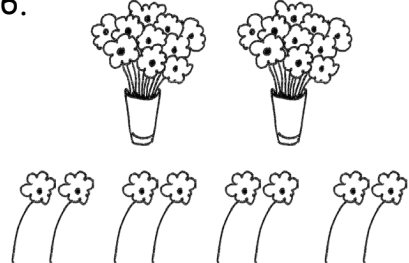
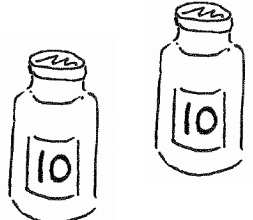
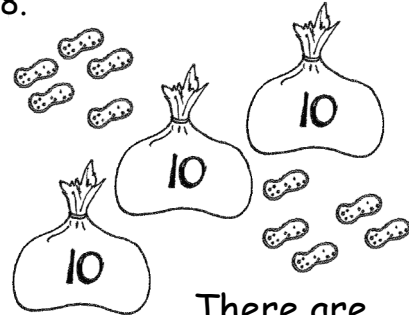
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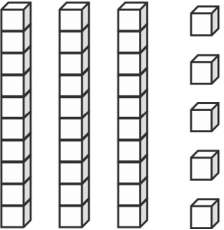
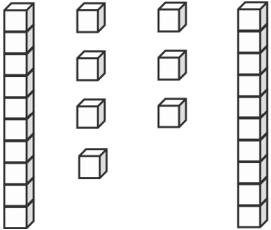
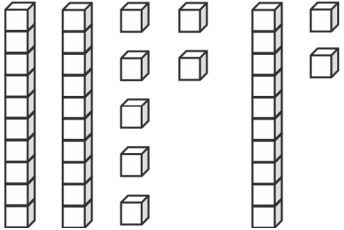
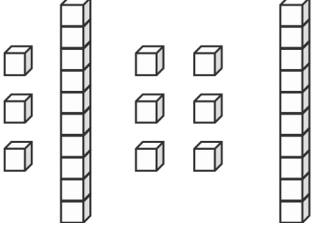
Name \_\_\_\_\_

Date \_\_\_\_\_

Write the tens and ones and say the numbers. Complete the statement.

<p>1.</p>  <p style="text-align: center;"><b>17 = _____ ten _____ ones</b></p>	<p>2.</p>  <p style="text-align: center;"><b>26 = _____ tens _____ ones</b></p>								
<p>3.</p>  <p style="text-align: center;"><b>28 = _____ tens _____ ones</b></p>	<p>4.</p>  <p style="text-align: center;"><b>_____ tens _____ ones = 33</b></p>								
<p>5.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ balloons.</p>	tens	ones			<p>6.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ flowers.</p>	tens	ones		
tens	ones								
tens	ones								
<p>7.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ marbles.</p>	tens	ones			<p>8.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ peanuts.</p>	tens	ones		
tens	ones								
tens	ones								

Write the tens and ones. Complete the statement.

<p>9.</p>  <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="height: 50px;"> </td> </tr> </table> <p style="text-align: center;">There are _____ cubes.</p>	tens	ones			<p>10.</p>  <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="height: 50px;"> </td> </tr> </table> <p style="text-align: center;">There are _____ cubes.</p>	tens	ones		
tens	ones								
tens	ones								
<p>11.</p>  <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="height: 50px;"> </td> </tr> </table> <p style="text-align: center;">There are _____ cubes.</p>	tens	ones			<p>12.</p>  <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="height: 50px;"> </td> </tr> </table> <p style="text-align: center;">There are _____ cubes.</p>	tens	ones		
tens	ones								
tens	ones								

Write the missing numbers. Say them the regular way and the Say Ten way.

<p>13.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="height: 50px;"> </td> </tr> </table> <p style="margin-left: 40px;">➔ <u>35</u></p>	tens	ones			<p>14.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="padding: 5px;">2</td> <td style="padding: 5px;">7</td> </tr> </table> <p style="margin-left: 40px;">➔ _____</p>	tens	ones	2	7
tens	ones								
tens	ones								
2	7								
<p>15.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="padding: 5px;">3</td> <td style="padding: 5px;">9</td> </tr> </table> <p style="margin-left: 40px;">➔ _____</p>	tens	ones	3	9	<p>16.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="height: 50px;"> </td> </tr> </table> <p style="margin-left: 40px;">➔ <u>29</u></p>	tens	ones		
tens	ones								
3	9								
tens	ones								
<p>17.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="padding: 5px;">0</td> </tr> </table> <p style="margin-left: 40px;">➔ <u>40</u></p>	tens	ones		0	<p>18.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px; height: 80px;"> <tr> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> <tr> <td style="height: 50px;"> </td> <td style="height: 50px;"> </td> </tr> </table> <p style="margin-left: 40px;">➔ <u>9</u></p>	tens	ones		
tens	ones								
	0								
tens	ones								

<b>tens</b>	<b>ones</b>

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place value chart


## Read

Sue is writing the number 34 on a place value chart. She cannot remember if she has 4 tens and 3 ones or 3 tens and 4 ones.

Use a place value chart to show how many tens and ones are in 34.

Use a drawing and words to explain this to Sue.

## Draw



## Write

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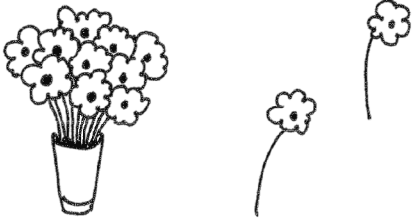


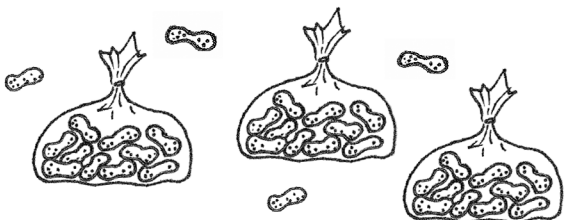

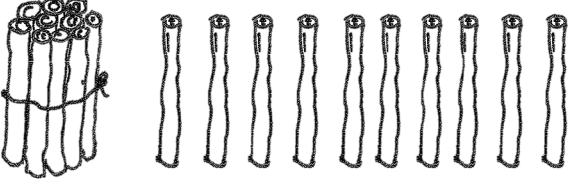
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Name \_\_\_\_\_

Date \_\_\_\_\_

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

<p>1.</p>  <p>_____ ten _____ ones is the same as _____ ones.</p>	<p>2.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>
<p>3.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>	<p>4.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>
<p>5.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>	<p>6.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>

Match.

7. 3 tens 2 ones

29 ones

8.

tens	ones
1	7

40 ones

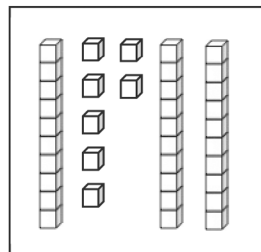
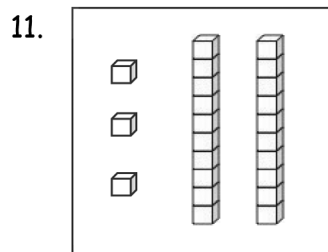
23 ones

9. 37 ones

32 ones

10. 4 tens

17 ones



12. 9 ones 2 tens

Fill in the missing numbers.

13. 15 → 

tens	ones

 → \_\_\_\_\_ ones

14. \_\_\_\_\_ tens \_\_\_\_\_ ones → 39 ones

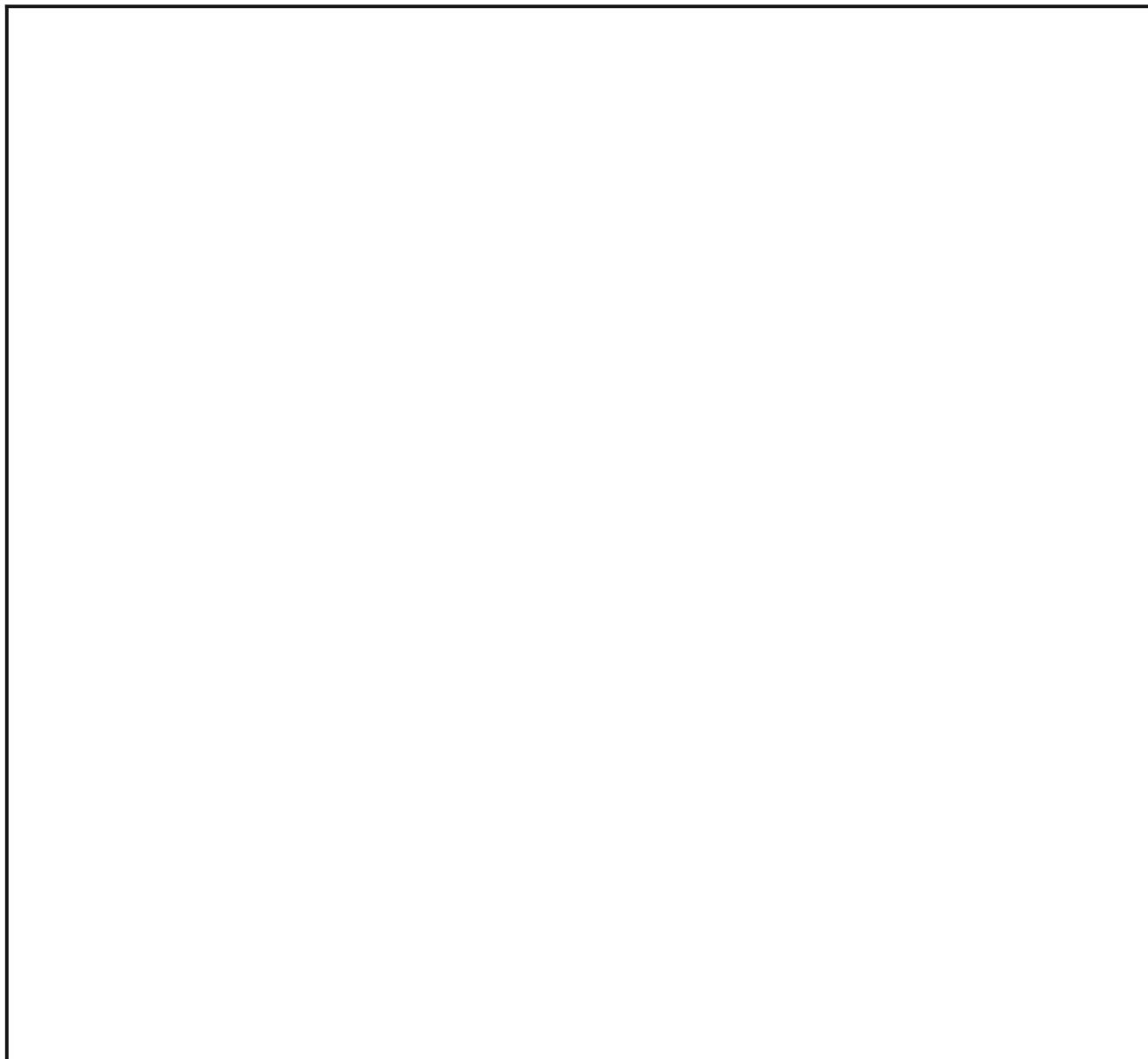


## Read

Lisa has 3 boxes of 10 crayons, as well as 5 extra crayons. Sally has 19 crayons. Sally says she has more crayons, but Lisa disagrees.

Who is right?

## Draw



## Write

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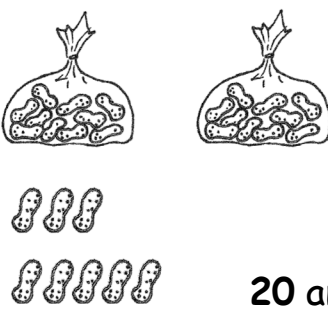
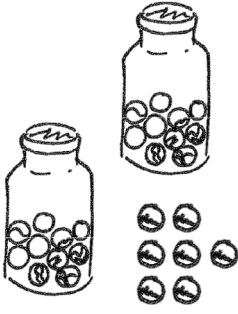
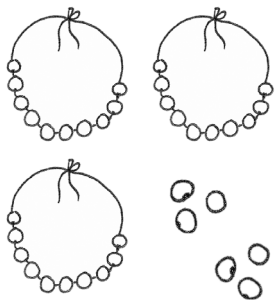
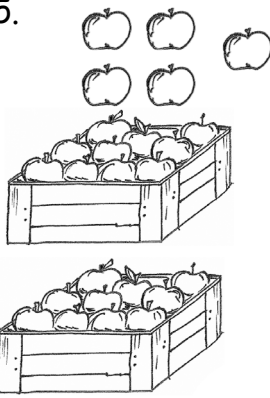
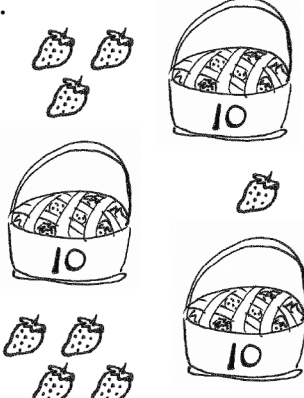
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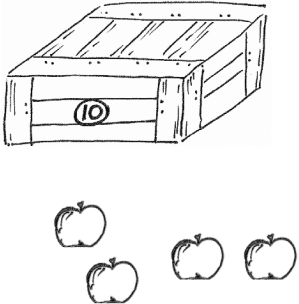
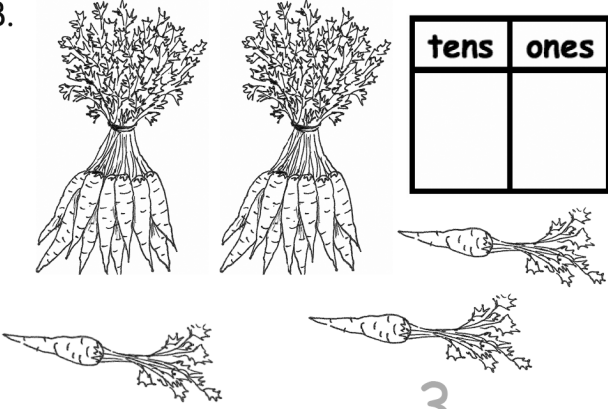
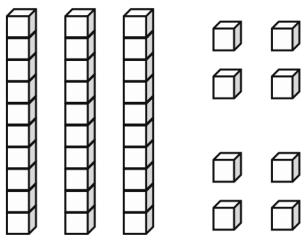
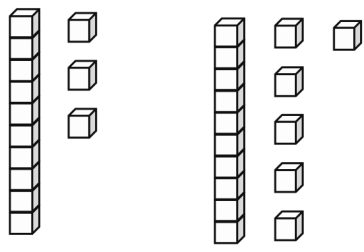
Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the number bond. Complete the sentences.

<p>1.</p>  <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">20</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">3</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div> </div> <p>20 and 3 make _____.</p> <p>20 + 3 = _____</p>	<p>2.</p>  <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div> </div> <p>20 and 8 make _____.</p> <p>20 + 8 = _____</p>
<p>3.</p>  <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div> </div> <p>20 + 7 = _____</p> <p>7 more than 20 is _____.</p>	<p>4.</p>  <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div> </div> <p>30 + 6 = _____</p> <p>6 more than 30 is _____.</p>
<p>5.</p>  <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div> </div> <p>5 + 20 = _____</p> <p>20 more than 5 is _____.</p>	<p>6.</p>  <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div> </div> <p>8 + 30 = _____</p> <p>30 more than 8 is _____.</p>

Write the tens and ones. Then, write an addition sentence to add the tens and ones.

<p>7.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 2em;">1</td> <td style="text-align: center; font-size: 2em;">4</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"><u>10</u> + <u>4</u> = <u>        </u></p>	tens	ones	1	4	<p>8.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"><u>        </u> + <u>3</u> = <u>        </u></p>	tens	ones		
tens	ones								
1	4								
tens	ones								
<p>9.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"><u>        </u> = <u>30</u> + <u>        </u></p>	tens	ones			<p>10.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"><u>        </u> = <u>20</u> + <u>        </u></p>	tens	ones		
tens	ones								
tens	ones								

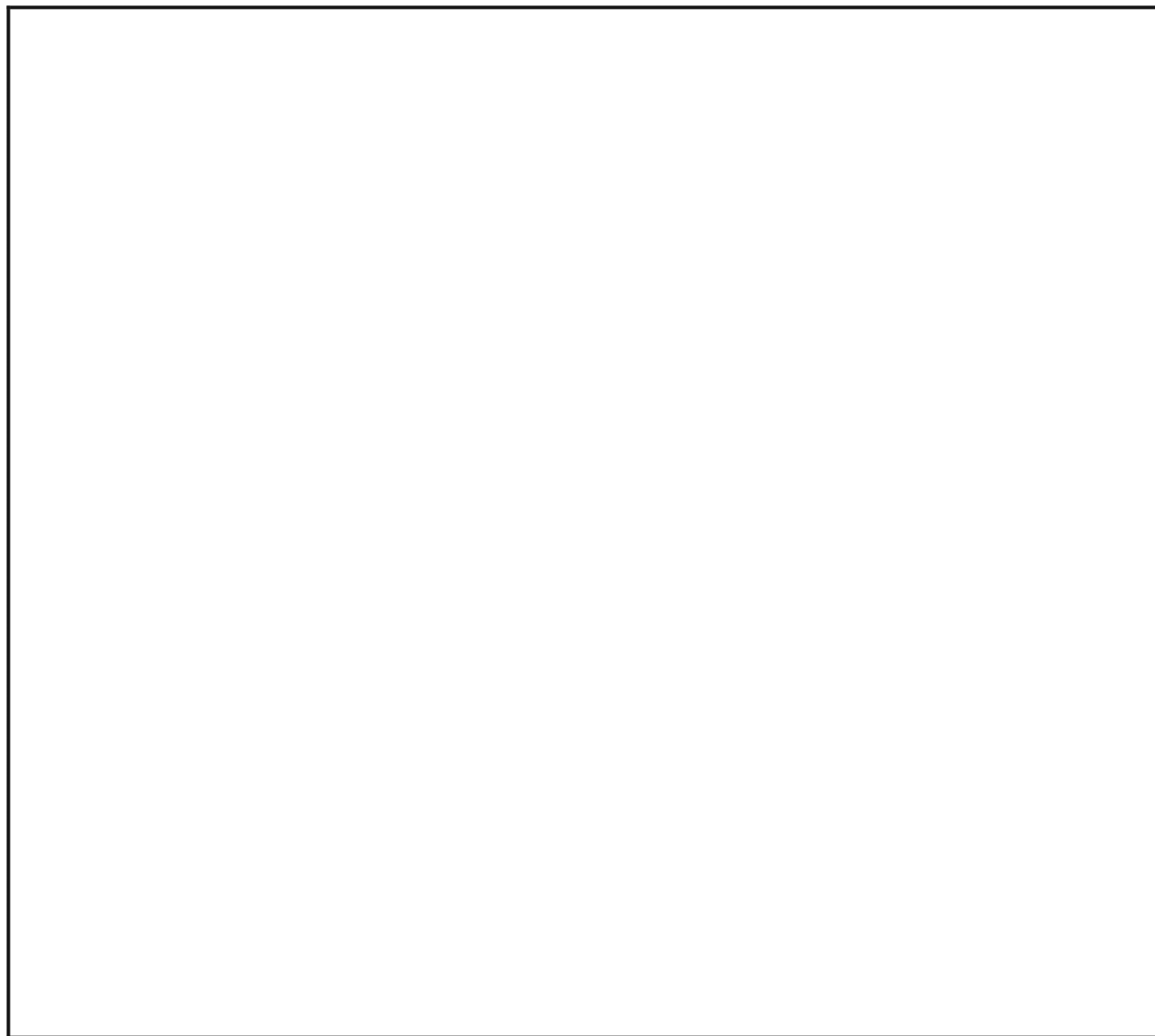
Match.

- |                      |          |
|----------------------|----------|
| 11. 4 tens •         | • 20 + 7 |
| 12. 2 tens 7 ones •  | • 40     |
| 13. 3 more than 20 • | • 20 + 3 |
| 14. 9 ones 3 tens •  | • 2 + 30 |
| 15. 2 ones 3 tens •  | • 9 + 30 |

## Read

Lee has 4 pencils and buys 10 more. Kiana has 17 pencils and loses 10 of them. Who has more pencils now? Use drawings, words, and number sentences to explain your thinking.

## Draw



## Write

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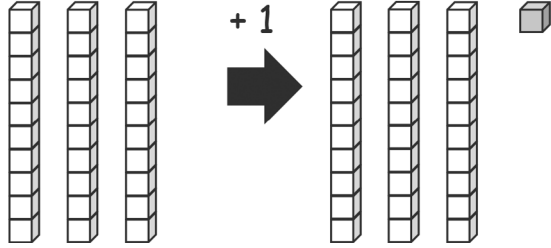
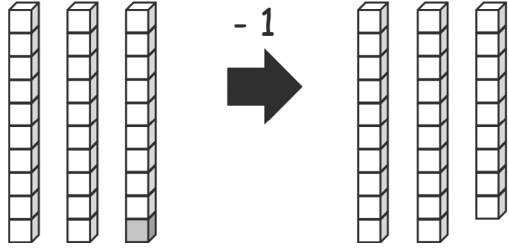
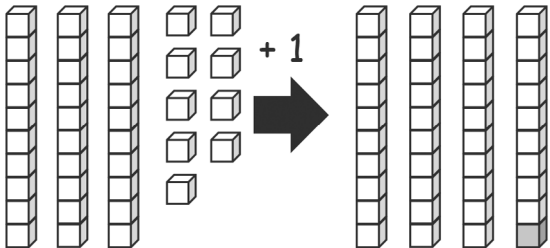
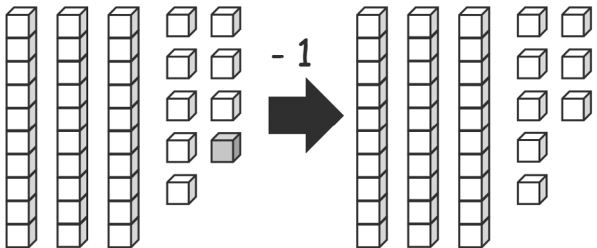
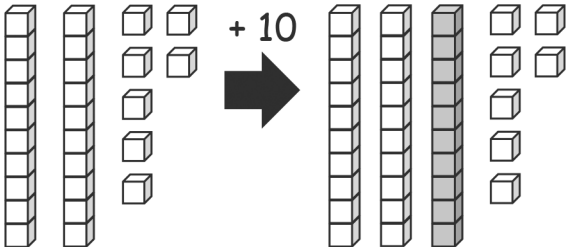
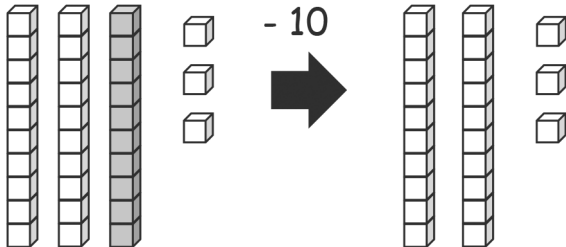
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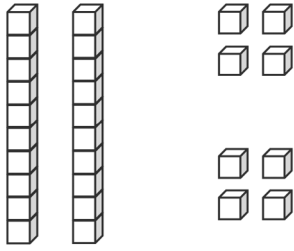
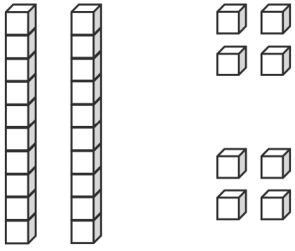
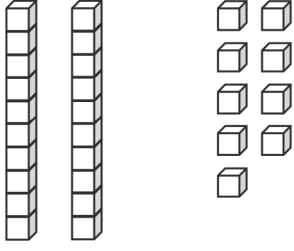
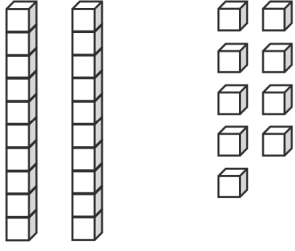
Name \_\_\_\_\_

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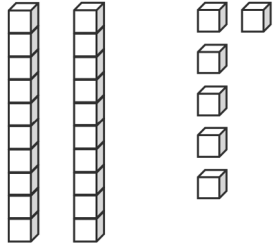
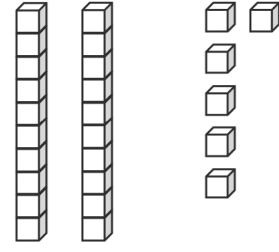
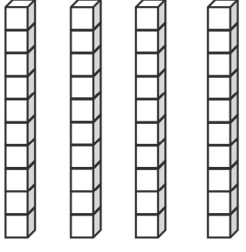
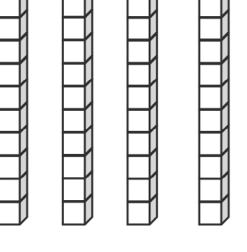
Write the number.

<p>1.</p>  <p>1 more than 30 is _____.</p>	<p>2.</p>  <p>1 less than 30 is _____.</p>
<p>3.</p>  <p>1 more than 39 is _____.</p>	<p>4.</p>  <p>1 less than 39 is _____.</p>
<p>5.</p>  <p>10 more than 27 is _____.</p>	<p>6.</p>  <p>10 less than 33 is _____.</p>

Draw 1 more or 10 more. You may use a quick ten to show 10 more.

<p>7.</p>  <p>1 more than 28 is _____.</p>	<p>8.</p>  <p>10 more than 28 is _____.</p>
<p>9.</p>  <p>1 more than 29 is _____.</p>	<p>10.</p>  <p>10 more than 29 is _____.</p>

Cross off (x) to show 1 less or 10 less.

<p>11.</p>  <p>10 less than 26 is _____.</p>	<p>12.</p>  <p>1 less than 26 is _____.</p>
<p>13.</p>  <p>10 less than 40 is _____.</p>	<p>14.</p>  <p>1 less than 40 is _____.</p>



tens	ones

tens	ones

---

double place value charts

## Read

Sheila has 3 bags with 10 pretzels in each bag and 9 extra pretzels. She gives 1 bag to a friend. How many pretzels does she have now?

**Extension:** John has 19 pretzels. How many more pretzels does he need to have as many as Sheila has now?

## Draw



## Write

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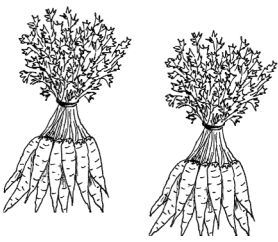
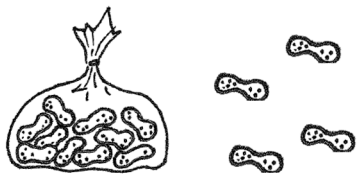






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Name \_\_\_\_\_

Date \_\_\_\_\_

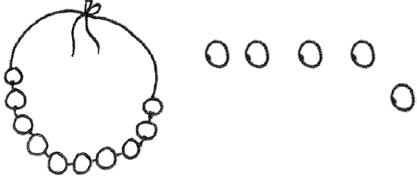
Fill in the place value chart and the blanks.

<p>1.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">20 = _____ tens</p>	tens	ones			<p>2.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">14 = _____ ten and _____ ones</p>	tens	ones		
tens	ones								
tens	ones								
<p>3.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="padding: 5px;">dimes</th> <th style="padding: 5px;">pennies</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">_____ = 3 tens 5 ones</p>	dimes	pennies			<p>4.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="padding: 5px;">dimes</th> <th style="padding: 5px;">pennies</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">_____ = 2 tens 6 ones</p>	dimes	pennies		
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dimes	pennies								
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<p>7.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">_____ = _____ tens _____ ones</p>	tens	ones			<p>8.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">_____ tens _____ ones = _____</p>	tens	ones		
tens	ones								
tens	ones								

Fill in the blank. Draw or cross off tens or ones as needed.



  
 10 more than 25 is 35

9.




1 more than 15 is \_\_\_\_\_.

10.




10 more than 5 is \_\_\_\_\_.

11.



10 more than 30 is \_\_\_\_\_.

12.



1 more than 30 is \_\_\_\_\_.

13.



1 less than 24 is \_\_\_\_\_.

14.



10 less than 24 is \_\_\_\_\_.

15.



10 less than 21 is \_\_\_\_\_.

16.



1 less than 21 is \_\_\_\_\_.

dimes	pennies

tens	ones

---

coin and place value charts

## Read

Benny has 4 dimes. Marcus has 4 pennies. Bennie says, "We have the same amount of money!" Is he correct? Use drawings or words to explain your thinking.

## Draw



## Write

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---


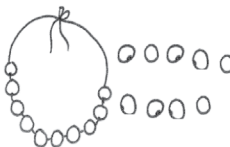



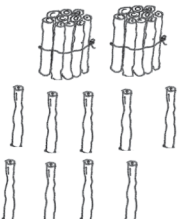


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Name \_\_\_\_\_

Date \_\_\_\_\_

For each pair, write the number of items in each set. Then, circle the set with the *greater* number of items.

<p>1.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p>_____</p> <p>_____</p> </div>	<p>2.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p>_____</p> <p>_____</p> </div>
<p>3.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p>_____</p> <p>_____</p> </div>	<p>4.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p>_____</p> <p>_____</p> </div>

5. Circle the number that is *greater* in each pair.

a. 1 ten 2 ones                      3 tens 2 ones

b. 2 tens 8 ones                      3 tens 2 ones

c.                      19                      15

d.                      31                      26

6. Circle the set of coins that has a *greater* value.


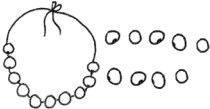
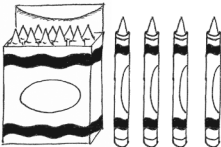
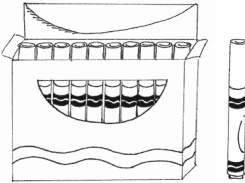

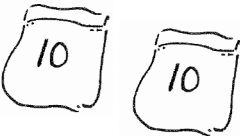
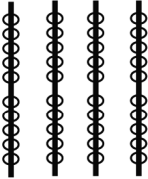



3 dimes



3 pennies

For each pair, write the number of items in each set. Circle the set with *fewer* items.

<p>7.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	<p>8.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>
<p>9.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	<p>10.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>

11. Circle the number that is *less* in each pair.

- a. 2 tens 5 ones      1 ten 5 ones
- b. 28 ones            3 tens 2 ones
- c.            18            13
- d.            31            26

12. Circle the set of coins that has *less* value.



1 dime 2 pennies



1 penny 2 dimes

13. Circle the amount that is *less*. Draw or write to show how you know.

32

17

## Read

Anton picked 25 strawberries. He picked some more strawberries.

Then, he had 35 strawberries.

- Use a place value chart to show how many more strawberries Anton picked.
- Write a statement comparing the two amounts of strawberries using one of these phrases: *greater than*, *less than*, or *equal to*.

## Draw



## Write

---

---

---


Name \_\_\_\_\_

Date \_\_\_\_\_

Word Bank

1. Draw quick tens and ones to show each number. Label the first drawing as *less than (L)*, *greater than (G)*, or *equal to (E)* the second. Write a phrase from the word bank to compare the numbers.

is greater than is less than is equal to
--

<p>a.</p>  <p>20 _____ 18</p>	<p>b.</p> <p>2 tens                      3 tens</p> <p>2 tens _____ 3 tens</p>
<p>c.</p> <p>24                      15</p> <p>24 _____ 15</p>	<p>d.</p> <p>26                      32</p> <p>26 _____ 32</p>

2. Write a phrase from the word bank to compare the numbers.

36 \_\_\_\_\_ 3 tens 6 ones

1 ten 8 ones \_\_\_\_\_ 3 tens 1 one

38 \_\_\_\_\_ 26

1 ten 7 ones \_\_\_\_\_ 27

15 \_\_\_\_\_ 1 ten 2 ones

30 \_\_\_\_\_ 28

29 \_\_\_\_\_ 32

3. Put the following numbers in order from *least* to *greatest*. Cross off each number after it has been used.

9	40	32	13	23
---	----	----	----	----

4. Put the following numbers in order from *greatest* to *least*. Cross off each number after it has been used.

9	40	32	13	23
---	----	----	----	----

5. Use the digits 8, 3, 2, and 7 to make 4 different two-digit numbers less than 40. Write them in order from *greatest* to *least*.


8	3	2	7
Examples: 32, 27, ...			

## Read

Carl has a collection of rocks. He collects 10 more rocks. Now he has 31 rocks. How many rocks did he have in the beginning?

- Use place value charts to show how many rocks Carl had at the beginning.
- Write a statement comparing how many rocks Carl started and ended with, using one of these phrases: *greater than*, *less than*, or *equal to*.

## Draw



## Write

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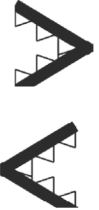
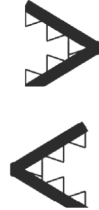
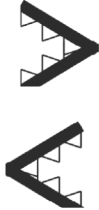

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the alligator that is eating the *greater* number.

<p>a.</p> <p>40      20</p> 	<p>b.</p> <p>10      30</p> 	<p>c.</p> <p>18      14</p> 	<p>d.</p> <p>19      36</p> 
---	---	--	---

2. Write the numbers in the blanks so that the alligator is eating the *greater* number. With a partner, compare the numbers out loud, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

<p>a.</p> <p>24      4</p> <p>_____      _____</p> 	<p>b.</p> <p>38      36</p> <p>_____      _____</p> 	<p>c.</p> <p>15      14</p> <p>_____      _____</p> 
<p>d.</p> <p>20      2</p> <p>_____      _____</p> 	<p>e.</p> <p>36      35</p> <p>_____      _____</p> 	<p>f.</p> <p>20      19</p> <p>_____      _____</p> 
<p>g.</p> <p>31      13</p> <p>_____      _____</p> 	<p>h.</p> <p>23      32</p> <p>_____      _____</p> 	<p>i.</p> <p>21      12</p> <p>_____      _____</p> 

3. If the alligator is eating the *greater* number, circle it. If not, redraw the alligator.

<p>a.</p> <div style="display: flex; justify-content: space-around; align-items: center; height: 100px;"> <div style="text-align: center; font-size: 2em;">20</div> <div style="text-align: center;"> </div> <div style="text-align: center; font-size: 2em;">19</div> </div>	<p>b.</p> <div style="display: flex; justify-content: space-around; align-items: center; height: 100px;"> <div style="text-align: center; font-size: 2em;">32</div> <div style="text-align: center;"> </div> <div style="text-align: center; font-size: 2em;">23</div> </div>
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4. Complete the charts so that the alligator is eating a *greater* number.

<p>a.</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td>1</td><td>2</td></tr> </table> <div style="text-align: center; margin: 0 20px;"> </div> <table border="1" style="display: inline-table;"> <tr><th>tens</th><th>ones</th></tr> <tr><td>1</td><td></td></tr> </table>	tens	ones	1	2	tens	ones	1		<p>b.</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td>2</td><td>7</td></tr> </table> <div style="text-align: center; margin: 0 20px;"> </div> <table border="1" style="display: inline-table;"> <tr><th>tens</th><th>ones</th></tr> <tr><td>2</td><td></td></tr> </table>	tens	ones	2	7	tens	ones	2	
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tens	ones																
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tens	ones																
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tens	ones																
	7																
tens	ones																
2	1																
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tens	ones																
	4																

## Read

Elaine and Mike were picking blueberries. Elaine had 19 blueberries and ate 10. Mike had 13 and picked 7 more. Compare Elaine and Mike's blueberries after Elaine ate some and Mike picked some more.

- Use words and pictures to show how many blueberries each person has.
- Use the term *greater than* or *less than* in your statement.

## Draw



## Write

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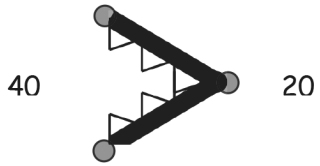
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Name \_\_\_\_\_

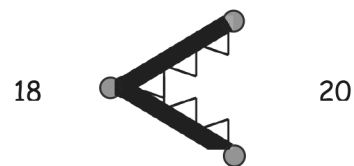
Date \_\_\_\_\_

1. Use the symbols to compare the numbers. Fill in the blank with  $<$ ,  $>$ , or  $=$  to make a true number sentence. Read the number sentences from left to right.



$$40 > 20$$

40 is greater than 20.



$$18 < 20$$

18 is less than 20.

a.	b.	c.
27 ○ 24	31 ○ 28	10 ○ 13
d.	e.	f.
13 ○ 15	31 ○ 29	38 ○ 18
g.	h.	i.
27 ○ 17	32 ○ 21	12 ○ 21

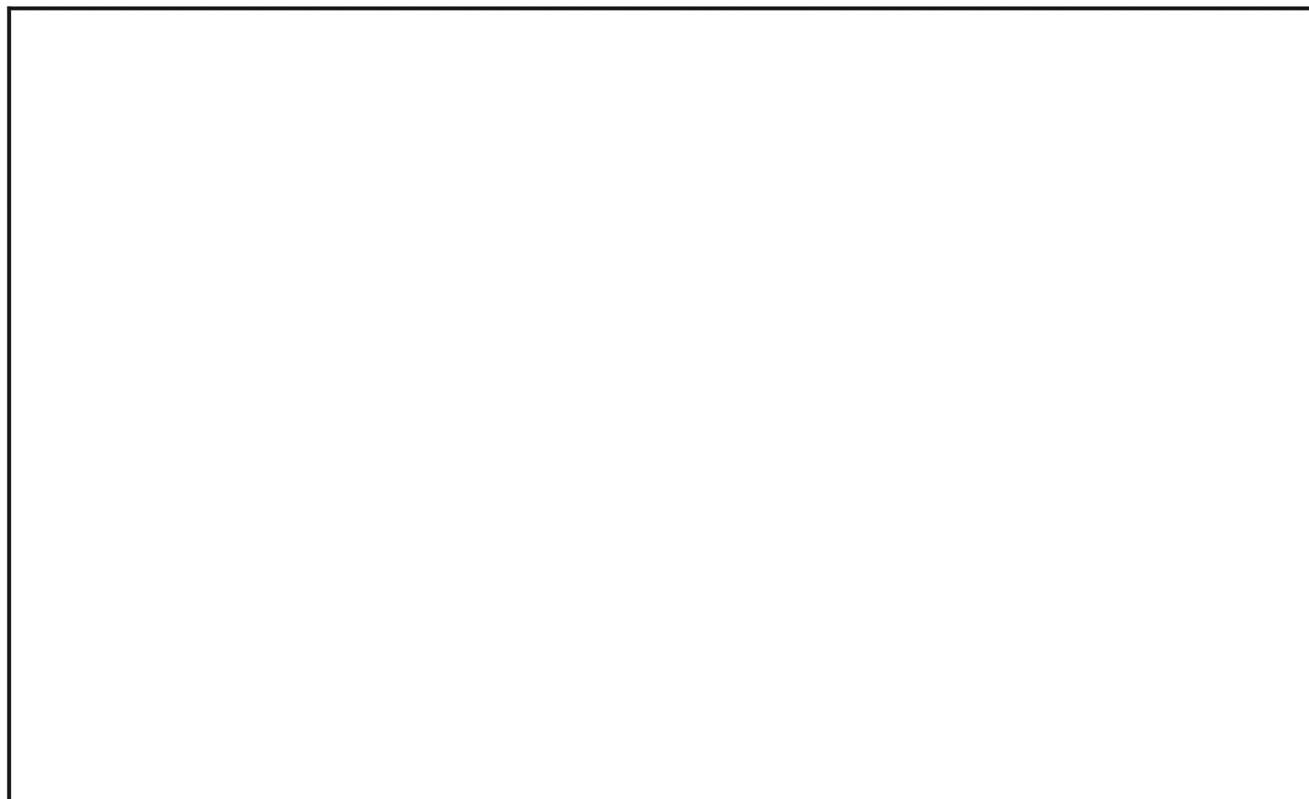
2. Circle the correct words to make the sentence true. Use  $>$ ,  $<$ , or  $=$  and numbers to write a true number sentence. The first one is done for you.

<p>a.</p> <div style="display: flex; justify-content: space-between;"> <span>36</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">is equal to</span> </div> <span>3 tens 6 ones</span> </div> <div style="text-align: center; margin-top: 10px;"> <u>36</u>    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">=</span>    <u>36</u> </div>	<p>b.</p> <div style="display: flex; justify-content: space-between;"> <span>1 ten 4 ones</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than              is equal to           </div> <span>17</span> </div> <div style="text-align: center; margin-top: 10px;">       _____    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">○</span>    _____     </div>
<p>c.</p> <div style="display: flex; justify-content: space-between;"> <span>2 tens 4 ones</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than              is equal to           </div> <span>34</span> </div> <div style="text-align: center; margin-top: 10px;">       _____    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">○</span>    _____     </div>	<p>d.</p> <div style="display: flex; justify-content: space-between;"> <span>20</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than              is equal to           </div> <span>2 tens 0 ones</span> </div> <div style="text-align: center; margin-top: 10px;">       _____    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">○</span>    _____     </div>
<p>e.</p> <div style="display: flex; justify-content: space-between;"> <span>31</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than              is equal to           </div> <span>13</span> </div> <div style="text-align: center; margin-top: 10px;">       _____    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">○</span>    _____     </div>	<p>f.</p> <div style="display: flex; justify-content: space-between;"> <span>12</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than              is equal to           </div> <span>21</span> </div> <div style="text-align: center; margin-top: 10px;">       _____    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">○</span>    _____     </div>
<p>g.</p> <div style="display: flex; justify-content: space-between;"> <span>17</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than              is equal to           </div> <span>3 ones 1 ten</span> </div> <div style="text-align: center; margin-top: 10px;">       _____    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">○</span>    _____     </div>	<p>h.</p> <div style="display: flex; justify-content: space-between;"> <span>30</span> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than              is less than              is equal to           </div> <span>0 tens 30 ones</span> </div> <div style="text-align: center; margin-top: 10px;">       _____    <span style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 5px;">○</span>    _____     </div>

## Read

Sharon has 3 dimes and 1 penny. Mia has 1 dime and 3 pennies. Whose amount of money has a greater value?

## Draw



## Write

---

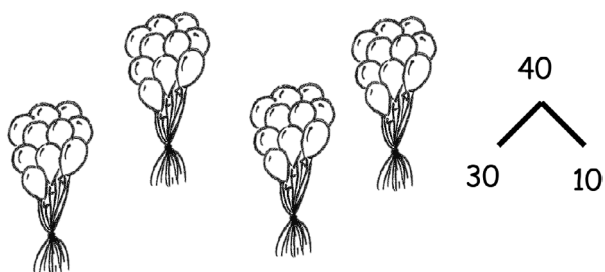
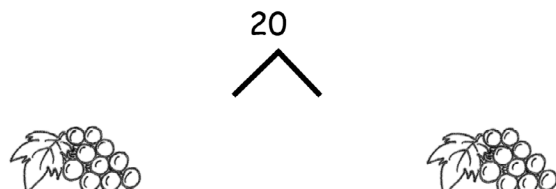
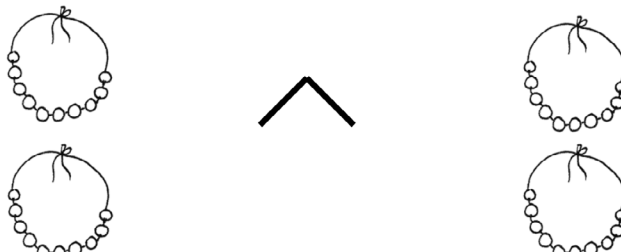
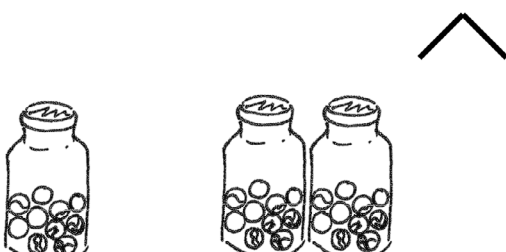
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Name \_\_\_\_\_

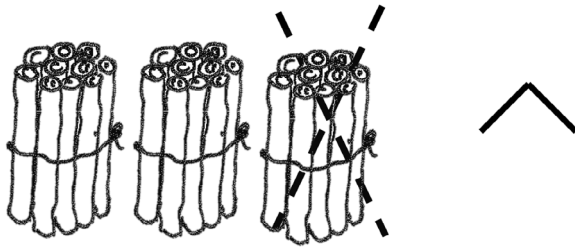
Date \_\_\_\_\_

Complete the number bonds and number sentences to match the picture. The first one is done for you.

<p>1.</p>  <p><b>3 tens + 1 ten = 4 tens</b> <b>30 + 10 = 40</b></p>	<p>2.</p>  <p>_____ ten + _____ ten = _____ tens</p> <p>_____</p>
<p>3.</p>  <p>_____ tens = _____ tens + _____ tens</p> <p>_____</p>	<p>4.</p>  <p>_____ tens = _____ tens + _____ ten</p> <p>_____</p>



5.



\_\_\_ tens - \_\_\_ ten = \_\_\_ tens

\_\_\_\_\_

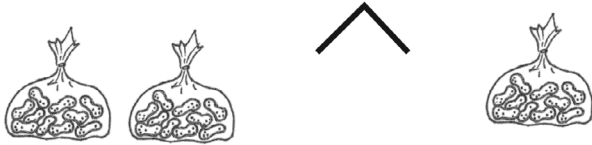
6.



\_\_\_ tens - \_\_\_ tens = \_\_\_ tens

\_\_\_\_\_

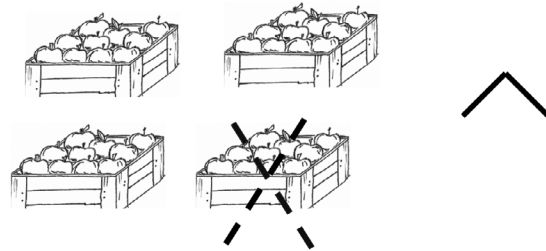
7.



\_\_\_ tens + \_\_\_ ten = \_\_\_ tens

\_\_\_\_\_

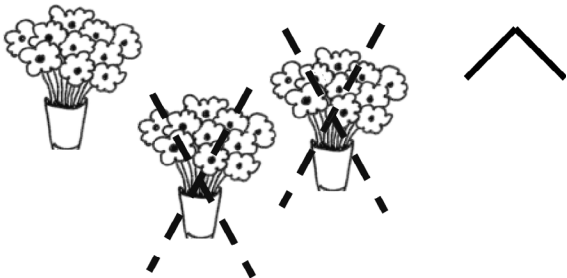
8.



\_\_\_ tens - \_\_\_ ten = \_\_\_ tens

+ \_\_\_\_\_

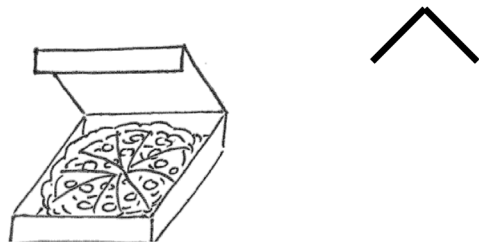
9.



\_\_\_ tens - \_\_\_ tens = \_\_\_ ten

\_\_\_\_\_

10.



\_\_\_ ten - \_\_\_ tens = \_\_\_ ten

\_\_\_\_\_

11. Fill in the missing numbers. Match the related addition and subtraction facts.

a.  $4 \text{ tens} - 2 \text{ tens} = \underline{\hspace{2cm}}$        $2 \text{ tens} + 1 \text{ ten} = 3 \text{ tens}$

b.  $40 - 30 = \underline{\hspace{2cm}}$        $30 + 10 = 40$

c.  $30 - 20 = \underline{\hspace{2cm}}$        $20 + 20 = 40$

12. Fill in the missing numbers.

a.  $20 + 20 = \underline{\hspace{2cm}}$

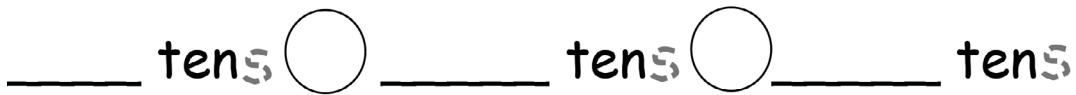
b.  $30 - 20 = \underline{\hspace{2cm}}$

c.  $10 + \underline{\hspace{2cm}} = 40$

d.  $20 - \underline{\hspace{2cm}} = 0$

e.  $40 - \underline{\hspace{2cm}} = 10$

f.  $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 30$




\_\_\_\_\_

number bond/number sentence set

## Read

Thomas has a box of paper clips. He used 10 of them to measure the length of his big book. There are 20 paper clips still in the box. Use the arrow way to show how many paper clips were in the box at first.

## Draw



## Write

---


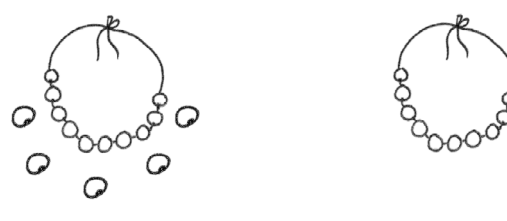
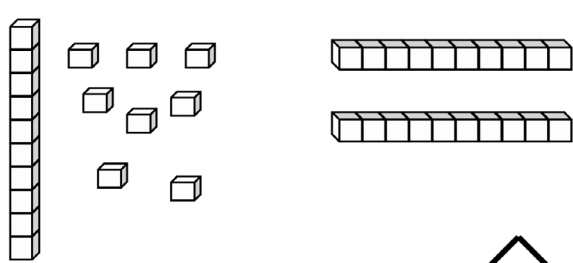
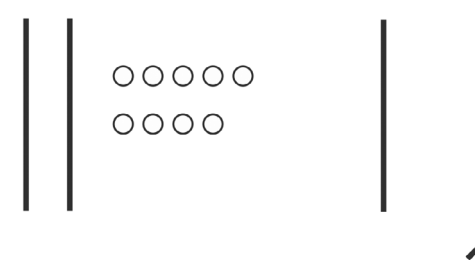
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Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the missing numbers to match the picture. Write the matching number bond.

<p>1. </p> <p style="text-align: center;"> <math>32</math>  <math>\swarrow \quad \searrow</math>  <math>12 \quad 20</math> </p> <p><math>12 + 20 = \underline{\hspace{2cm}}</math></p>	<p>2. </p> <p style="text-align: center;"> <math>\swarrow \quad \searrow</math> </p> <p><math>15 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}</math></p>
<p>3. </p> <p style="text-align: center;"> <math>\swarrow \quad \searrow</math> </p> <p><math>\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}</math></p>	<p>4. </p> <p style="text-align: center;"> <math>\swarrow \quad \searrow</math> </p> <p><math>\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}</math></p>





Draw using quick tens and ones. Complete the number bond, and write the sum in the place value chart and the number sentence.

<p>5. <math>19 + 10 = \underline{\hspace{2cm}}</math></p> <p style="text-align: center;"> <math>\swarrow \quad \searrow</math> </p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	tens	ones			<p>6. <math>20 + 14 = \underline{\hspace{2cm}}</math></p> <p style="text-align: center;"> <math>\swarrow \quad \searrow</math> </p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	tens	ones		
tens	ones								
tens	ones								

Use arrow notation to solve.

<p>7.</p> <div style="display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em; margin-right: 10px;">13</span> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">+10</div> <div style="font-size: 2em; margin-right: 10px;">→</div> <div style="border-bottom: 1px solid black; width: 50px; margin-left: 10px;"></div> </div>	<p>8.</p> <div style="display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em; margin-right: 10px;">19</span> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">+</div> <div style="font-size: 2em; margin-right: 10px;">→</div> <span style="font-size: 2em; margin-left: 10px;">39</span> </div>
<p>9.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border-bottom: 1px solid black; width: 50px; margin-right: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">+10</div> <div style="font-size: 2em; margin-right: 10px;">→</div> <span style="font-size: 2em; margin-left: 10px;">26</span> </div>	<p>10.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border-bottom: 1px solid black; width: 50px; margin-right: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">+20</div> <div style="font-size: 2em; margin-right: 10px;">→</div> <span style="font-size: 2em; margin-left: 10px;">38</span> </div>

Use the dimes and pennies to complete the place value charts and the number sentences.

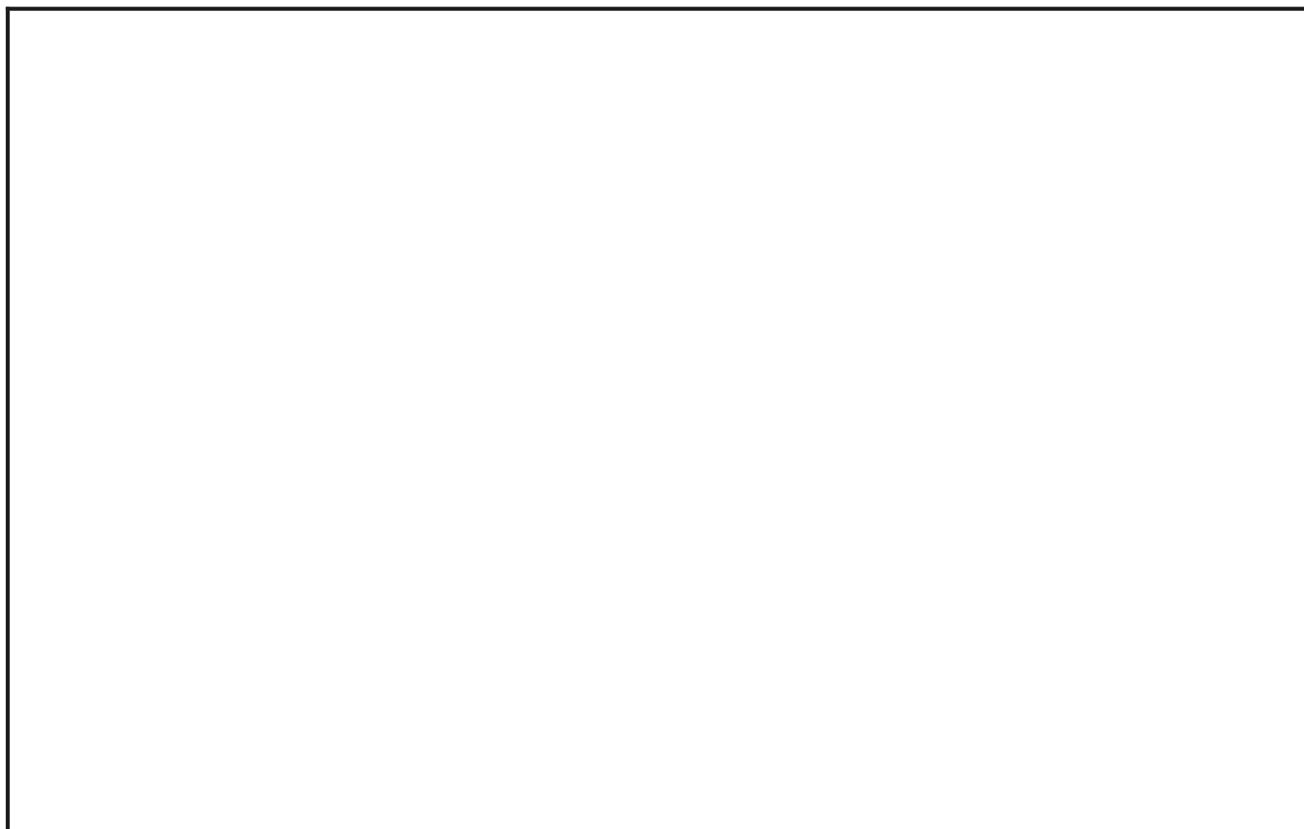
<p>11.</p> <div style="text-align: center; margin-bottom: 20px;">  </div> <div style="display: flex; align-items: center; justify-content: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><th style="padding: 5px;">tens</th><th style="padding: 5px;">ones</th></tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </table> <span style="font-size: 2em; margin: 0 10px;">+</span> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><th style="padding: 5px;">tens</th><th style="padding: 5px;">ones</th></tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </table> <span style="font-size: 2em; margin: 0 10px;">=</span> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><th style="padding: 5px;">tens</th><th style="padding: 5px;">ones</th></tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </table> </div>	tens	ones			tens	ones			tens	ones			<div style="text-align: center; margin-bottom: 20px;">  </div> <div style="display: flex; align-items: center; justify-content: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><th style="padding: 5px;">tens</th><th style="padding: 5px;">ones</th></tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </table> <span style="font-size: 2em; margin: 0 10px;">+</span> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><th style="padding: 5px;">tens</th><th style="padding: 5px;">ones</th></tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </table> <span style="font-size: 2em; margin: 0 10px;">=</span> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><th style="padding: 5px;">tens</th><th style="padding: 5px;">ones</th></tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </table> </div>	tens	ones			tens	ones			tens	ones		
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Use linking cubes as you read, draw, and write (RDW) to solve the problems.

## Read

- Emi had a linking cube train with 4 blue cubes and 2 red cubes. How many cubes were in her train?
- Emi made another train with 6 yellow cubes and some green cubes. The train was made of 9 linking cubes. How many green cubes did she use?
- Emi wants to make her train of 9 linking cubes into a train of 15 cubes. How many cubes does Emi need?

## Draw





## Write

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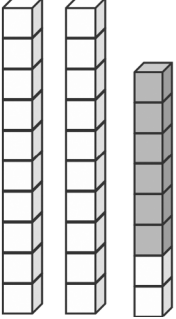
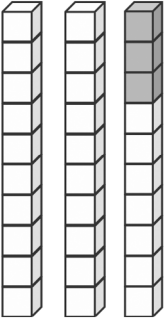


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Name \_\_\_\_\_


Date \_\_\_\_\_

Use the pictures to complete the place value chart and number sentence. For Problems 5 and 6, make a quick ten drawing to help you solve.

<p>1.</p>  <div style="margin-left: 200px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;"><math>22 + 6 = \underline{\quad}</math></p>	tens	ones			<p>2.</p>  <div style="margin-left: 200px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;"><math>\underline{\quad} + 3 = \underline{\quad}</math></p>	tens	ones		
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<p>3.</p>  <div style="margin-left: 200px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;"><math>12 + \underline{\quad} = \underline{\quad}</math></p>	tens	ones			<p>4.</p>  <div style="margin-left: 200px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;"><math>\underline{\quad} + \underline{\quad} = \underline{\quad}</math></p>	tens	ones		
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<p>5.</p> <div style="margin-left: 200px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;"><math>24 + 6 = \underline{\quad}</math></p>	tens	ones			<p>6.</p> <div style="margin-left: 200px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;"><math>24 + 3 = \underline{\quad}</math></p>	tens	ones		
tens	ones								
tens	ones								

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

7.

$$21 + 9 = \underline{\quad}$$


tens	ones



8.

$$21 + 7 = \underline{\quad}$$

tens	ones

9.

$$13 + 7 = \underline{\quad}$$

tens	ones

10.

$$26 + 4 = \underline{\quad}$$

tens	ones

11.

$$32 + 3 = \underline{\quad}$$

tens	ones

12.

$$38 + 2 = \underline{\quad}$$

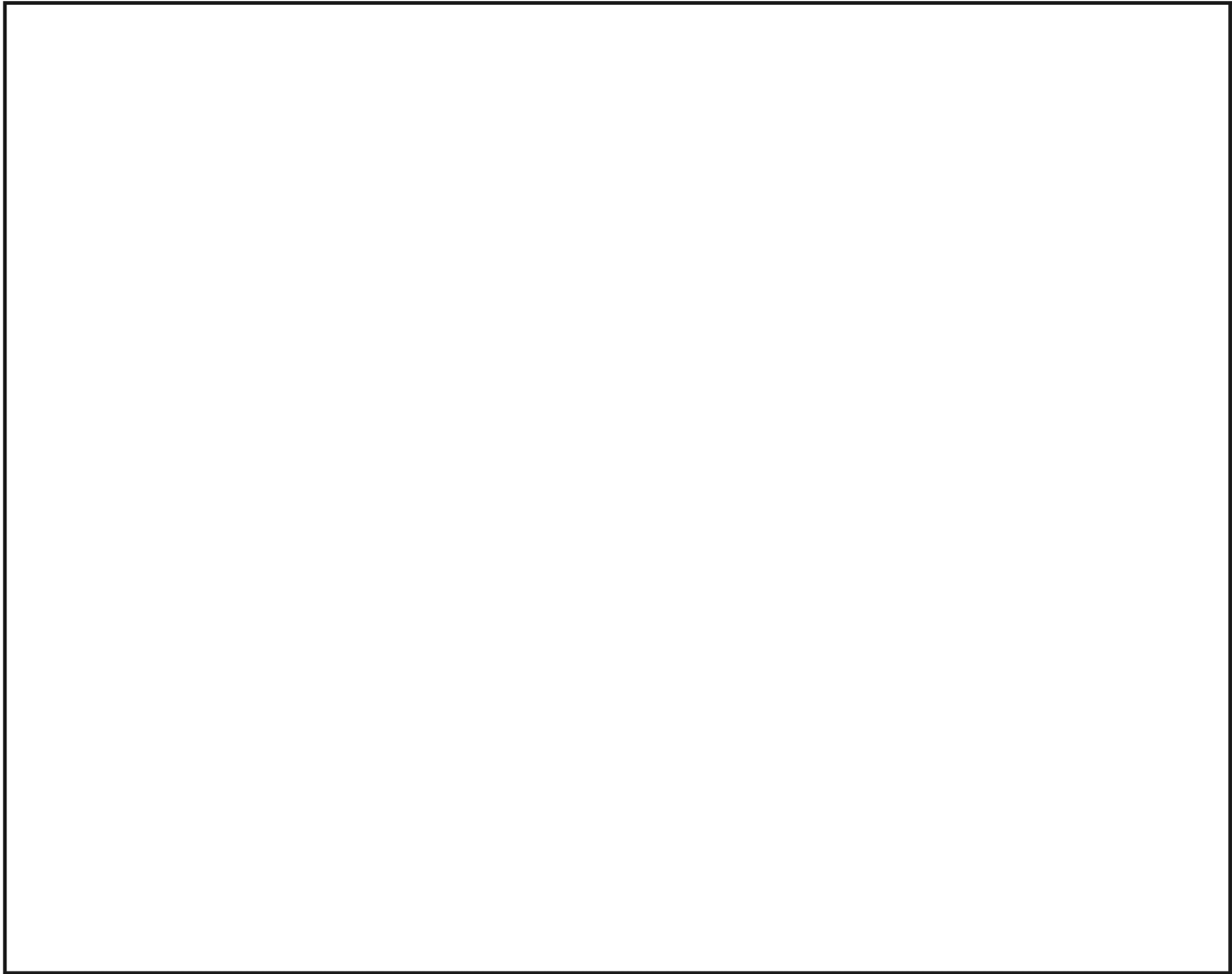
tens	ones

Use linking cubes and the RDW process to solve one or more of the problems.

## Read

- Emi had a linking cube train of 7 cubes. She added 4 cubes to the train. How many cubes are in her linking cube train?
- Emi made another train of linking cubes. She started with 7 cubes and added some more cubes until her train was 9 cubes long. How many cubes did Emi add?
- Emi made one more train of linking cubes. It was made of 8 linking cubes. She took some cubes off, and then her train was 4 linking cubes long. How many cubes did Emi take off?

## Draw



## Write

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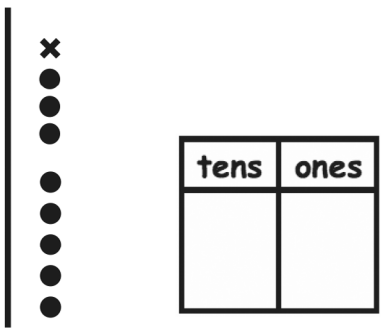
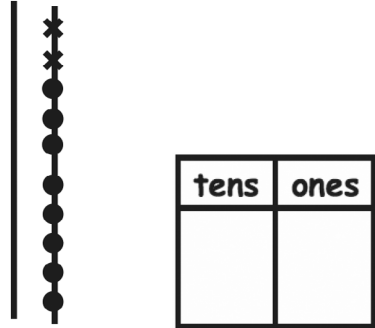
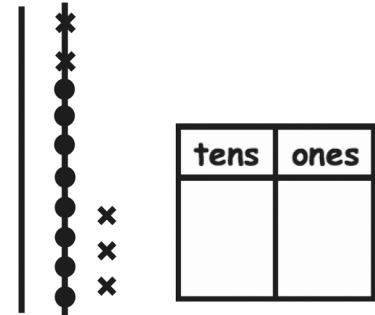


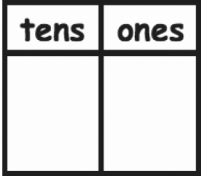
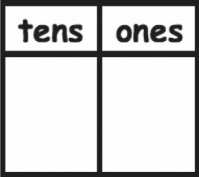


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Name \_\_\_\_\_

Date \_\_\_\_\_

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

<p>1. <math>18 + 1 = \underline{\quad}</math></p> 	<p>2. <math>18 + 2 = \underline{\quad}</math></p> 	<p>3. <math>18 + 5 = \underline{\quad}</math></p> 
<p>4. <math>29 + 1 = \underline{\quad}</math></p> 	<p>5. <math>29 + 3 = \underline{\quad}</math></p> 	<p>6. <math>29 + 6 = \underline{\quad}</math></p> 
<p>7. <math>16 + 4 = \underline{\quad}</math></p> 	<p>8. <math>16 + 6 = \underline{\quad}</math></p> 	<p>9. <math>26 + 6 = \underline{\quad}</math></p> 

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

10.

$17 + 2 = \underline{\quad}$

tens	ones

11.

$17 + 5 = \underline{\quad}$

tens	ones

12.

$25 + 4 = \underline{\quad}$

tens	ones

13.

$25 + 6 = \underline{\quad}$

tens	ones

14.

$34 + 4 = \underline{\quad}$

tens	ones

15.

$34 + 8 = \underline{\quad}$

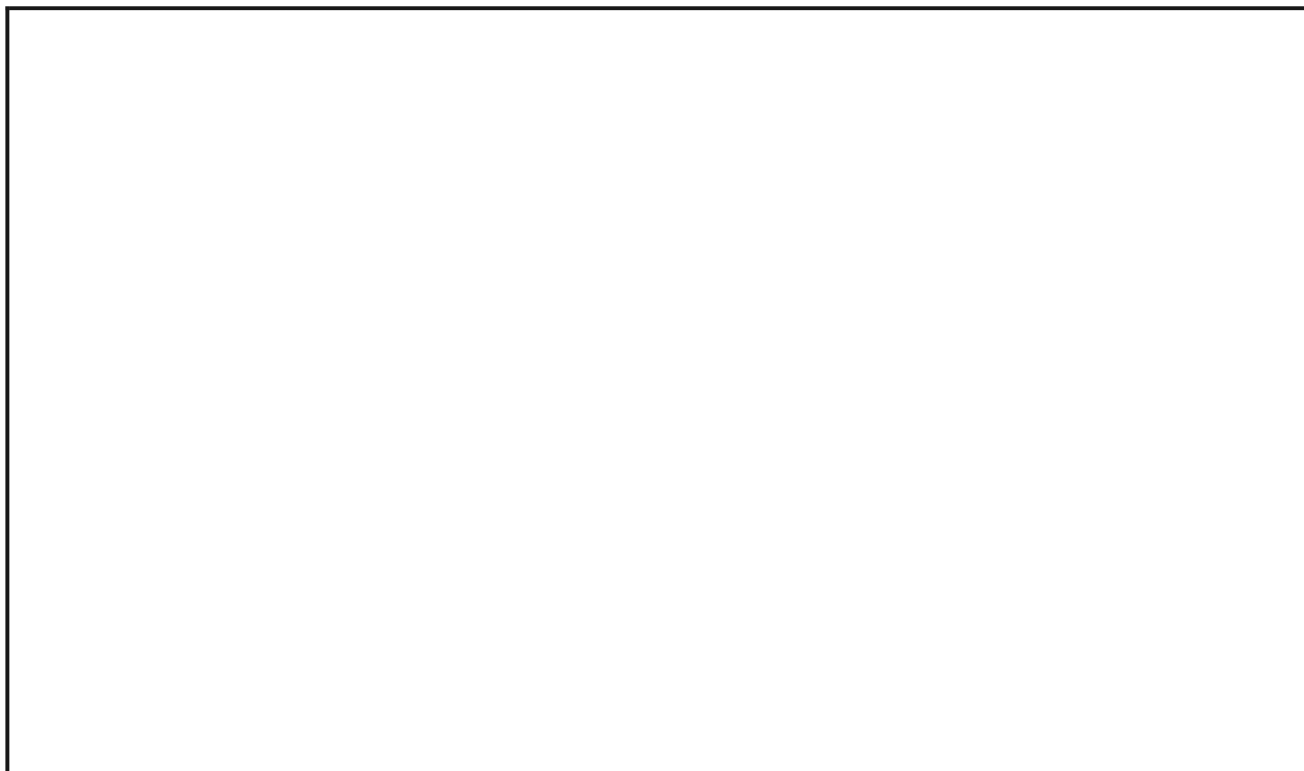
tens	ones

Use the RDW process to solve one or more of the problems.

## Read

- Emi had a linking cube train of 6 cubes. She added 3 cubes to the train. How many cubes are in her linking cube train?
- Emi made another train of linking cubes. She started with 7 cubes and added some more cubes until her train was 12 cubes long. How many cubes did Emi add?
- Emi made one more train of linking cubes. It was made of 12 linking cubes. She took some cubes off, and then her train became 4 linking cubes long. How many cubes did Emi take off?

## Draw





## Write

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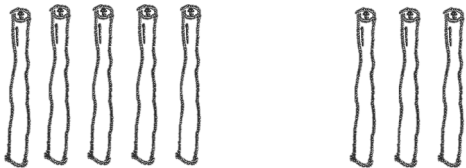
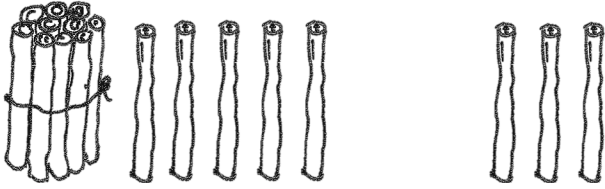
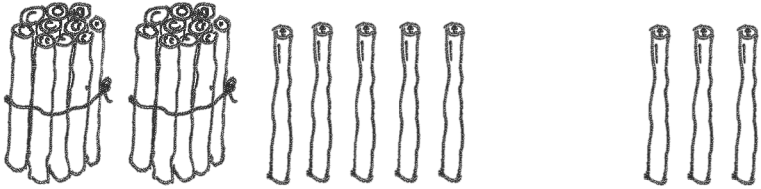
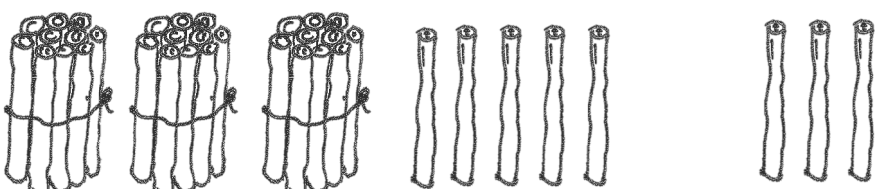



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Name \_\_\_\_\_

Date \_\_\_\_\_

Solve the problems.

1.		$5 + 3 = \underline{\quad}$
2.		$15 + 3 = \underline{\quad}$
3.		$25 + 3 = \underline{\quad}$
4.		$35 + 3 = \underline{\quad}$
5.		$8 + 4 = \underline{\quad}$
6.		$18 + 4 = \underline{\quad}$
7.		$28 + 4 = \underline{\quad}$

8. Solve the problems.

a. $6 + 2 = \underline{\quad}$	b. $16 + 2 = \underline{\quad}$	c. $26 + 2 = \underline{\quad}$	d. $36 + 2 = \underline{\quad}$
e. $6 + 4 = \underline{\quad}$	f. $16 + 4 = \underline{\quad}$	g. $26 + 4 = \underline{\quad}$	h. $36 + 4 = \underline{\quad}$
i. $9 + 2 = \underline{\quad}$	j. $19 + 2 = \underline{\quad}$	k. $29 + 2 = \underline{\quad}$	
l. $8 + 6 = \underline{\quad}$	m. $18 + 6 = \underline{\quad}$	n. $28 + 6 = \underline{\quad}$	

Solve the problems. Show the 1-digit addition sentence that helped you solve.

9.  $23 + 6 = \underline{\quad}$  \_\_\_\_\_

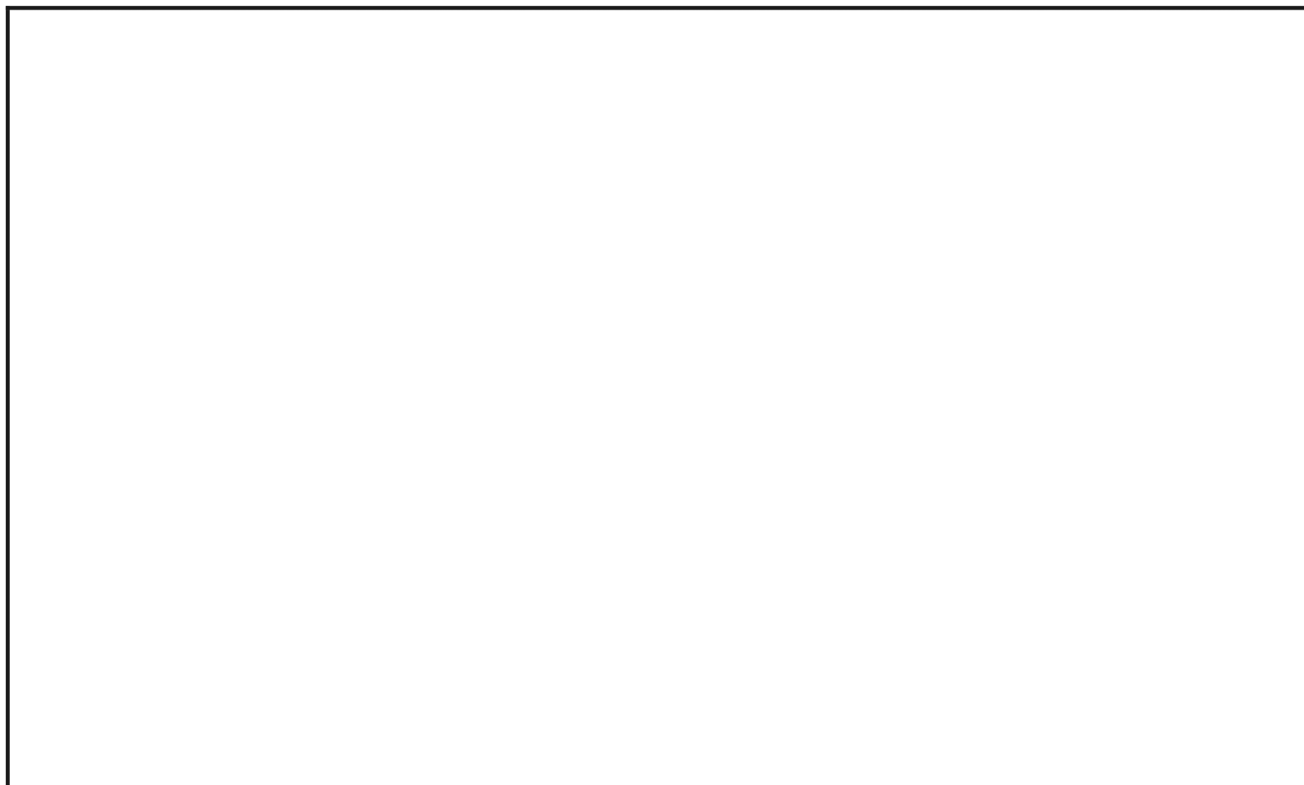
10.  $27 + 6 = \underline{\quad}$  \_\_\_\_\_

Use the RDW process to solve one or more of the problems without using linking cubes.

## Read

- Emi had a linking cube train with 14 blue cubes and 2 red cubes. How many cubes were in her train?
- Emi made another train with 16 yellow cubes and some green cubes. The train was made of 19 linking cubes. How many green cubes did she use?
- Emi wants to make her train of 8 linking cubes into a train of 17 cubes. How many cubes does Emi need?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

Draw quick tens and ones to help you solve the addition problems.

1. $16 + 3 =$ _____	2. $17 + 3 =$ _____
3. $18 + 20 =$ _____	4. $31 + 8 =$ _____
5. $3 + 14 =$ _____	6. $6 + 30 =$ _____
7. $23 + 7 =$ _____	8. $17 + 3 =$ _____

With a partner, try more problems using quick ten drawings, number bonds, or the arrow way.

9.  $32 + 7 = \underline{\quad}$

10.  $13 + 20 = \underline{\quad}$

11.  $6 + 34 = \underline{\quad}$

12.  $4 + 36 = \underline{\quad}$

13.  $20 + 18 = \underline{\quad}$

14.  $14 + 20 = \underline{\quad}$



15. Draw dimes and pennies to help you solve the addition problems.

a.  $16 + 20 = \underline{\quad}$

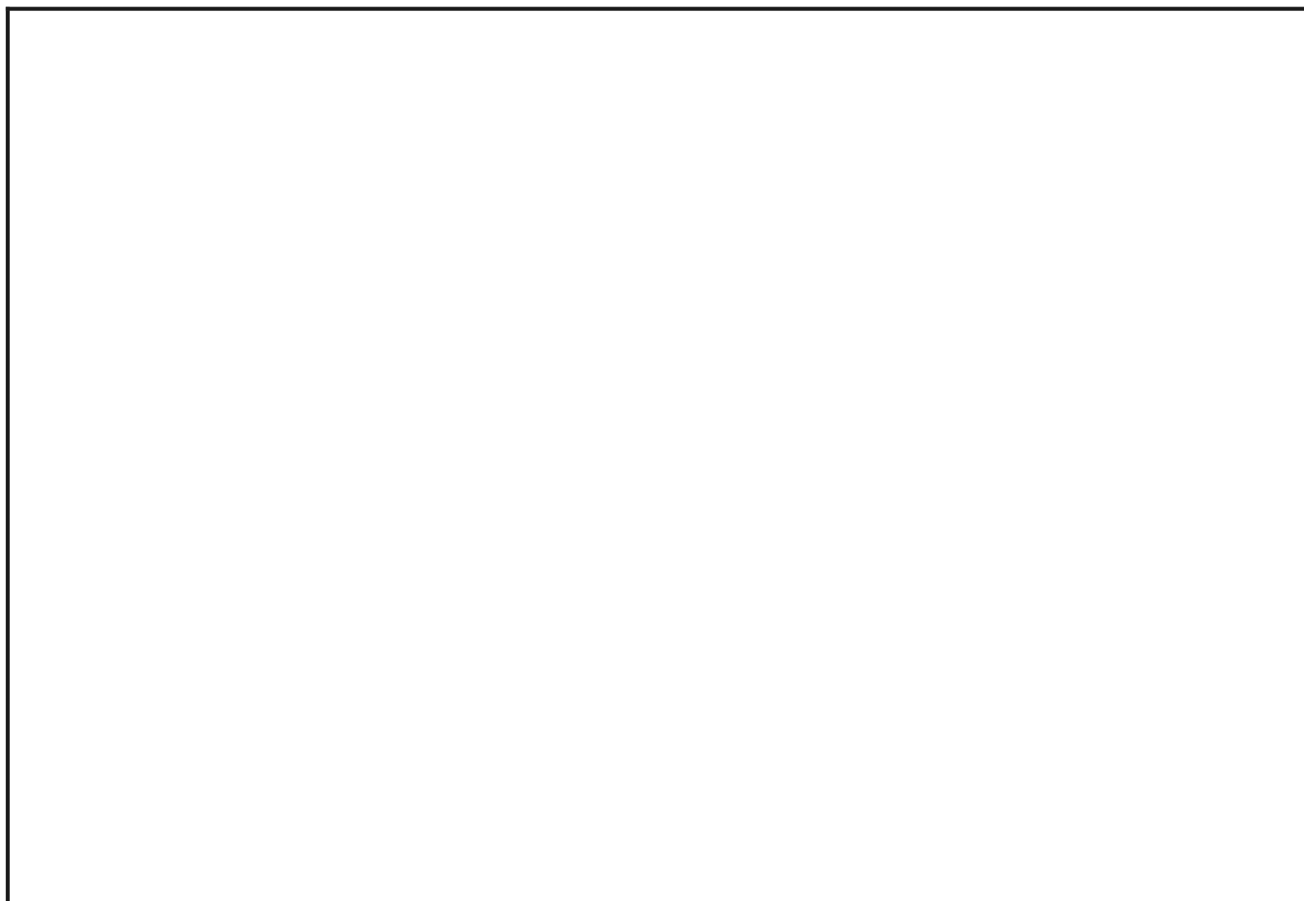
b.  $22 + 7 = \underline{\quad}$

Use the RDW process to solve one or more of the problems.

## Read

- Ben had 7 fish. He bought 4 fish at the store. How many fish does Ben have?
- Maria had 7 fish in her tank this morning. She bought some more fish, and now she has 9. How many fish did she buy?
- Anton had 8 fish. Some of the fish died, and now Anton has 4 fish. How many fish died?

## Draw





## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

Solve the problems by drawing quick tens and ones or a number bond.

1. $25 + 1 =$ _____	2. $25 + 10 =$ _____
3. $15 + 4 =$ _____	4. $15 + 20 =$ _____
5. $16 + 7 =$ _____	6. $26 + 7 =$ _____
7. $23 + 7 =$ _____	8. $33 + 7 =$ _____

9.  $16 + 20 = \underline{\quad}$

10.  $6 + 24 = \underline{\quad}$

11. Try more problems with a partner. Use your personal white board to help you solve.

a.  $4 + 26$

b.  $28 + 4$

c.  $32 + 7$

d.  $20 + 18$

e.  $9 + 23$

f.  $9 + 27$

Choose one problem you solved by drawing quick tens, and be ready to discuss.

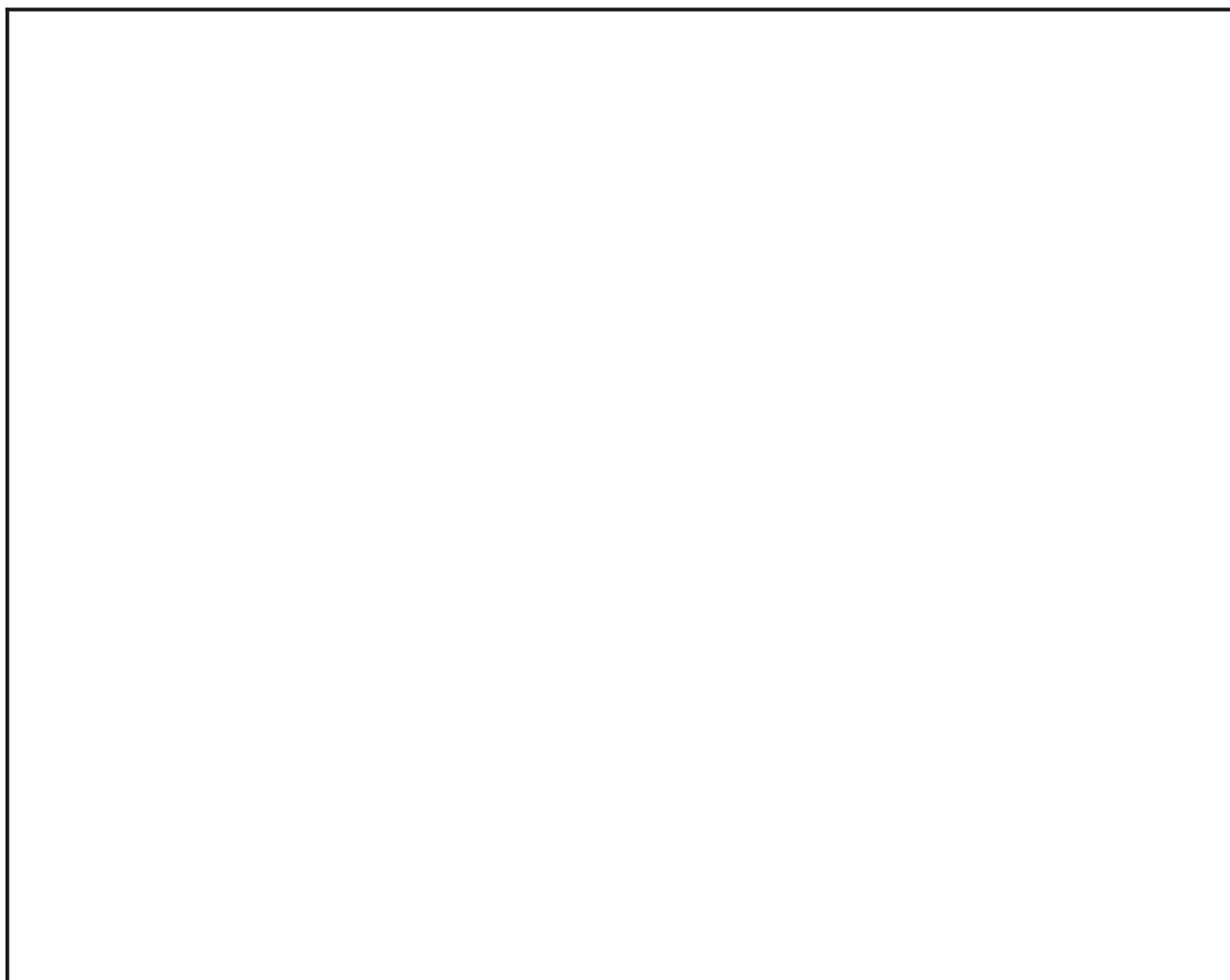
Choose one problem you solved using the number bond, and be ready to discuss.

Use the RDW process to solve one or both of the problems.

## Read

- Some ducks were in a pond. 4 baby ducks joined them. Now, there are 6 ducks in the pond. How many ducks were in the pond at first?
- Some frogs were in a pond. Three jumped out, and now there are 5 frogs in the pond. How many frogs were in the pond at first?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

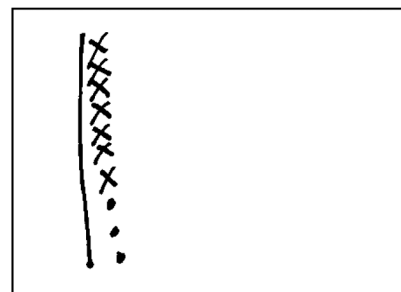
1. Each of the solutions is missing numbers or parts of the drawing. Fix each one so it is accurate and complete.

$$13 + 8 = 21$$

a.

b.

c.

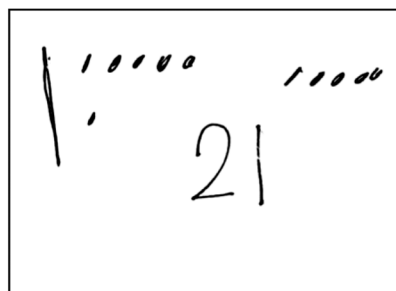


2. Circle the student work that correctly solves the addition problem.

$$16 + 5$$

a.

b.



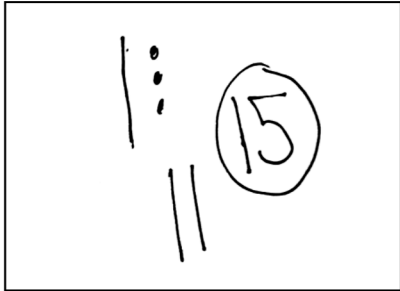
c.

- d. Fix the work that was incorrect by making new work in the space below with the matching number sentence.

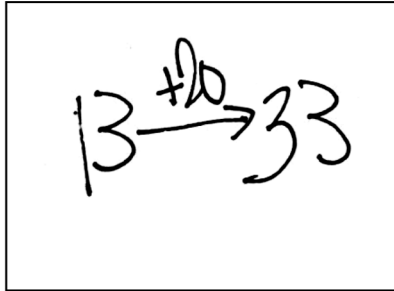
3. Circle the student work that correctly solves the addition problem.

$$13 + 20$$

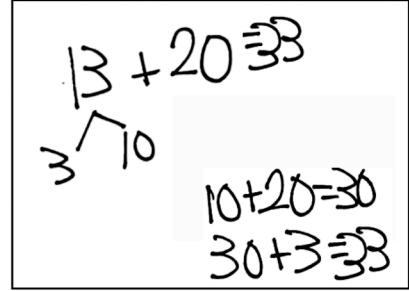
a.



b.



c.



- d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

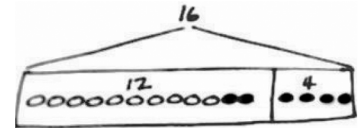
4. Solve using quick tens, the arrow way, or number bonds.

$$17 + 5 = \underline{\quad}$$

Share with your partner. Discuss why you chose to solve the way you did.

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram and label.Write a number sentence and a statement that matches the story.

- Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw \_\_\_\_\_ vegetables.

- Kiana caught 6 lizards. Her brother caught 6 snakes. How many reptiles do they have altogether?

Kiana and her brother have \_\_\_\_\_ reptiles.

- Anton's team has 12 soccer balls on the field and 3 soccer balls in the coach's bag. How many soccer balls does Anton's team have?

Anton's team has \_\_\_\_\_ soccer balls.



4. Emi had 13 friends over for dinner. 4 more friends came over for cake. How many friends came over to Emi's house?

There were \_\_\_\_\_ friends.

5. 6 adults and 12 children were swimming in the lake. How many people were swimming in the lake?

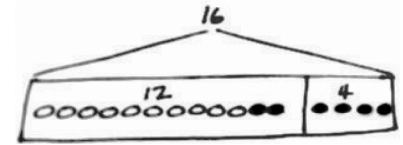
There were \_\_\_\_\_ people swimming in the lake.

6. Rose has a vase with 13 flowers. She puts 7 more flowers in the vase. How many flowers are in the vase?

There are \_\_\_\_\_ flowers in the vase.

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram and label.Write a number sentence and a statement that matches the story.

1. 9 dogs were playing at the park. Some more dogs came to the park. Then, there were 11 dogs. How many more dogs came to the park?

\_\_\_\_\_ more dogs came to the park.

2. 16 strawberries are in a basket for Peter and Julio. Peter eats 8 of them. How many are there for Julio to eat?

Julio has \_\_\_\_\_ strawberries to eat.

3. 13 children are on the roller coaster. 3 adults are on the roller coaster. How many people are on the roller coaster?

There are \_\_\_\_\_ people on the roller coaster.

4. 13 people are on the roller coaster now. 3 adults are on the roller coaster, and the rest are children. How many children are on the roller coaster?

There are \_\_\_\_\_ children on the roller coaster.

5. Ben has 6 baseball practices in the morning this month. If Ben also has 6 practices in the afternoon, how many baseball practices does Ben have?

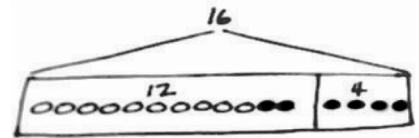
Ben has \_\_\_\_\_ baseball practices.

6. Some yellow beads were on Tamra's bracelet. After she put 14 purple beads on the bracelet, there were 18 beads. How many yellow beads did Tamra's bracelet have at first?

Tamra's bracelet had \_\_\_\_\_ yellow beads.

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram and label.Write a number sentence and a statement that matches the story.

- Rose drew 7 pictures, and Willie drew 11 pictures. How many pictures did they draw all together?

They drew \_\_\_\_\_ pictures.

- Darnel walked 7 minutes to Lee's house. Then, he walked to the park. Darnel walked for a total of 18 minutes. How many minutes did it take Darnel to get to the park?

It took Darnel \_\_\_\_\_ minutes to get to the park.

- Emi has some goldfish. Tamra has 14 betta fish. Tamra and Emi have 19 fish in all. How many goldfish does Emi have?

Emi has \_\_\_\_\_ goldfish.

4. Shanika built a block tower using 14 blocks. Then, she added 4 more blocks to the tower. How many blocks are there in the tower now?

The tower is made of \_\_\_\_\_ blocks.

5. Nikil's tower is 15 blocks tall. He added some more blocks to his tower. His tower is 18 blocks tall now. How many blocks did Nikil add?

Nikil added \_\_\_\_\_ blocks.

6. Ben and Peter caught 17 tadpoles. They gave some to Anton. They have 4 tadpoles left. How many tadpoles did they give to Anton?

They gave Anton \_\_\_\_\_ tadpoles.

Name \_\_\_\_\_

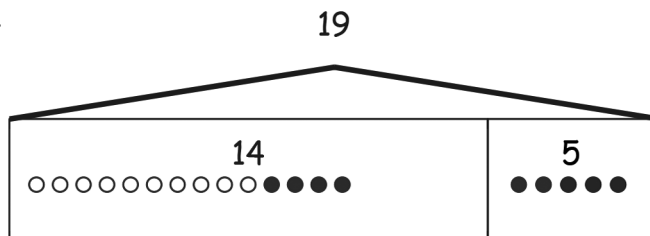
Date \_\_\_\_\_

Use the tape diagrams to write a variety of word problems. Use the word bank if needed. Remember to label your model after you write the story.

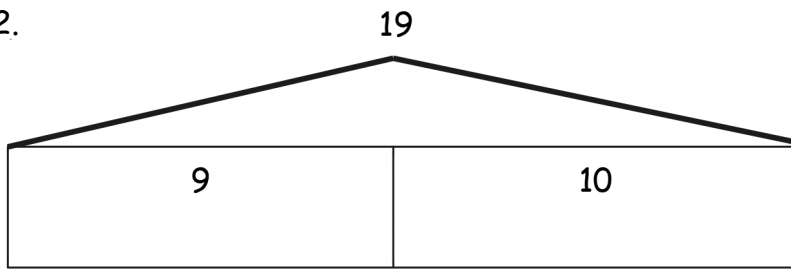
Topics (Nouns)		
flowers	goldfish	lizards
stickers	rockets	cars
frogs	crackers	marbles

Actions (Verbs)		
hide	eat	go away
give	draw	get
collect	build	play

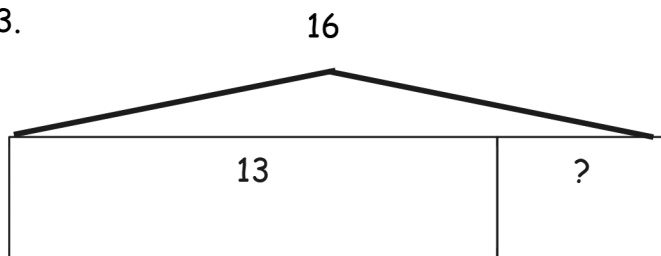
1.



2.



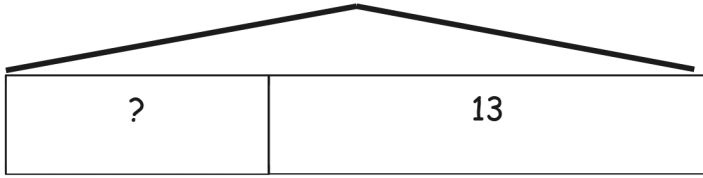
3.





4.

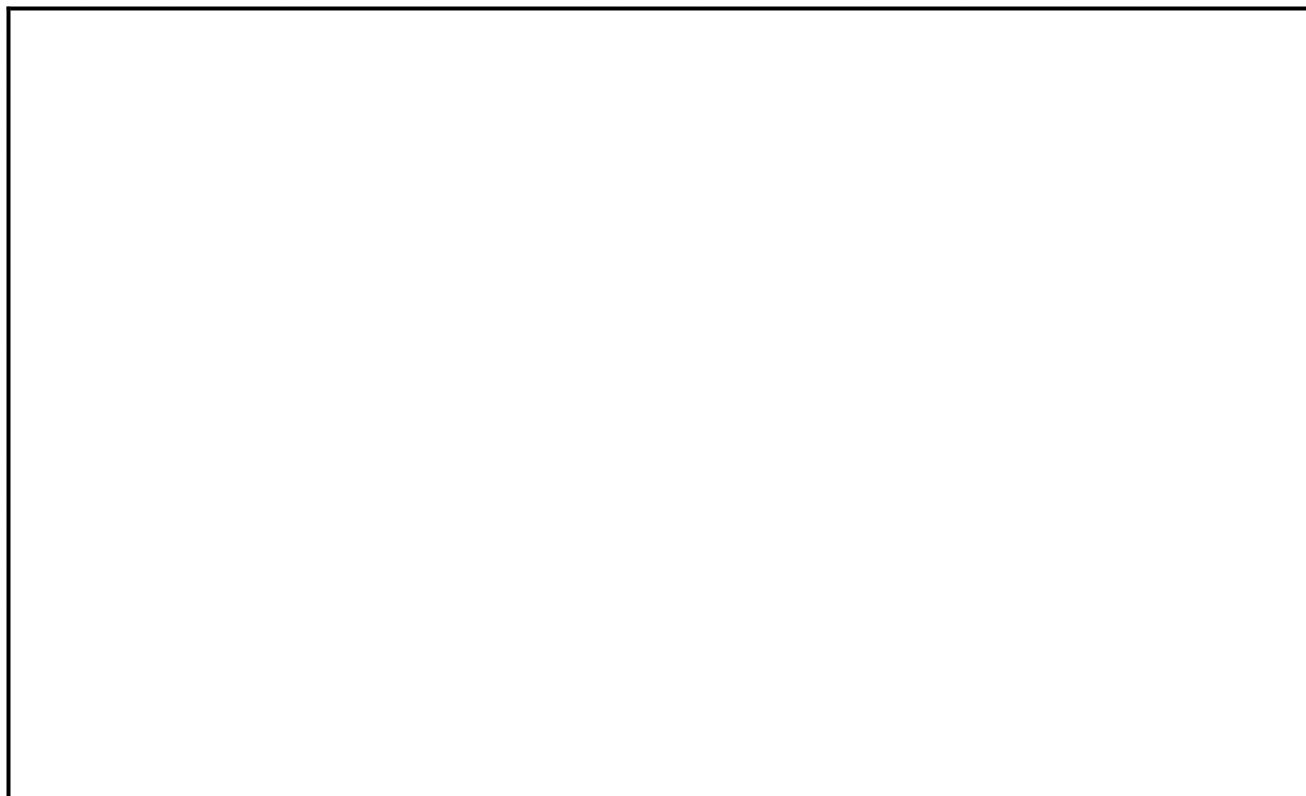
19



## Read

Kim picks up 10 loose pencils and puts them in a cup. Ben has 1 package of 10 pencils that he adds to the cup. How many pencils are now in the cup?

## Draw



## Write

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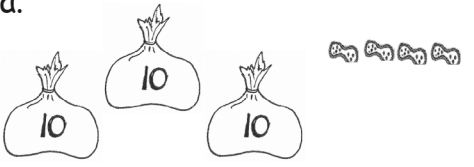
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Name \_\_\_\_\_

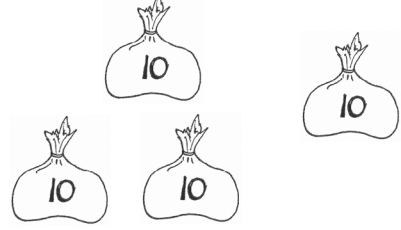
Date \_\_\_\_\_

1. Fill in the blanks, and match the pairs that show the same amount.

a.

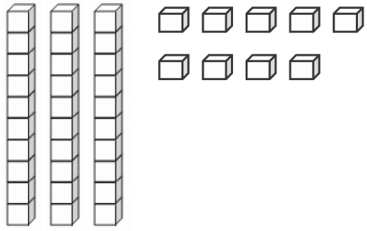


\_\_\_\_\_ tens \_\_\_\_\_ ones

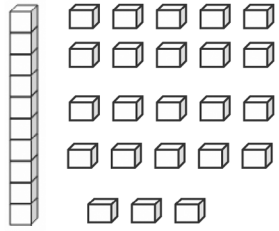


\_\_\_\_\_ tens \_\_\_\_\_ ones

b.

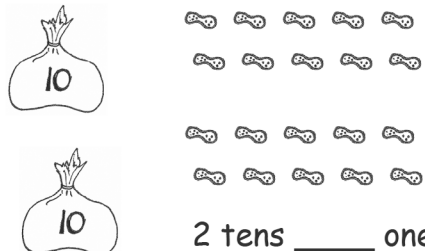


\_\_\_\_\_ tens \_\_\_\_\_ ones

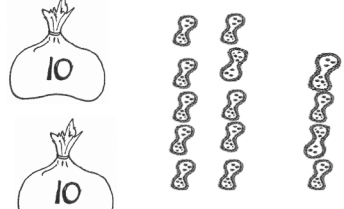


1 ten \_\_\_\_\_ ones

c.

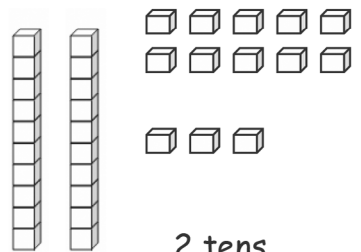


2 tens \_\_\_\_\_ ones

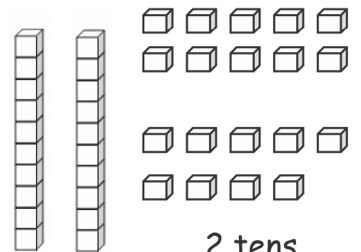


2 tens \_\_\_\_\_ ones

d.



2 tens \_\_\_\_\_ ones



2 tens \_\_\_\_\_ ones

2. Match the place value charts that show the same amount.

a.

tens	ones
2	2

tens	ones
3	6

b.

tens	ones
2	16

tens	ones
3	4

c.

tens	ones
2	14

tens	ones
1	12

3. Check each sentence that is true.

a. 27 is the same as 1 ten 17 ones.

b. 33 is the same as 2 tens 23 ones.

c. 37 is the same as 2 tens 17 ones.

d. 29 is the same as 1 ten 19 ones.

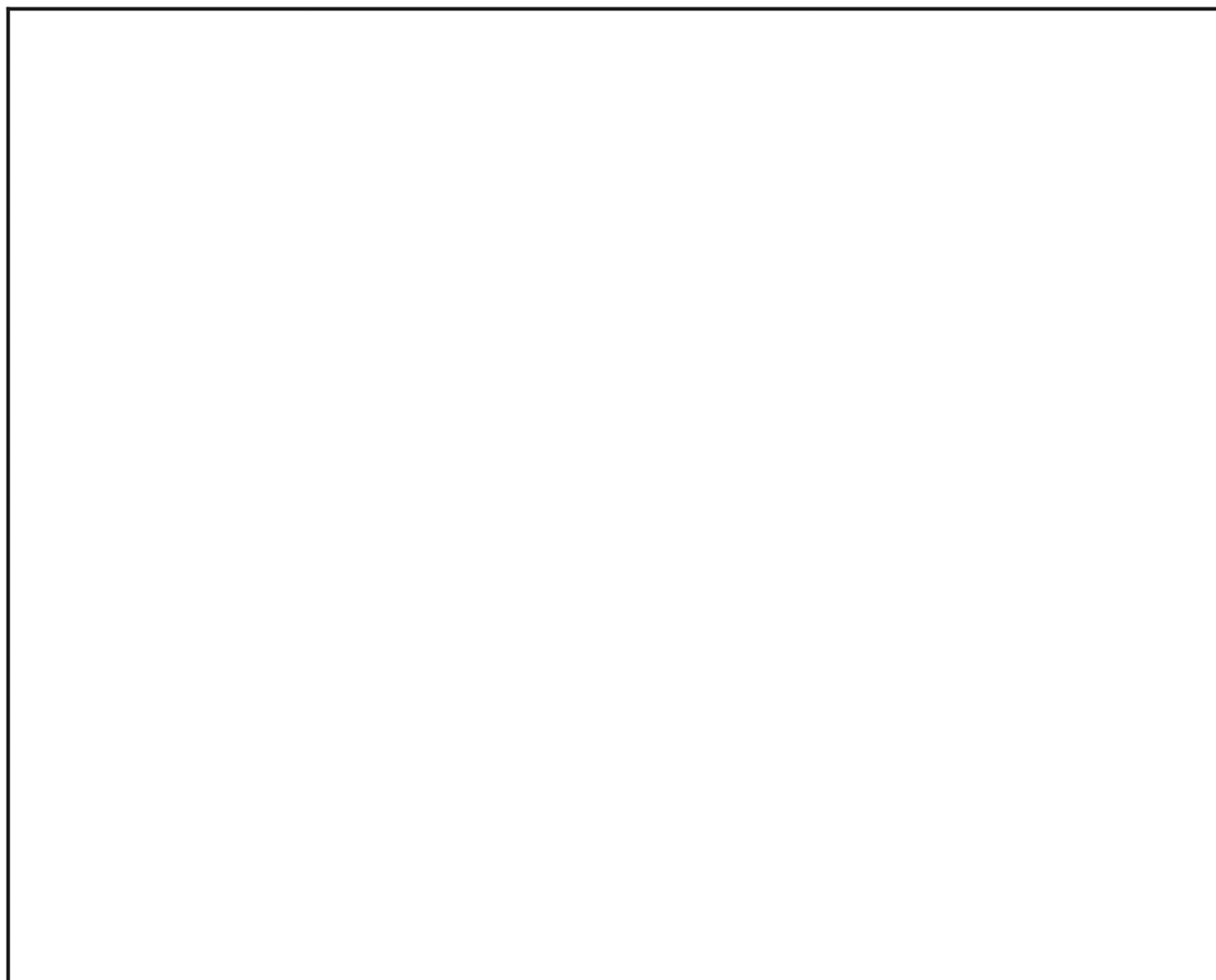
4. Lee says that 35 is the same as 2 tens 15 ones, and Maria says that 35 is the same as 1 ten 25 ones. Draw quick tens to show if either Lee or Maria is correct.

## Read

A dog hides 11 bones behind his doghouse. Later, his owner gives him 5 more bones. How many bones does the dog have now?

**Extension:** All the bones are brown or white. The same number of bones are brown as white. How many brown bones does the dog have?

## Draw



## Write

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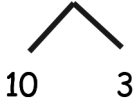
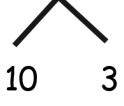
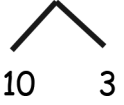
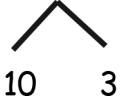
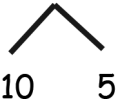

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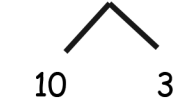
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

<p>a.</p> $14 + 13 = \underline{\quad}$  $14 + 10 = 24$ $24 + 3 = 27$	<p>b.</p> $13 + 24 = \underline{\quad}$  $24 + 10 = \underline{\quad}$ $\underline{\quad} + 3 = \underline{\quad}$
<p>c.</p> $16 + 13 = \underline{\quad}$  $16 + 10 = \underline{\quad}$ $\underline{\quad} + 3 = \underline{\quad}$	<p>d.</p> $13 + 26 = \underline{\quad}$  $26 + 10 = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$
<p>e.</p> $15 + 15 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$	<p>f.</p> $15 + 25 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$

2. Solve using number bonds or the arrow way. Part (a) has been started for you.

a. $15 + 13 = \underline{\quad}$ 	b. $14 + 23 = \underline{\quad}$
c. $16 + 14 = \underline{\quad}$	d. $14 + 26 = \underline{\quad}$
e. $21 + 17 = \underline{\quad}$	f. $17 + 23 = \underline{\quad}$
g. $21 + 18 = \underline{\quad}$	h. $18 + 12 = \underline{\quad}$



## Read

A chipmunk hides 11 acorns under a tree. Later, he gives 5 of the acorns to his friend. How many acorns does the chipmunk have?

**Extension:** A squirrel has double the number of acorns the chipmunk had to begin with. How many acorns does the squirrel have?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using number bonds. This time, add the tens first. Write the 2 number sentences to show what you did.

a. $11 + 14 = \underline{\quad}$	b. $21 + 14 = \underline{\quad}$
c. $14 + 15 = \underline{\quad}$	d. $26 + 14 = \underline{\quad}$
e. $26 + 13 = \underline{\quad}$	f. $13 + 24 = \underline{\quad}$

2. Solve using number bonds. This time, add the ones first. Write the 2 number sentences to show what you did.

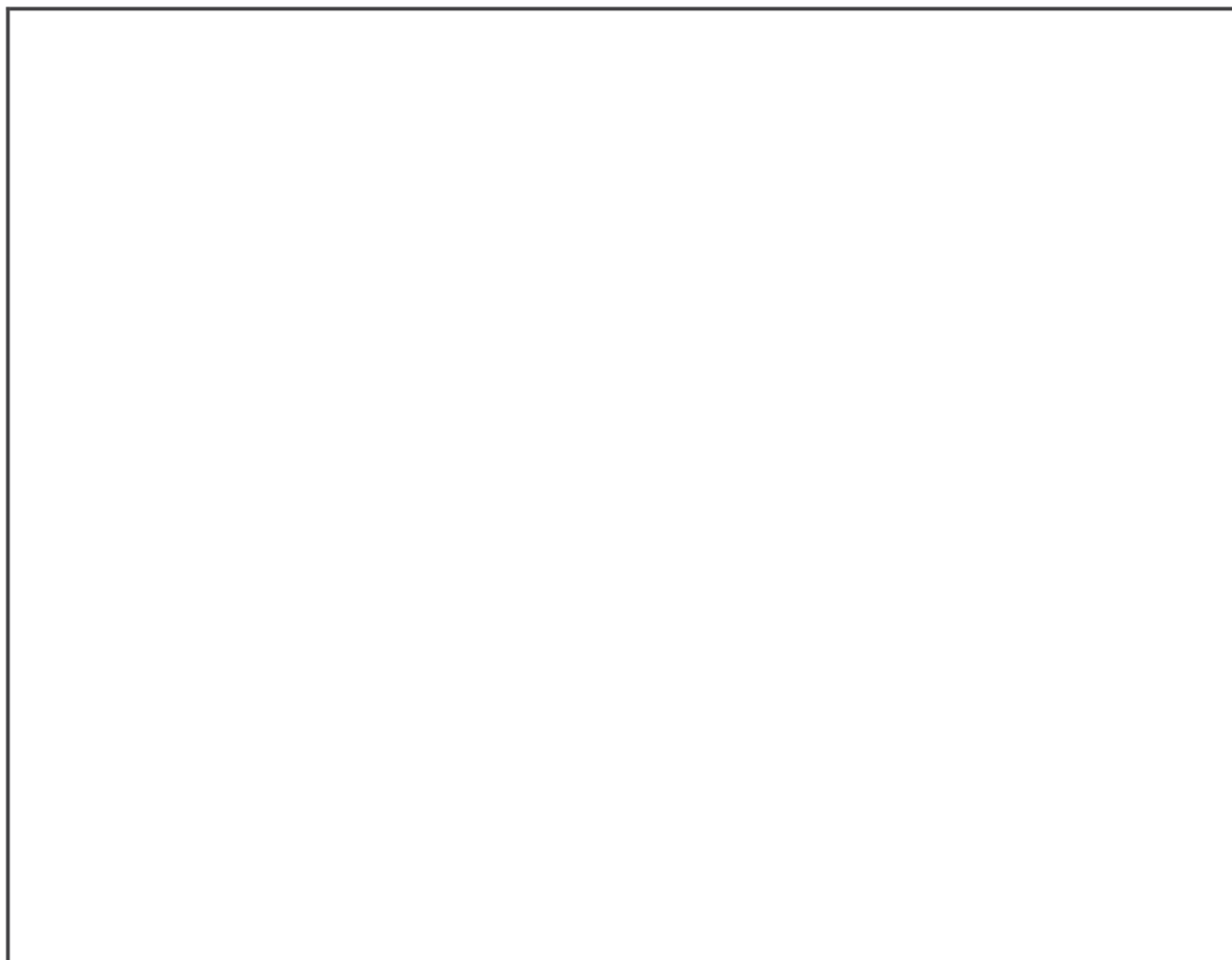
a. $29 + 11 = \underline{\quad}$	b. $17 + 13 = \underline{\quad}$
c. $14 + 16 = \underline{\quad}$	d. $26 + 13 = \underline{\quad}$
e. $28 + 11 = \underline{\quad}$	f. $12 + 27 = \underline{\quad}$
g. $18 + 12 = \underline{\quad}$	h. $22 + 18 = \underline{\quad}$

## Read

It snowed 7 days in February and the same number of days in March. How many days did it snow in those 2 months?

**Extension:** It snowed 3 days in January. How many days did it snow in all 3 months? How many more days did it snow in February than in January?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using a number bond to add ten first. Write the 2 addition sentences that helped you.

<p>a.</p> $\begin{array}{r} 18 + 14 = \underline{\quad\quad} \\ \wedge \\ 10 \quad 4 \end{array}$ $18 + 10 = 28$ $28 + 4 = 32$	<p>b.</p> $\begin{array}{r} 14 + 17 = \underline{\quad\quad} \\ \wedge \\ 10 \quad 4 \end{array}$ $17 + 10 = 27$ $27 + 4 = 31$
<p>c.</p> $\begin{array}{r} 19 + 15 = \underline{\quad\quad} \\ \wedge \\ 10 \quad 5 \end{array}$ $19 + 10 = \underline{\quad\quad}$ $\underline{\quad\quad} + 5 = \underline{\quad\quad}$	<p>d.</p> $\begin{array}{r} 18 + 15 = \underline{\quad\quad} \\ \wedge \\ 10 \quad 5 \end{array}$ $18 + 10 = \underline{\quad\quad}$ $\underline{\quad\quad} + 5 = \underline{\quad\quad}$
<p>e.</p> $\begin{array}{r} 19 + 13 = \underline{\quad\quad} \\ \wedge \\ 10 \quad 3 \end{array}$ $19 + 10 = \underline{\quad\quad}$ $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$	<p>f.</p> $\begin{array}{r} 19 + 16 = \underline{\quad\quad} \\ \wedge \\ 10 \quad 6 \end{array}$ $19 + 10 = \underline{\quad\quad}$ $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

2. Solve using a number bond to make a ten first. Write the 2 number sentences that helped you.

<p>a.</p> $19 + 14 = \underline{\quad}$ $19 + 1 = 20$ $20 + 13 = 33$	<p>b.</p> $18 + 13 = \underline{\quad}$ $18 + 2 = 20$ $20 + 11 = 31$
<p>c.</p> $18 + 14 = \underline{\quad}$ $18 + 2 = \underline{\quad}$ $20 + 12 = \underline{\quad}$	<p>d.</p> $18 + 16 = \underline{\quad}$ $18 + 2 = \underline{\quad}$ $\underline{\quad} + 14 = \underline{\quad}$
<p>e.</p> $15 + 17 = \underline{\quad}$ $\underline{\quad} + 3 = \underline{\quad}$ $\underline{\quad} + 12 = \underline{\quad}$	<p>f.</p> $17 + 18 = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$



## Read

During the winter, it snowed on 14 different days. On some of the days, we got to stay home. For 9 of the snowy days, we had to go to school. For how many days did we get to stay home?

**Extension:** How many more days did it snow when we were in school compared to when we were home?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

a. $19 + 12 = \underline{\quad}$	b. $18 + 12 = \underline{\quad}$
c. $19 + 13 = \underline{\quad}$	d. $18 + 14 = \underline{\quad}$
e. $17 + 14 = \underline{\quad}$	f. $17 + 17 = \underline{\quad}$
g. $18 + 17 = \underline{\quad}$	h. $18 + 19 = \underline{\quad}$

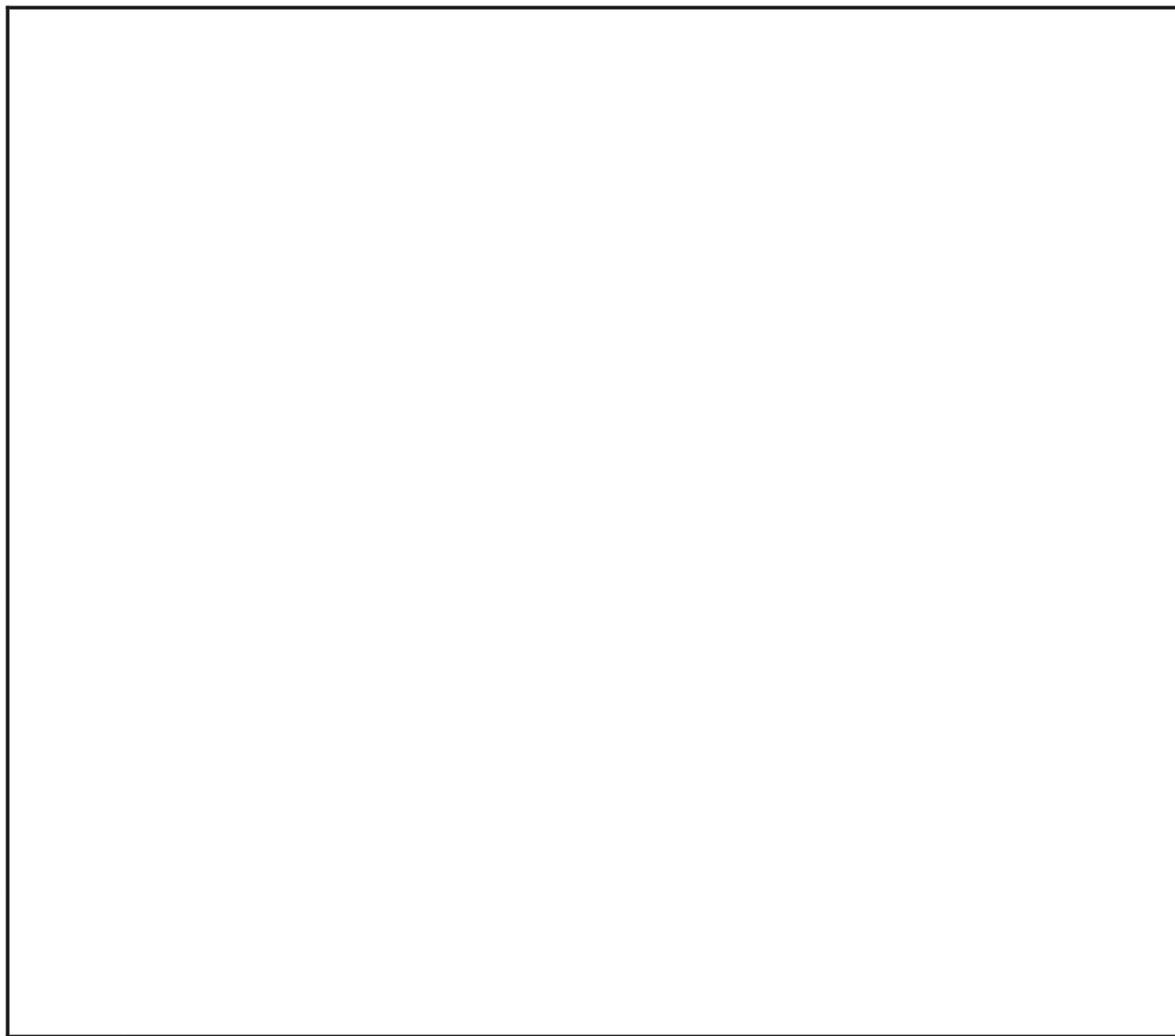
2. Solve. You may draw quick tens and some ones to help you.

a. $19 + 12 = \underline{\quad}$	b. $18 + 13 = \underline{\quad}$
c. $19 + 13 = \underline{\quad}$	d. $18 + 15 = \underline{\quad}$
e. $19 + 16 = \underline{\quad}$	f. $15 + 17 = \underline{\quad}$
g. $19 + 19 = \underline{\quad}$	h. $18 + 18 = \underline{\quad}$

## Read

Anton had some crayons in his desk. His teacher gave him 2 more. When he counted all of his crayons, he had 16 crayons. How many crayons did Anton have in his desk originally?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using quick ten drawings, number bonds, or the arrow way. Check the rectangle if you made a new ten.

a. $23 + 12 =$ _____          <input type="checkbox"/>	b. $15 + 15 =$ _____          <input type="checkbox"/>
c. $19 + 21 =$ _____          <input type="checkbox"/>	d. $17 + 12 =$ _____          <input type="checkbox"/>
e. $27 + 13 =$ _____          <input type="checkbox"/>	f. $17 + 16 =$ _____          <input type="checkbox"/>

2. Solve using quick ten drawings, number bonds, or the arrow way.

a.  $15 + 13 =$  \_\_\_\_\_

b.  $25 + 13 =$  \_\_\_\_\_

c.  $24 + 14 =$  \_\_\_\_\_

d.  $25 + 15 =$  \_\_\_\_\_

e.  $18 + 14 =$  \_\_\_\_\_

f.  $18 + 18 =$  \_\_\_\_\_

g.  $24 + 16 =$  \_\_\_\_\_

h.  $17 + 18 =$  \_\_\_\_\_



## Read

Kiana's friend gave her 3 more stickers. Now, Kiana has 16 stickers. How many stickers did Kiana already have?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using quick ten drawings, number bonds, or the arrow way.

a. $13 + 12 = \underline{\quad}$	b. $23 + 12 = \underline{\quad}$
c. $13 + 16 = \underline{\quad}$	d. $23 + 16 = \underline{\quad}$
e. $13 + 27 = \underline{\quad}$	f. $17 + 16 = \underline{\quad}$
g. $14 + 18 = \underline{\quad}$	h. $18 + 17 = \underline{\quad}$

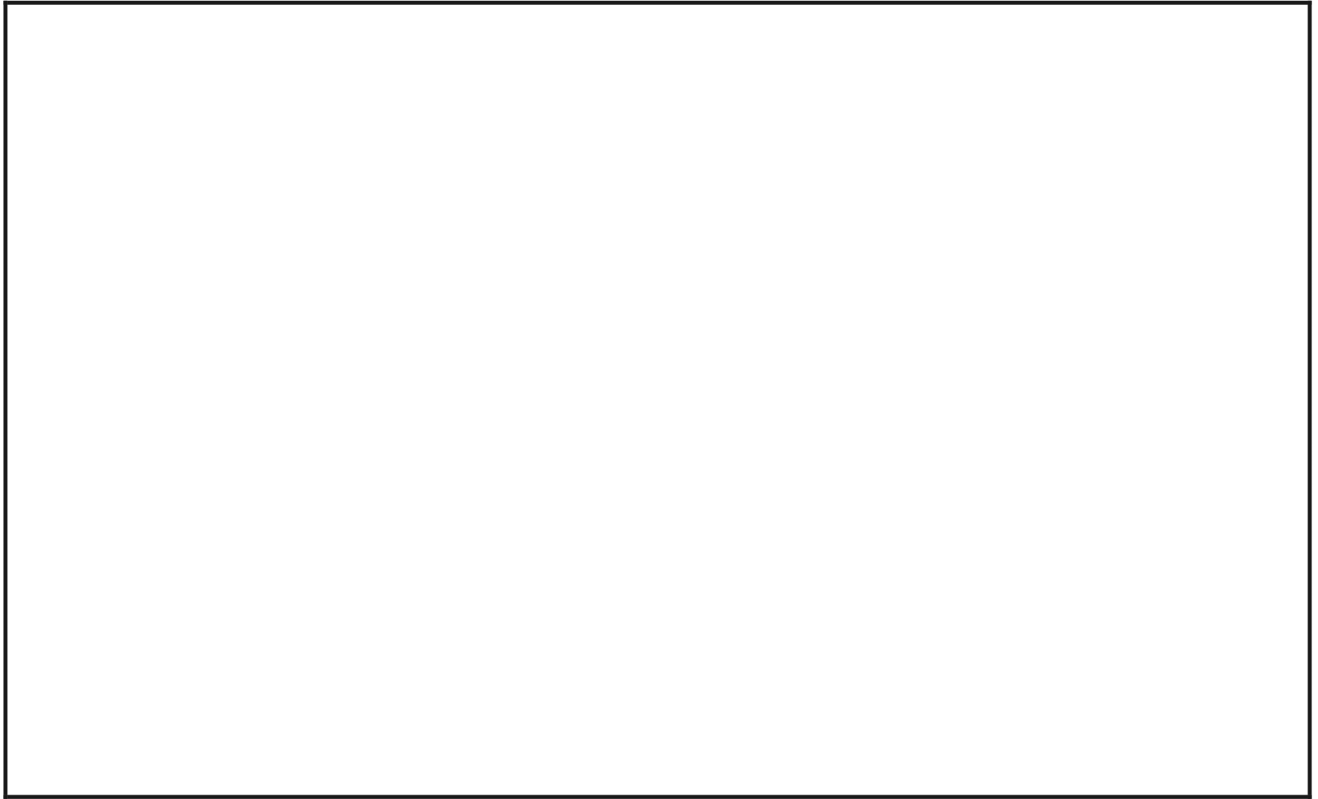
2. Solve using quick ten drawings, number bonds, or the arrow way. Be prepared to discuss how you solved during the Debrief.

a. $17 + 11 = \underline{\quad}$	b. $17 + 21 = \underline{\quad}$
c. $27 + 13 = \underline{\quad}$	d. $17 + 14 = \underline{\quad}$
e. $13 + 26 = \underline{\quad}$	f. $17 + 17 = \underline{\quad}$
g. $18 + 15 = \underline{\quad}$	h. $16 + 17 = \underline{\quad}$

## Read

Today, everyone will get 7 straw pieces to use in our lesson. Later, you will use your pieces and your partner's pieces together. How many straw pieces will you have to use when you and your partner put them together?

## Draw



## Write

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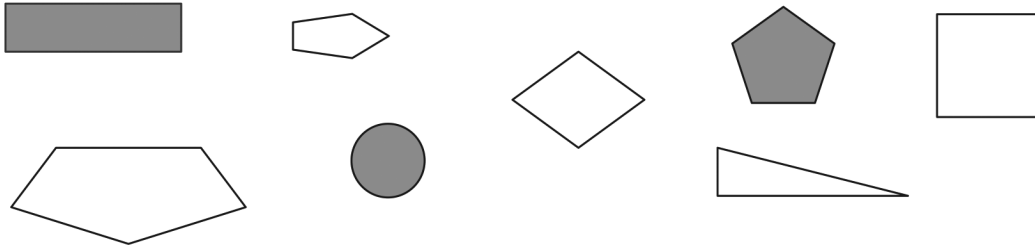
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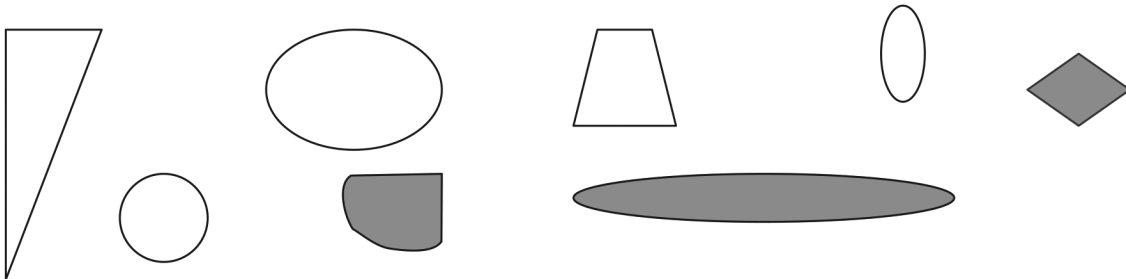
Name \_\_\_\_\_

Date \_\_\_\_\_

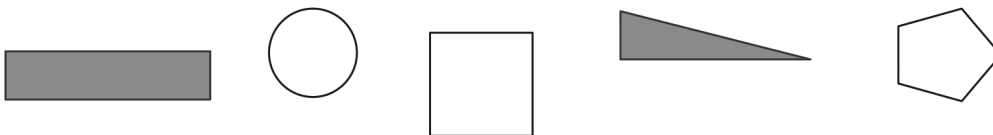
1. Circle the shapes that have 5 straight sides.



2. Circle the shapes that have no straight sides.



3. Circle the shapes where every corner is a square corner.

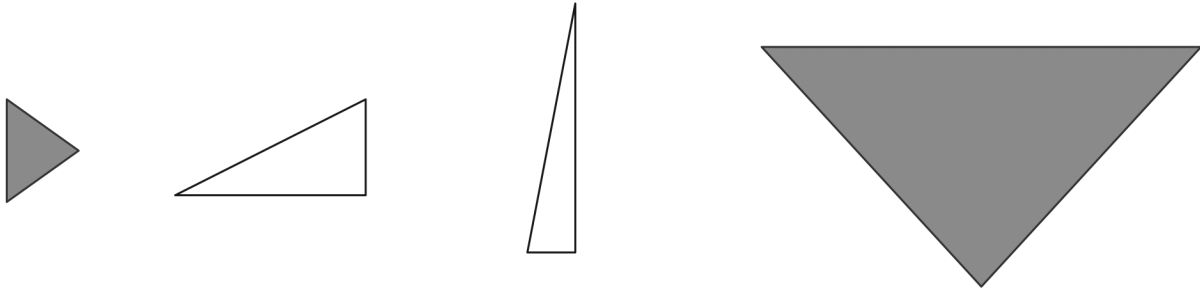


4. a. Draw a shape that has 3 straight sides.

- b. Draw another shape with 3 straight sides that is different from 4(a) and from the ones above.

5. Which attributes, or characteristics, are the same for all of the shapes in Group A?

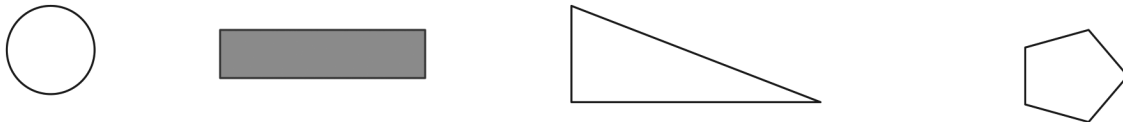
GROUP A



They all \_\_\_\_\_.

They all \_\_\_\_\_.

6. Circle the shape that best fits with Group A.



7. Draw 2 more shapes that would fit in Group A.

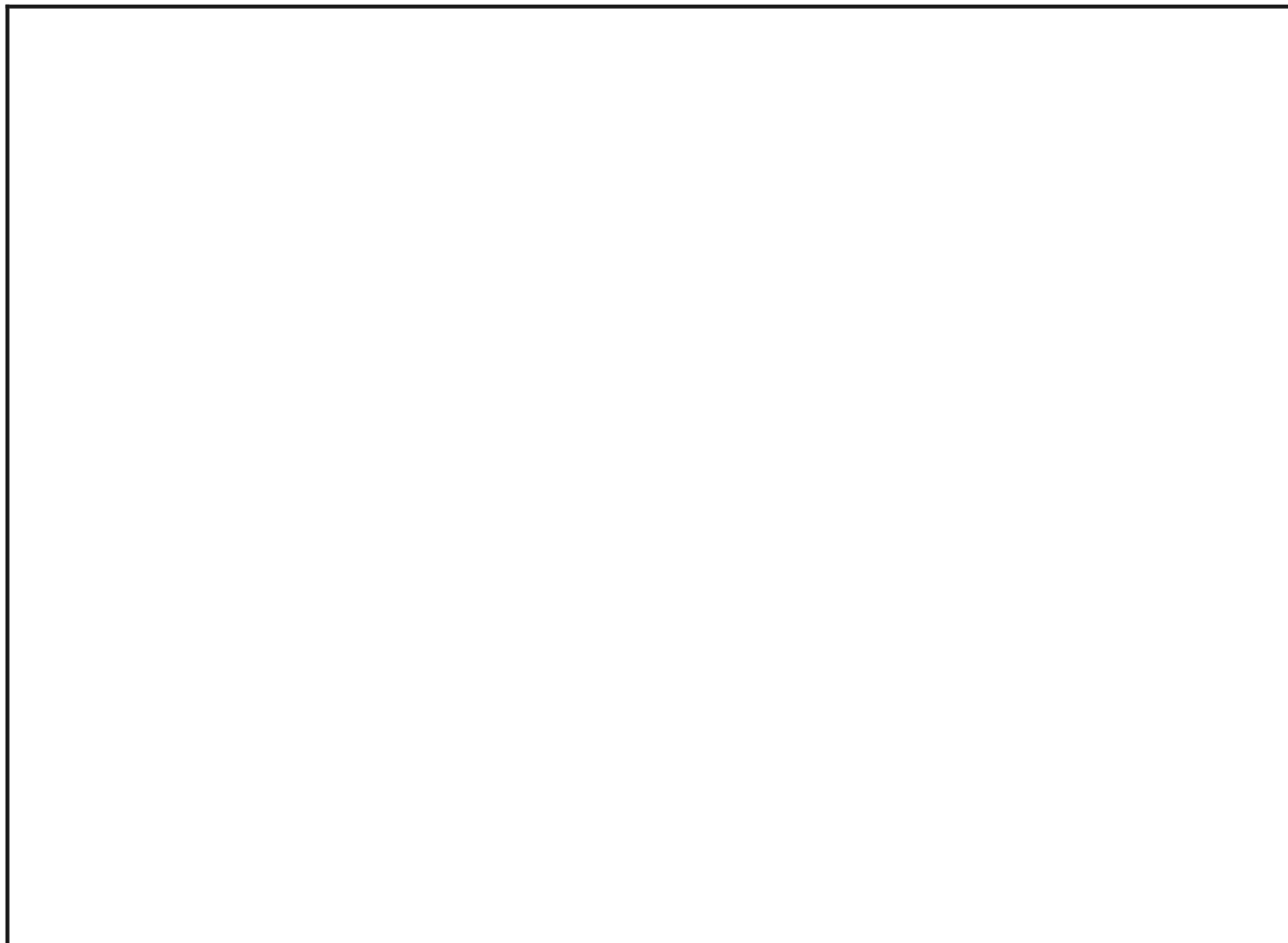
8. Draw 1 shape that would not fit in Group A.

## Read

Lee has 9 straws. He uses 4 straws to make a shape. How many straws does he have left to make other shapes?

**Extension:** What possible shapes could Lee have created? Draw the different shapes Lee might have made using 4 straws. Label any shapes whose name you know.

## Draw



## Write

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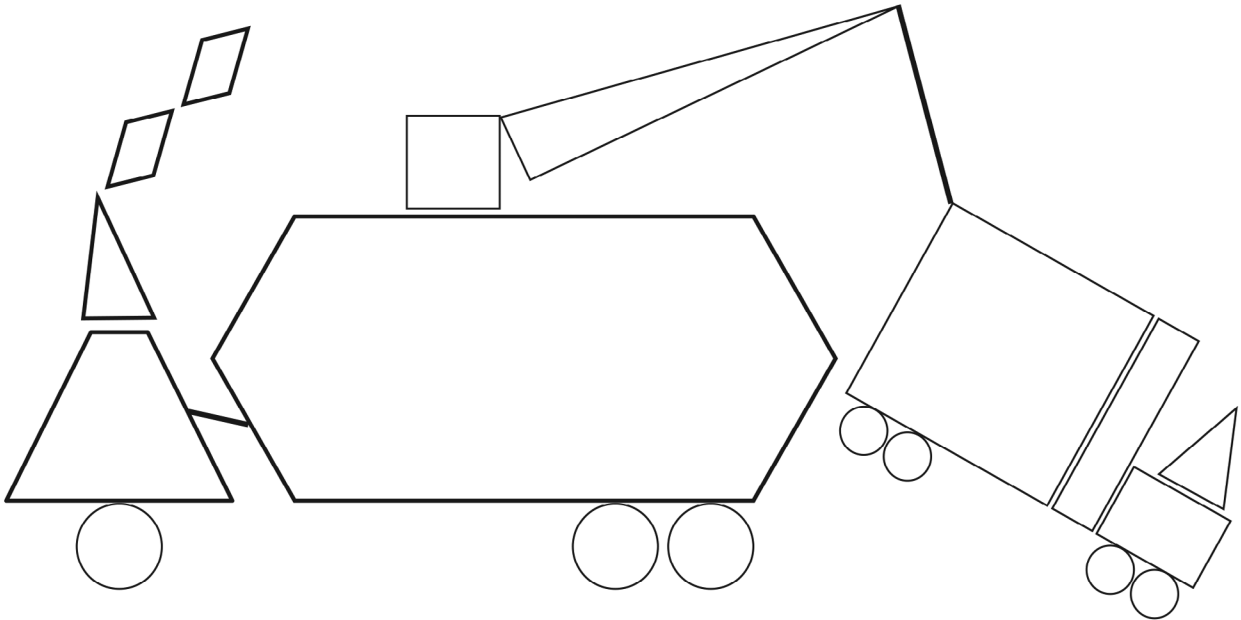
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Name \_\_\_\_\_

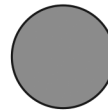
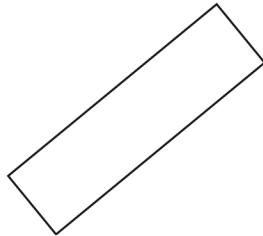
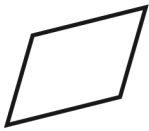
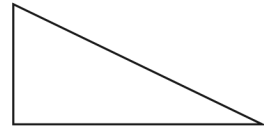
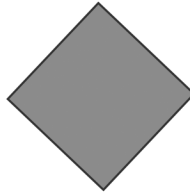
Date \_\_\_\_\_

1. Use the key to color the shapes. Write how many of each shape are in the picture. Whisper the name of the shape as you work.



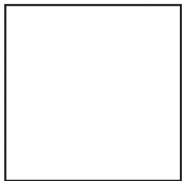
- a. RED—4-sided shapes: \_\_\_\_\_
- b. GREEN—3-sided shapes: \_\_\_\_\_
- c. YELLOW—5-sided shapes: \_\_\_\_\_
- d. BLACK—6-sided shapes: \_\_\_\_\_
- e. BLUE—shapes with no corners: \_\_\_\_\_

2. Circle the shapes that are rectangles.



3. Is the shape a rectangle? Explain your thinking.

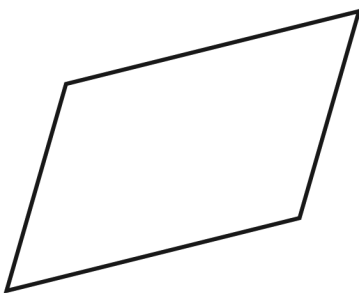
a.



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b.



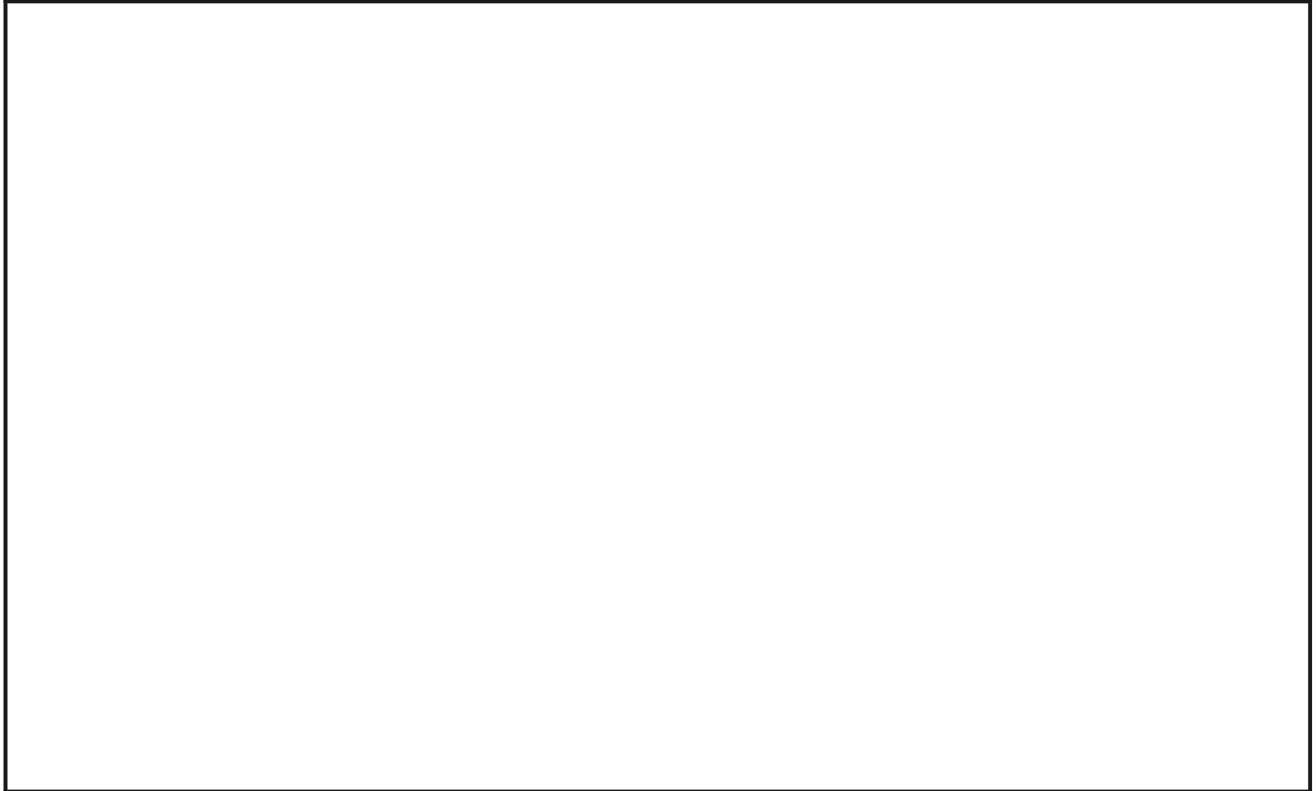
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## Read

Rose draws 6 triangles. Maria draws 7 triangles. How many more triangles does Maria have than Rose?

## Draw



## Write

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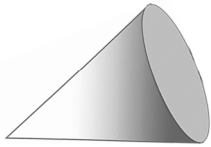
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Name \_\_\_\_\_

Date \_\_\_\_\_

1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

a.



Rectangular prism

b.



Cone

c.



Sphere

d.



Cylinder

e.



Cube

2. Write the name of each object in the correct column.



Cubes	Spheres	Cones	Rectangular Prisms	Cylinders

3. Circle the attributes that describe *ALL* spheres.

- have no straight sides
- are round
- can roll
- can bounce

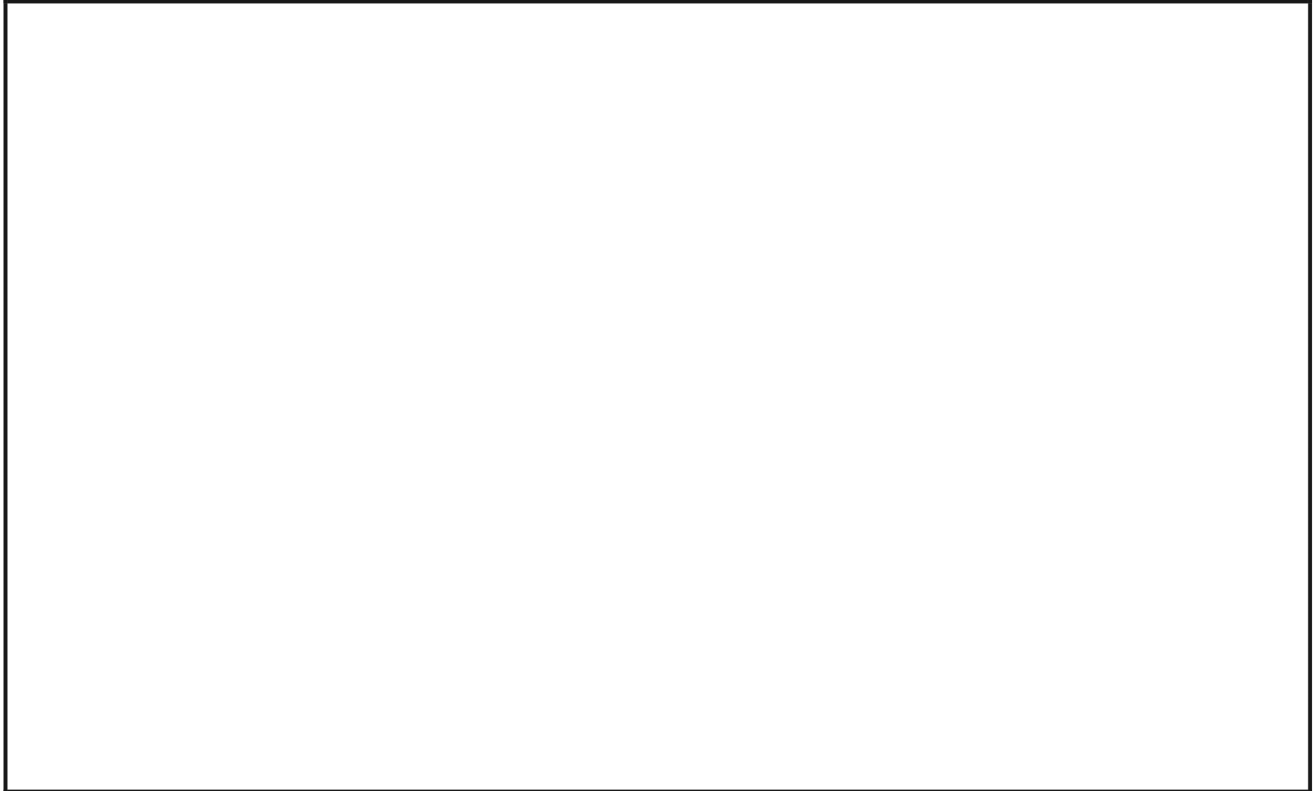
4. Circle the attributes that describe *ALL* cubes.

- have square faces
- are red
- are hard
- have 6 faces

## Read

Anton made a tower 5 cubes high. Ben made a tower 7 cubes high. How much taller is Ben's tower than Anton's?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

Use pattern blocks to create the following shapes. Trace or draw to record your work.

1. Use 3 triangles to make 1 trapezoid.

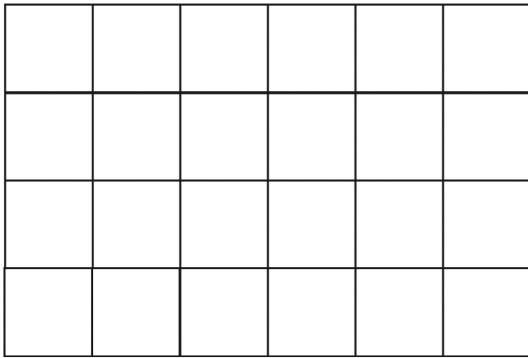
2. Use 4 squares to make 1 larger square.

3. Use 6 triangles to make 1 hexagon.

4. Use 1 trapezoid, 1 rhombus, and 1 triangle to make 1 hexagon.

5. Make a rectangle using the Squares from the pattern blocks. Trace the Squares to show the rectangle you made.

6. How many squares do you see in this rectangle?



I can find \_\_\_\_\_ squares in this rectangle.

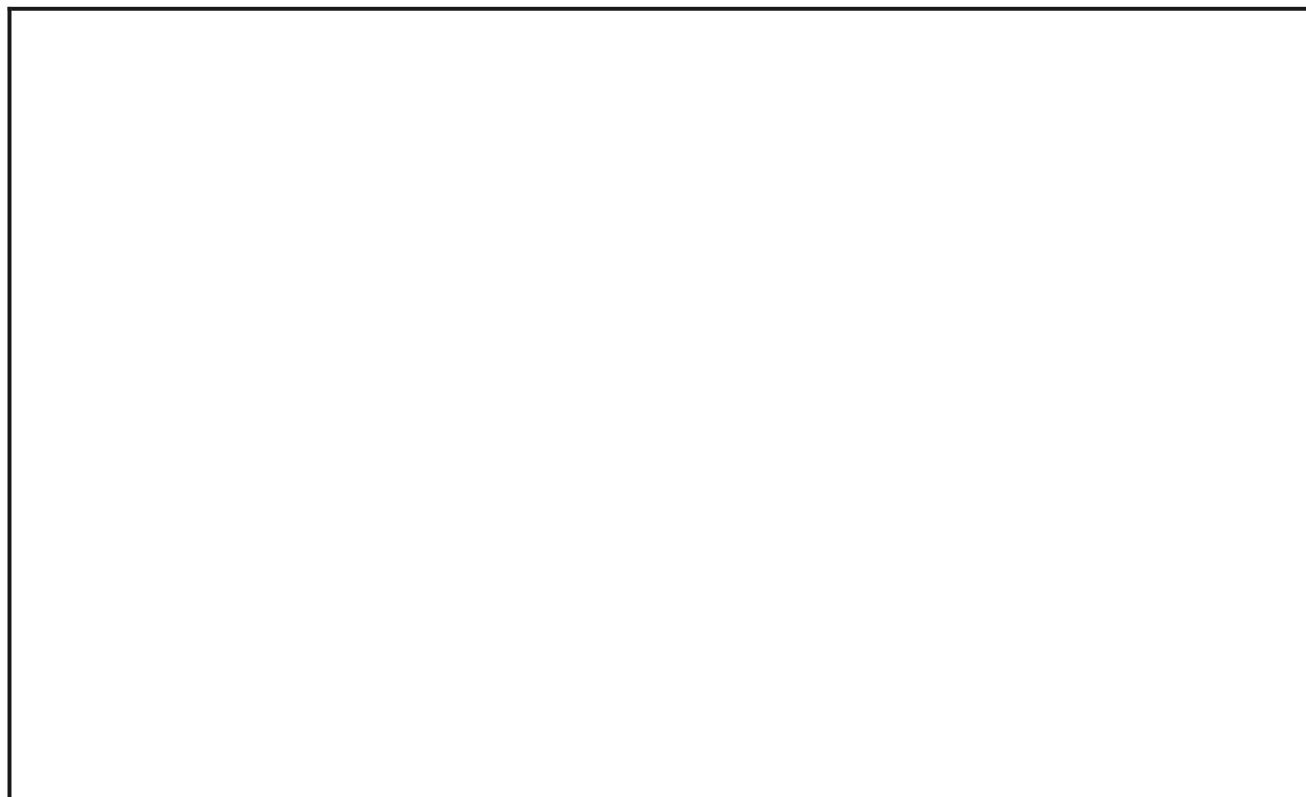
7. Use your pattern blocks to make a picture. Trace the shapes to show what you made. Tell a partner what shapes you used. Can you find any larger shapes within your picture?



## Read

Darnell and Tamra are comparing their grapes. Darnell's vine has 9 grapes. Tamra's vine has 6 grapes. How many more grapes does Darnell have than Tamra?

## Draw



## Write

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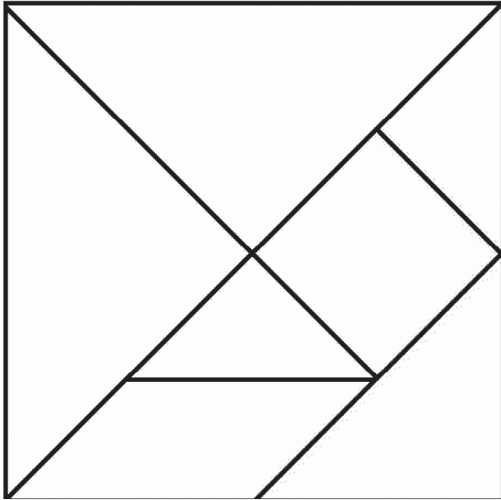
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Name \_\_\_\_\_

Date \_\_\_\_\_

1.

- a. How many shapes were used to make this large square?



There are \_\_\_\_\_  
shapes in this large square.

- b. What are the names of the 3 types of shapes used to make the large square?

\_\_\_\_\_

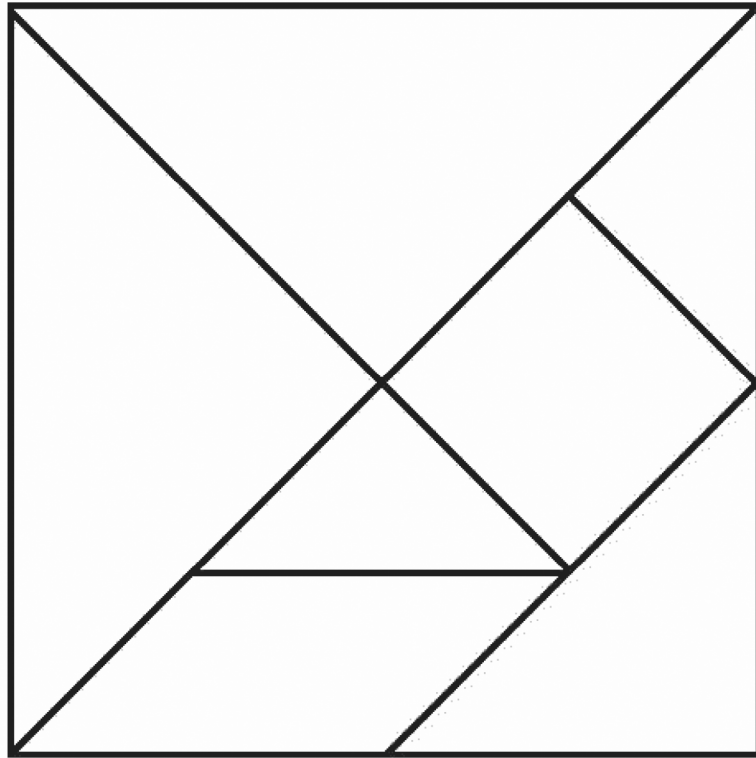
2. Use 2 of your tangram pieces to make a square. Which 2 pieces did you use? Draw or trace the pieces to show how you made the square.

3. Use 4 of your tangram pieces to make a trapezoid. Draw or trace the pieces to show the shapes you used.

4. Use all 7 tangram pieces to complete the puzzle.



5. With a partner, make a bird or a flower using all of your pieces. Draw or trace to show the pieces you used on the back of your paper. Experiment to see what other objects you can make with your pieces. Draw or trace to show what you created on the back of your paper.



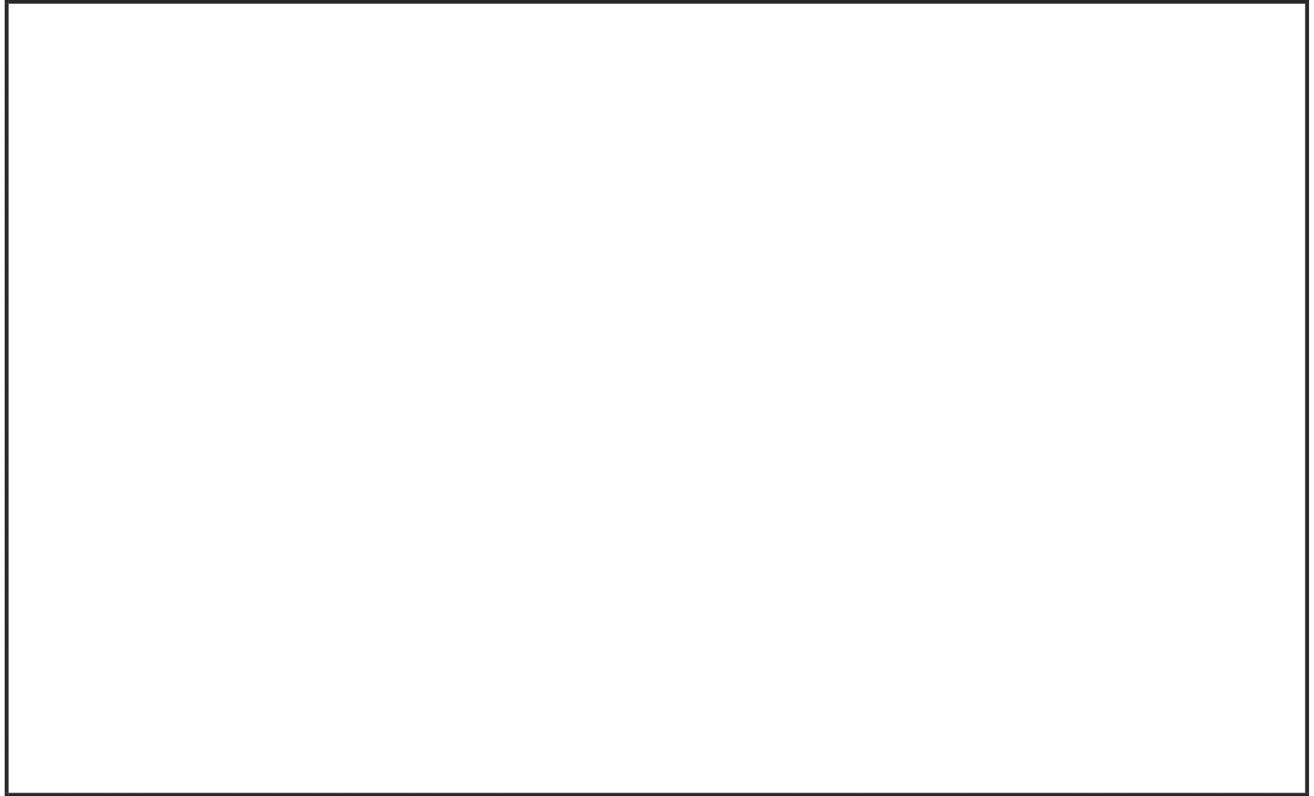
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tangram

## Read

Emi lined up 4 yellow cubes in a row. Fran lined up 7 blue cubes in a row. Who has fewer cubes? How many fewer cubes does she have?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Work with your partner and another pair to build a structure with your 3-dimensional shapes. You can use as many of the pieces as you choose.
2. Complete the chart to record the number of each shape you used to make your structure.

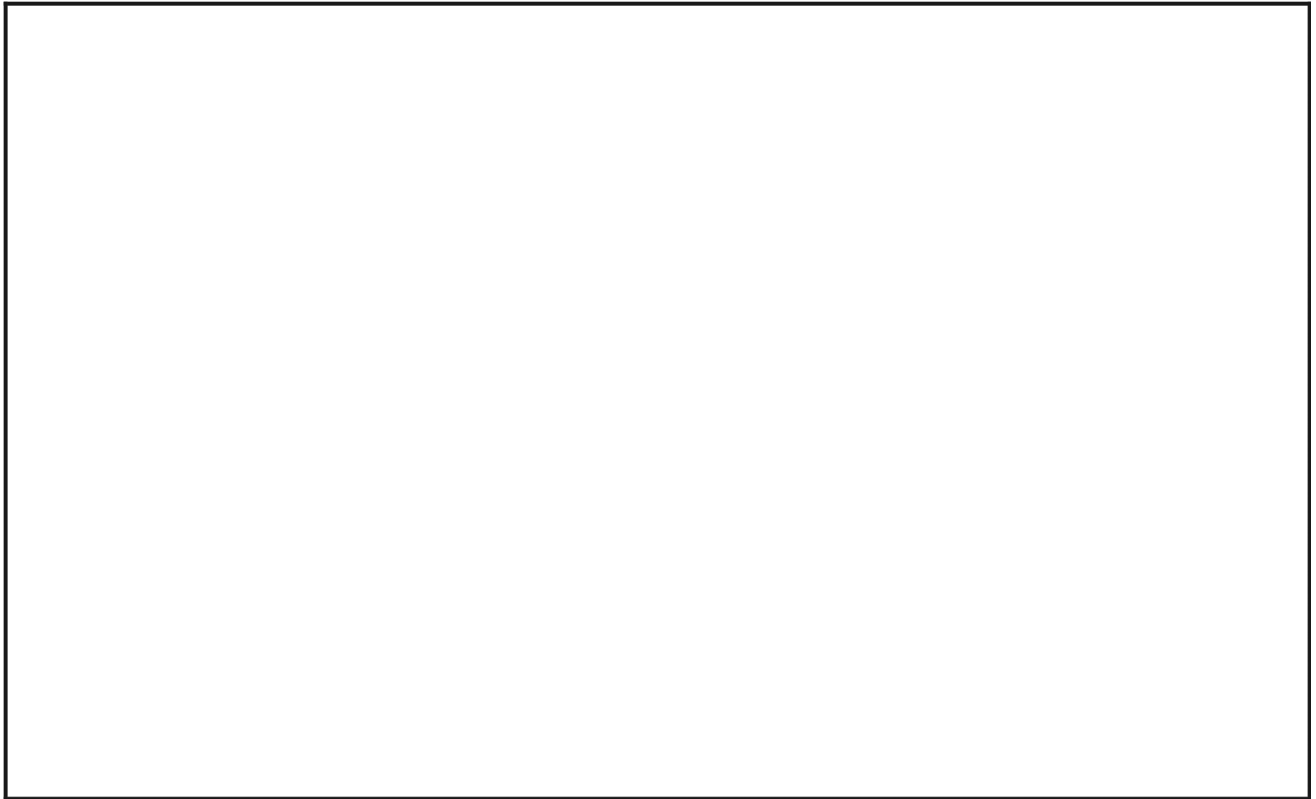
Cubes	
Spheres	
Rectangular Prisms	
Cylinders	
Cones	

3. Which shape did you use on the bottom of your structure? Why?
4. Is there a shape you chose not to use? Why or why not?

## Read

Peter set up 5 rectangular prisms to make 5 towers. He put a cone on top of 3 of the towers. How many more cones does Peter need to have a cone on every tower?

## Draw



## Write

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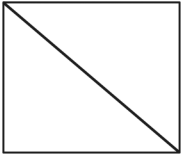
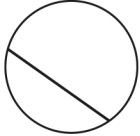
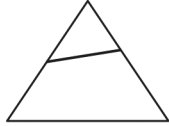

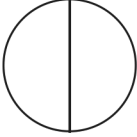
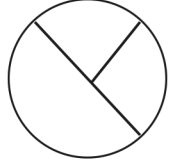
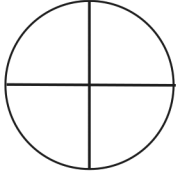
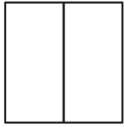

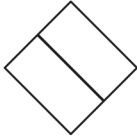
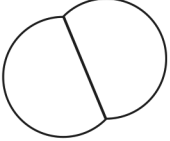
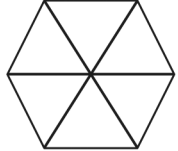
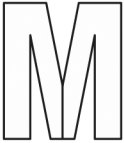
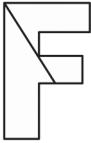

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Name \_\_\_\_\_


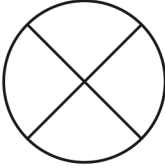
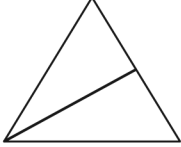
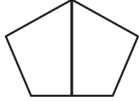
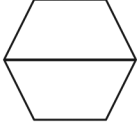
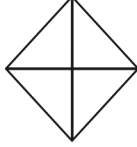
Date \_\_\_\_\_

1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

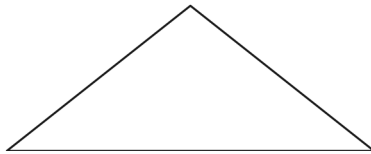
<p>a. </p> <p><b>Y</b>      <b>2</b></p> <p>_____</p>	<p>b. </p> <p>_____</p>	<p>c. </p> <p>_____</p>
<p>d. </p> <p>_____</p>	<p>e. </p> <p>_____</p>	<p>f. </p> <p>_____</p>
<p>g. </p> <p>_____</p>	<p>h. </p> <p>_____</p>	<p>i. </p> <p>_____</p>
<p>j. </p> <p>_____</p>	<p>k. </p> <p>_____</p>	<p>l. </p> <p>_____</p>
<p>m. </p> <p>_____</p>	<p>n. </p> <p>_____</p>	<p>o. </p> <p>_____</p>



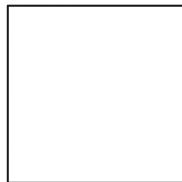
2. Write the number of equal parts in each shape.

<p>a.</p>  <p>_____</p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>

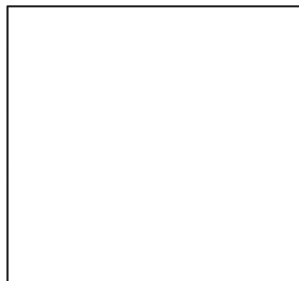
3. Draw one line to make this triangle into 2 equal triangles.



4. Draw one line to make this square into 2 equal parts.



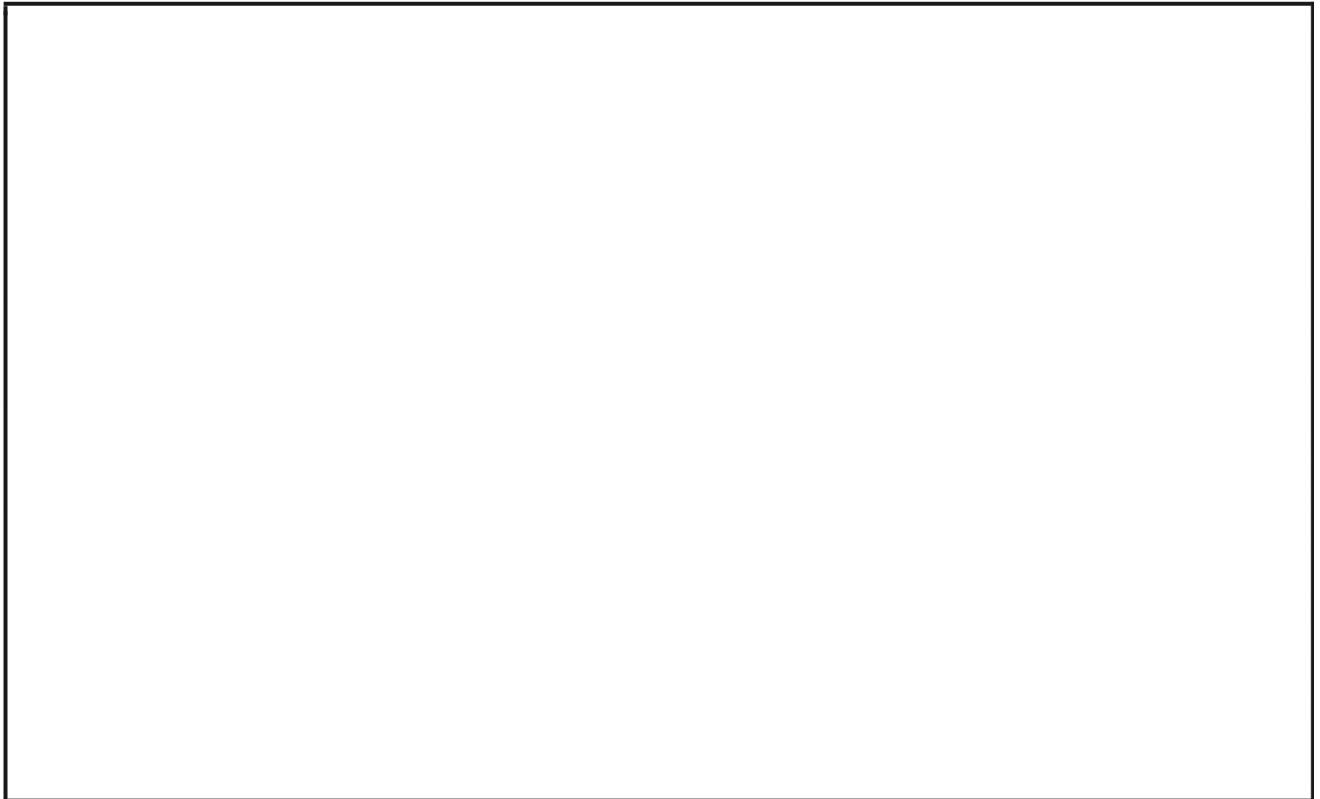
5. Draw two lines to make this square into 4 equal squares.



## Read

Peter and Fran each have an equal number of pattern blocks. There are 12 pattern blocks altogether. How many pattern blocks does Fran have?

## Draw



## Write

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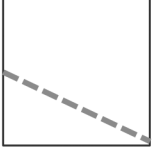

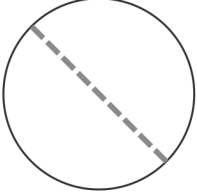
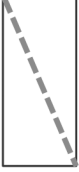

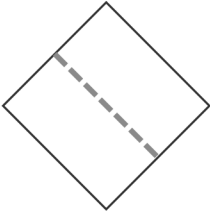
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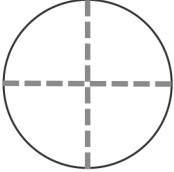
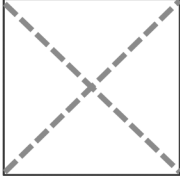
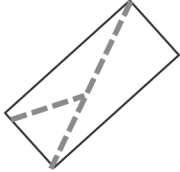

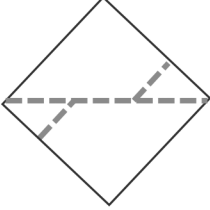
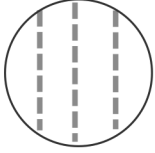
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Are the shapes divided into halves? Write yes or no.

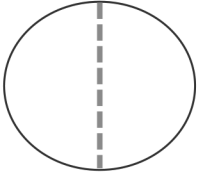
<p>a.</p>  <p>_____</p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>

2. Are the shapes divided into quarters? Write yes or no.

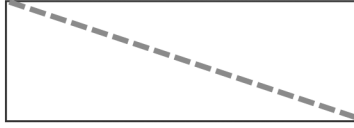
<p>a.</p>  <p>_____</p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>

3. Color half of each shape.

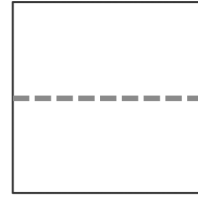
a.



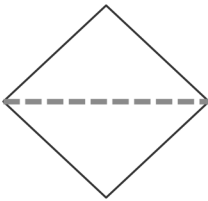
b.



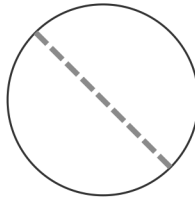
c.



d.



e.

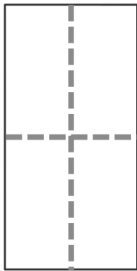


f.

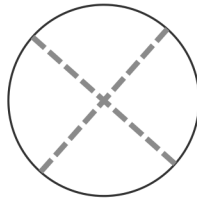


4. Color 1 fourth of each shape.

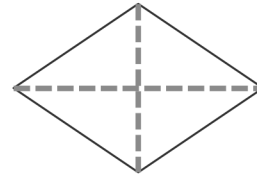
a.



b.



c.

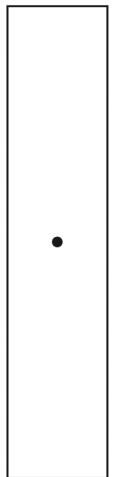
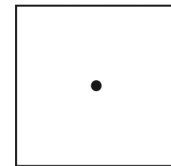
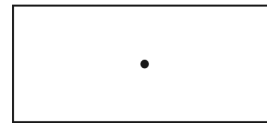
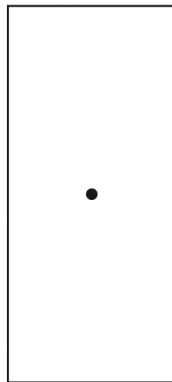
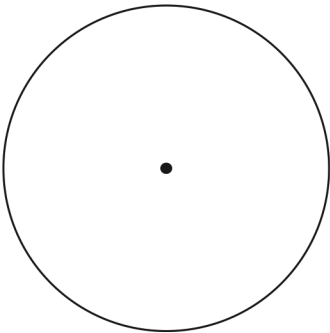
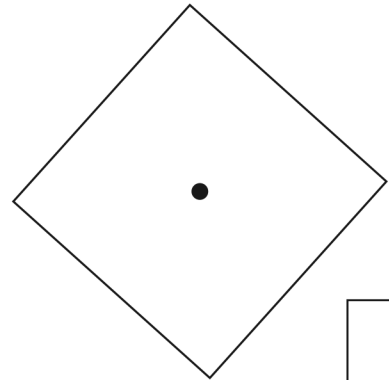
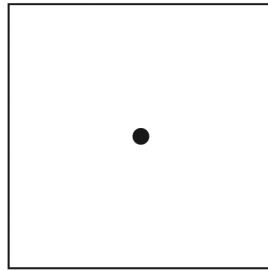
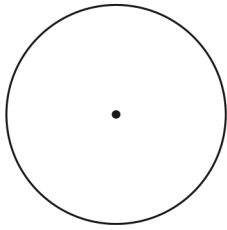
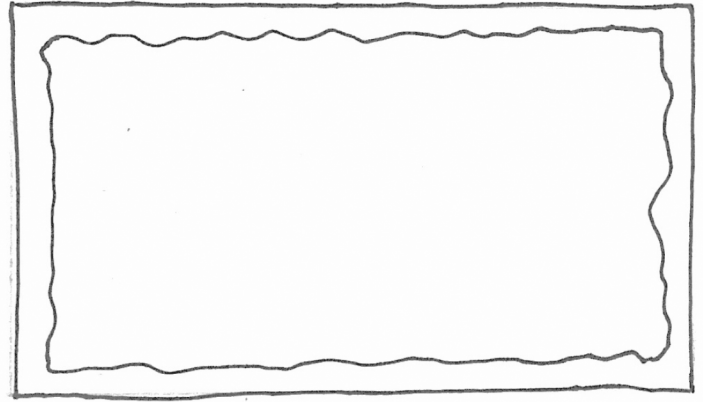
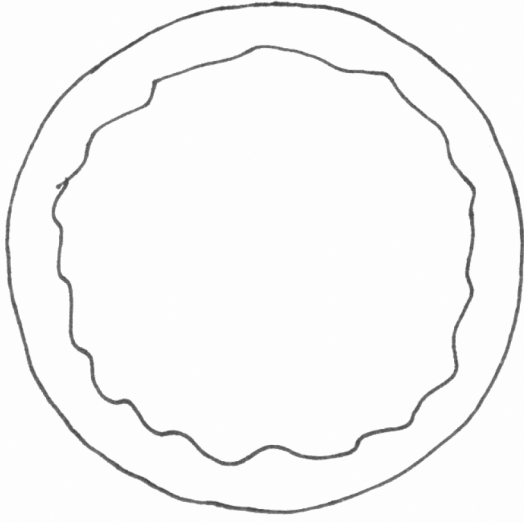


d.



e.





circles and rectangles

## Read

Emi cut a square brownie into fourths. Draw a picture of the brownie. Emi gave away 3 parts of the brownie. How many pieces does she have left?

**Extension:** What part, or fraction, of the whole brownie is left?

## Draw



## Write

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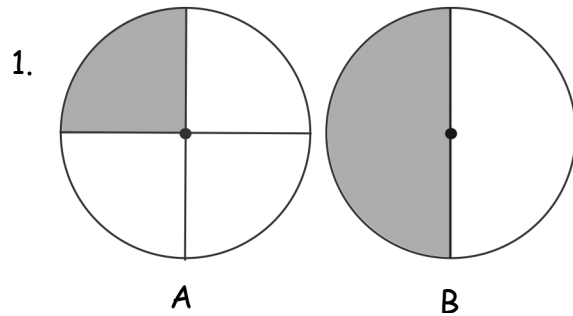
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Name \_\_\_\_\_

Date \_\_\_\_\_

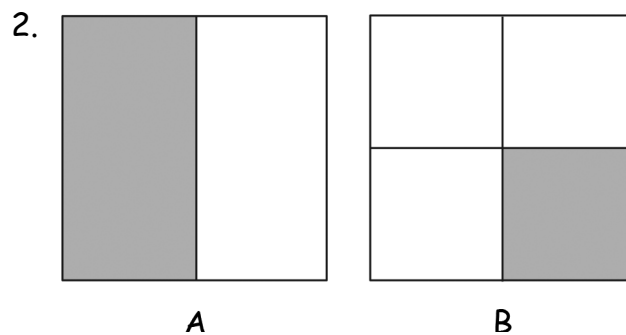
Label the shaded part of each picture as one half of the shape or one quarter of the shape.



Which shape has been cut into more equal parts? \_\_\_\_\_

Which shape has larger equal parts? \_\_\_\_\_

Which shape has smaller equal parts? \_\_\_\_\_

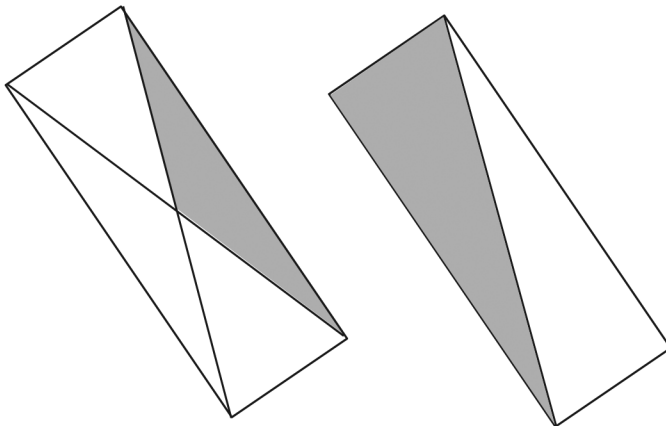


Which shape has been cut into more equal parts? \_\_\_\_\_

Which shape has larger equal parts? \_\_\_\_\_

Which shape has smaller equal parts? \_\_\_\_\_

3. Circle the shape that has a larger shaded part. Circle the phrase that makes the sentence true.



The larger shaded part is

**(one half of / one quarter of)**

the whole shape.

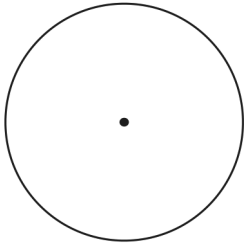


Color part of the shape to match its label.

Circle the phrase that would make the statement true.

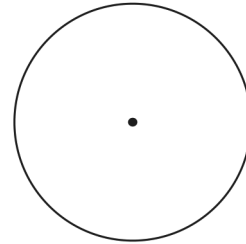
4.

one half of the circle.



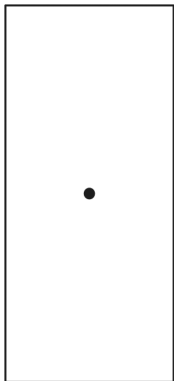
is larger than  
is smaller than  
is the same size as

one fourth of the circle.



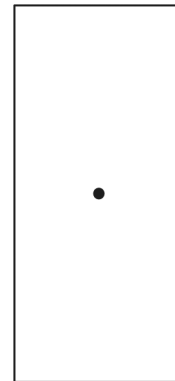
5.

One quarter of the rectangle



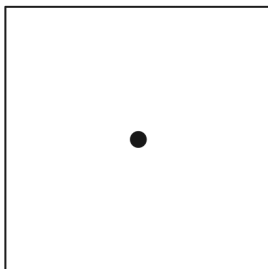
is larger than  
is smaller than  
is the same size as

one half of the rectangle.



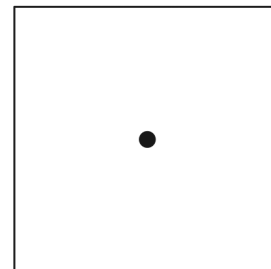
6.

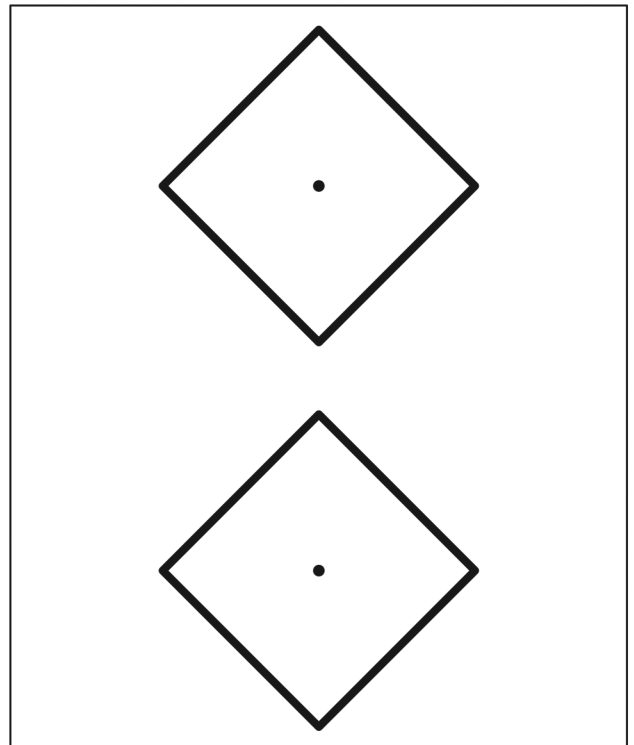
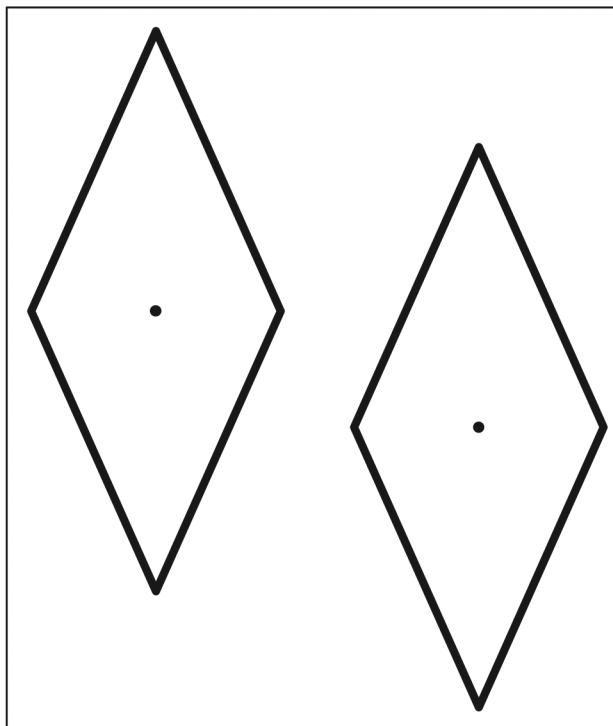
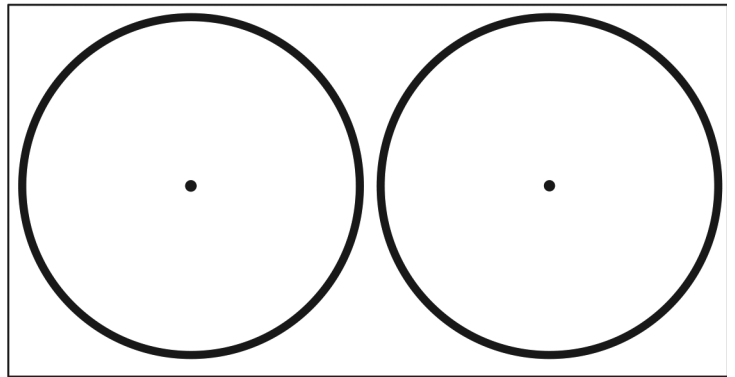
One quarter of the square



is larger than  
is smaller than  
is the same size as

one fourth of the square.





pairs of shapes

## Read

Kim drew 7 circles. Shanika drew 10 circles. How many fewer circles did Kim draw than Shanika?

## Draw



## Write

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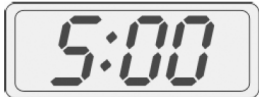

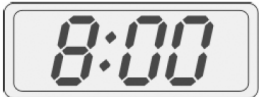
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Name \_\_\_\_\_

Date \_\_\_\_\_


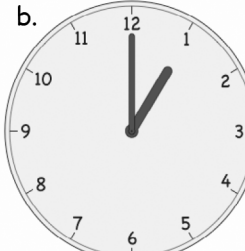

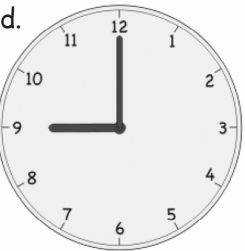
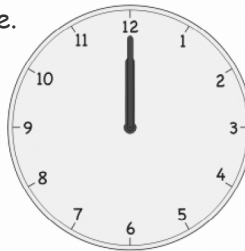

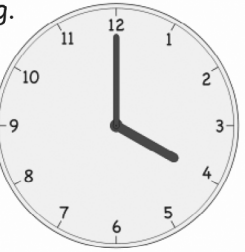
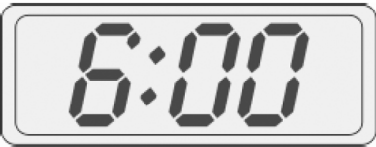
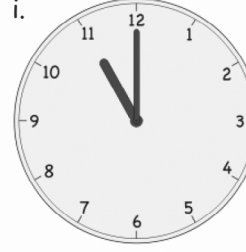

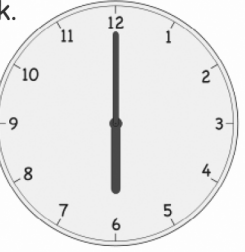
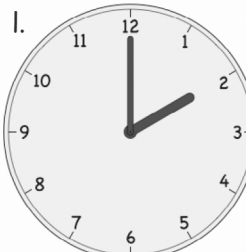

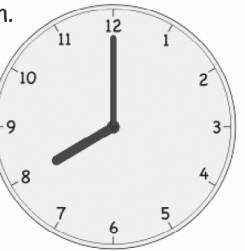
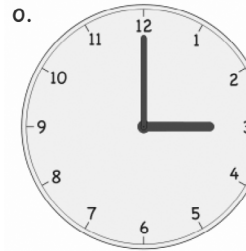
1. Match the clocks that show the same time.

a.	b.	c.	d.
			
●	●	●	●
●	●	●	●
			

2. Put the hour hand on this clock so that the clock reads 3 o'clock.



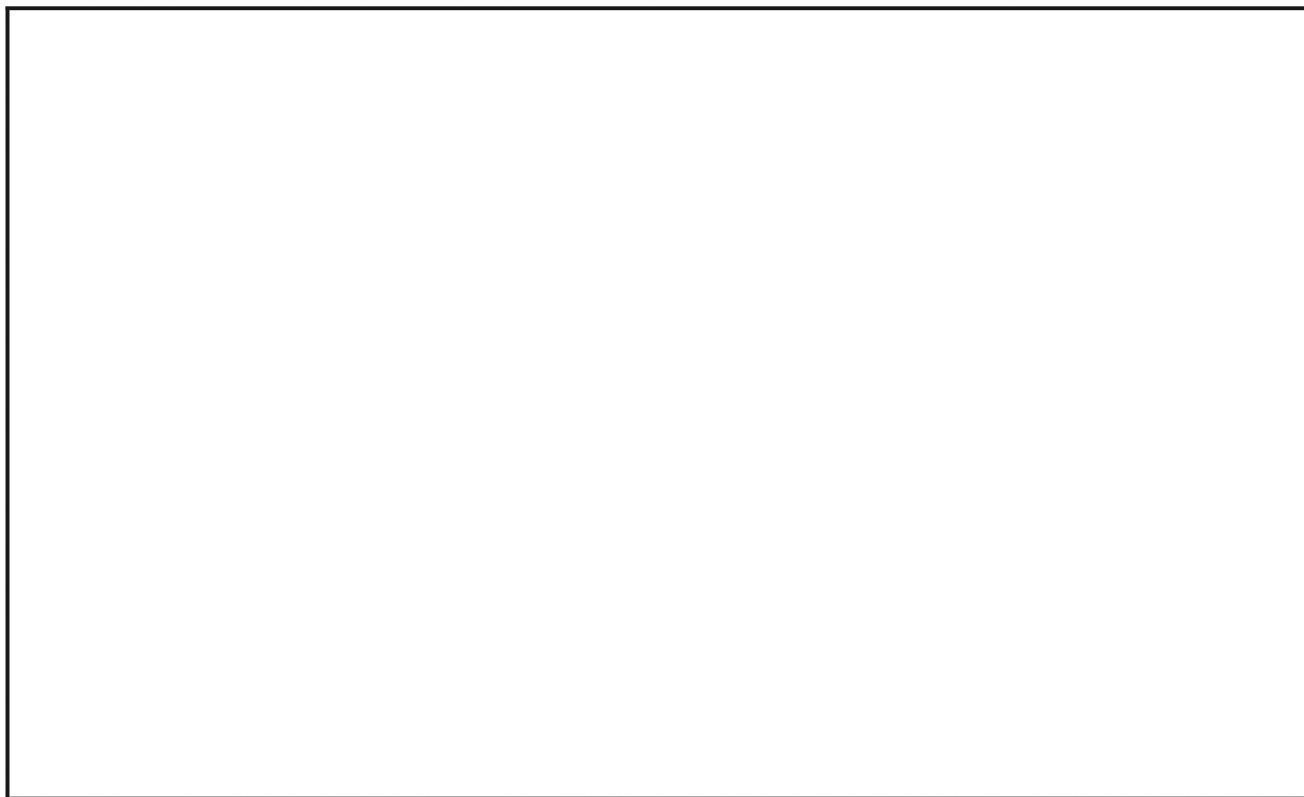
3. Write the time shown on each clock.

<p>a.</p>  <p>_____ : _____</p>	<p>b.</p>  <p>_____ o'clock</p>	<p>c.</p>  <p>_____ o'clock</p>
<p>d.</p>  <p>_____ o'clock</p>	<p>e.</p>  <p>_____ :</p>	<p>f.</p>  <p>_____ o'clock</p>
<p>g.</p>  <p>_____ :</p>	<p>h.</p>  <p>_____ o'clock</p>	<p>i.</p>  <p>_____ :</p>
<p>j.</p>  <p>_____ o'clock</p>	<p>k.</p>  <p>_____ :</p>	<p>l.</p>  <p>_____ o'clock</p>
<p>m.</p>  <p>_____</p>	<p>n.</p>  <p>_____</p>	<p>o.</p>  <p>_____</p>

## Read

Tamra has 7 digital clocks in her house and only 2 circular or analog clocks. How many fewer circular clocks does Tamra have than digital clocks? How many clocks does Tamra have altogether?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Match the clocks to the times on the right.



● Half past 5 o'clock

●

●

● Five thirty

● Half past 12 o'clock

● Two thirty

2. Draw the minute hand so the clock shows the time written above it.

a. 7 o'clock



b. 8 o'clock



c. 7:30



d. 1:30



e. 2:30



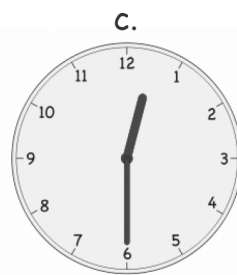
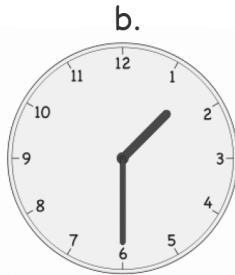
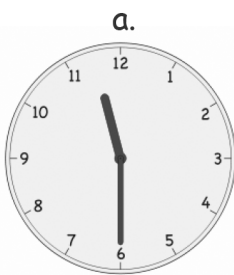
f. 2 o'clock



3. Write the time shown on each clock. Complete problems like the first two examples.

<p>a.</p>  <p>3:30</p>	<p>b.</p>  <p>five thirty</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>
<p>g.</p>  <p>_____</p>	<p>h.</p>  <p>_____</p>	<p>i.</p>  <p>_____</p>
<p>j.</p>  <p>_____</p>	<p>k.</p>  <p>_____</p>	<p>l.</p>  <p>_____</p>

4. Circle the clock that shows half past 12 o'clock.



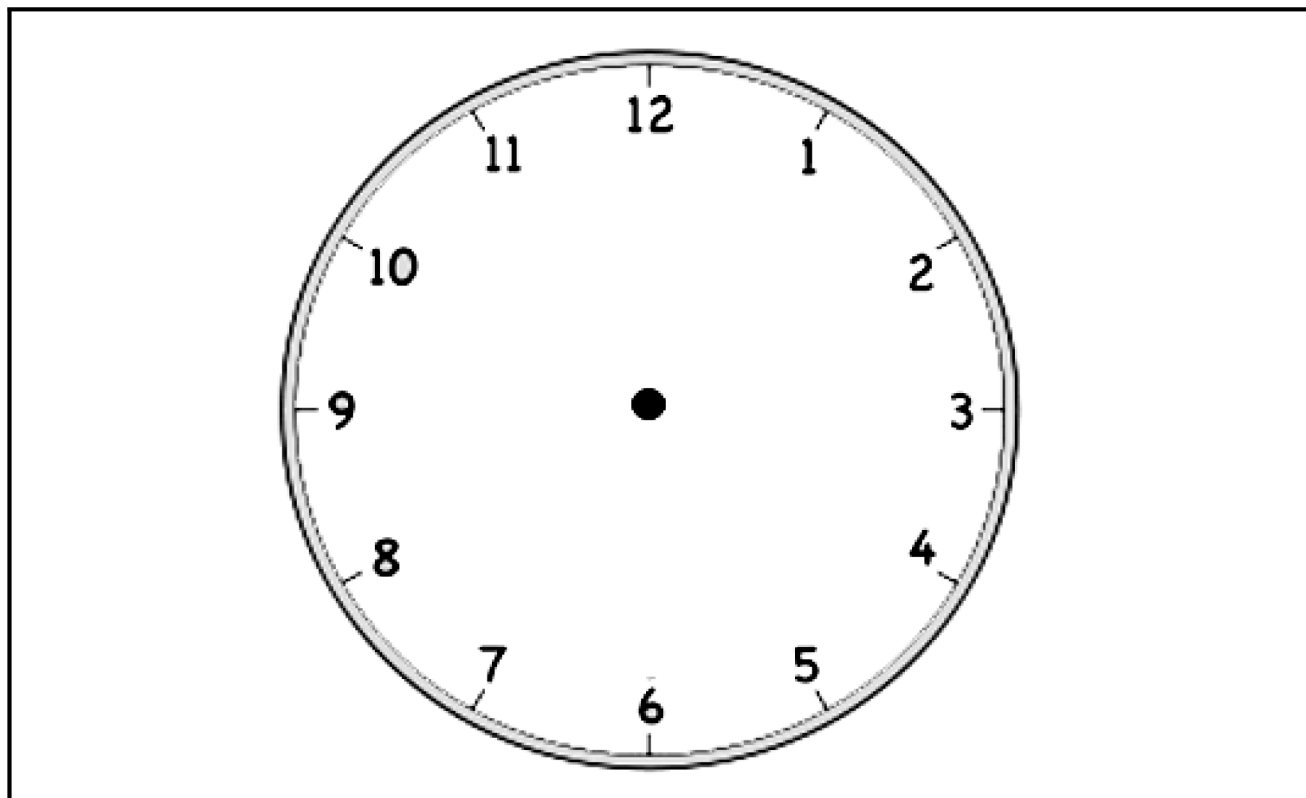


## Read

Shade the clock from the start of a new hour through half an hour.

Explain why that is the same as 30 minutes.

## Draw



## Write

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Name \_\_\_\_\_

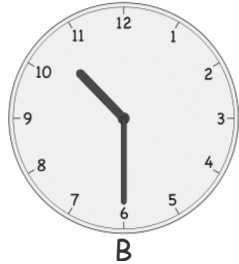
Date \_\_\_\_\_

Fill in the blanks.

1.



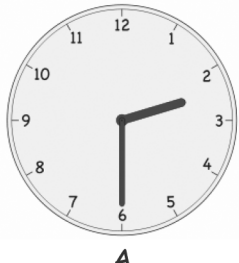
A



B

Clock \_\_\_\_\_ shows half past eleven.

2.



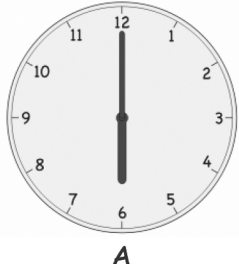
A



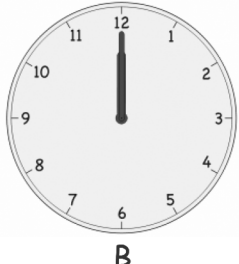
B

Clock \_\_\_\_\_ shows half past two.

3.



A



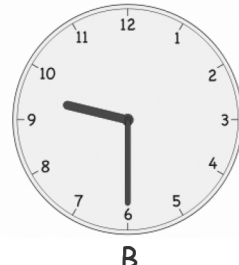
B

Clock \_\_\_\_\_ shows 6 o'clock.

4.



A



B

Clock \_\_\_\_\_ shows 9:30.

5.



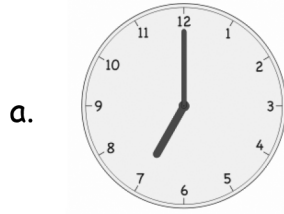
A



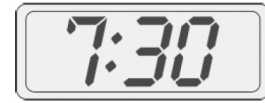
B

Clock \_\_\_\_\_ shows half past six.

6. Match the clocks.



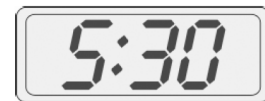
half past 7



half past 1



7 o'clock

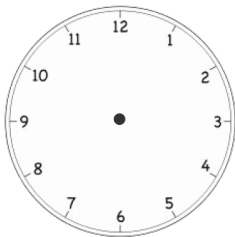


half past 5



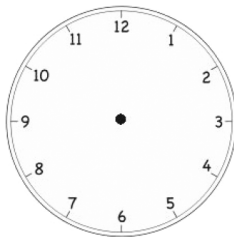
7. Draw the minute and hour hands on the clocks.

a. 3:30



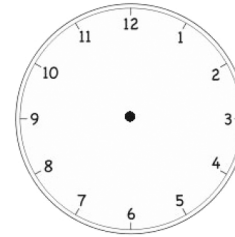
b.

8:30

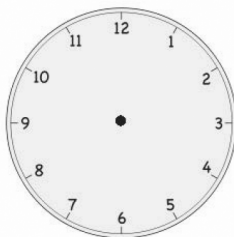


c.

11:00

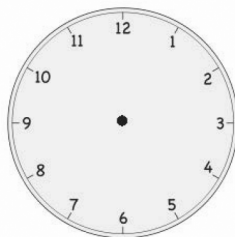


d. 6:00



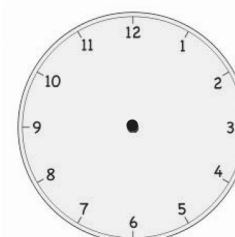
e.

4:30



f.

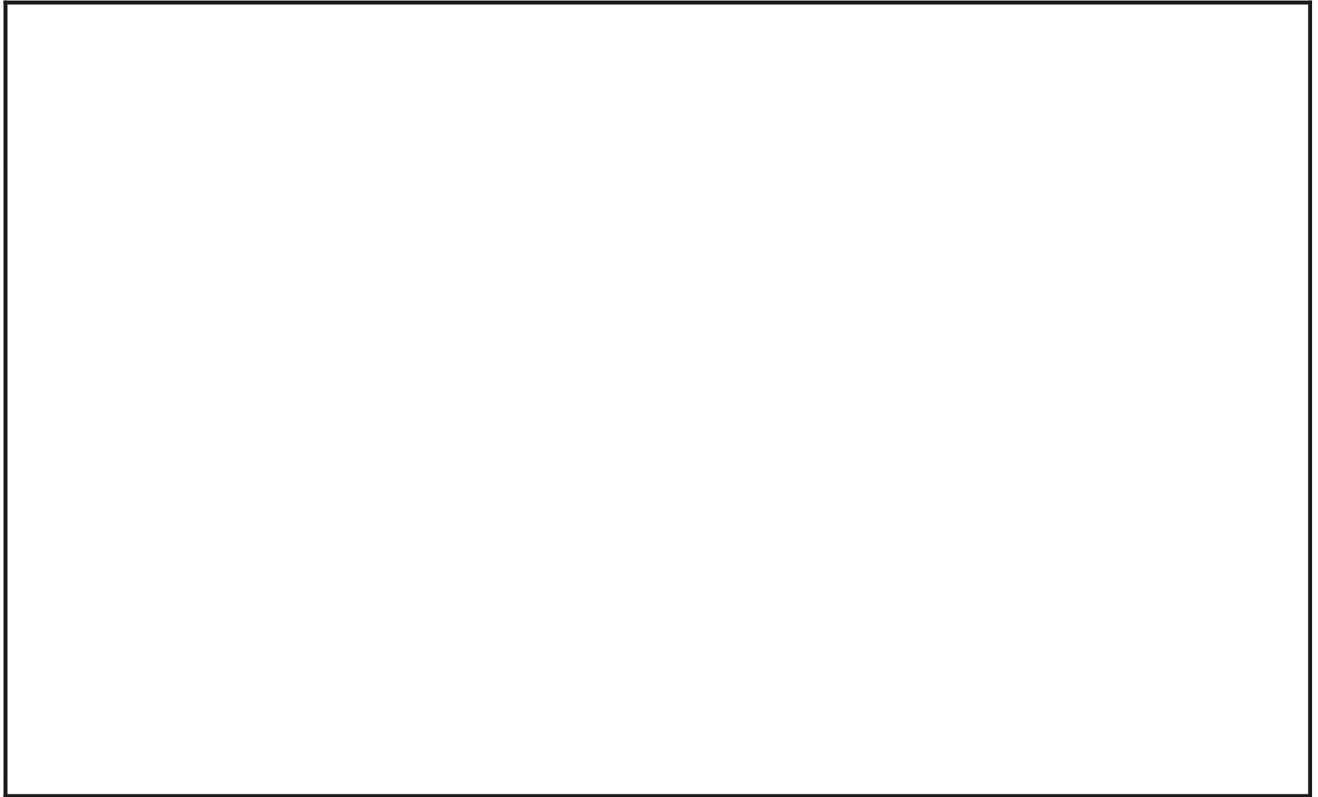
12:30



## Read

Ben is a clock collector. He has 8 digital clocks and 5 circular clocks. How many clocks does Ben have altogether? How many more digital clocks does Ben have than circular clocks?

## Draw



## Write

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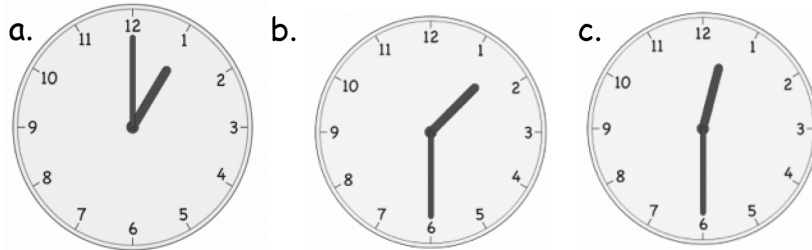
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Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the correct clock. Write the times for the other two clocks on the lines.

1. Circle the clock that shows half past 1 o'clock.



\_\_\_\_\_

\_\_\_\_\_

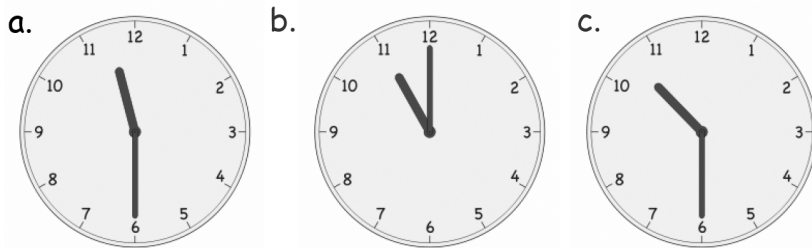
2. Circle the clock that shows 7 o'clock.



\_\_\_\_\_

\_\_\_\_\_

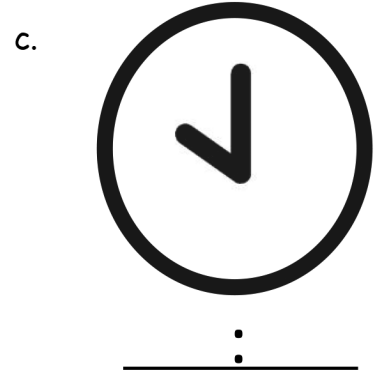
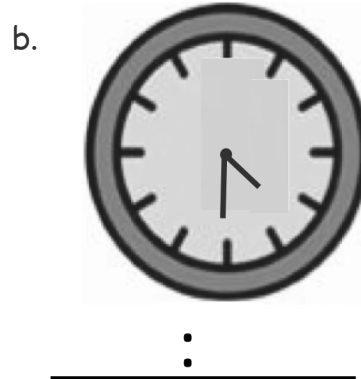
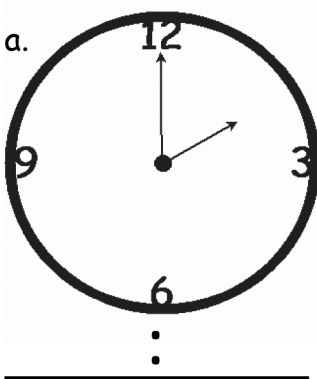
3. Circle the clock that shows half past 10 o'clock.



\_\_\_\_\_

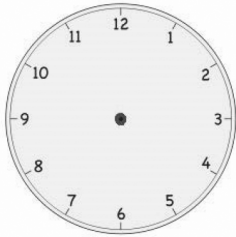
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4. What time is it? Write the times on the lines.

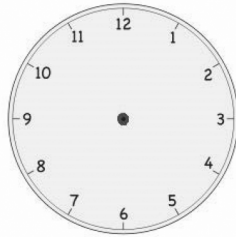


5. Draw the minute and hour hands on the clocks.

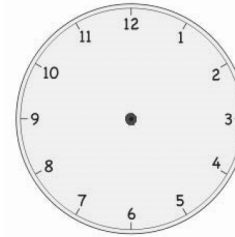
a. 1:00



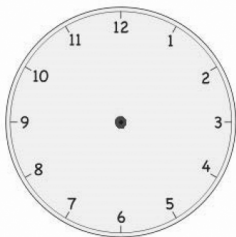
b. 1:30



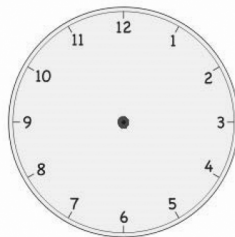
c. 2:00



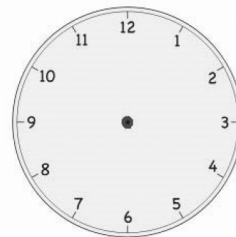
d. 6:30



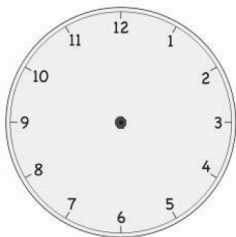
e. 7:30



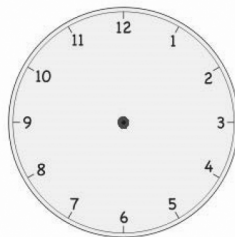
f. 8:30



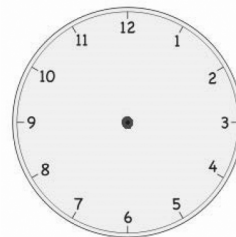
g. 10:00



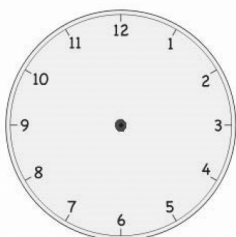
h. 11:00



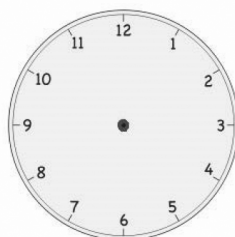
i. 12:00



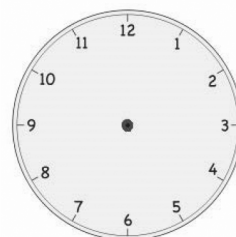
j. 9:30

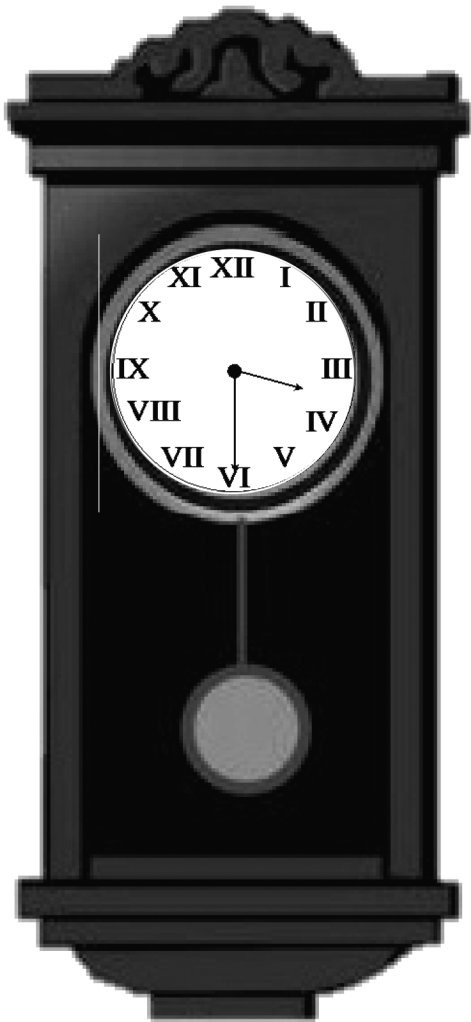
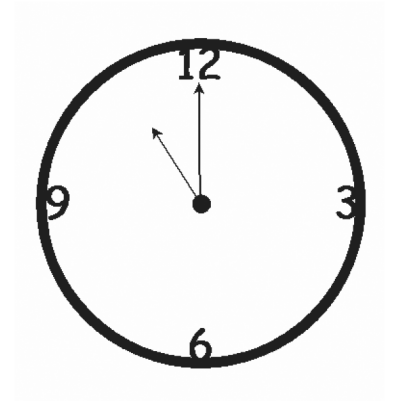
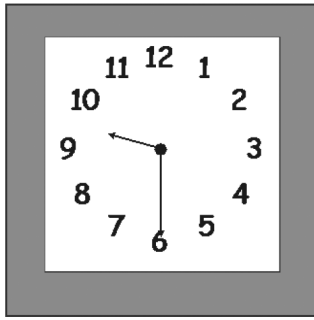


k. 3:00



l. 5:30





clock images

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10 9 8 7 6 5 4 3 2 1

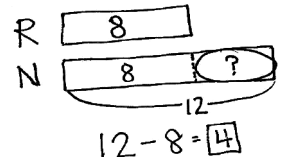
ISBN 978-1-64054-053-8

G1-M6-L-05.2018



Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

1. Peter has 3 goats living on his farm. Julio has 9 goats living on his farm.  
How many more goats does Julio have than Peter?

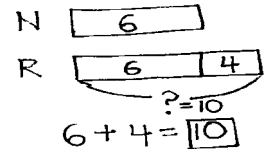
- 
2. Willie picked 16 apples in the orchard. Emi picked 10 apples in the orchard.  
How many more apples did Willie pick than Emi?

3. Lee collected 13 eggs from the hens in the barn. Ben collected 18 eggs from the hens in the barn. How many fewer eggs did Lee collect than Ben?

- 
4. Shanika did 14 cartwheels during recess. Kim did 20 cartwheels. How many more cartwheels did Kim do than Shanika?

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

1. Nikil baked 5 pies for the contest. Peter baked 3 more pies than Nikil.  
How many pies did Peter bake for the contest?

- 
2. Emi planted 12 flowers. Rose planted 3 fewer flowers than Emi.  
How many flowers did Rose plant?

- 
3. Ben scored 15 goals in the soccer game. Anton scored 11 goals.  
How many more goals did Ben score than Anton?

4. Kim grew 12 roses in a garden. Fran grew 6 fewer roses than Kim.  
How many roses did Fran grow in the garden?

- 
5. Maria has 4 more fish in her tank than Shanika. Shanika has 16 fish.  
How many fish does Maria have in her tank?

- 
6. Lee has 11 board games. Lee has 5 more board games than Darnel.  
How many board games does Darnel have?

## Read

Tamra has 4 more goldfish than Peter. Peter has 10 goldfish. How many goldfish does Tamra have?

## Draw



## Write

---


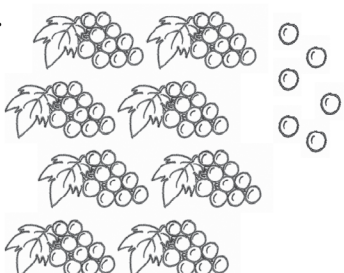
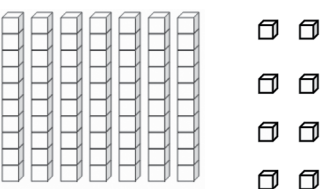
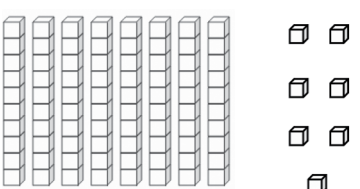
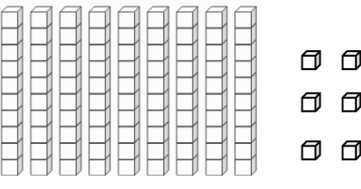
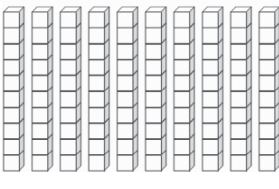
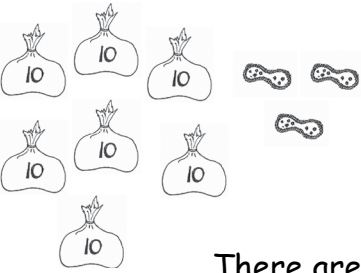
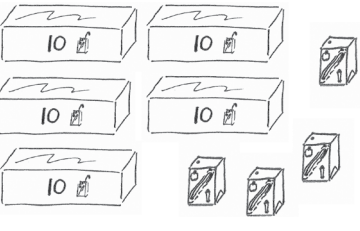
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Name \_\_\_\_\_

Date \_\_\_\_\_

Write the tens and ones. Complete the statement.

<p>1. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"><b>43 = _____ tens _____ ones</b></p>	tens	ones			<p>2. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">_____ = _____ tens _____ ones</p>	tens	ones		
tens	ones								
tens	ones								
<p>3. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>	tens	ones			<p>4. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>	tens	ones		
tens	ones								
tens	ones								
<p>5. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>	tens	ones			<p>6. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>	tens	ones		
tens	ones								
tens	ones								
<p>7. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ peanuts.</p>	tens	ones			<p>8. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ juice boxes.</p>	tens	ones		
tens	ones								
tens	ones								

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 40

tens	ones

b. 46

tens	ones

c. \_\_\_\_\_

tens	ones
5	9

d. \_\_\_\_\_

tens	ones
9	5

e. 75

tens	ones

f. 70

tens	ones

g. 60

tens	ones

h. \_\_\_\_\_

tens	ones
8	0

i. \_\_\_\_\_

tens	ones
5	5

j. \_\_\_\_\_

tens	ones
10	0

<b>ones</b>	
<b>tens</b>	

<b>ones</b>	
<b>tens</b>	

---


place value chart



## Read

Tamra has 14 goldfish. Darnel has 8 goldfish. How many fewer goldfish does Darnel have than Tamra?

## Draw



## Write

---

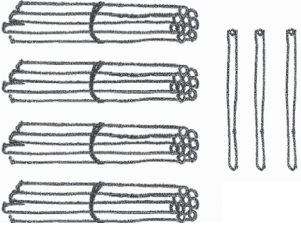
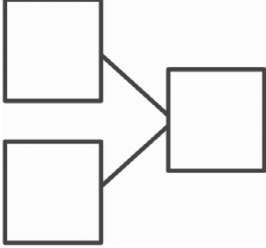
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Name \_\_\_\_\_

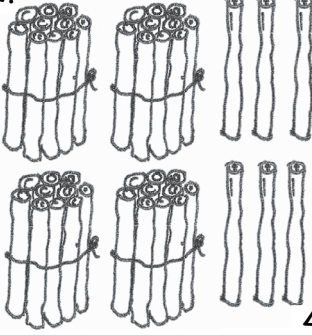
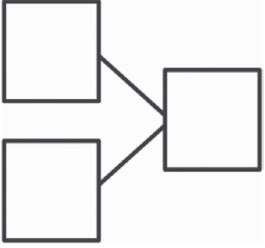
Date \_\_\_\_\_

Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

1.  

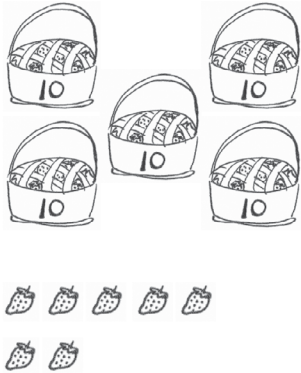
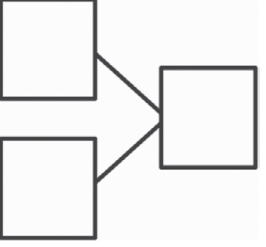
40 and 3 make \_\_\_\_.

$40 + 3 = \underline{\quad}$

2.  


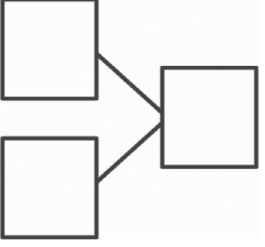
40 and 6 make \_\_\_\_.

$40 + 6 = \underline{\quad}$

3.  

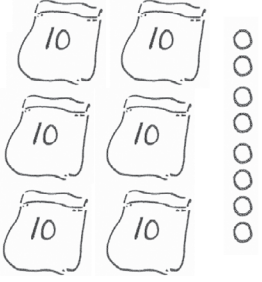
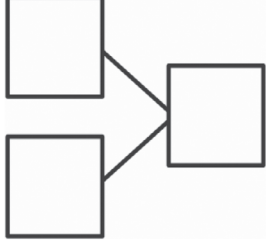
$57 = \underline{\quad} + \underline{\quad}$

7 more than 50 is \_\_\_\_.

4.  

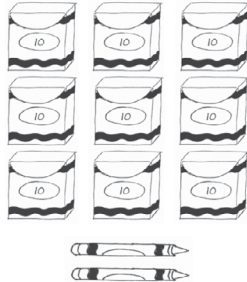
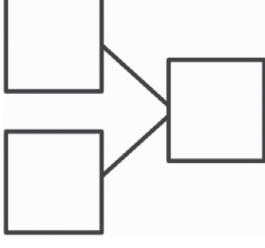
$75 = \underline{\quad} + \underline{\quad}$

5 more than 70 is \_\_\_\_.

5.  

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

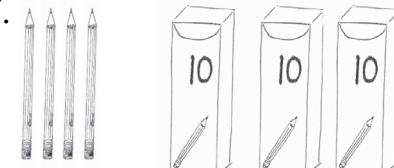
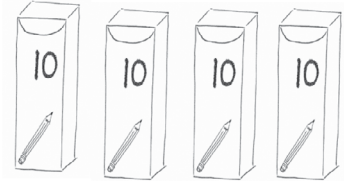
$\underline{\quad}$  tens +  $\underline{\quad}$  ones =  $\underline{\quad}$

6.  

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$  tens +  $\underline{\quad}$  ones =  $\underline{\quad}$

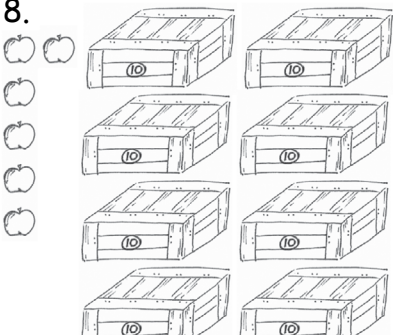
7.

tens	ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ tens + \_\_\_\_\_ ones = \_\_\_\_\_

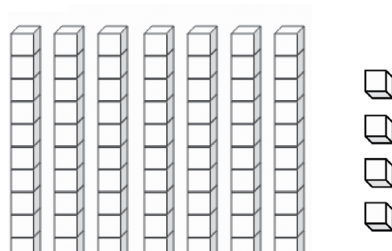
8.



tens	ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ tens + \_\_\_\_\_ ones = \_\_\_\_\_

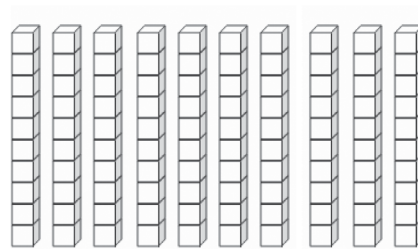
9.



tens	ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ tens + \_\_\_\_\_ ones = \_\_\_\_\_

10.



tens	ones
	0

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ tens + \_\_\_\_\_ ones = \_\_\_\_\_

11. Complete the sentences to add the tens and ones.

a.  $50 + 6 = \underline{\quad}$

b.  $\underline{\quad} + 9 = 89$

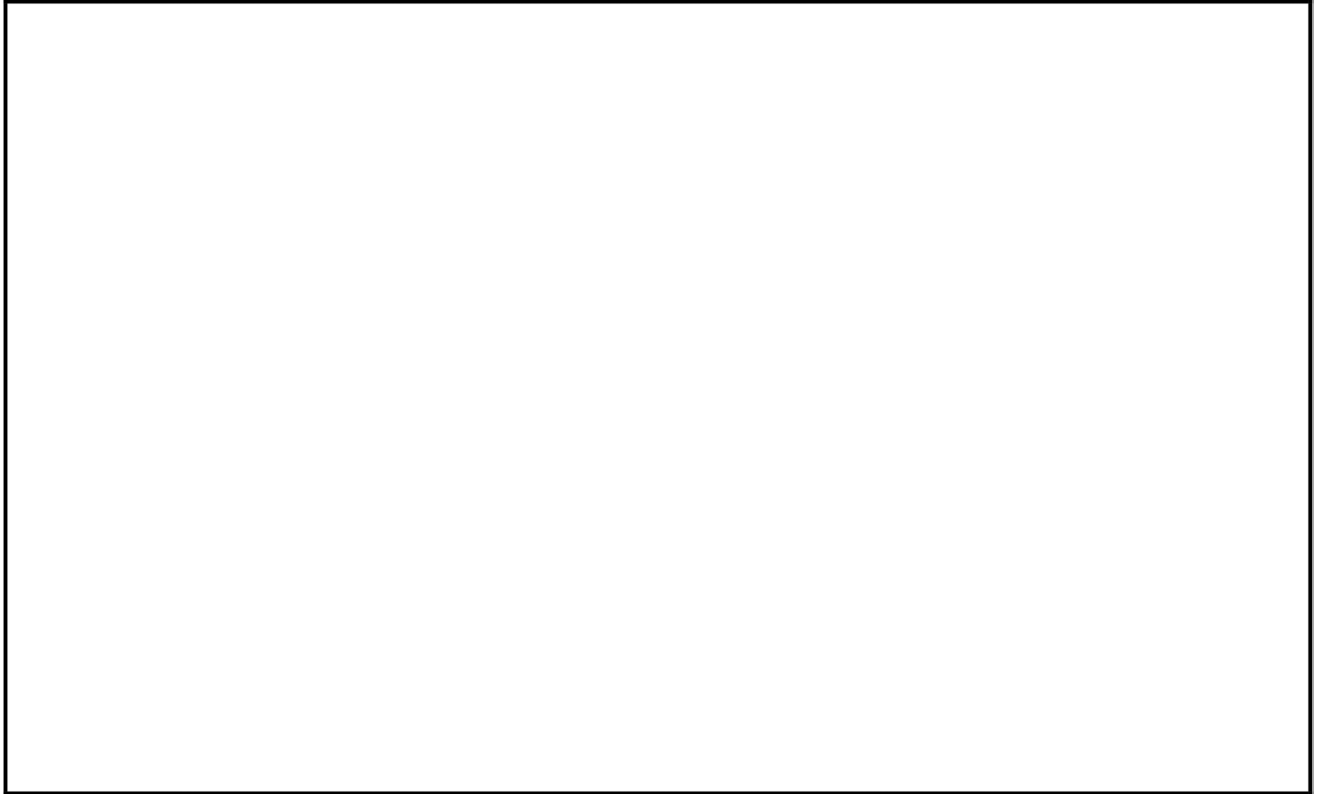
c.  $5 \text{ tens} + \underline{\quad} \text{ ones} = 56$

d.  $9 \text{ ones} + 8 \text{ tens} = \underline{\quad}$

**Read**

Kiana has 6 fewer goldfish than Tamra. Tamra has 14 goldfish.

How many goldfish does Kiana have?

**Draw****Write**

---

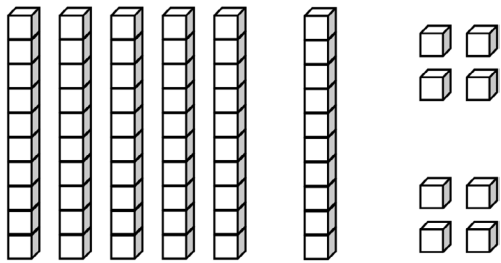
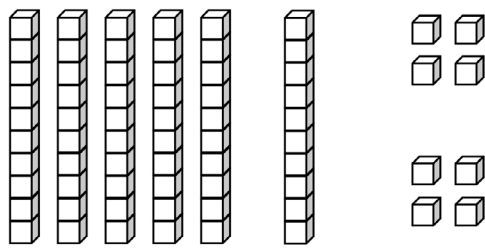
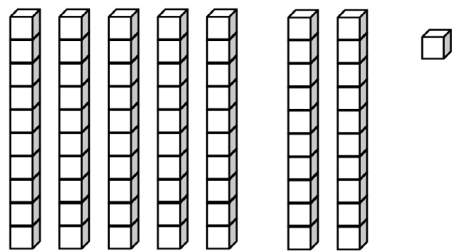
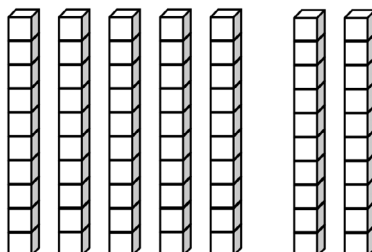
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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve. You may draw or cross off (x) to show your work.

<p>a. </p> <p style="text-align: center;">1 more than 68 is ____.</p>	<p>b. </p> <p style="text-align: center;">10 more than 68 is ____.</p>
<p>c. </p> <p style="text-align: center;">10 less than 71 is ____.</p>	<p>d. </p> <p style="text-align: center;">1 less than 70 is ____.</p>

2. Find the mystery numbers. Use the arrow way to explain how you know.

a. 10 more than 59 is \_\_\_\_.

tens	ones
5	9

→

tens	ones

b. 1 less than 59 is \_\_\_\_.

tens	ones

→

tens	ones

c. 1 more than 59 is \_\_\_\_.

tens	ones

→

tens	ones

d. 10 less than 59 is \_\_\_\_.

tens	ones

→

tens	ones

3. Write the number that is **1 more**.

a. 10, \_\_\_\_\_

b. 70, \_\_\_\_\_

c. 76, \_\_\_\_\_

d. 79, \_\_\_\_\_

e. 99, \_\_\_\_\_

4. Write the number that is **10 more**.

a. 10, \_\_\_\_\_

b. 60, \_\_\_\_\_

c. 61, \_\_\_\_\_

d. 78, \_\_\_\_\_

e. 90, \_\_\_\_\_

5. Write the number that is **1 less**.

a. 12, \_\_\_\_\_

b. 52, \_\_\_\_\_

c. 51, \_\_\_\_\_

d. 80, \_\_\_\_\_

e. 100, \_\_\_\_\_

6. Write the number that is **10 less**.

a. 20, \_\_\_\_\_

b. 60, \_\_\_\_\_

c. 74, \_\_\_\_\_

d. 81, \_\_\_\_\_

e. 100, \_\_\_\_\_

7. Fill in the missing numbers in each sequence.

a. 40, 41, 42, \_\_\_\_\_

b. 89, 88, 87, \_\_\_\_\_

c. 72, 71, \_\_\_\_\_, 69

d. 63, \_\_\_\_\_, 65, 66

e. 40, 50, 60, \_\_\_\_\_

f. 80, 70, 60, \_\_\_\_\_

g. 55, 65, \_\_\_\_\_, 85

h. 99, 89, \_\_\_\_\_, 69

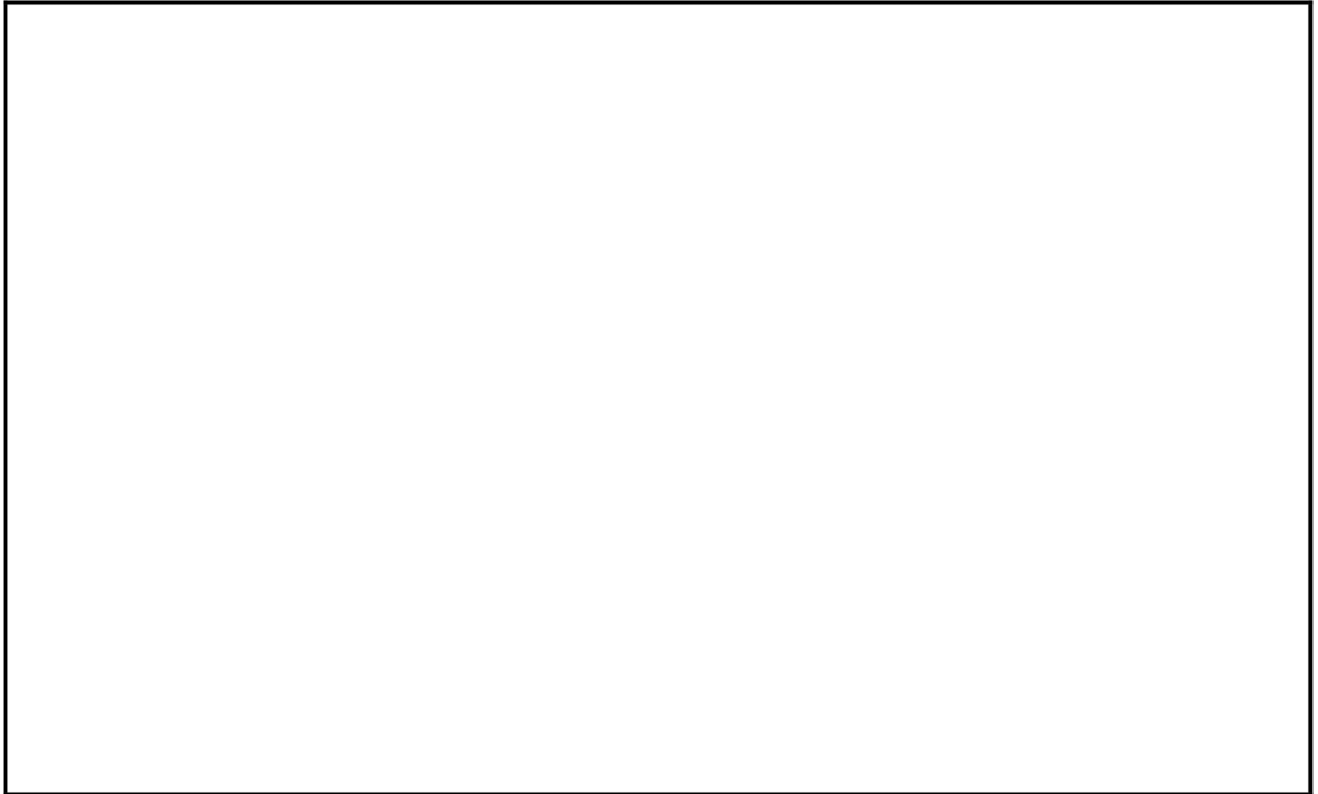
i. \_\_\_\_\_, 99, 98, 97

j. \_\_\_\_\_, 77, \_\_\_\_\_, 57

## Read

Nikil has 12 toy cars. Willie has 4 toy cars. When Nikil and Willie play, how many cars do they have?

## Draw



## Write

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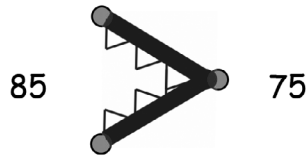
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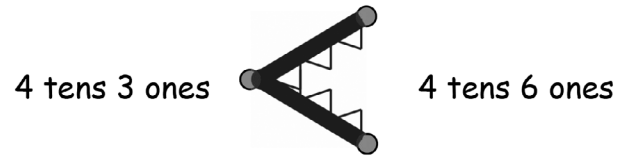
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use the symbols to compare the numbers. Fill in the blank with  $<$ ,  $>$ , or  $=$  to make the statement true.



85  $>$  75  
85 is greater than 75.



43  $<$  46  
43 is less than 46.

a. 35  42

b. 78  80

c. 100  99

d. 93  8 tens 3 ones

e. 9 tens 8 ones  10 tens

f. 6 tens 2 ones  2 tens 6 ones

g. 72  2 ones 7 tens

h. 5 tens 4 ones  4 tens 14 ones



2. Circle the correct words to make the sentence true. Use  $>$ ,  $<$ , or  $=$  and numbers to write a true statement.

<p>a.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than is less than is equal to           </div> <div style="text-align: center;">             29      2 tens 9 ones           </div> </div> <div style="text-align: center; margin-top: 20px;">       _____ ○ _____     </div>	<p>b.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than is less than is equal to           </div> <div style="text-align: center;">             7 tens 9 ones      80           </div> </div> <div style="text-align: center; margin-top: 20px;">       _____ ○ _____     </div>
<p>c.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than is less than is equal to           </div> <div style="text-align: center;">             10 tens 0 ones      0 tens 10 ones           </div> </div> <div style="text-align: center; margin-top: 20px;">       _____ ○ _____     </div>	<p>d.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">             is greater than is less than is equal to           </div> <div style="text-align: center;">             6 tens 1 one      5 tens 16 ones           </div> </div> <div style="text-align: center; margin-top: 20px;">       _____ ○ _____     </div>

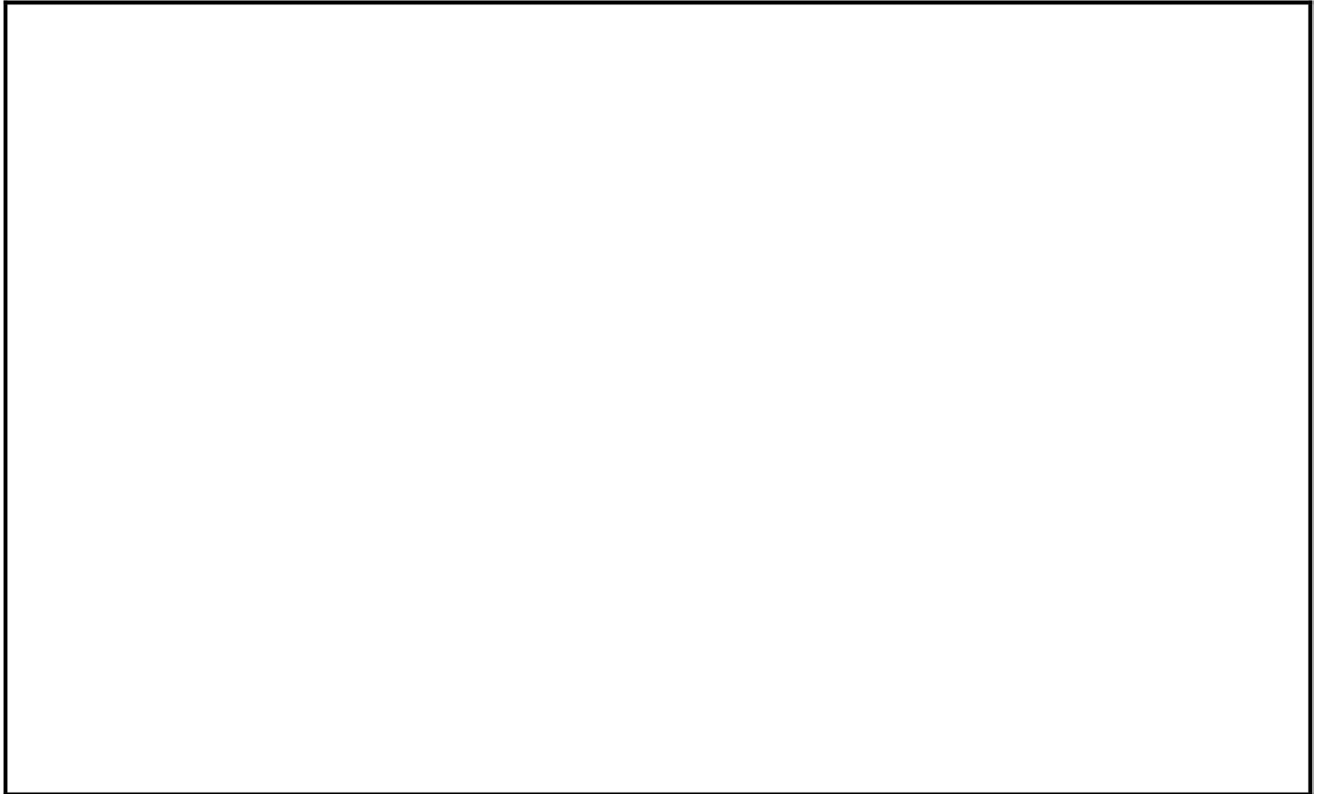
3. Use  $<$ ,  $=$ , or  $>$  to compare the pairs of numbers.

- a. 3 tens 9 ones ○ 5 tens 9 ones
- b. 30 ○ 13
- c. 100 ○ 10 tens
- d. 6 tens 4 ones ○ 4 ones 6 tens
- e. 7 tens 9 ones ○ 79
- f. 1 ten 5 ones ○ 5 ones 1 ten
- g. 72 ○ 6 tens 12 ones
- h. 88 ○ 8 tens 18 ones

## Read

Shanika has 6 roses and 7 tulips in a vase. Maria has 4 roses and 8 tulips in a vase. Who has more flowers? How many more flowers does she have?

## Draw



## Write

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---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the missing numbers in the chart up to 120.

a.	b.	c.	d.	e.
71	81	91		111
	82		102	
73	83	93		113
	84	94	104	114
76	86	96	106	116
77	87	97		117
79	89	99	109	119
80		100	110	

2. Write the numbers to continue the counting sequence to 120.

96, 97, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. Circle the sequence that is incorrect. Rewrite it correctly on the line.

a.

107, 108, 109, 110, 120

b.

99, 100, 101, 102, 103

---

4. Fill in the missing numbers in the sequence.

a.

115, 116, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b.

\_\_\_\_\_, \_\_\_\_\_, 118, \_\_\_\_\_, 120

c.

100, 101, \_\_\_\_\_, \_\_\_\_\_, 104

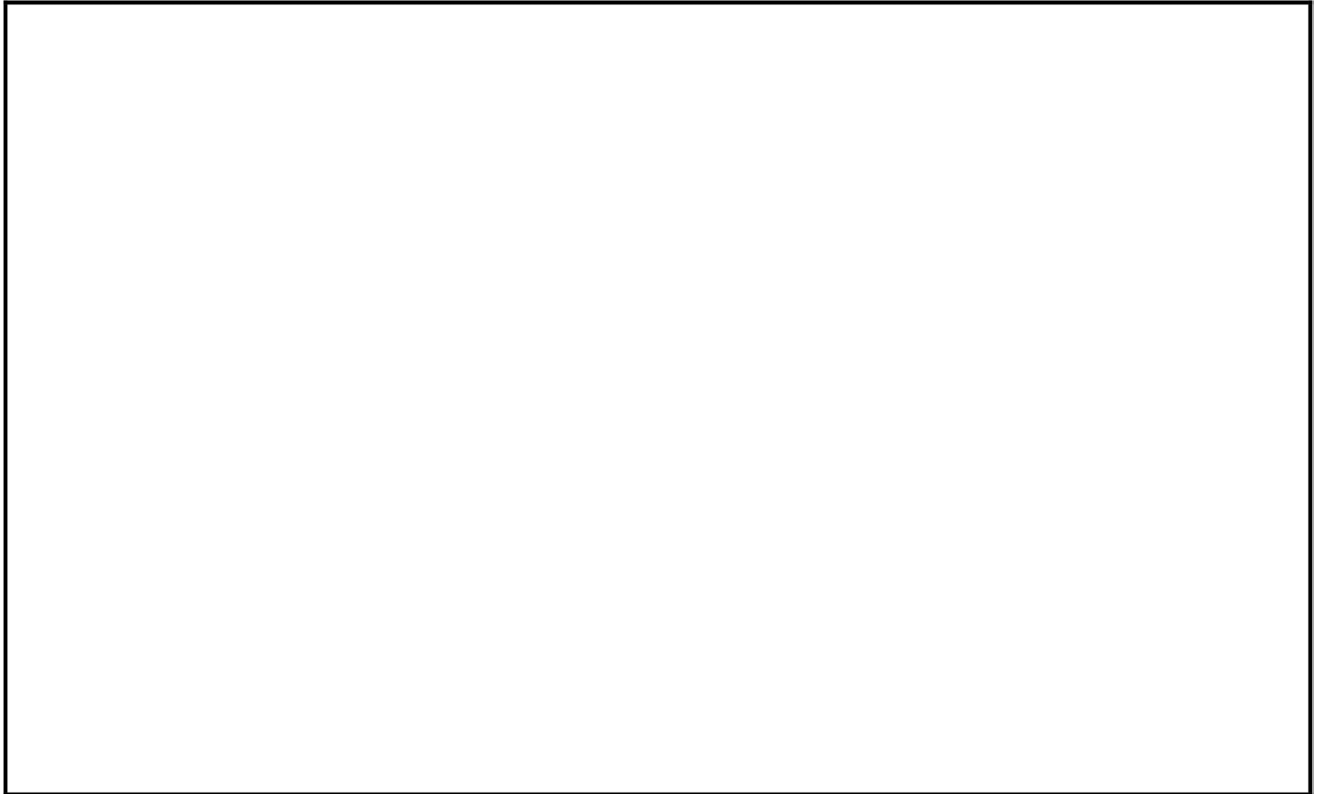
d.

97, 98, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Read

Lee found 15 sparkly rocks. Kim found 8 sparkly rocks. How many more sparkly rocks did Lee find than Kim?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 74

tens	ones

b. 78

tens	ones

c. \_\_\_\_\_

tens	ones
9	1

d. \_\_\_\_\_

tens	ones
10	9

e. 116

tens	ones

f. 103

tens	ones

g. \_\_\_\_\_

tens	ones
11	2

h. \_\_\_\_\_

tens	ones
12	0

i. \_\_\_\_\_

tens	ones
10	5

j. 102

tens	ones

## 2. Match.

a.

tens	ones
9	7

● 10 tens 5 ones

b.

tens	ones
10	7

● 10 tens 7 ones

c.

tens	ones
11	0

● 9 tens 7 ones

d.

tens	ones
10	5

● 12 tens 0 ones

e.

tens	ones
10	1

● 110

f.

tens	ones
12	0

● 11 tens 8 ones

g.

tens	ones
11	8

● 101

## Read

Emi and Julio together have 17 pet mice. How many mice might each child have?

**Extension:** Who has more, and how many more does that child have?

## Draw



## Write

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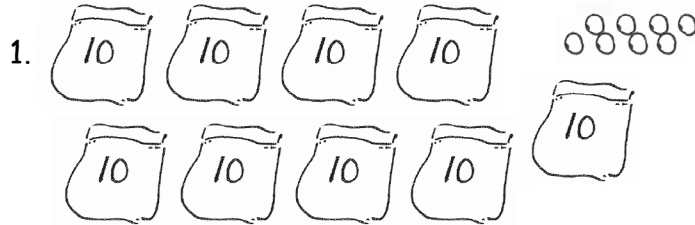
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Name \_\_\_\_\_

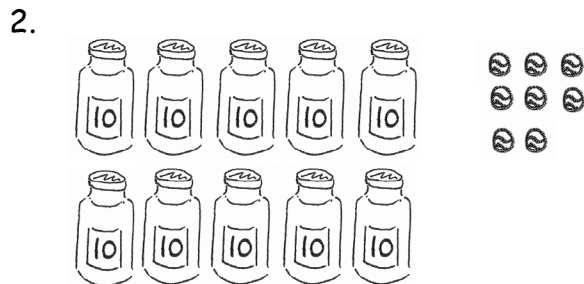
Date \_\_\_\_\_

Count the objects. Fill in the place value chart, and write the number on the line.



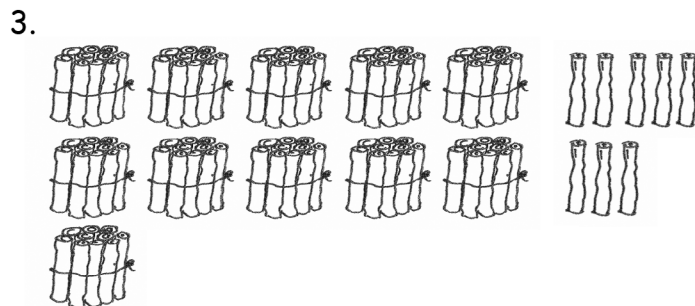
tens	ones

\_\_\_\_\_



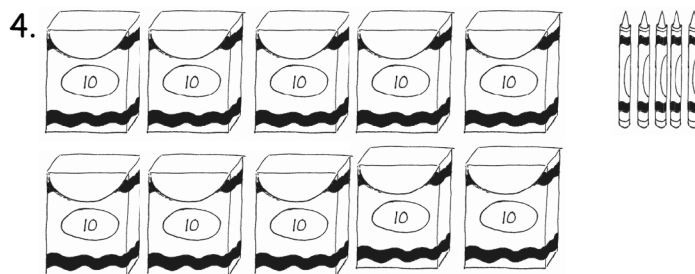
tens	ones

\_\_\_\_\_



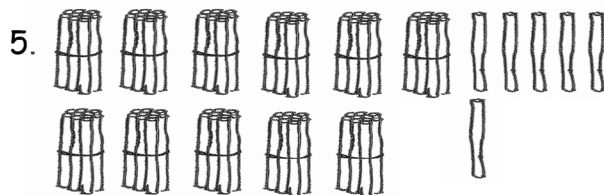
tens	ones

\_\_\_\_\_



tens	ones

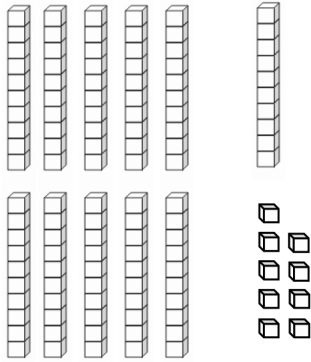
\_\_\_\_\_



tens	ones

\_\_\_\_\_

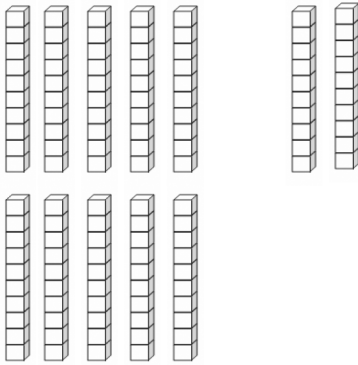
6.



tens	ones

\_\_\_\_\_

7.



tens	ones

\_\_\_\_\_

Use quick tens and ones to represent the following numbers. Write the number on the line.

8. \_\_\_\_\_

tens	ones
10	9

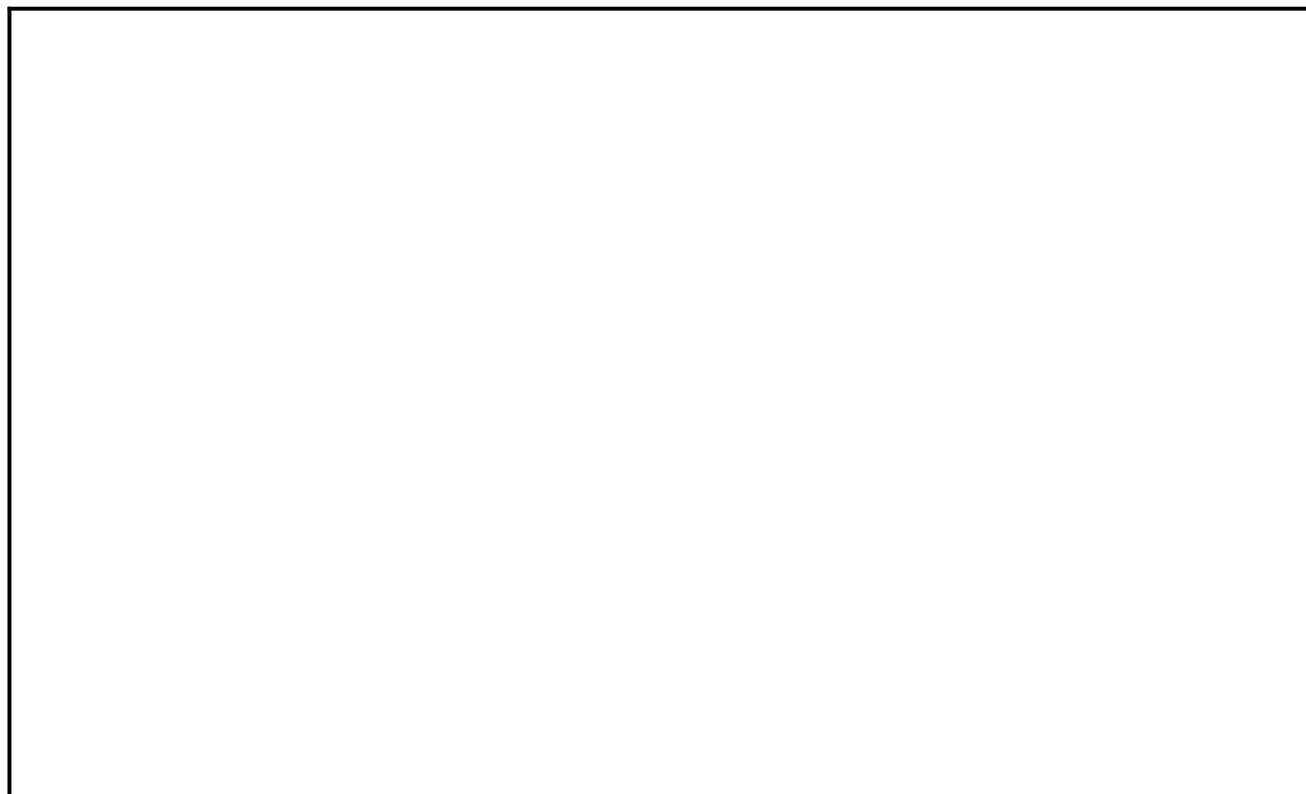
9. \_\_\_\_\_

tens	ones
12	0

## Read

Fran has 8 lizards. Anton gave some lizards to Fran. Fran now has 13 lizards. How many lizards did Anton give Fran?

## Draw



## Write

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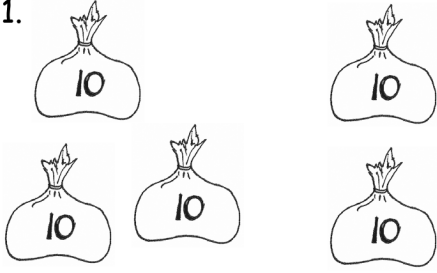
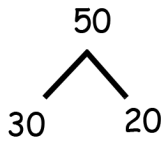
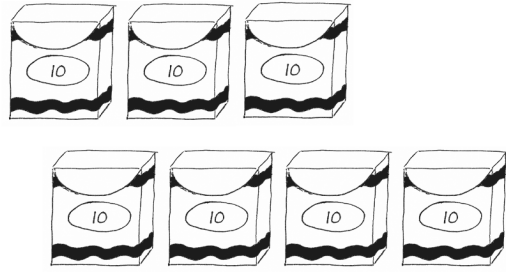
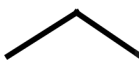
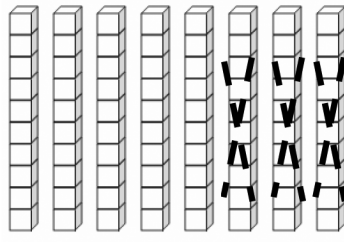

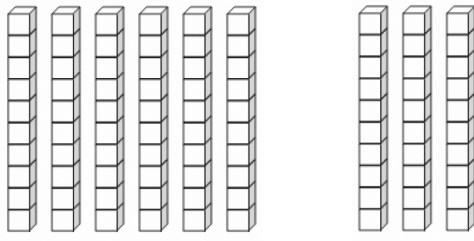

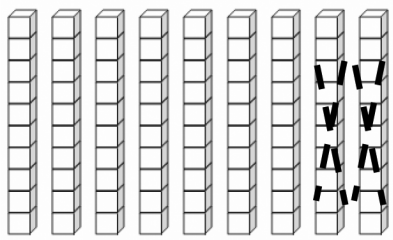

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Name \_\_\_\_\_

Date \_\_\_\_\_

Complete the number bonds and number sentences to match the picture.

1.			<p><u>  3  </u> tens + <u>    </u> tens = <u>    </u> tens</p> <p>30 + 20 = <u>        </u></p>
2.			<p><u>    </u> tens + <u>    </u> tens = <u>    </u> tens</p> <p>_____</p>
3.			<p><u>    </u> tens - <u>    </u> tens = <u>    </u> tens</p> <p>_____</p>
4.			<p><u>    </u> tens + <u>    </u> tens = <u>    </u> tens</p> <p>_____</p>
5.			<p><u>    </u> tens - <u>    </u> tens = <u>    </u> tens</p> <p>_____</p>

Count the dimes to add or subtract. Write a number sentence to match the value of the dimes.



$40 + 20 =$ 


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11. Fill in the missing numbers.

a.  $40 + 40 =$  \_\_\_\_\_

b.  $50 - 30 =$  \_\_\_\_\_

c.  $10 +$  \_\_\_\_\_  $= 70$

d.  $60 -$  \_\_\_\_\_  $= 0$

e.  $90 -$  \_\_\_\_\_  $= 10$

f.  $70 +$  \_\_\_\_\_  $= 90$

g.  $50 + 40 =$  \_\_\_\_\_

h.  $100 - 30 =$  \_\_\_\_\_

i.  $100 -$  \_\_\_\_\_  $= 70$



\_\_\_\_\_

number bond/number sentence set

## Read

Ben sharpened 5 pencils. He has 8 more unsharpened pencils than sharpened pencils. How many unsharpened pencils does Ben have?

## Draw



## Write

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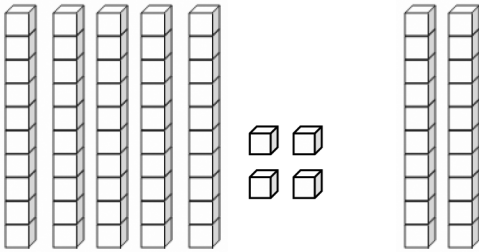
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Name \_\_\_\_\_

Date \_\_\_\_\_

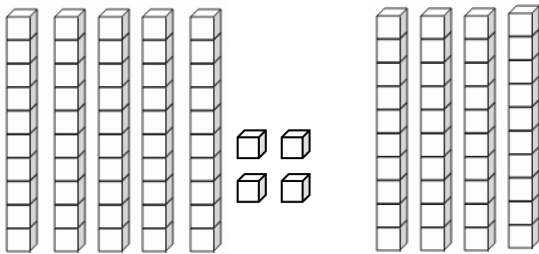
Solve using the pictures. Complete the number sentence to match.

1.



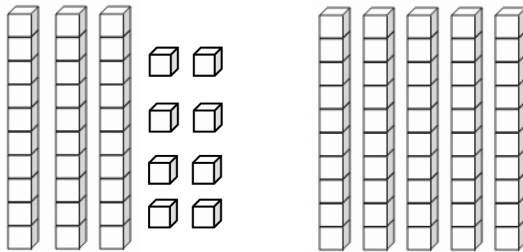
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

2.



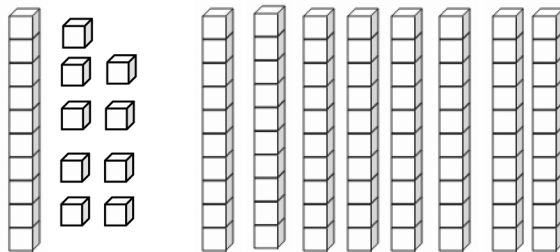
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

3.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

4.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$



$$\begin{array}{r} 64 + 30 = 94 \\ \quad \swarrow \searrow \\ 4 \quad 60 \\ 60 + 30 = 90 \\ 90 + 4 = 94 \end{array}$$

5. Solve.

a. $47 + 40 = \underline{\quad}$	b. $57 + 30 = \underline{\quad}$
c. $35 + 30 = \underline{\quad}$	d. $35 + 50 = \underline{\quad}$
e. $30 + 63 = \underline{\quad}$	f. $40 + 39 = \underline{\quad}$

6. Solve and explain your thinking to a partner.

a.  $2 + 50 = \underline{\quad}$

b.  $58 + 40 = \underline{\quad}$

c.  $48 + \underline{\quad} = 98$

d.  $60 + \underline{\quad} = 86$

## Read

Kiana wants to have 14 stickers in her folder. She needs 6 more stickers to make her goal. How many stickers does she have right now?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve.

a. $84 + 12 =$ _____	b. $71 + 26 =$ _____
c. $57 + 22 =$ _____	d. $59 + 41 =$ _____
e. $35 + 65 =$ _____	f. $26 + 54 =$ _____
g. $57 + 42 =$ _____	h. $37 + 63 =$ _____

2. Solve.

a.  $45 + 13 =$  \_\_\_\_\_

b.  $45 + 23 =$  \_\_\_\_\_

c.  $21 + 27 =$  \_\_\_\_\_

d.  $27 + 23 =$  \_\_\_\_\_

e.  $48 + 32 =$  \_\_\_\_\_

f.  $48 + 52 =$  \_\_\_\_\_

g.  $34 + 65 =$  \_\_\_\_\_

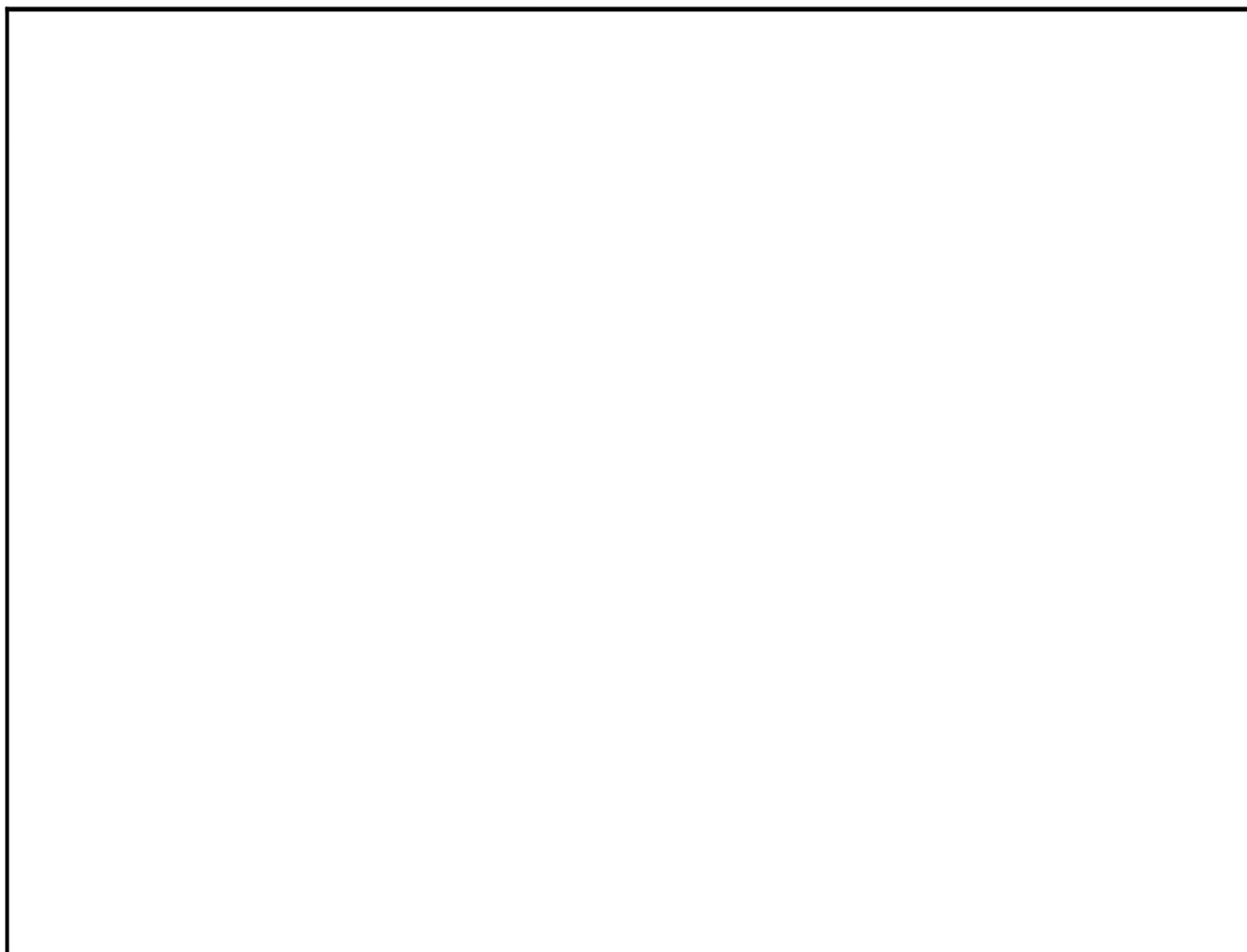
h.  $46 + 43 =$  \_\_\_\_\_

## Read

Julio read 6 books this week. Emi read 12 books this week.

- How many fewer books did Julio read than Emi?
- How many books did they read in all?
- How many more books does Julio have to read so that he has read one more book than Emi?

## Draw



## Write

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve and show your work.

a. $79 + 12 =$ _____	b. $59 + 32 =$ _____
c. $38 + 45 =$ _____	d. $36 + 47 =$ _____
e. $48 + 45 =$ _____	f. $57 + 34 =$ _____

2. Solve and show your work.

a.  $24 + 37 =$  \_\_\_\_\_

b.  $48 + 45 =$  \_\_\_\_\_

c.  $29 + 67 =$  \_\_\_\_\_

d.  $48 + 34 =$  \_\_\_\_\_

e.  $69 + 27 =$  \_\_\_\_\_

f.  $78 + 17 =$  \_\_\_\_\_



## Read

There are 12 chairs at the lunch table and 15 students. How many more chairs are needed so that every student has a chair?

## Draw



## Write

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve and show your work.

a. $48 + 21 =$ _____	b. $48 + 22 =$ _____
c. $39 + 43 =$ _____	d. $48 + 34 =$ _____
e. $77 + 14 =$ _____	f. $67 + 27 =$ _____
g. $58 + 37 =$ _____	h. $68 + 29 =$ _____

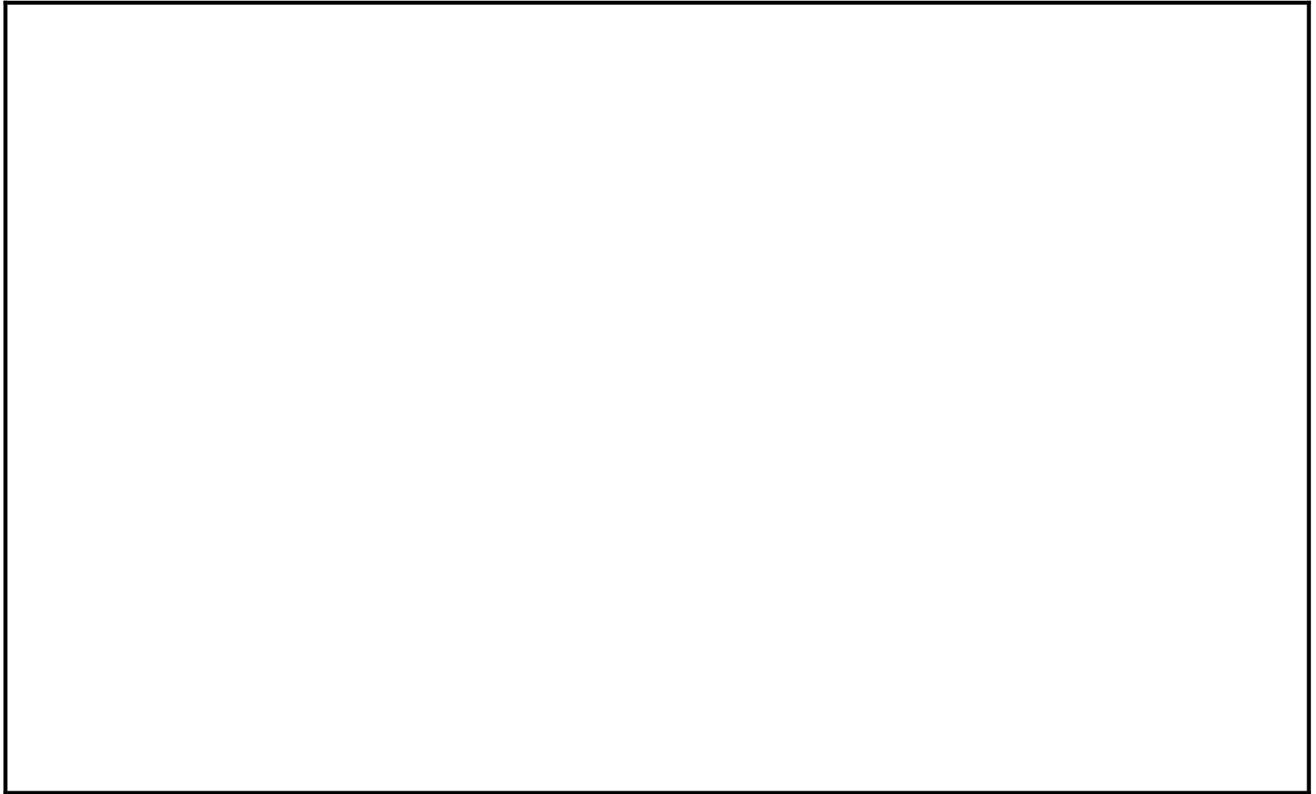
2. Solve and show your work.

a. $39 + 31 =$ _____	b. $58 + 23 =$ _____
c. $77 + 23 =$ _____	d. $69 + 26 =$ _____
e. $68 + 25 =$ _____	f. $45 + 37 =$ _____
g. $59 + 39 =$ _____	h. $58 + 38 =$ _____

## Read

There are 20 students in class. Nine students put away their backpacks. How many more students still need to put away their backpacks?

## Draw



## Write

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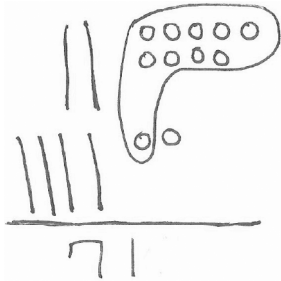
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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a.  $29 + 42 =$  \_\_\_\_\_



b.  $39 + 54 =$  \_\_\_\_\_

c.  $41 + 38 =$  \_\_\_\_\_

d.  $58 + 24 =$  \_\_\_\_\_

e.  $47 + 46 =$  \_\_\_\_\_

f.  $48 + 29 =$  \_\_\_\_\_

2. Solve using quick tens and ones. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a.  $49 + 22 = \underline{\quad}$

b.  $38 + 62 = \underline{\quad}$

c.  $59 + 23 = \underline{\quad}$

d.  $68 + 14 = \underline{\quad}$

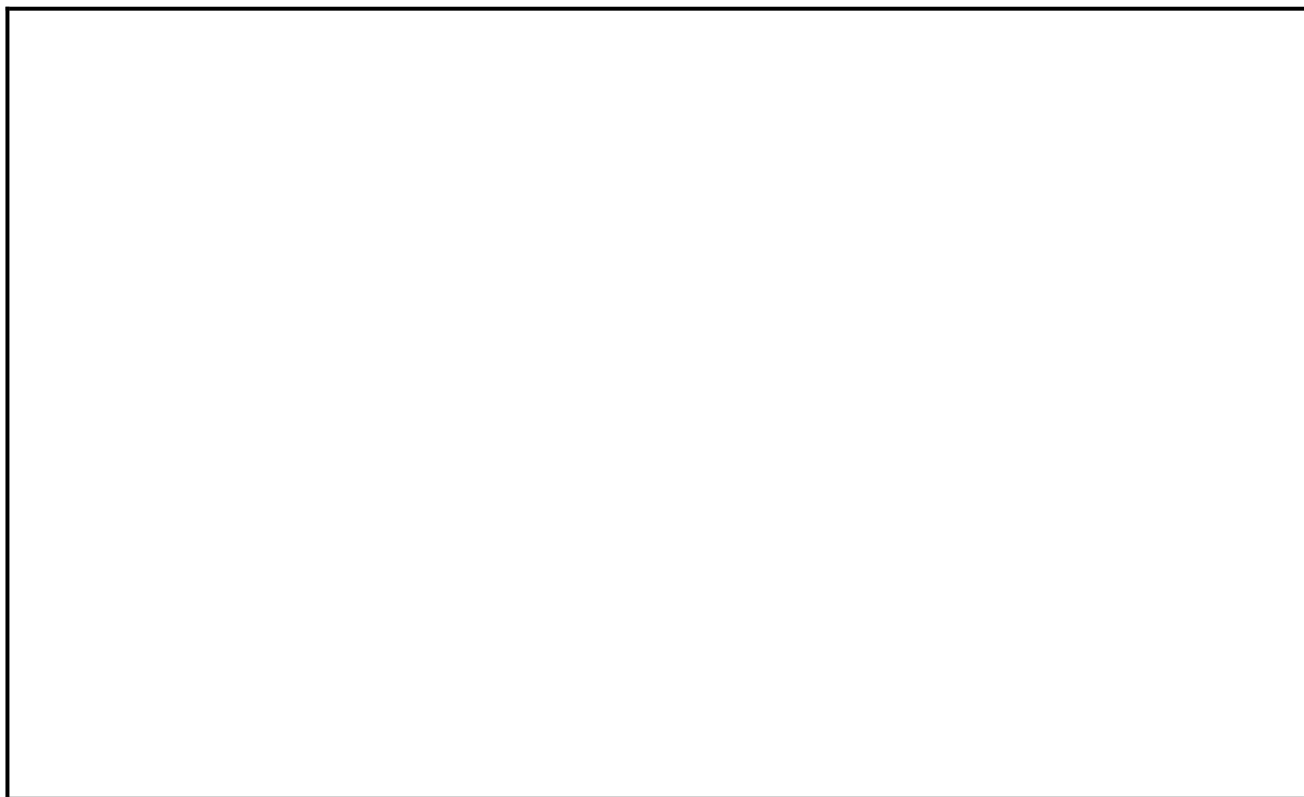
e.  $46 + 36 = \underline{\quad}$

f.  $69 + 26 = \underline{\quad}$

## Read

Fifteen students ordered pizza for lunch. Seven students brought their lunch from home. How many fewer students brought their lunch from home than ordered lunch?

## Draw



## Write

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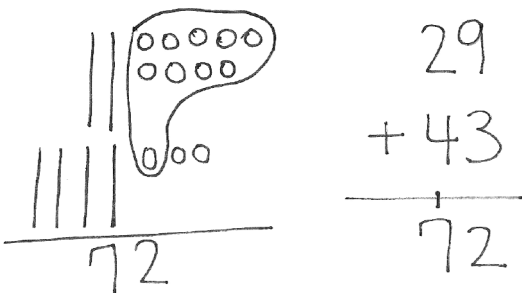
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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using quick tens and ones drawings. Remember to line up your drawings and rewrite the number sentence vertically.

<p>a. <math>29 + 43 =</math> _____</p> 	<p>b. <math>34 + 49 =</math> _____</p>
<p>c. <math>45 + 39 =</math> _____</p>	<p>d. <math>54 + 25 =</math> _____</p>
<p>e. <math>47 + 36 =</math> _____</p>	<p>f. <math>54 + 46 =</math> _____</p>



2. Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. $39 + 24 =$ _____	b. $58 + 36 =$ _____
c. $55 + 37 =$ _____	d. $59 + 36 =$ _____
e. $37 + 58 =$ _____	f. $68 + 29 =$ _____

## Read

Rose saw 14 monkeys at the zoo. She saw 5 fewer monkeys than foxes. How many foxes did Rose see?

## Draw



## Write

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. $39 + 52 =$ _____	b. $48 + 42 =$ _____
c. $47 + 42 =$ _____	d. $47 + 47 =$ _____
e. $68 + 17 =$ _____	f. $68 + 29 =$ _____

2. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a.  $39 + 32 = \underline{\quad}$

b.  $48 + 31 = \underline{\quad}$

c.  $43 + 49 = \underline{\quad}$

d.  $57 + 38 = \underline{\quad}$

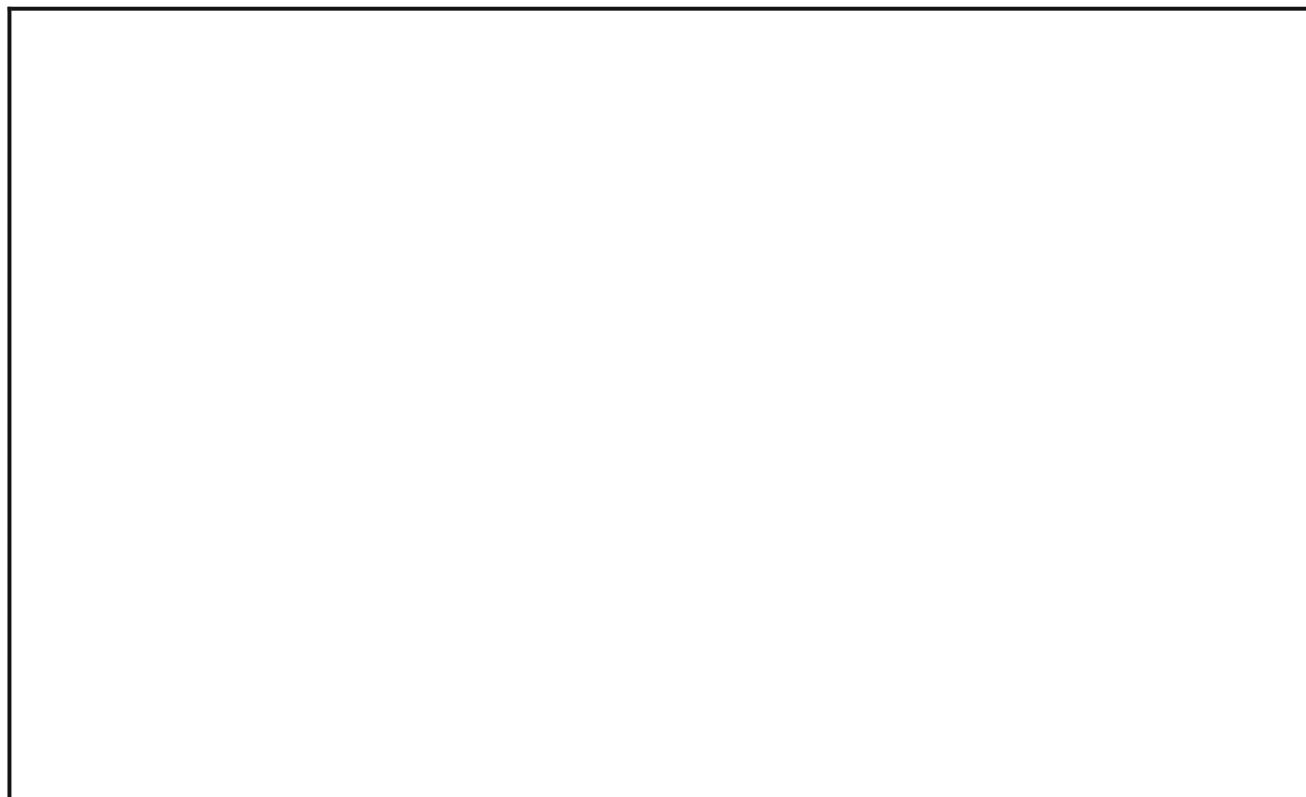
e.  $61 + 39 = \underline{\quad}$

f.  $68 + 25 = \underline{\quad}$

## Read

A farmer counted 12 bunnies in their cages in the morning. In the afternoon, he only counted 4 bunnies in their cages. How many bunnies disappeared from their cages?

## Draw



## Write

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

Use any method you prefer to solve the problems below.

1.

$74 + 21 = \underline{\quad}$

2.

$79 + 21 = \underline{\quad}$

3.

$46 + 34 = \underline{\quad}$

4.

$58 + 34 = \underline{\quad}$

5.

$35 + 14 = \underline{\quad}$

6.

$35 + 18 = \underline{\quad}$

## Read

Ben had 16 baseball cards before a card show. After the card show, he had 20 baseball cards. How many cards were added to Ben's collection?

## Draw



## Write

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

Use the strategy you prefer to solve the problems below.

1.

$43 + 21 = \underline{\quad}$

2.

$43 + 41 = \underline{\quad}$

3.

$62 + 38 = \underline{\quad}$

4.

$52 + 48 = \underline{\quad}$

5.

$75 + 14 = \underline{\quad}$

6.

$75 + 16 = \underline{\quad}$



Use the strategy you prefer to solve the problems below.

7.

$$29 + 54 = \underline{\quad}$$

8.

$$27 + 54 = \underline{\quad}$$

9.

$$38 + 23 = \underline{\quad}$$

10.

$$58 + 36 = \underline{\quad}$$

11.

$$49 + 19 = \underline{\quad}$$

12.

$$28 + 69 = \underline{\quad}$$

## Read

Tamra saw 10 cheetahs at the zoo. She saw 8 more leopards than cheetahs. How many leopards did she see?

## Draw



## Write

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---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use the word bank to label the coin. The front and back of the coin is shown.



penny  
nickel  
dime

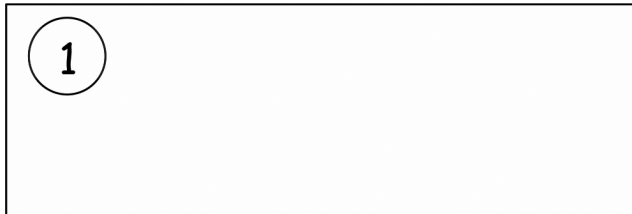
a. \_\_\_\_\_

b. \_\_\_\_\_

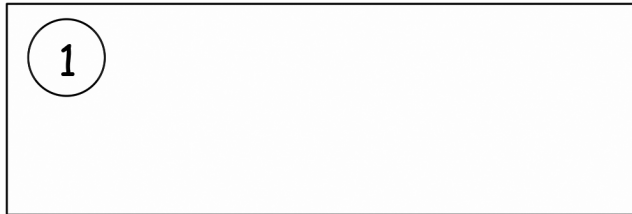
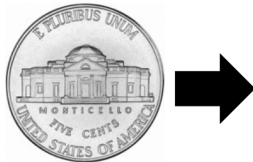
c. \_\_\_\_\_

2. Draw more pennies to show the value of each coin.

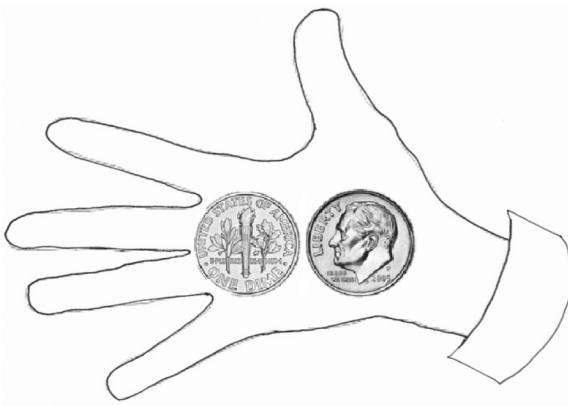
a.



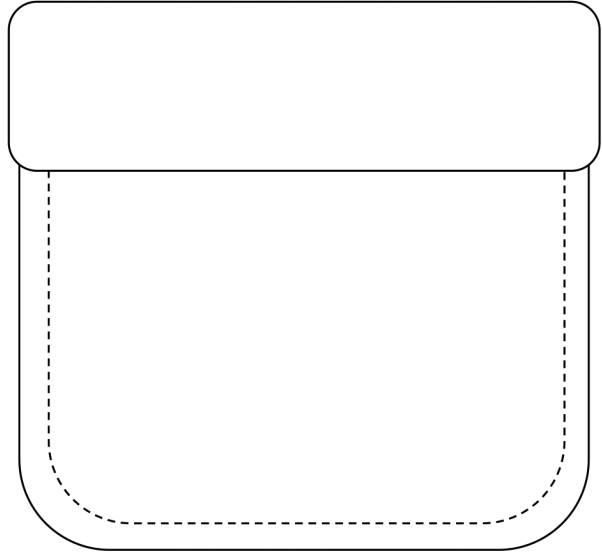
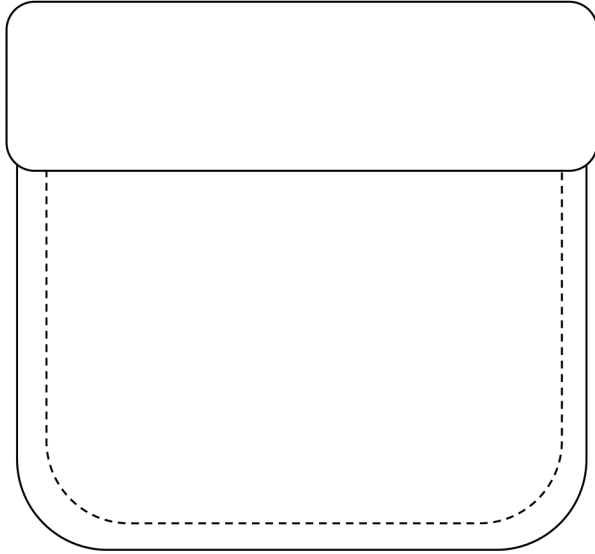
b.



3. Kim has 5 cents in her hand. Cross off (x) the hand that cannot be Kim's.



4. Anton has 10 cents in his pocket. One of his coins is a nickel. Draw coins to show two different ways he could have ten cents with the coins he has in his pocket.



5. Emi says she has more money than Kiana. Is she correct? Why or why not?

**Emi's Money**



**Kiana's Money**




Emi is correct/not correct because \_\_\_\_\_

## Read

Willie saw 11 monkeys at the zoo. He saw 4 fewer monkeys than tigers. How many tigers did he see at the zoo?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use different coin combinations to make 25 cents.

a.	_____ pennies	
b.	_____ dimes _____ pennies	
c.	_____ dimes _____ nickels	
d.	_____ nickels _____ pennies	
e.	_____ nickels	
f.	_____ quarter	

2. Use the word bank to label the coins.

pennies    nickels    dimes    quarters



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

3. Draw different coins to show the value of the coin shown.



4. Match the coin combinations to the coin with the same value.

a. • •


b. • •

c. • •

## Read

Peter has 6 more red pencils than blue pencils. He has 8 blue pencils. How many red pencils does he have?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use the word bank to label the coins.

quarter    dime    nickel    penny



a. \_\_\_\_\_    b. \_\_\_\_\_    c. \_\_\_\_\_    d. \_\_\_\_\_

2. Match the coin combinations to the coin on the right with the same value.

a.



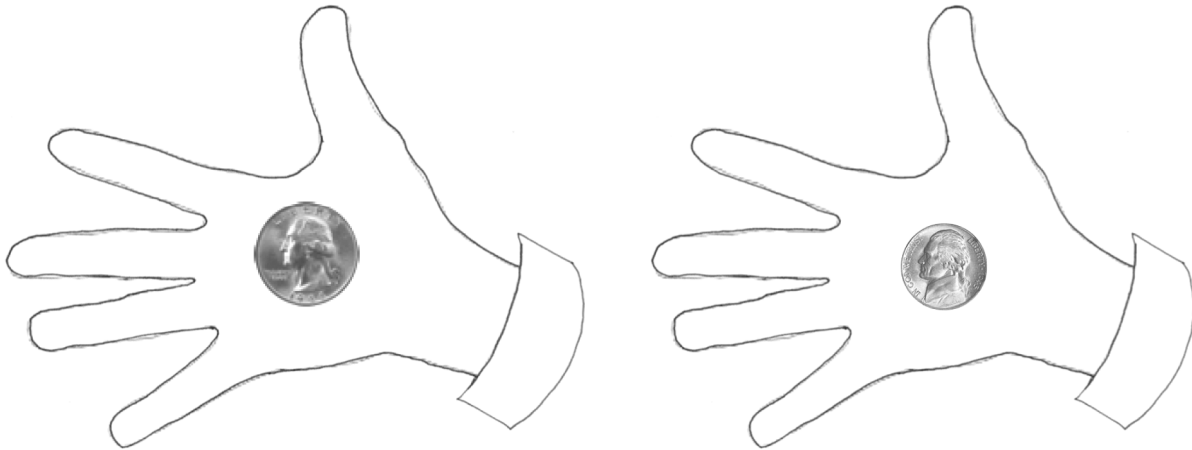
b.



c.



3. Tamra has 25 cents in her hand. Cross off (x) the hand that cannot be Tamra's.



4. Ben thinks he has more money than Peter. Is he correct? Why or why not?

**Ben's Money**



**Peter's Money**



Ben is \_\_\_\_\_ because \_\_\_\_\_

---

5. Solve. Match each statement to the coin that shows the value of the answer.

a. 5 pennies = \_\_\_\_\_ cents •

b. 6 cents + 4 cents = \_\_\_\_\_ cents •

c. 1 quarter = \_\_\_\_\_ cents •


d. 6 cents - 5 cents = \_\_\_\_\_ cent(s) •



## Read

Peter has 8 more green crayons than yellow crayons. Peter has 10 green crayons. How many yellow crayons does Peter have?

## Draw



## Write

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Add pennies to show the written amount.

a.	8 cents	
b.	30 cents	
c.	10 cents	
d.	18 cents	

2. Write the value of each group of coins.

a.



\_\_\_\_\_ cents

b.



\_\_\_\_\_ cents

c.



\_\_\_\_\_ cents

d.



\_\_\_\_\_ cents

e.

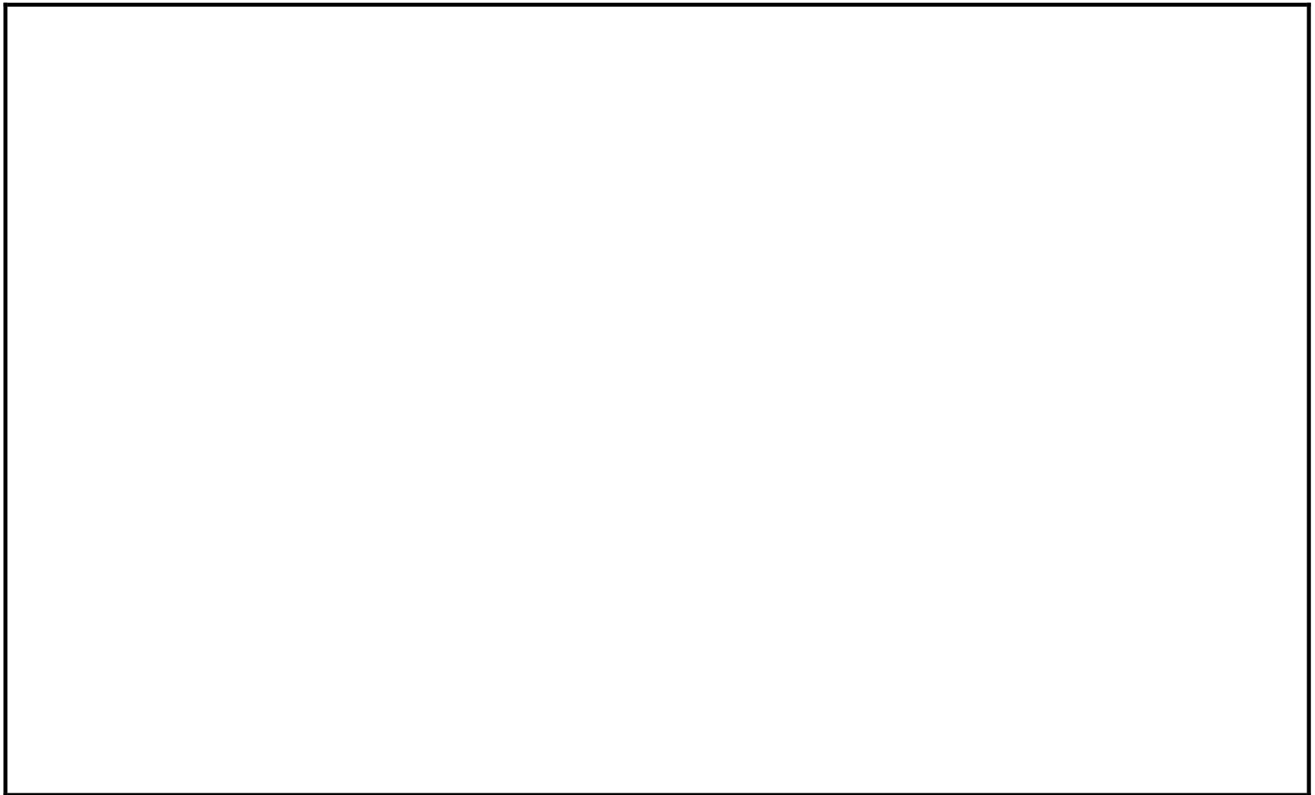


\_\_\_\_\_ cents

**Read**

There are 8 eggs in the carton. The carton can hold 12 eggs.

How many more eggs will fit in the carton?

**Draw****Write**

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Find the value of each set of coins. Complete the place value chart to match. Write an addition sentence to add the value of the dimes and the value of the pennies.


a.



tens	ones

\_\_\_\_\_

b.



tens	ones

\_\_\_\_\_

c.



tens	ones

\_\_\_\_\_



2. Check the set that shows the correct amount. Fill in the place value chart to match.



a. 80 cents

tens	ones

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b. 100 cents

tens	ones

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3. Draw 58 cents using dimes and pennies. Fill in the place value chart.

tens	ones

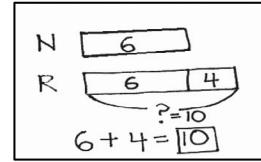


Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample Tape Diagram



1. Kiana wrote 3 poems. She wrote 7 fewer than her sister Emi. How many poems did Emi write?

2. Maria used 14 beads to make a bracelet. Maria used 4 more beads than Kim. How many beads did Kim use to make her bracelet?

3. Peter drew 19 rocket ships. Rose drew 5 fewer rocket ships than Peter. How many rocket ships did Rose draw?

4. During the summer, Ben watched 9 movies. Lee watched 4 more movies than Ben. How many movies did Lee watch?

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5. Anton's family packed 10 suitcases for vacation. Anton's family packed 3 more suitcases than Fatima's family. How many suitcases did Fatima's family pack?

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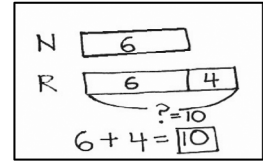
6. Willie painted 9 fewer pictures than Julio. Julio painted 16 pictures. How many pictures did Willie paint?

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample Tape Diagram



1. Tony is reading a book with 16 pages. Maria is reading a book that has 10 pages. How much longer is Tony's book than Maria's book?

2. Shanika built a block tower using 14 blocks. Tamra built a tower by using 5 more blocks than Shanika. How many blocks did Tamra use to build her tower?

3. Darnel walked 10 minutes to get to Kiana's house. The next day, Kiana took a shortcut and walked to Darnel's house in 8 minutes. How much shorter in time was Kiana's walk?

4. Lee read 16 pages in a book. Kim read 4 fewer pages in her book. How many pages did Kim read?

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5. Nikil's soccer team has 13 players. Nikil has 4 fewer players on his team than Rose's team. How many players are on Rose's team?

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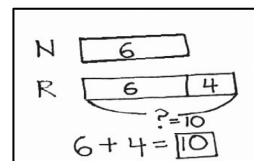
6. After dinner, Darnel washed 15 spoons. He washed 9 more spoons than forks. How many forks did Darnel wash?

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample Tape Diagram



- Nine letters came in the mail on Monday. Some more letters were delivered on Tuesday. Then, there were 13 letters. How many letters were delivered on Tuesday?

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- Ben and Tamra found a total of 18 seeds in their watermelon slices. Ben found 7 seeds in his slice. How many seeds did Tamra find?

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- Some children were playing on the playground. Eight children came to join, and now there are 14 children. How many children were on the playground in the beginning?

4. Willie walked for 7 minutes. Peter walked for 14 minutes. How much shorter in time was Willie's walk?

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5. Emi saw 12 ants walking in a row. Fran saw 6 more ants than Emi. How many ants did Fran see?

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6. Shanika has 13 cents in her front pocket. She has 8 fewer cents in her back pocket. How many cents does Shanika have in her back pocket?

## Read

Darnel answered 30 problems on Side B of his Count Dots Sprint today. He was proud because he answered 20 more problems today than he did on the first day of school. How many problems did he answer on the first day of school?

## Draw



## Write

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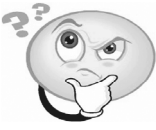


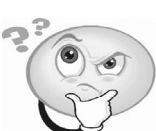
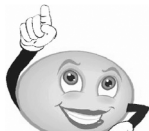

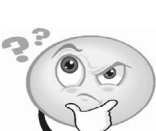
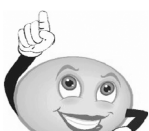
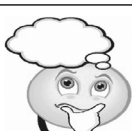

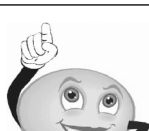
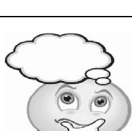

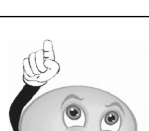
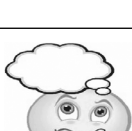
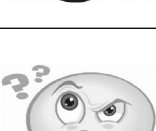
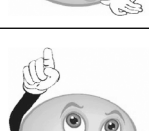
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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the smiley face that shows your level of fluency for each activity.

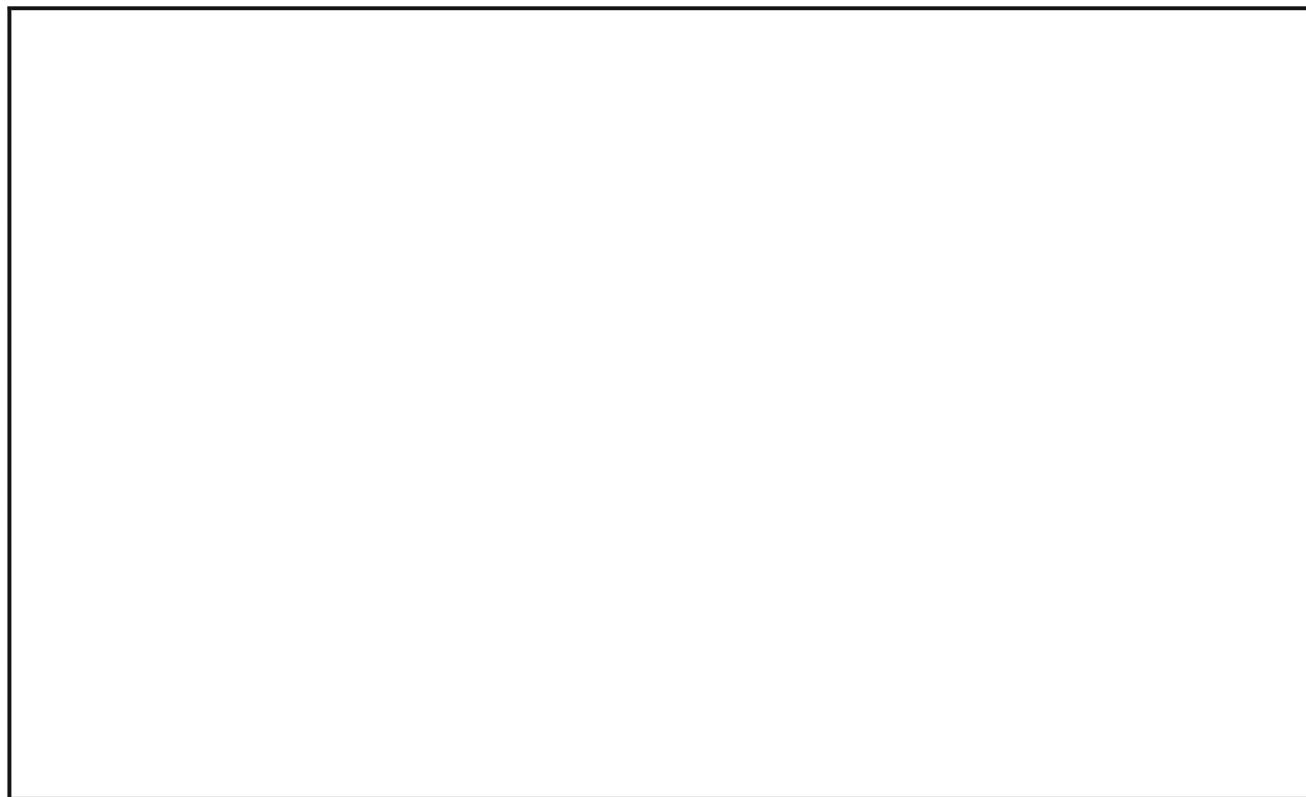
Activity	I still need some practice.	I can complete, but I still have some questions.	I am fluent.
a.			
b.			
c.			
d.			
e.			
f.			

2. Which activity helped you the most in becoming fluent with your facts to 10?

## Read

In October, Tamra's best score on the Number Bond Dash was 15 problems. Today, she correctly answered 10 more problems. What was Tamra's score today?

## Draw



## Write

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