

Name:

Date:

Grade 1 Packet



Directions

Within this packet, there is additional math, reading, phonics, and writing work to ensure that students are still actively practicing skills while being absent from school. We are encouraging students to work at their own pace, but to try and complete two pages for each subject daily, along with their i-ready lessons.

If you need assistance with this packet, try to problem solve on your own first, ask a parent/sibling/guardian, and if you still have difficulties, contact your teacher via Class Dojo. Your teachers will be checking in with you throughout the week.

Ms. Z
Ms. Bonser
Ms. Burns
Ms. Loffredo
Ms. Ramos

Reading Log

with reading comprehension
questions guide

Read your child a book and ask them 3 comprehension questions from the comprehension question list. Write the name of the text that you read on the reading log.

Book Title:

I-Ready Reading Comprehension

Read your child an iReady passage daily
and complete comprehension questions following each story.

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Grade 1 Reading

Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with 5 lessons in it. We recommend that your student complete one lesson each day.



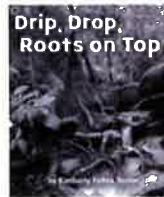
Children will need the support of an adult or older student to complete these lessons, unless they can read independently.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 1
Reading activities
included in this packet!

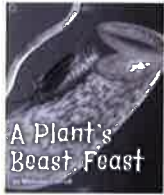
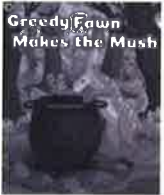
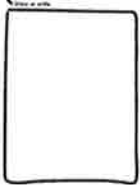


Grade 1 Reading Activities in Section 1

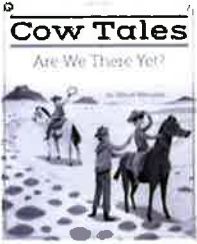


Lesson	Resource	Instructions	Answer Key	Page(s)
1	<p>Ready Reading Skill Overview: Asking Questions i-Ready Passage: "The Secret Life of Elvis"</p> 	<ul style="list-style-type: none"> • Read "Asking Questions" together. • Next, read "The Secret Life of Elvis." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: b Question 2: a Question 3: a Question 4: b Question 5: c Question 6: c</p>	7-17
2	<p>Ready Reading Skill Overview: Asking Questions i-Ready Passage: "Bark Beauty"</p> 	<ul style="list-style-type: none"> • Review "Asking Questions" together. • Next, read "Bark Beauty." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: a Question 2: c Question 3: b Question 4: b Question 5: a Question 6: a Question 7: b Question 8: b</p>	7, 18-26
3	<p>Ready Reading Skill Overview: Asking Questions i-Ready Passage: "Drip, Drop, Roots on Top"</p> 	<ul style="list-style-type: none"> • Read "Asking Questions" together. • Next, read "Drip, Drop, Roots on Top." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c Question 2: c Question 3: a Question 4: c Question 5: c Question 6: c</p>	27-36

Section 1 Table of Contents

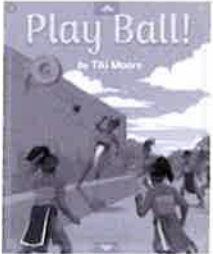
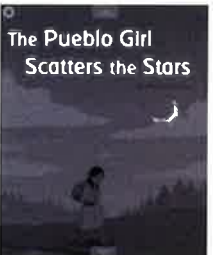

Grade 1 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
4	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "A Plant's Beast Feast"</p> 	<ul style="list-style-type: none"> • Review "Asking Questions" together. • Next, read "A Plant's Beast Feast." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c</p> <p>Question 2: a</p> <p>Question 3: a</p> <p>Question 4: a</p> <p>Question 5: c</p> <p>Question 6: b</p> <p>Question 7: b</p> <p>Question 8: a</p>	27, 37-46
5	<p>i-Ready Passage: "Greedy Fawn Makes the Mush"</p> 	<ul style="list-style-type: none"> • Read "Greedy Fawn Makes the Mush" together. 	N/A	47-53
5	<p>Draw or Write Page</p> 	<ul style="list-style-type: none"> • After you read "Greedy Fawn Makes the Mush" together, have the child draw a picture of their favorite part. 	N/A	54

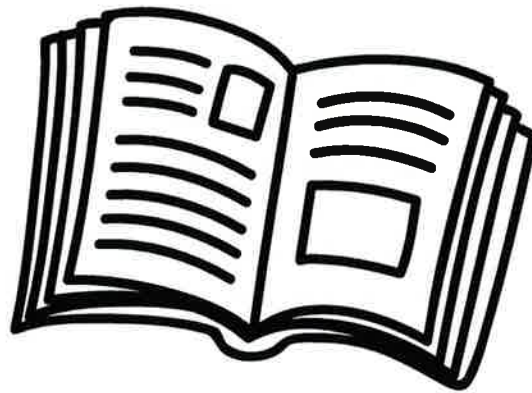
Grade 1 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	<p>Ready Reading Skill Overview: Describing Characters</p> <p>i-Ready Passage: "Cow Tales: Are We There Yet?"</p> 	<ul style="list-style-type: none"> • Read "Describing Characters" together. • Next, read "Cow Tales: Are We There Yet?" • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: b Question 2: a Question 3: c Question 4: b Question 5: a Question 6: b Question 7: c</p>	55–67
2	<p>Ready Reading Skill Overview: Describing Characters</p> <p>i-Ready Passage: "Cow Tales: King of the Trail"</p> 	<ul style="list-style-type: none"> • Review "Describing Characters" together. • Next, read "Cow Tales: King of the Trail." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c Question 2: b Question 3: c Question 4: a Question 5: b Question 6: b Question 7: c Question 8: c</p>	55, 68–77
3	<p>Ready Reading Skill Overview: Describing Connections</p> <p>i-Ready Passage: "Water Games"</p> 	<ul style="list-style-type: none"> • Read "Describing Connections" together. • Next, read "Water Games." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: b Question 2: c Question 3: c Question 4: b Question 5: b Question 6: a</p>	78–86

Grade 1 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
4	<p>Ready Reading Skill Overview: Describing Connections i-Ready Passage: "Play Ball!"</p> 	<ul style="list-style-type: none"> • Review "Describing Connections" together. • Next, read "Play Ball!" • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c Question 2: a Question 3: c Question 4: b Question 5: b Question 6: a Question 7: a Question 8: c</p>	78, 87-96
5	<p>i-Ready Passage: "The Pueblo Girl Scatters the Stars"</p> 	<ul style="list-style-type: none"> • Read "The Pueblo Girl Scatters the Stars" together. 	N/A	97-103
6	<p>Draw or Write Page</p> 	<ul style="list-style-type: none"> • After you read "The Pueblo Girl Scatters the Stars" together, have the child draw a picture of their favorite part. 	N/A	104

Independent Reading!



See pages
105 and 106
of this
packet.



Use the questions/ prompts on the **Discourse Card** resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Asking Questions

A **key detail** is an important piece of information. Asking and answering questions helps you notice key details.



Here are some questions you can ask about the key details in a story:

- ▶ Who are the characters?
- ▶ Where are the characters?
- ▶ What are the characters doing?

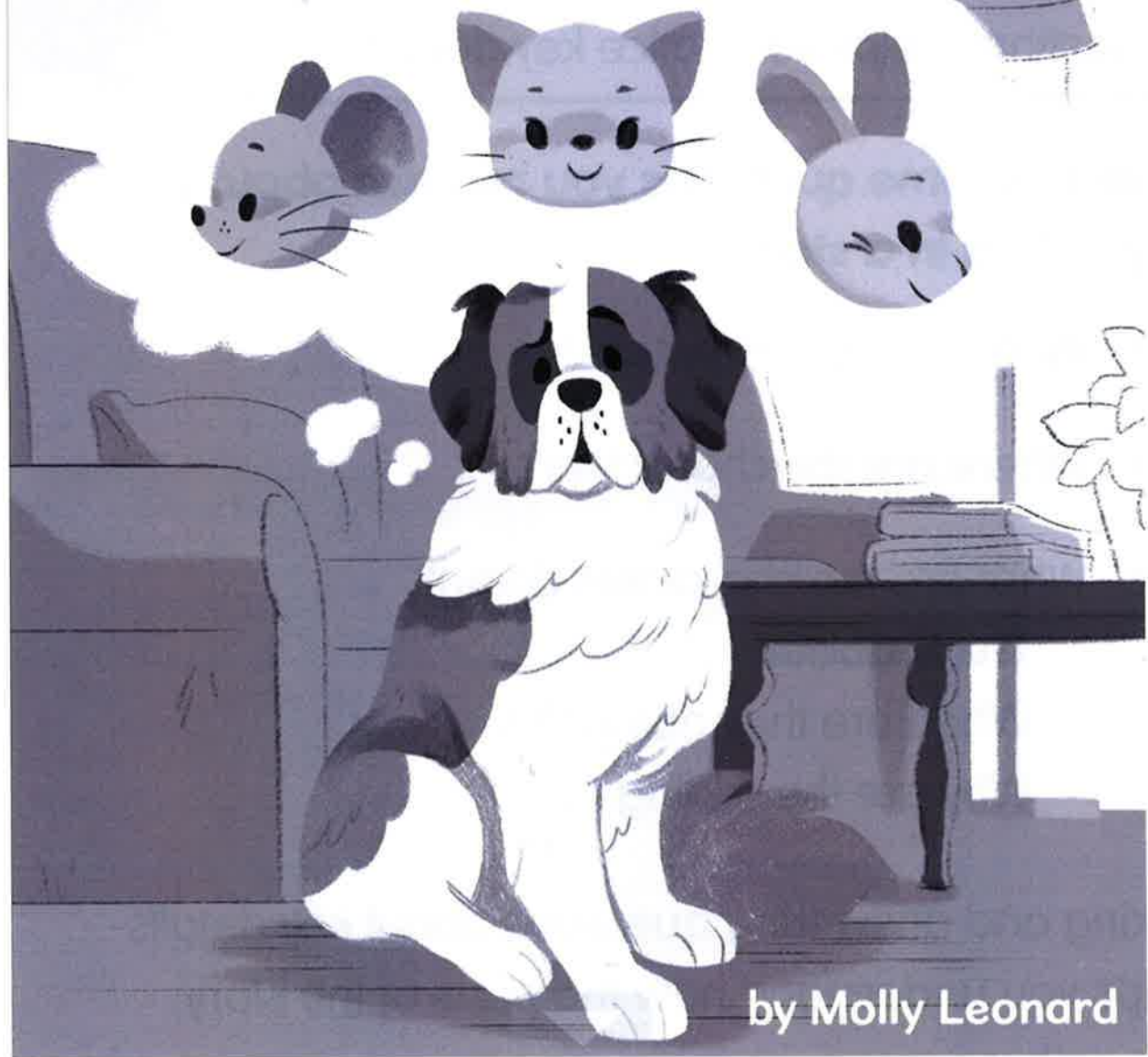
Think about:

When are they doing this?

Why are they doing this?

Asking and answering questions about key details helps you understand how the parts of the story fit together.

The Secret Life of Elvis



by Molly Leonard



People think it is so easy to be a dog.
They scratch my head and say, “Elvis, your life
is so easy.”

Boy, are they wrong. Being a dog is hard
work! I don’t like what I do every day. I just
can’t do it anymore!





I wake up on a cold, hard floor every day.
I eat dry dog food for breakfast. Yuck!

Then I have to drag myself out the door to
chase the mailman. I do NOT want to chase the
mailman! He is a nice guy. He scratches my
belly. He feeds me bananas.





What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, “Elvis! Come!” And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!





Finally, I talk to my best friend, Maxwell.
“What should I do?” I ask him. Maxwell lives
under the dishwasher. He is a mouse. He is also
a painter! Today he is painting a banana.

I say, “I don’t want to be a dog anymore,
Maxwell. I have no time alone. The food stinks.
And people throw balls at me!”





“I know what you mean,” Maxwell says as he paints.

“You have to do what makes you happy. That is why I paint beautiful fruit. It makes me happy. Other mice look for crumbs all day. That makes them happy. You have to do what makes YOU happy, Elvis.”





I think about this. Then I say, “Well, I like licking my paws! I like winding around people’s feet so that they trip. And I love drinking milk.”

“I’ve got it!” Maxwell cries. “It sounds like you have spent too much time being a dog. Why don’t you try being ... a cat!”



Question 1 (for p. 1 of passage)

Which character is telling this story?

a.



b.



c.



Question 2 (for p. 2 of passage)

How is Elvis different from most dogs? Complete the sentence.

Elvis does not like to _____ the mailman.

- a. chase
- b. drag
- c. scratch

Question 3 (for p. 3 of passage)



What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



Look at the underlined text and the picture. What do you learn about Elvis?

- a. He does not want to eat the meatloaf.
- b. He does not want to hide in a closet.
- c. He does not want to come running.

Question 4 (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

- a. Maxwell is a little mouse.
- b. Maxwell is his best friend.
- c. Maxwell is a good painter.

Question 5 (for p. 5 of passage)

What does Maxwell tell Elvis to do? Complete the sentence.

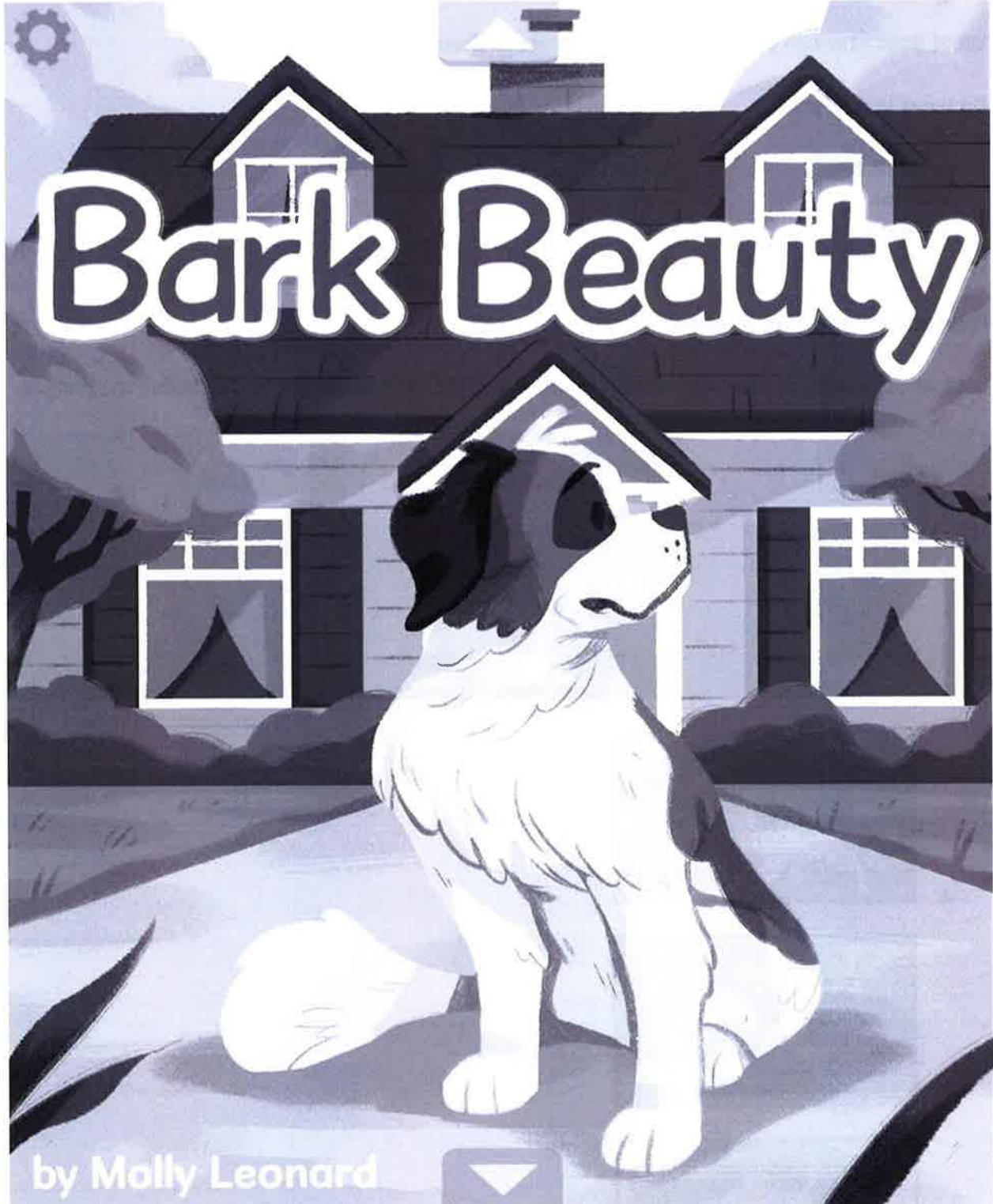
Do what makes you _____.

- a. beautiful
- b. you
- c. happy

Question 6 (for p. 6 of passage)

Look at the events in the chart. What important event happens at the end? Choose the picture.







The Picklebottoms have a problem.
Something is wrong with their dog, Elvis.

They are watching him from the window.
What is Elvis doing?





“Is he sick?” Penny Picklebottom asks.
“He has been sleeping standing up. Why would he do that?”

“And why would he gallop around the yard?” Mr. Picklebottom asks.

“And why steal my best blanket? Is he cold?” Mrs. Picklebottom adds.





Now everyone is quiet. They watch the dog. Elvis prances through the yard. He has thrown a blanket over his back.

Elvis shakes his head every few steps. His hair blows in the wind. Then he jumps over a low tree branch.





“What does that dog think he is doing?” Mrs. Picklebottom wonders. “Last week, he tried to sit in my lap like a cat. But now what? Dogs don’t prance. They don’t wear blankets.”

Mrs. Picklebottom is right. Elvis is acting strange. He is not acting like a dog at all!





Elvis runs inside. He dashes under Penny's legs. Then he stands up. Penny is sitting on Elvis's back!

Penny's eyes open wide. "He's a horse!" Then she yells, "Giddy-up, Elvis! Let's ride!" And into the garden they go.



Question 1 (for p. 1 of passage)

What is the Picklbottom's problem?

- a. Something is wrong with their dog.
- b. Something is wrong with their window.
- c. Something is wrong with their tree.

Question 2 (for p. 2 of passage)

What is this page mostly about?

- a. Elvis is feeling sick.
- b. Elvis is stealing things.
- c. Elvis is acting strange.

Question 3 (for p. 2 of passage)

How do the Picklebottoms feel about Elvis?

- a. sad
- b. worried
- c. angry

Question 4 (for p. 3 of passage)

Where is Elvis? Use the text and the picture to answer the question.



- a. in a forest
- b. in a yard

c. in a park

Question 5 (for p. 3 of passage)

How is Elvis acting in this part of the story?



Question 6 (for p. 4 of passage)

What did Elvis do last week?

- a. He sat on a lap.
- b. He wore a blanket.
- c. He pranced around.

Question 7 (for p. 5 of passage)

Which animal is Elvis acting like now? Complete the sentence.

Elvis is acting like a _____.

- a. bird
- b. horse

c. dog

Question 8 (for p. 5 of passage)

Look at what happens first and next in the story. Choose the event that happens last.

First	Next	Last
		



Listen and Learn

Describing Characters

A **character** is a person or lifelike animal in a story. You can learn about characters by thinking about what they say and do.



Here are some questions you can ask about characters:

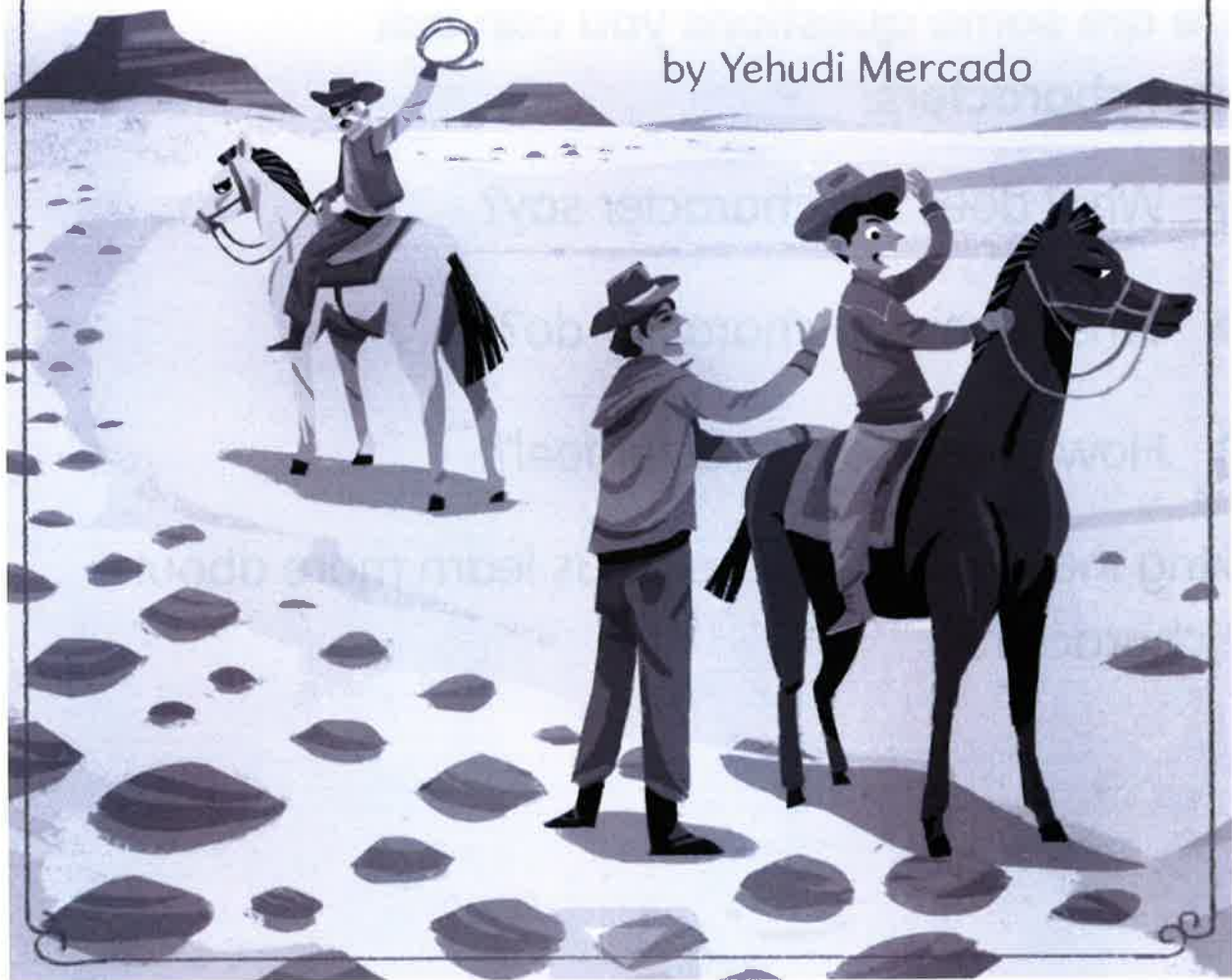
- ▶ What does the character say?
- ▶ What does the character do?
- ▶ How does the character feel?

Asking these questions helps us learn more about the characters.

Cow Tales

Are We There Yet?

by Yehudi Mercado





“Are we there yet?” a voice shouts. The voice is coming from the back of the herd of cows.

Cowboys are leading five hundred cows along a rocky trail. They have been traveling on the path for weeks. But they still have a long way to go.





“Who said that?” the trail boss yells. He yanks on the reins to stop his horse. He glares at his team with one angry eye.

The other cowboys are afraid of the trail boss. They stay quiet.





A cowboy named Wayne looks over at the young cowboy who was shouting. Wayne has been herding cows his whole life. He often helps new cowboys.

And the young cowboy surely needs help. He is sliding off his saddle. He looks like he is riding a horse for the first time.





“Hey, new kid. What is your name?” Wayne asks. Then he fixes the young cowboy’s saddle.

“My name is Jelly,” the young cowboy says. He tries to drink from his canteen. Water splashes his face.

“Well listen, Jelly. The trail boss does not like when the cowboys ask questions. You want to know if we’re there yet? Just ask me. Don’t make a fuss.”





Wayne holds up a map.

“Wow! Where did you get that map?” Jelly asks.

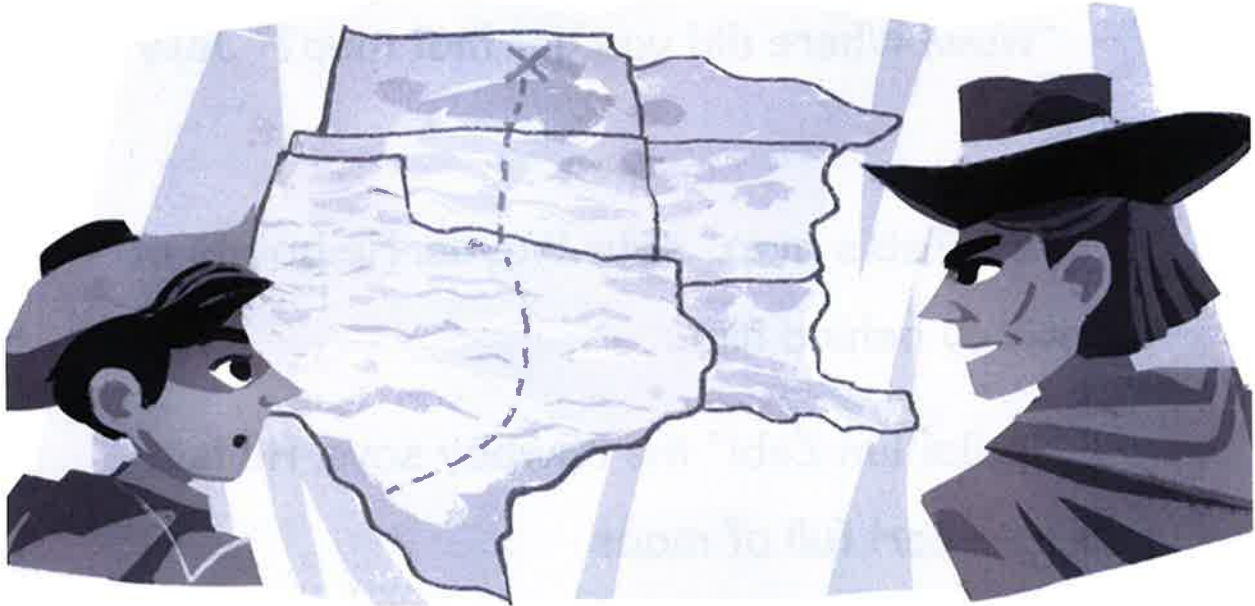
“It’s Zeb’s map,” says Wayne. He points at a cowboy behind him.

“Hello! I’m Zeb!” the cowboy says. He is pulling a cart full of maps.





Wayne shows Jelly the map.



“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

“ARE WE THERE YET!” shouts Wayne.



“Quiet!” the trail boss yells. He glares at Wayne with one angry eye.

Jelly shrugs his shoulders. “So, we’re NOT there yet?” he asks Wayne.

Wayne shakes his head. “No,” he says. “We are not even close.”

They continue on their rocky journey.



Question 1 (for p. 1 of passage)

Which key detail tells how much more the cowboys will be on the trail?

- a. The cowboys still have a long way to go.
- b. The cowboys have been traveling for weeks.
- c. The cowboys are leading five hundred cows.

Question 2 (for p. 2 of passage)

How does the trail boss feel? Complete the sentence.

The trail boss is _____.

- a. angry
- b. afraid
- c. quiet

Question 3 (for p. 3 of passage)

Which character is the new, young cowboy?



Question 4 (for p. 4 of passage)

How does Wayne help Jelly?

- a. He listens to Jelly.
- b. He fixes Jelly's saddle.
- c. He gives Jelly a drink.

Question 5 (for p. 5 of passage)

What does Zeb have that the cowboys need? Complete the sentence.

Zeb has a _____.

- a. map
- b. cart
- c. cow

Question 6 (for p. 6 of passage)

Wayne shows Jelly the map.



“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

“ARE WE THERE YET!” shouts Wayne.

Read the underlined text. Look at what Wayne says. Why does he say this?

- He is showing Jelly the map.
- He is answering Jelly's question.
- He is asking Jelly about the trail.

Question 7 (for p. 7 of passage)

Look at what happens in the beginning and middle of the story. What happens at the end?
Choose the picture.

<p> Beginning</p> 	<p> Middle</p> 	<p> End</p> 
---	--	---



Cow Tales

King of the Trail

by Yehudi Mercado





Claire's hard feet slide on the rocks. She is so tired! She and the other cows have walked on the trail for weeks. They still have many, many miles to go.

"No," Claire says. She sits.





A large bull stops. He is the leader of the cows. They call him the King.

A small dog named Lady stops next to the King. Her job is to keep the cows moving. “Why did we stop?” the dog asks.



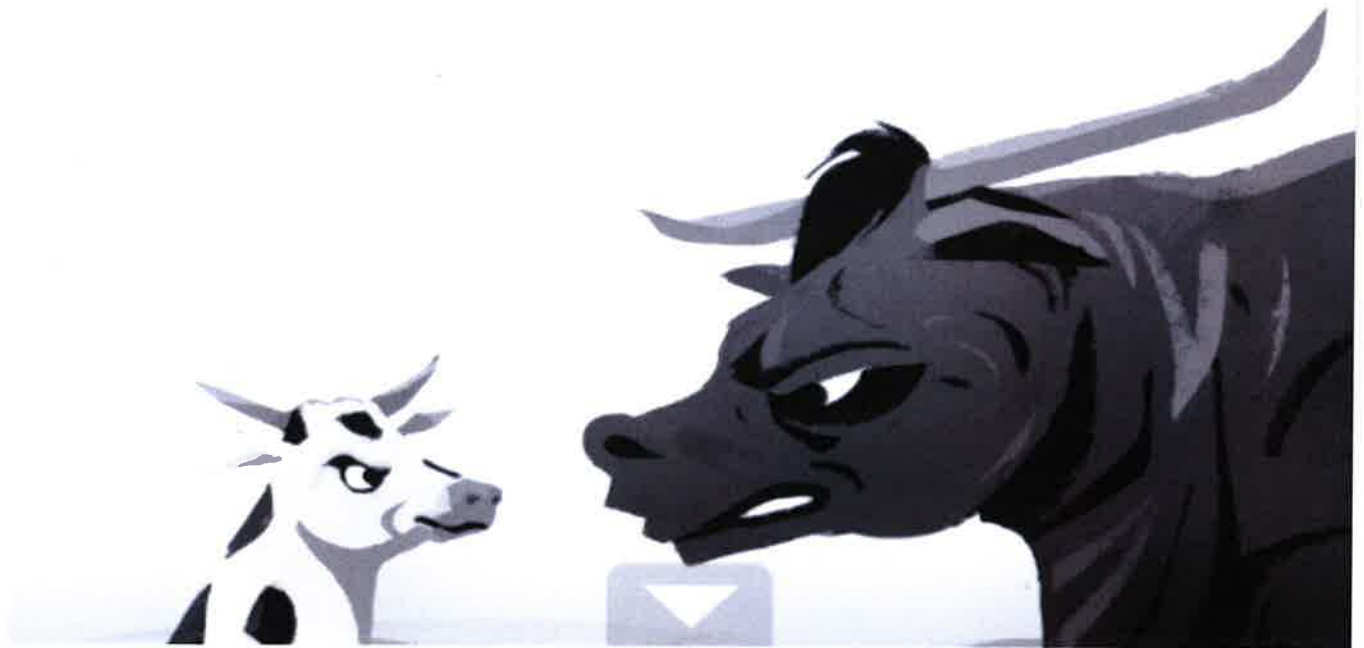


The King says, “This cow stopped.”

“That’s Claire,” says Lady. “She does not listen. She does what she wants. She should start moving.”

The King stands next to Claire. He looks into her eyes. “You must move now.”

“No,” Claire says. “This trail is too long. The rocks hurt my feet.”





Just then, a map blows in the wind. Claire looks at the map. She points to the end of the trail. “Is that a field?” she asks.

“Yes. It is a field with sweet, soft grass,” the King says.

Claire thinks about the field. It would be nice to walk on that soft grass!





The King says more. “I have changed my mind, Claire. Don’t get up,” he says.

“Why not?” Claire asks. She seems mad.

“Why not?” Lady asks. She seems unhappy.

“We need to keep going.”





“You should stay, Claire,” says the King.
“Then, I can have your grass and mine. Please sit longer.”

“No,” Claire says. She gets up. “My feet are rested now.”

The King smiles. Lady smiles. The cows keep going on their long trip.



Question 1 (for p. 1 of passage)

Who is Claire?

- a. a person
- b. a horse
- c. a cow

Question 2 (for p. 2 of passage)

Think about the text. Which picture shows the leader of the cows?



Question 3 (for p. 3 of passage)

What does Lady say about Claire?

- a. Claire will not move on the rocks.
- b. Claire cannot go on such a long trail.
- c. Claire does not follow directions.

Question 4 (for p. 3 of passage)

What does the King want Claire to do? Complete the sentence.

The King wants Claire to _____.

- a. move
- b. stop
- c. rest

Question 5 (for p. 4 of passage)

Why does Claire like the field?

- a. There is good food.
- b. The grass is soft.
- c. The wind blows there.

Question 6 (for p. 5 of passage)

What does the King tell Claire to do now?

- a. get up
- b. stay sitting
- c. feel less angry

Question 7 (for p. 6 of passage)

Why does the King smile?

- a. Claire gives him grass.
- b. Claire needs rest.
- c. Claire stands up.

Question 8 (for p. 6 of passage)

Look at what happens in the beginning and middle of the story. What happens at the end?
Choose the picture.

Beginning	Middle	End
		



Describing Connections

To **connect** means to fit together. Events and ideas in informational text can connect in different ways.



Here are two kinds of connections:

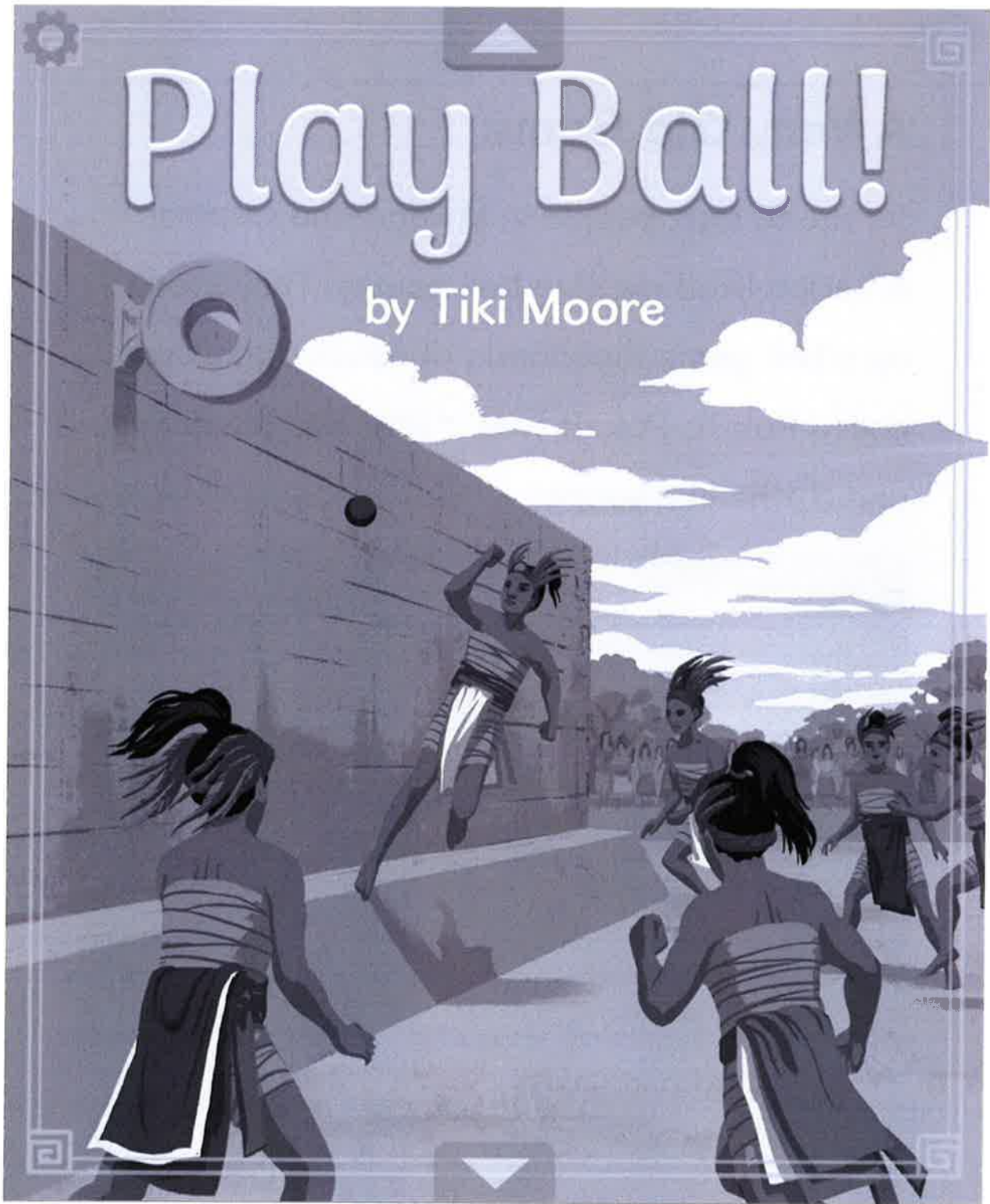
- ▶ Events follow each other in time order:
 1. New leaves grow in spring.
 2. Flowers bloom in summer.

- ▶ One event or idea causes another:
 1. A lot of rain falls at once.
 - ▶
 2. Rivers rise and flood.

Describing connections between events and ideas helps you understand and remember key details.

Play Ball!

by Tiki Moore





A Very Old Game

Long ago, people in Mexico and Central America liked exciting ball games. They made up a ball game thousands of years ago. It was called Pok-ta-Pok. It was a little like basketball and a little like soccer.



A game of Pok-ta-Pok





Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter “I.” It had tall stone walls on each side.



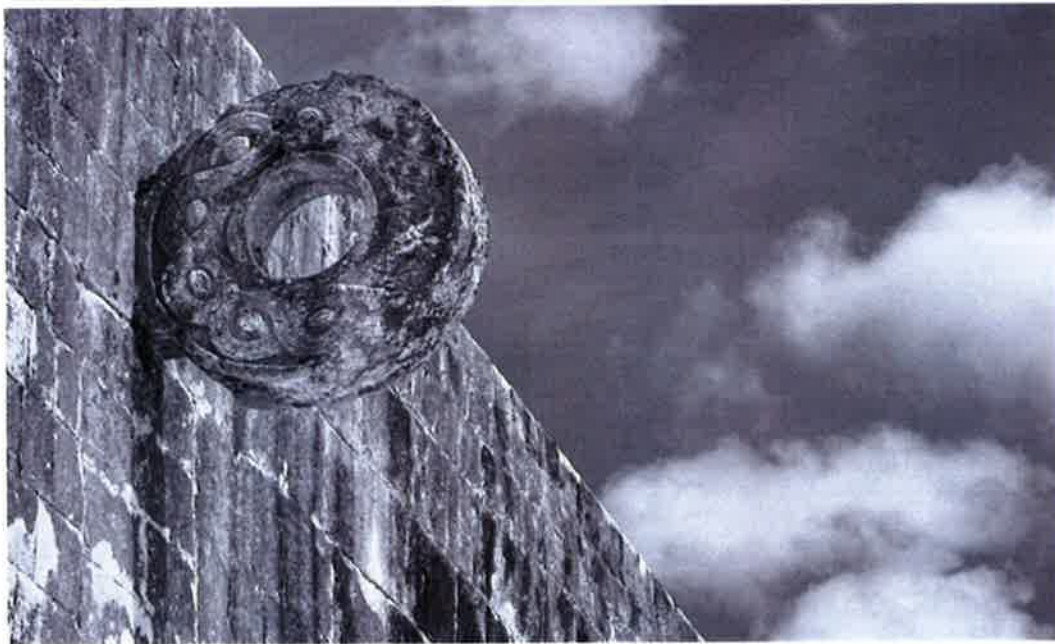
Two very old Pok-ta-Pok courts





A Heavy Ball and a High Hoop

Pok-ta-Pok was hard to play! The rubber ball was heavy. The court had two hoops, like a basketball court. But the hoops were made of stone. The hoop was 20 feet high. That is as tall as a giraffe!



A stone Pok-ta-Pok hoop





No Hands or Feet

The rules also made Pok-ta-Pok hard to play. Players could not kick the ball. They could not throw the ball. So players needed other moves to get the ball in the hoop.

Players bumped the ball with their hips. They used their knees. They had to keep trying!



A player hitting the ball with his hip





The games were long. Some games lasted for days! The team that got the ball through the hoop the most times won.



A player happy to get the ball through the hoop



Question 1 (for p. 1 of passage)

What game does the picture show? Complete the sentence.

This picture shows the game of _____.

- a. basketball
- b. soccer
- c. Pok-ta-Pok

Question 2 (for p. 1 of passage)

Why did people long ago make up Pok-ta-Pok?

- a. They liked exciting ball games.
- b. They liked playing basketball.
- c. They liked playing soccer.

Question 3 (for p. 2 of passage)

Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter "I." It had tall stone walls on each side.



Two very old Pok-ta-Pok courts

This picture shows old Pok-ta-Pok courts. Which answer shows the shape of the courts?



Question 4 (for p. 3 of passage)

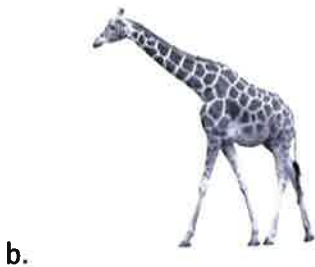
What does the text say about the Pok-ta-Pok ball? Complete the sentence.

The ball was _____.

- a. stone
- b. heavy
- c. tall

Question 5 (for p. 3 of passage)

Which picture shows how tall the Pok-ta-Pok hoops were?



Question 6 (for p. 4 of passage)

What are things that Pok-ta-Pok players could not do?

- a. Players could not kick or throw the ball.
- b. Players could not use their knees or hips.
- c. Players could not bump or move other players.

Question 7 (for p. 5 of passage)

What happened when a team got the ball through the hoop the most times?

- a. The team won the game.
- b. The other team got the ball.
- c. The game kept going for days.

Question 8 (for p. 5 of passage)

Pok-ta-Pok had many rules. The games lasted a long time. How are these ideas connected?

- a. Pok-ta-Pok was just like soccer.
- b. Pok-ta-Pok was a boring ball game.
- c. Pok-ta-Pok was hard to play.

Phonics

Each page focuses on a different skill. Please follow directions at the top of each page.

Name _____

Vowel Pairs: AI and AY

2

The vowel pairs **ai** and **ay** make the sound of long **a**.



train

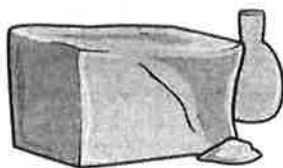


hay

Directions: Say the name of each picture. Draw lines to match each picture with its name.



tail



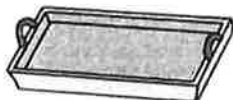
sail



tray



clay



rain

Name _____

Vowel Pairs: EE and EA 2

The vowel pairs **ee** and **ea** make the sound of long **e**.



bee



bean

Directions: Say the name of each picture. Write a word from the Word Box that names each picture.

meat seat feet tea leaf heel seal beak peas

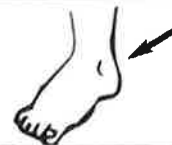


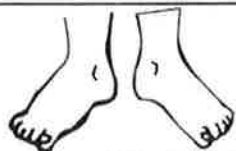


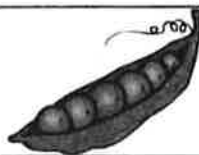












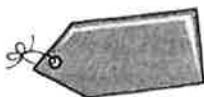


Name _____

Short a

3

Directions: Say the name of each picture. Draw lines to match each picture with its name.



van

hat

bag

ant

pan

cap

map

apple

tag

lamp

Name _____

Short a

3

Directions: Say the name of each picture. Write a word from the Word Box that names each picture.

stamp

pan

can



Directions: Write a word from the Word Box to complete each sentence.

hat

sat

man

1. Our dog _____ on the mat.

2. That _____ is my dad.

3. I like my new _____.

Name _____

4

Review: Vowel Pairs With A and E

Directions: Say the name of each picture. Write a word that rhymes with each word on the left.



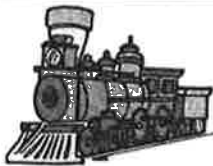
pail





bee



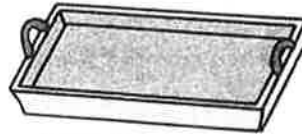


train





hay





snail



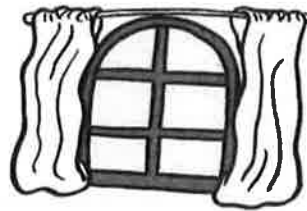
Name _____

Vowel Pairs: OA and OW 4

The vowel pairs **oa** and **ow** make the sound of long **o**.

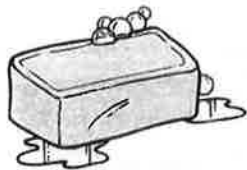
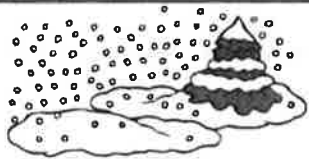


coat



window

Directions: Say the name of each picture. Draw lines to match each picture with its name.



float

goat

bowl

snow

soap

crow

Name _____

Consonant Pairs: TH and WH (5)



thin



wheel

Directions: Say the name of each picture. Write the letters **th** or **wh** to complete each word.



istle



in

3

ree

30

irty



umb



read



isker



orn



ale

Name _____

Short e

6

Directions: Say the name of each picture. Draw lines to match each picture with its name.



10



desk

hen

bell

ten

bed

sled

fence

well

check

step

Name _____

Short e

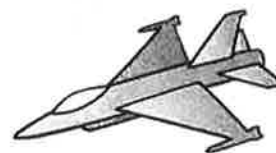
(6)

Directions: Say the name of each picture. Write a word from the Word Box that names each picture.

egg

net

jet



Directions: Write a word from the Word Box to complete each sentence.

bed

hen

beg

1. The _____ sat on an egg.

2. It is time for _____.

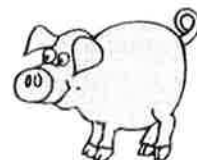
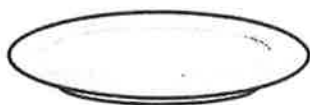
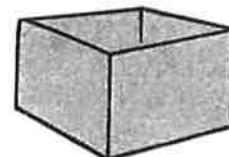
3. My dog can _____.

Name _____

Short i

7

Directions: Say the name of each picture. Draw an X through each picture that does not have the short i sound.



Name _____

Review: Short a and Short e

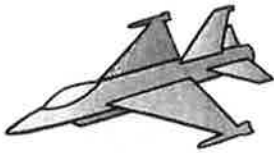
7

Directions: Write the letter that shows the short vowel sound for each picture name.

























Name _____

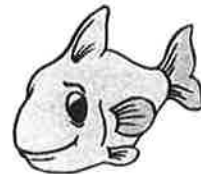
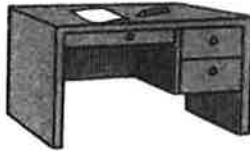
Consonant Pair: NG

10



ring

Directions: Write the consonant pair **ng** below each picture whose name ends with the sound of **ng**.



Name _____

Consonant Pair: NG

10

Directions: Say the name of each picture. Draw lines to match each picture with its name.



king

sing

wing

string

swing

ring

Name _____

Review: Short i and Short o



Directions: Write the letter that shows the short vowel sound for each picture name.

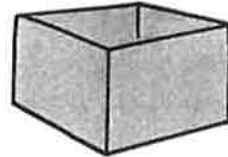
























Name _____

Short o



Directions: Say the name of each picture. Write a word from the Word Box that names each picture.

doll

log

ox



Directions: Write a word from the Word Box to complete each sentence.

fox

hop

hot

1. Watch the bunny _____.

2. The pot is _____.

3. See the red _____.

Name _____

Short u

12

Directions: Say the name of each picture. Write the letter **u** below each picture that has the short **u** sound.













Directions: Say the name of each picture. Write the letter **u** to complete each word.



h _ g



m _ d



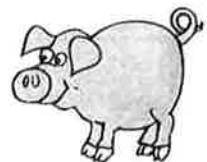
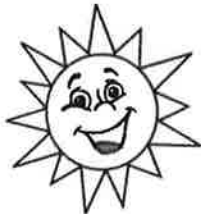
r _ n

Name _____

Short u

12

Directions: Say the name of each picture. Draw an **X** through each picture that does **not** have the short **u** sound.



Name _____

Consonant Blends With S

(13)

Directions: Say the name of each picture. Write the **s** blend that completes each word.

sc

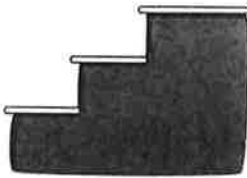
sn

st

sw



im



eps



ate



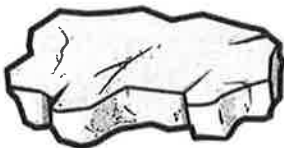
ail



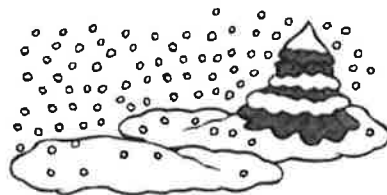
arf



eep



one



ow



ake

Name _____

Review: Consonant Blends With S

Directions: Say the name of each picture. Write the word from the Word Box that names each picture. (13)

stone

slide

spider

star

skate

scale

spill

snail

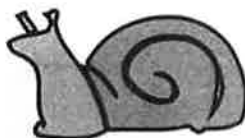
steps

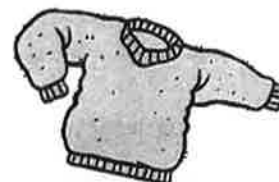
sweater

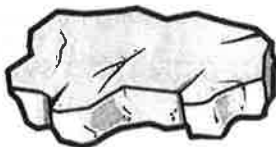
smoke

smile



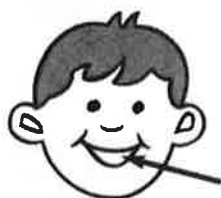




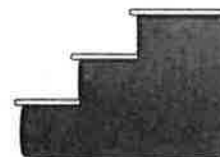


















Name _____

Consonant Pairs: CH and SH 14

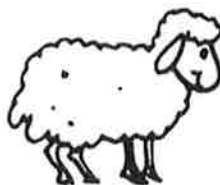
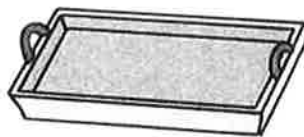
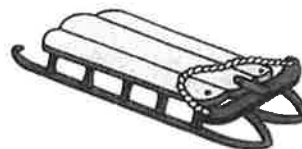
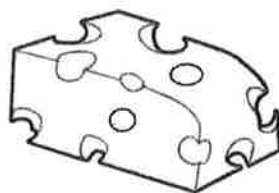


chair



shoe

Directions: Say the name of each picture. Circle the pictures in each row that have the same beginning sound.

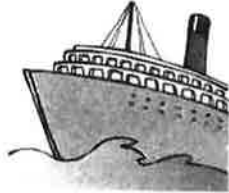
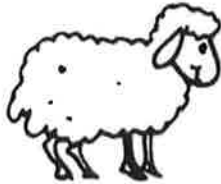
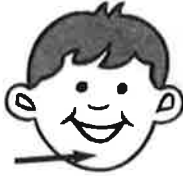


Name _____

Consonant Pairs: CH and SH

14

Directions: Say the name of each picture. Draw lines to match each picture with its name.



sheep

shed

chin

ship

chop

shell

cheek

chain

Name _____

Short i

19

Directions: Say the name of each picture. Write a word from the Word Box that names each picture.

fish

lips

wig



Directions: Write a word from the Word Box to complete each sentence.

hit

pig

lid

1. Put the _____ on the pan.

2. The _____ is in its pen.

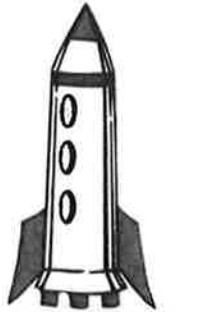
3. Jan _____ the ball.

Name _____

Short o

15

Directions: Say the name of each picture. Draw an X through each picture that does not have the short o sound.



10



Writing

Students are to read and respond to the prompt on each page.
Students should include correct capitalization, punctuation,
finger spaces, and neat handwriting.



First Grade Writing



Capitalization Rules

Use a **capital letter** for all of the following:

- ☆ **The first letter of a sentence**

The race begins soon.

- ☆ **The pronoun I**

My sister and **I** will run together.

- ☆ **The names of specific people**

My friends **J**asmine **S**mith and **N**ico **J**ones are both coming.

- ☆ **The names of all days and months**

In **A**pril we will run in another race. It will be on a **M**onday.



End Punctuation



A **period** follows a telling sentence or statement.

I have a pet dog and cat.









A **question mark** follows a question or asking sentence.

What time will dinner be ready?



An **exclamation point** follows a word or sentence that shows strong feeling.

Hey! You did a great job!

		
exclamation point	period	question mark
		



Complete Sentences

- ◆ A sentence is a complete thought.
- ◆ A sentence has two parts:
 - **Subject - who or what**
 - **Predicate - tells something about the subject.**
- ◆ Subjects and predicates combine together to make sentences.
 - ✓ My mom and I had lunch together.
 - ✓ We celebrated my sister's birthday at the park.
 - ✓ The leaves in the park turned red, yellow, and orange.



Capitalization Practice

Directions: The following sentences contain errors with capitalization. Edit each sentence for the correct capitalization.

1. On monday we went to the beach.
2. Last year patrick learned to swim.
3. On wednesday my friend joanne will visit.
4. basketball practice begins in november.

Sentence Practice: The following sentences contain mistakes with capitalization. Edit each sentence. Then rewrite it with the correct capitalization on the line below.

5. My grandpa is clyde smith.

6. we do not have school in july.

7. Every tuesday i have art class.



8. My mom's name is dolores.

9. he forgot to buy a gift for sophie.

10. In january i like to play in the snow.

11. max was sick last march.

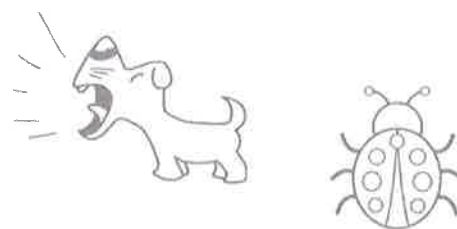
Your Turn: Write sentences of your own choice. Be sure to use the rules for correct capitalization!



Editing for End Punctuation

Directions: The following sentences contain errors with capitalization. Edit each sentence for the correct capitalization.

1. You need to complete your homework on time
2. I had a crazy day at school
3. When are we going to the museum
4. Today I had a sandwich for lunch
5. Can you take out the trash
6. I am so excited to see you
7. Watch out for the crab
8. A little ladybug crawled up the windowsill
9. I cannot wait for our trip to Disneyworld
10. How do we get to the amusement park
11. Why do we have to go home so early
12. My grandma said I could come visit this weekend
13. Does anybody have some popcorn left
14. I don't know what costume to wear to the party
15. Don't break that vase





Using Complete Sentences

Directions: Read each sentence. Decide whether or not it is complete. If it is **not** complete, edit the sentence to make it complete.

- | | | |
|--|----------|--------------|
| 1. The dog ran away. | Complete | Not complete |
| 2. The orange cat. | Complete | Not complete |
| 3. My fish is bright red my cat watches it swim. | Complete | Not complete |
| 4. The kid planted a flower. | Complete | Not complete |
| 5. My happy dog. | Complete | Not complete |
| 6. I have green mittens they are soft. | Complete | Not complete |



Directions: The following sentences contain mistakes with capitalization. Edit each sentence. Then rewrite it with the correct capitalization on the line below.

7. Climbed the tree. Complete Not complete

8. The train stopped. Complete Not complete

9. My birthday is tomorrow I am excited! Complete Not complete

10. The bird with bright feathers. Complete Not complete

11. I brushed my teeth I got into bed. Complete Not complete

12. My cousin built a big sandcastle. Complete Not complete

Directions: The sentences below are **not** complete. Edit each sentence and make it complete. Then rewrite the sentence on the lines below.

12. My best friend.

13. I went to the store I bought apples and bananas.



Complete Sentences Practice

Directions: Complete each sentence by adding a subject (who or what) or a predicate (tells about the subject).

Teacher practice:

14. Are great!

15. Bunnies.

Student practice:

1. Dogs.

2. Are amazing!

3. Are the best pets.



Prompt: What do you think would be the best pet to have? Write a book to explain why you think that would be the best pet.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

- finger spaces
- punctuation
- capitalization
- restated prompt
- 3 reasons



A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated down the page.



Prompt: Think about a time when you had a problem that needed to be solved. Write a story to tell your reader about the problem and how you solved it.

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

- finger spaces
- restated prompt
- punctuation
- capitalization
- neat writing



A series of horizontal lines for handwriting practice. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines arranged vertically down the page.



Prompt: Write a story about a day off from school. What happens? Make your story come to life for your reader.

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

- finger spaces
- capitalization

- transition words
(first, then, next, last)
- punctuation



A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated down the page.



Prompt: What do you most like to learn about? Why? Write a book to explain your thinking to your reader.

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

punctuation

3 reasons

Neat writing

capitilization

finger spaces



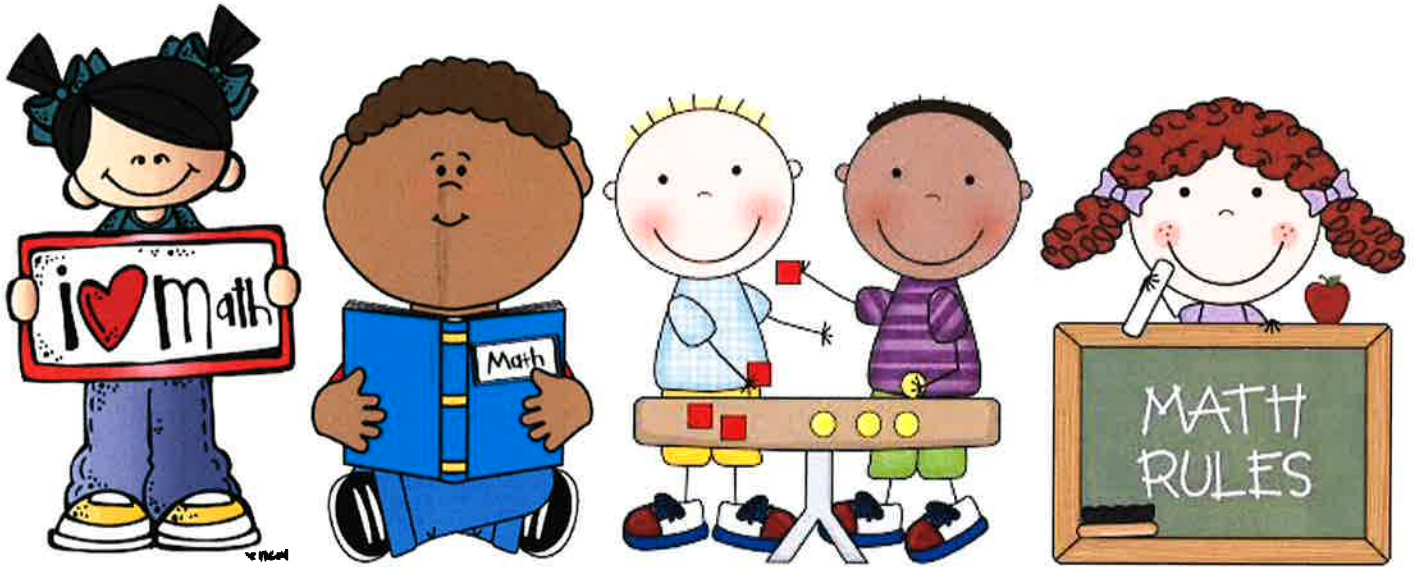
Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of 15 sets of three horizontal lines (top solid, middle dashed, bottom solid).



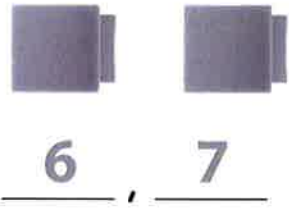
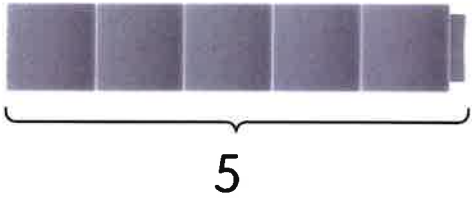
MATH



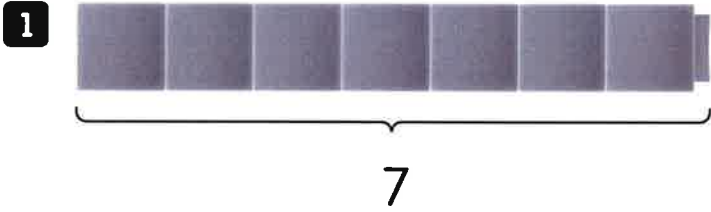
The following pages are a review of student's math learning throughout this year so far. Please encourage your student to work through this section, spending about 30 minutes a day. If you have any questions, please reach out to the First Grade Team!

Count on to add.

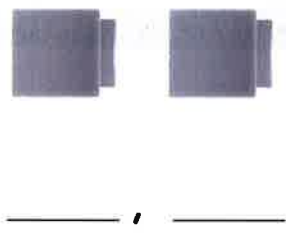
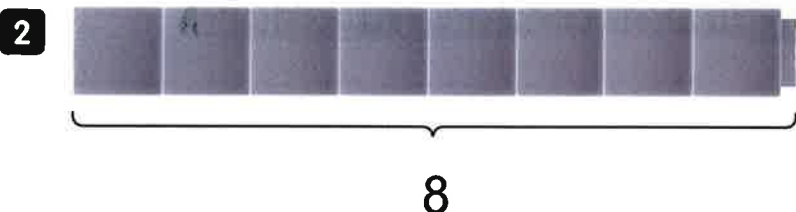
Example



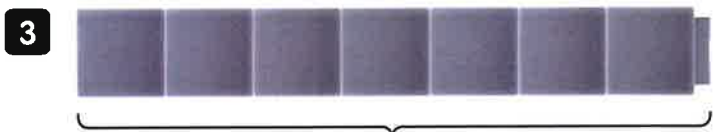
$$5 + 2 = 7$$



$$7 + 1 = \underline{\quad}$$



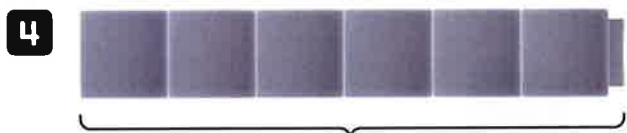
$$8 + 2 = \underline{\quad}$$



_____, _____

7

$$7 + 2 = \underline{\quad}$$



_____, _____, _____

6

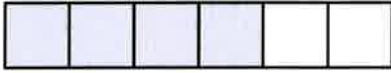
$$6 + 3 = \underline{\quad}$$

Discuss With

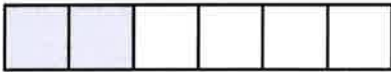
Do you always start at 1 when you counted? Explain.

Use the blocks. Complete the addition equations.

Example



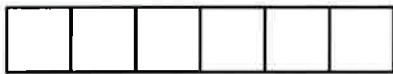
$$4 + \underline{2} = 6$$



$$2 + \underline{4} = 6$$



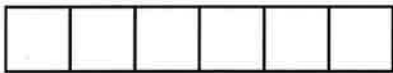
$$5 + \underline{\quad} = 6$$



$$1 + \underline{\quad} = 6$$



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



$$0 + \underline{\quad} = 6$$



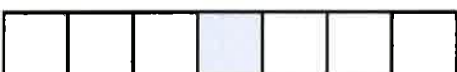
$$5 + \underline{\quad} = 7$$



$$2 + \underline{\quad} = 7$$



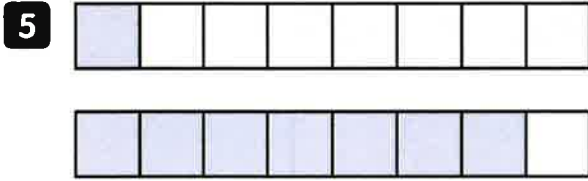
$$3 + \underline{\quad} = 7$$



$$4 + \underline{\quad} = 7$$

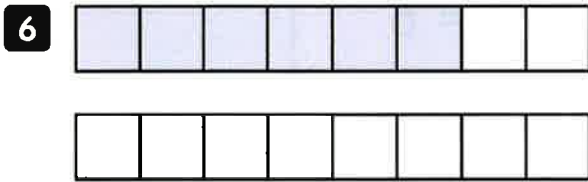
Adding in Any Order
with Near Doubles *continued*

Name _____



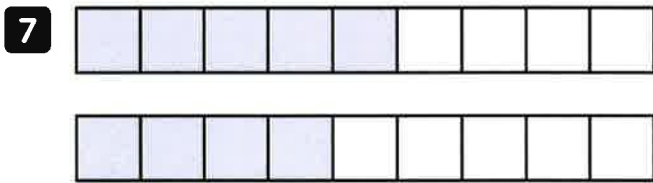
$1 + \underline{\quad} = 8$

$7 + \underline{\quad} = 8$



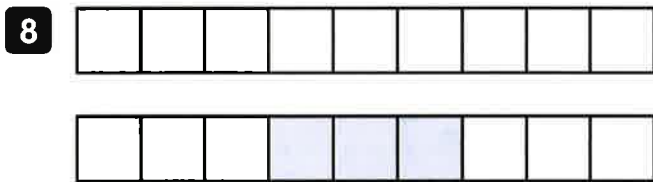
$6 + \underline{\quad} = 8$

$2 + \underline{\quad} = 8$



$5 + \underline{\quad} = 9$

$4 + \underline{\quad} = 9$

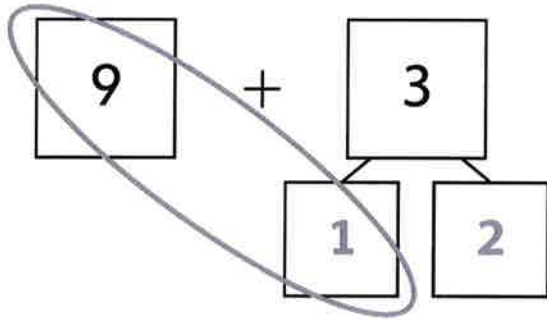


$3 + \underline{\quad} = 9$

$6 + \underline{\quad} = 9$

Fill in the number bonds to make a ten.

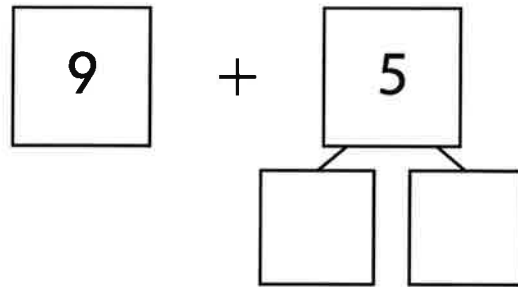
1 Find $9 + 3$.



$10 + 2 = \underline{\quad}$

$9 + 3 = \underline{\quad}$

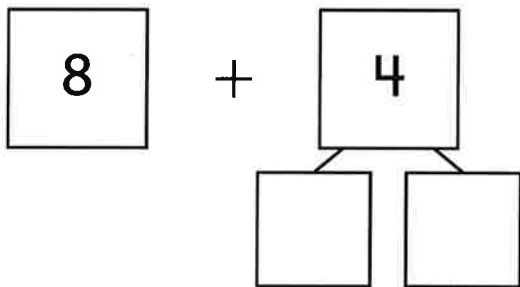
2 Find $9 + 5$.



$10 + 4 = \underline{\quad}$

$9 + 5 = \underline{\quad}$

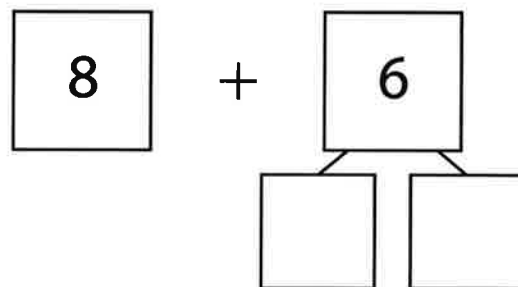
3 Find $8 + 4$.



$10 + 2 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

4 Find $8 + 6$.

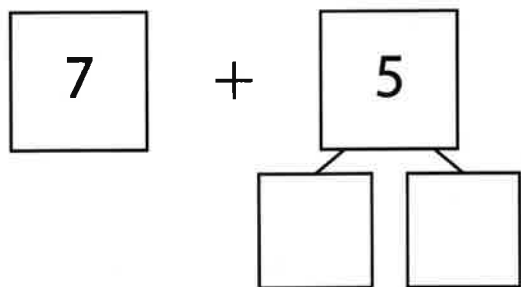


$10 + 4 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

Name _____

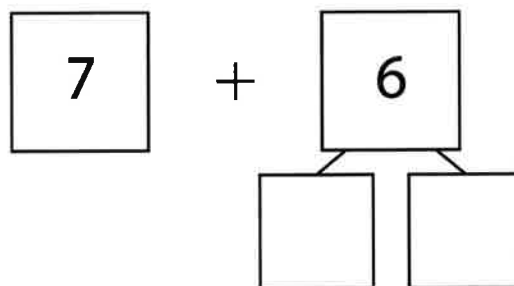
5 Find $7 + 5$.



$$10 + 2 = \underline{\quad}$$

$$7 + 5 = \underline{\quad}$$

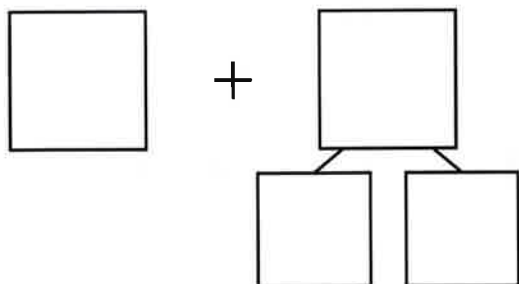
6 Find $7 + 6$.



$$10 + 3 = \underline{\quad}$$

$$7 + 6 = \underline{\quad}$$

7 Find $7 + 4$.



$$10 + 1 = \underline{\quad}$$

$$7 + 4 = \underline{\quad}$$

How does making a ten help you add two numbers?

Use addition to help you subtract.

1 Find $6 - 5$.

$$5 + \underline{1} = 6$$

$$6 - 5 = \underline{\quad}$$

2 Find $7 - 6$.

$$6 + \underline{\quad} = 7$$

$$7 - 6 = \underline{\quad}$$

3 Find $5 - 2$.

$$2 + \underline{\quad} = 5$$

$$5 - 2 = \underline{\quad}$$

4 Find $6 - 4$.

$$4 + \underline{\quad} = 6$$

$$6 - 4 = \underline{\quad}$$

5 Find $8 - 4$.

$$4 + \underline{\quad} = 8$$

$$8 - 4 = \underline{\quad}$$

6 Find $9 - 7$.

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

$$9 - 7 = \underline{\quad}$$

7 Write an addition equation that helps you find $6 - 3$.
Then complete the subtraction equation.

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

$$6 - 3 = \underline{\quad}$$

Discuss It

How can an addition equation help you solve a subtraction equation?

ExampleFind $5 - 3$.

Start at 3. Count on to 5.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{2} = 5$

$5 - 3 = \underline{2}$

1 Find $6 - 4$.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$4 + \underline{\quad} = 6$

$6 - 4 = \underline{\quad}$

2 Find $7 - 3$.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{\quad} = 7$

$7 - 3 = \underline{\quad}$

3 Find $8 - 6$.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$6 + \underline{\quad} = 8$

$8 - 6 = \underline{\quad}$

4 Find $9 - 8$.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$8 + \underline{\quad} = 9$

$9 - 8 = \underline{\quad}$

5 Find $6 - 5$.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$5 + \underline{\quad} = 6$

$6 - 5 = \underline{\quad}$

6 Find $9 - 4$.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$4 + \underline{\quad} = 9$

$9 - 4 = \underline{\quad}$

7 Find $8 - 2$.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$2 + \underline{\quad} = 8$

$8 - 2 = \underline{\quad}$

Discuss It

How is solving $6 - 4$ the same as solving $9 - 4$?

How is it different?

Making a Ten to Subtract

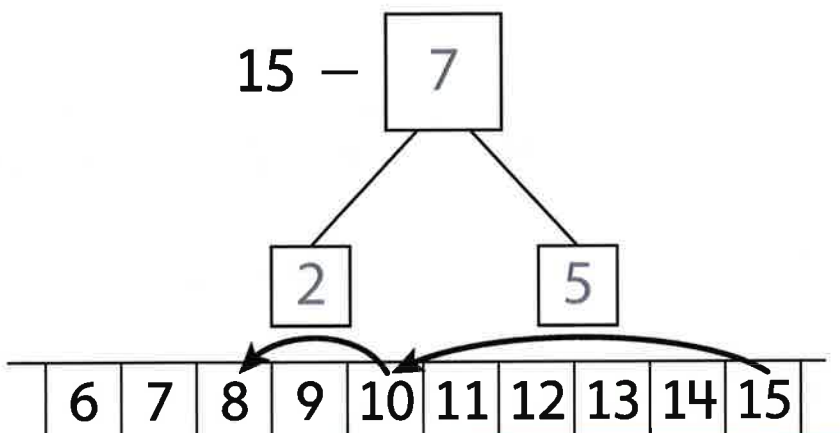
Name _____

1 Find $15 - 7$.

$$15 - \underline{5} = 10$$

$$10 - 2 = \underline{8}$$

$$15 - 7 = \underline{\quad}$$

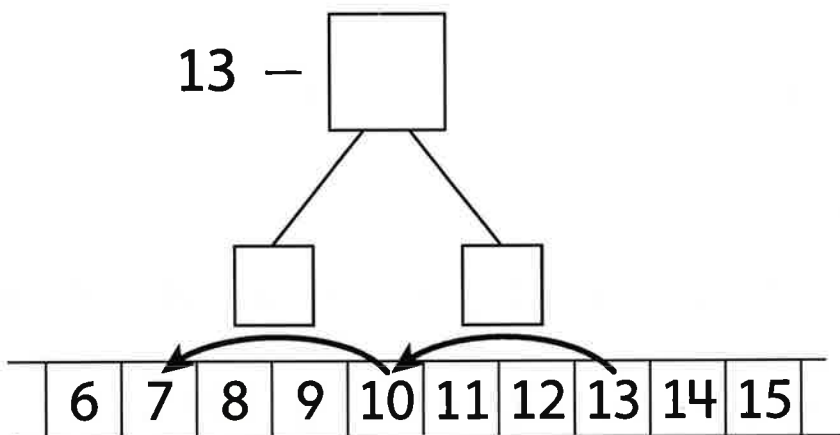


2 Find $13 - 6$.

$$13 - \underline{\quad} = 10$$

$$10 - 3 = \underline{\quad}$$

$$13 - 6 = \underline{\quad}$$

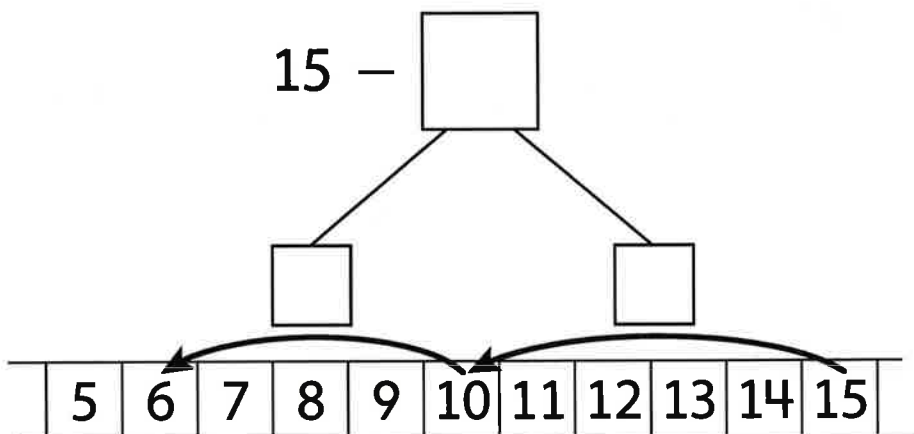


3 Find $15 - 9$.

$$15 - \underline{\quad} = 10$$

$$10 - 4 = \underline{\quad}$$

$$15 - 9 = \underline{\quad}$$

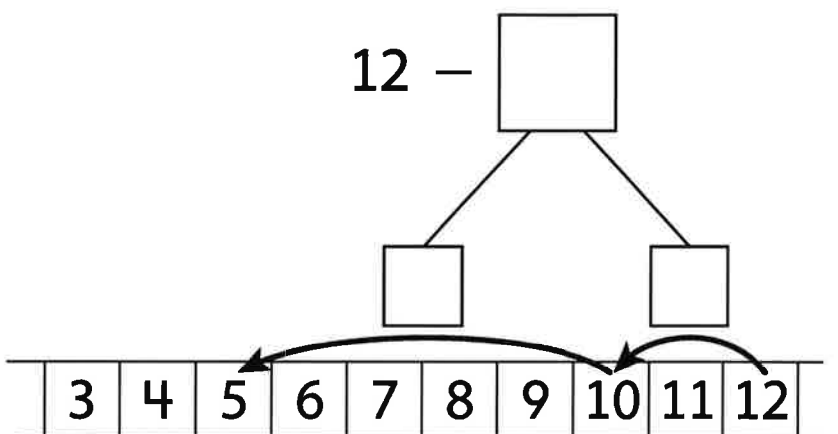


4 Find $12 - 7$.

$$12 - \underline{\quad} = 10$$

$$10 - 5 = \underline{\quad}$$

$$12 - 7 = \underline{\quad}$$

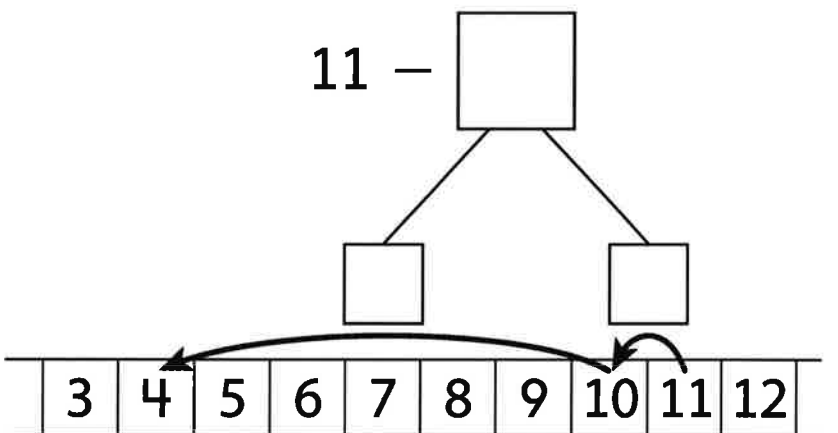


5 Find $11 - 7$.

$$11 - \underline{\quad} = 10$$

$$10 - 6 = \underline{\quad}$$

$$11 - 7 = \underline{\quad}$$

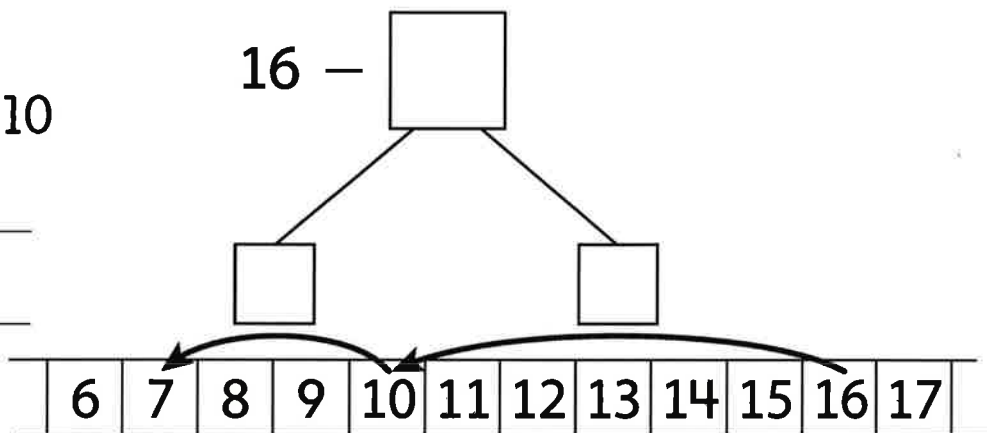


6 Find $16 - 9$.

$$16 - \underline{\quad} = 10$$

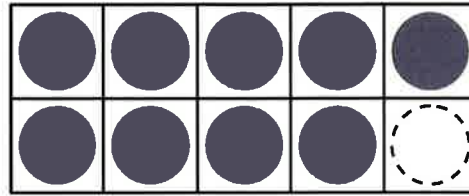
$$10 - 3 = \underline{\quad}$$

$$16 - 9 = \underline{\quad}$$

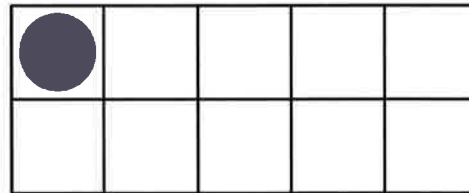


Draw counters to make 10. Then complete the equation.

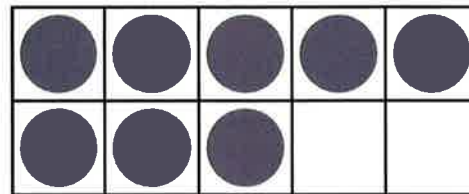
$10 = 9 + \underline{1}$



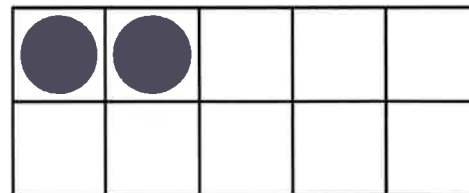
$10 = 1 + \underline{\quad}$



$10 = 8 + \underline{\quad}$



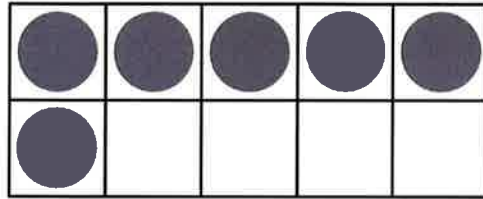
$10 = 2 + \underline{\quad}$



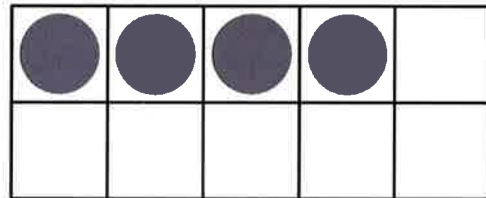
Number Partners for 10 *continued*

Name _____

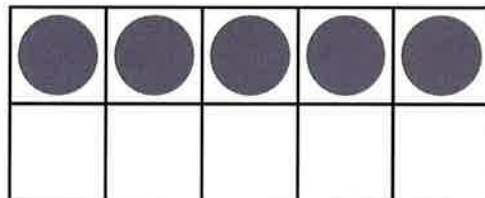
$10 = 6 + \underline{\quad}$



$10 = 4 + \underline{\quad}$



$10 = 5 + \underline{\quad}$



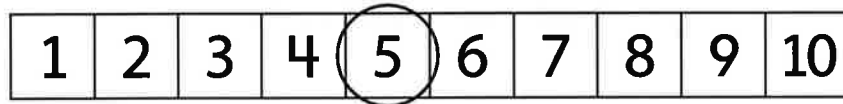
Solve each problem.

- 1** Marai sees 8 dogs at the park.

Some dogs go home.

Now Marai sees 5 dogs.

How many dogs go home?



$$5 + \underline{\quad} = 8 \qquad 8 - \underline{\quad} = 5$$

 dogs go home.

- 2** Ben has 7 hats. 1 hat is red.

The rest are blue.

How many hats are blue?



$$7 = 1 + \underline{\quad} \qquad 7 - \underline{\quad} = 1$$

 hats are blue.

- 3** Asia has 7 books. She buys more books.

Now Asia has 9 books.

How many books does she buy?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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

$9 - \underline{\quad} = 7$

Asia buys books.

- 4** Jake has 8 games. He gives some away.

Now he has 3 games.

How many games does Jake give away?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{\quad} = 8$

$8 - \underline{\quad} = 3$

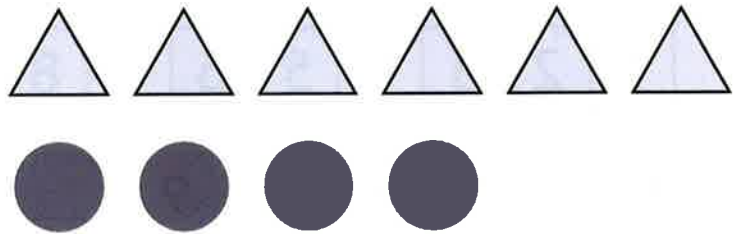
Jake gives games away.

Solve the subtraction problems.

- 1** There are 6 triangles. There are 4 circles.
How many more triangles are there?

$6 - 4 = \underline{\quad}$

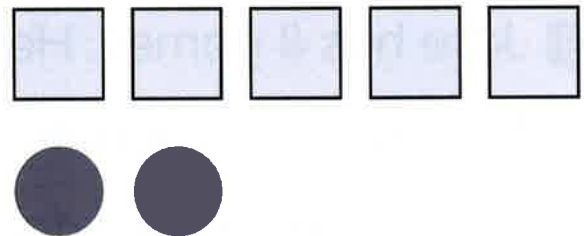
$\underline{\quad}$ more triangles



- 2** There are 5 squares. There are 2 circles.
How many more squares are there?

$5 - 2 = \underline{\quad}$

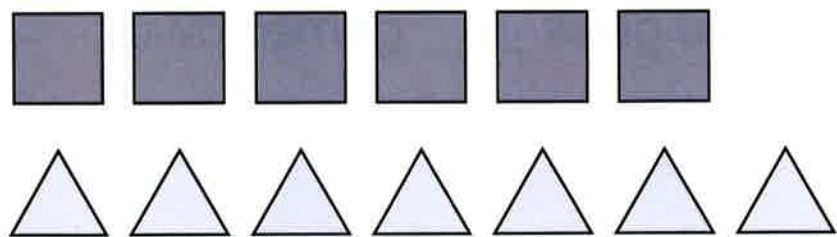
$\underline{\quad}$ more squares



- 3** There are 7 triangles. There are 6 squares.
How many more triangles are there?

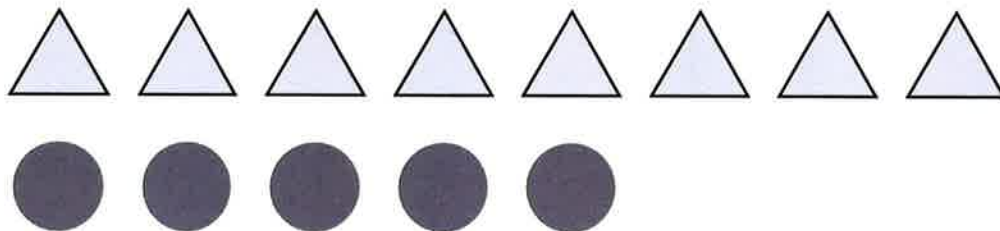
$7 - 6 = \underline{\quad}$

$\underline{\quad}$ more triangle



- 4** There are 8 triangles and 5 circles.

How many fewer circles than triangles are there?

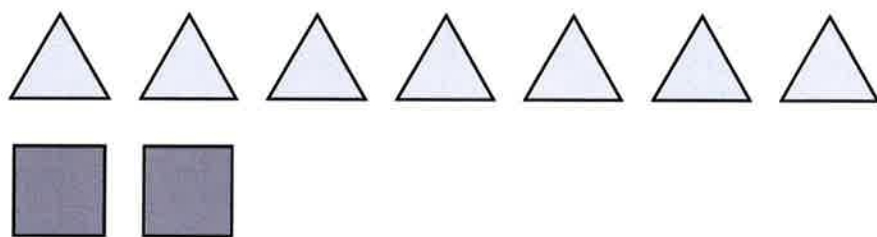


$$8 - 5 = \underline{\quad}$$

 fewer triangles

- 5** There are 2 squares and 7 triangles.

How many fewer squares than triangles are there?



$$7 - 2 = \underline{\quad}$$

 fewer squares

Choose a number from the box to complete the equation.

Example

0 1 2

$2 + 0 = \underline{1} + 1$

1 0 1 2

$2 + 1 = 1 + \underline{\quad}$

2 1 2 3

$3 + 2 = \underline{\quad} + 3$

3 1 2 3

$3 + 2 = 4 + \underline{\quad}$

4 0 1 2

$6 + 0 = 5 + \underline{\quad}$

5 4 5 6

$3 + 3 = \underline{\quad} + 0$

6 2 3 4

$4 + 3 = 5 + \underline{\quad}$

7 0 1 2

$6 + 1 = 7 + \underline{\quad}$

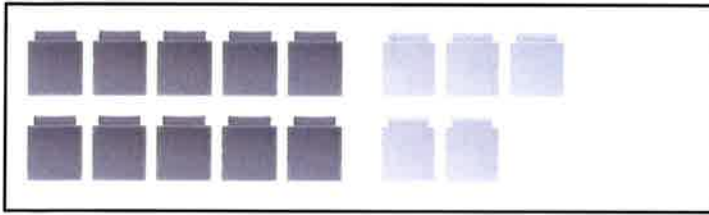
8 1 2 3

$4 + 4 = 5 + \underline{\quad}$

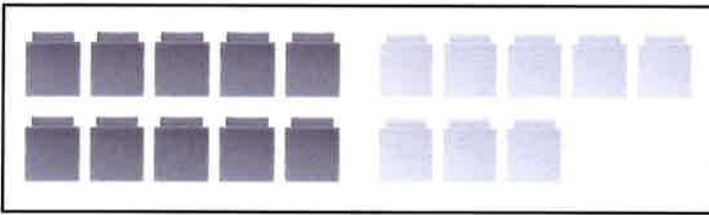
9 0 1 2

$1 + 8 = 7 + \underline{\quad}$

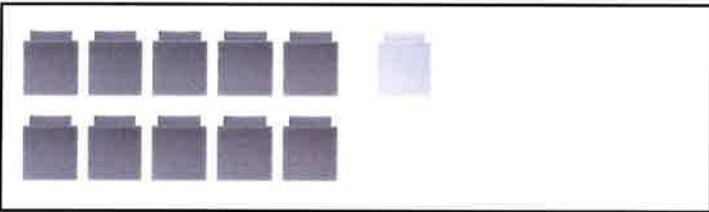
Draw lines to match the numbers.



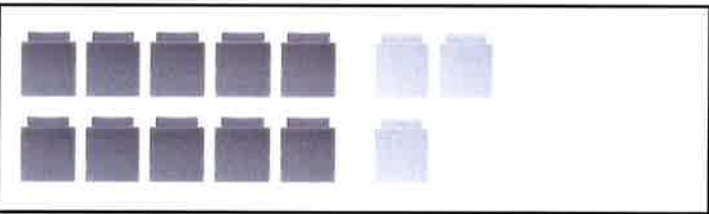
11



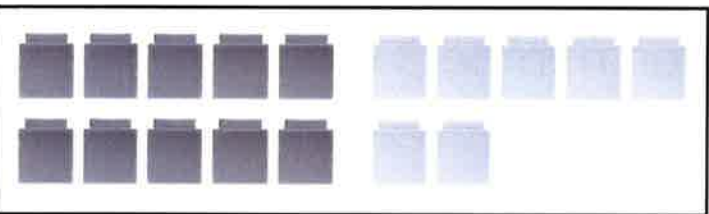
17



15



18



13

Draw lines to match the numbers.

1 ten and 4 ones

12

1 ten and 9 ones

16

1 ten and 2 ones

14

1 ten and 6 ones

11

1 ten and 1 one

19

Discuss It

What is the same about each teen number? What is different?

Add.

1 $9 + 3 = \underline{12}$

2 $3 + 9 = \underline{\quad}$

3 $8 + 6 = \underline{\quad}$

4 $6 + 8 = \underline{\quad}$

5 $4 + 9 = \underline{\quad}$

6 $5 + 7 = \underline{\quad}$

7 $6 + 7 = \underline{\quad}$

8 $7 + 8 = \underline{\quad}$

9 $10 + 9 = \underline{\quad}$

10 $9 + 8 = \underline{\quad}$

11 $6 + 3 + 4 = \underline{\quad}$

12 $5 + 9 + 1 = \underline{\quad}$

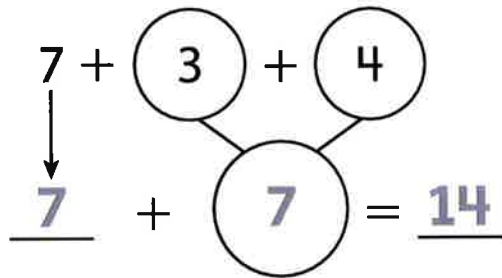
Discuss It

Explain how you solved Problem 11.

Adding Three Numbers

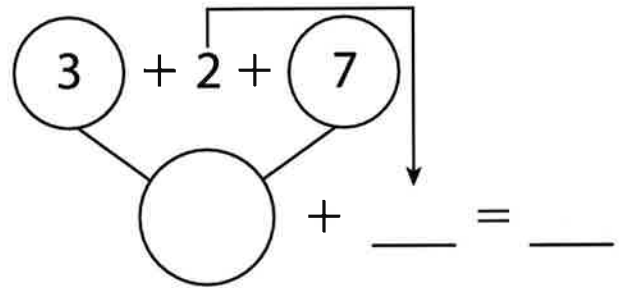
Name _____

1 Find $7 + 3 + 4$.



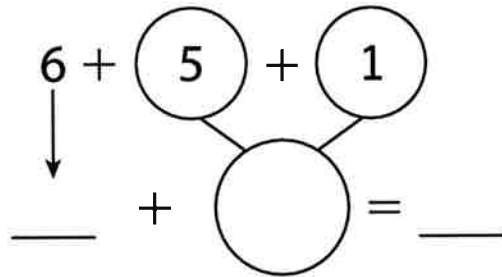
$7 + 3 + 4 = \underline{14}$

2 Find $3 + 2 + 7$.



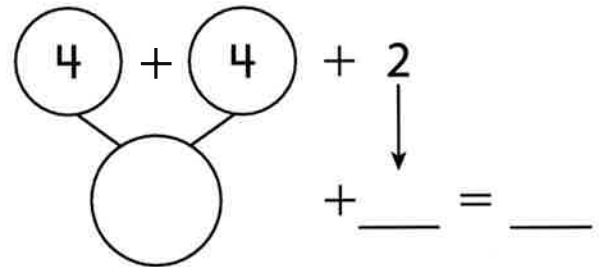
$3 + 2 + 7 = \underline{\quad}$

3 Find $6 + 5 + 1$.



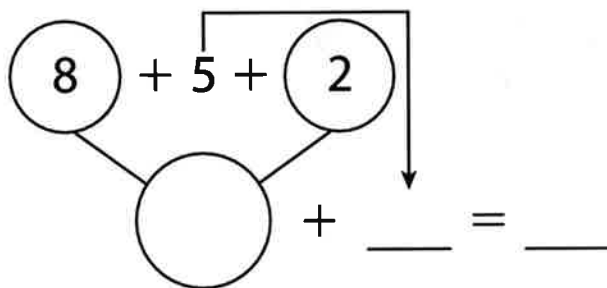
$6 + 5 + 1 = \underline{\quad}$

4 Find $4 + 4 + 2$.



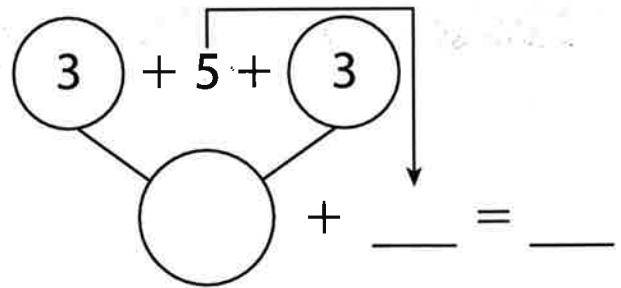
$4 + 4 + 2 = \underline{\quad}$

5 Find $8 + 5 + 2$.



$8 + 5 + 2 = \underline{\quad}$

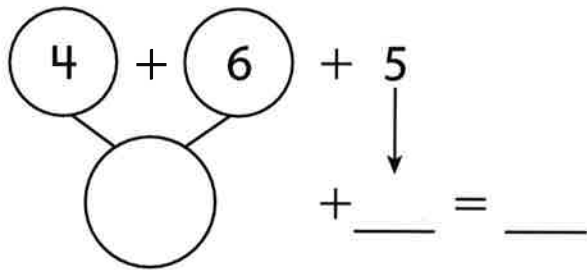
6 Find $3 + 5 + 3$.



$3 + 5 + 3 = \underline{\quad}$

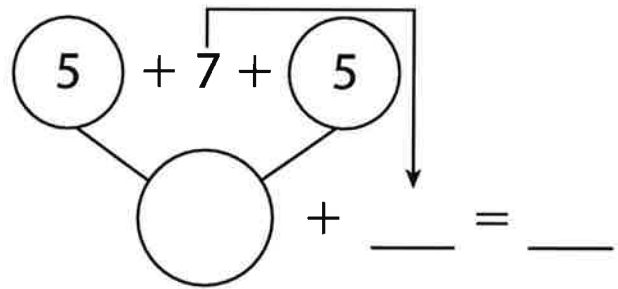
Name _____

7 Find $4 + 6 + 5$.



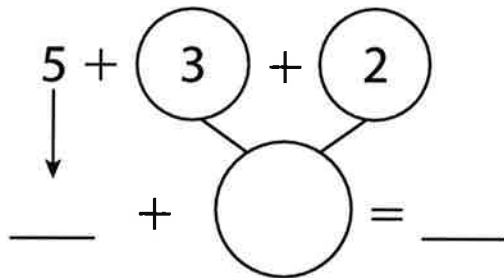
$4 + 6 + 5 = \underline{\quad}$

8 Find $5 + 7 + 5$.



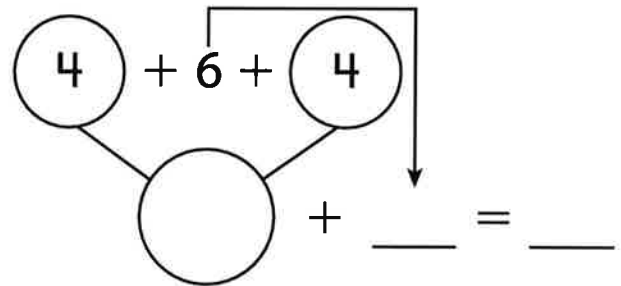
$5 + 7 + 5 = \underline{\quad}$

9 Find $5 + 3 + 2$.



$5 + 3 + 2 = \underline{\quad}$

10 Find $4 + 6 + 4$.

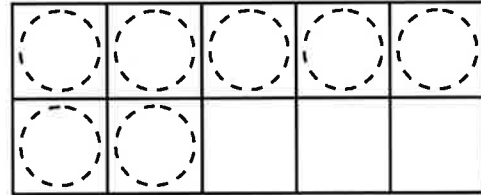
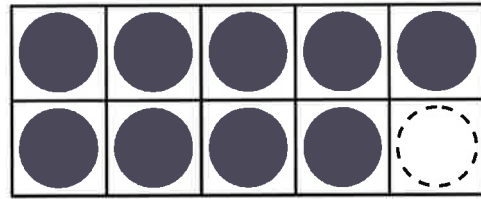


$4 + 6 + 4 = \underline{\quad}$

11 When solving $4 + 6 + 4$, Ava adds $4 + 6$ first.
Rico adds $4 + 4$ first. Who is correct? Why?

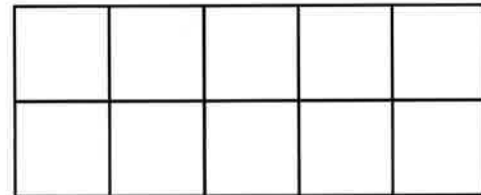
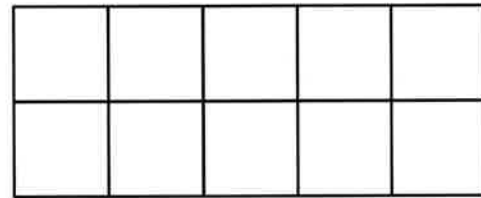
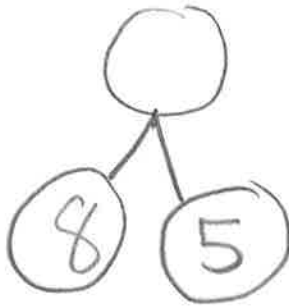
1 Find the missing number.

$$17 - \underline{\quad} = 9$$



2 Find the missing number.

$$\underline{\quad} - 8 = 5$$



3 Find the missing number.

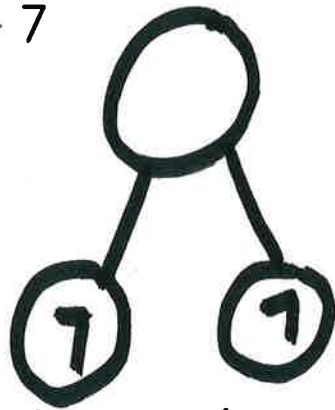
$$15 - \underline{\quad} = 6$$



Name _____

- 4 Find the missing number.

$$7 = \underline{\quad} - 7$$



- 5 Find the missing number.

$$8 = 12 - \underline{\quad}$$

- 6 Find the missing number.

$$\underline{\quad} - 9 = 9$$

- 7 Find the missing number.

$$16 - \underline{\quad} = 7$$

- 8 Find the missing number.

$$15 - \underline{\quad} = 8$$

- 9 Find the missing number.

$$5 = \underline{\quad} - 9$$

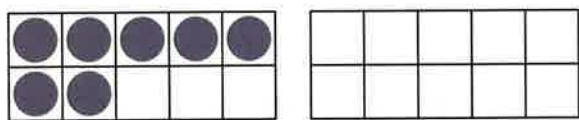
- 10 Find the missing number.

$$\underline{\quad} - 7 = 10$$

Discuss It

25 How did you use the 10-frames to find the missing number in Problem 4?

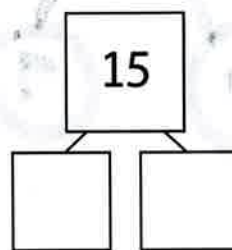
- 1** Amy has some crayons.
She finds 7 more crayons.
Now she has 18 crayons.
How many crayons did she have at the start?



$$\underline{11} + 7 = 18$$

_____ crayons

- 2** There are 15 fish in a tank.
7 of the fish are orange.
The rest are white.
How many are white?



$$15 - \underline{\quad} = \underline{\quad}$$

_____ white fish

- 3** Marco has 16 flowers.
He gives some to Alex.
Now Marco has 8 flowers.
How many did he give to Alex?

$$16 - \underline{\quad} = \underline{\quad}$$

_____ flowers

- 4** There are 12 bagels in a box.
Some bagels are eaten.
Now there are 4 bagels.
How many bagels were eaten?

$$12 - \underline{\quad} = \underline{\quad}$$

_____ bagels

Name _____

- 5 Mica eats 4 fewer pretzels than Wyatt.
Wyatt eats 14 pretzels.
How many pretzels did Mica eat?

$$\underline{14} - \underline{4} = \underline{\quad}$$

_____ pretzels

Mica ate
_____ pretzels.

- 6 Pete reads for 9 minutes.
The next day he reads for 6 minutes.

How many minutes did he read altogether?

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

_____ minutes

Practice Workbook A

1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

~~Crossing the Decade Concentration from Illustrative Mathematics~~

~~Choral Counting II from Illustrative Mathematics~~

~~Hundred Chart Digit Game from Illustrative Mathematics~~

~~Start/Stop Counting II from Illustrative Mathematics~~

~~Number of the Day from Illustrative Mathematics~~

1. Fill in the number that comes next.

85, 86, 87, 88, 89, _____

2. Fill in the number that comes next.

39, 40, 41, 42, 43, _____

3. Fill in the number that comes next.

95, 96, 97, 98, 99, _____

4. Fill in the number that comes next.

101, 102, 103, 104, 105, _____

5. Fill in the number that comes next.

105, 106, 107, 108, 109, _____

6. Fill in the rest of the chart.

51	52	53	54	55	56	57	58	59	

7. Fill in the rest of the chart.

31	32	33	34	35	36				

8. Fill in the rest of the chart.

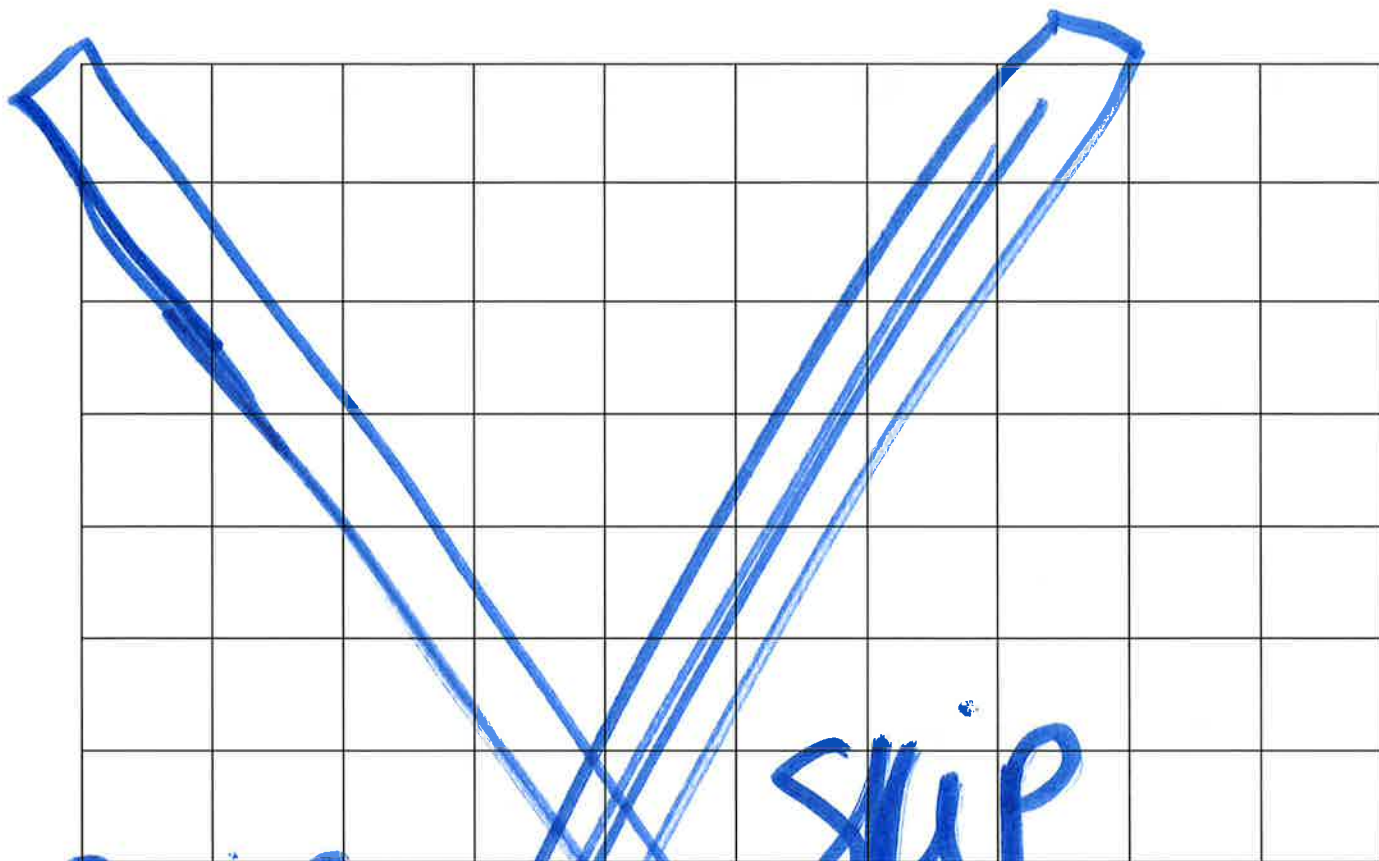
91	92	93	94	95	96	97	98		

9. Fill in the rest of the chart.

71	72	73	74	75	76	77			

10. Fill in the rest of the chart.

21	22	23	24	25	26	27	28	29	
----	----	----	----	----	----	----	----	----	--



SKIP

SKIP

Practice Workbook B

1.OA.C.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

Activity: SHAKE THOSE DISKS: 6 (7 minutes)
Materials: (S) Per set of partners: six disks (e.g., counters two-color beans, or pennies) one Shake Those Disks 6 board (Fluency Template 1)
Standards: 1.OA.C.6
EngageNY Module 1, Lesson 5

Directions:
Break students into partners. Give each set of partners six disks. Instruct them to take turns as the Shaker and the Recorder. The Shaker shakes the disks and tosses them on the table. The Recorder then records the roll on the Shake Those Disks board. (For example, if the Shaker rolls four red and two white, the Recorder puts an X on the graph above the 4 and 2 number bond.)

This activity can be repeated for numbers 6-10. All templates can be found on EngageNY website in Module 1.

Activity: NUMBER BOND DASH: 6 (5 minutes)
Materials: (S) Seven counters and one die per partner
Standards: 1.OA.C.6

Directions:
Distribute the Dash to students, face down. Instruct students to flip their papers when you say, "Go!" and complete as many number bonds as they can in 90 seconds. Assure them it is okay if they run out of time before they finish. Tell them if they finish,

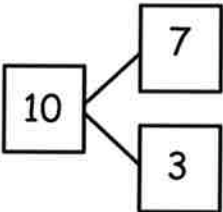
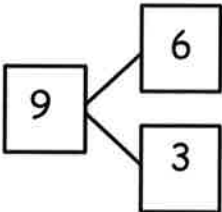
$\underline{\quad\quad} + 7 = 8 + 2$
$6 + 3 = \underline{\quad\quad} + 4$
$5 + \underline{\quad\quad} = 4 + 3$

1.OA.C.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

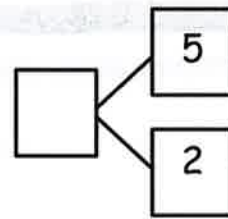
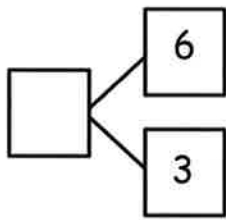
~~_____ from Illustrative Mathematics~~

~~_____ from Illustrative Mathematics~~^{vii}

1. Write the related number sentences for the number bonds. ^{viii}

	
$\begin{array}{r} \underline{10} - \underline{7} = \underline{3} \\ \underline{7} + \underline{3} = \underline{10} \\ \underline{10} \text{ () } \underline{3} = \underline{7} \\ \underline{3} \text{ () } \underline{7} = \underline{10} \end{array}$	$\begin{array}{r} \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} \text{ () } \underline{\quad} = \underline{\quad} \\ \underline{\quad} \text{ () } \underline{\quad} = \underline{\quad} \end{array}$

2. Write the related number sentences for the number bonds. ix



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

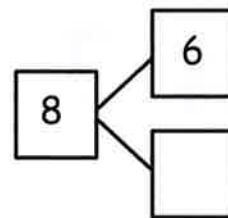
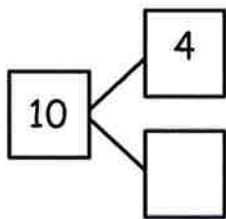
$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$



on the next page →



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

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

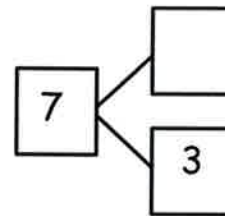
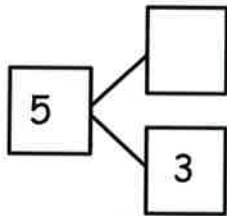
$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

3. Write the related number sentences for the number bonds. ^x



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

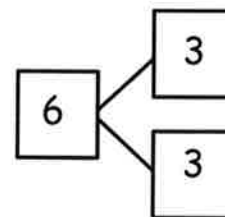
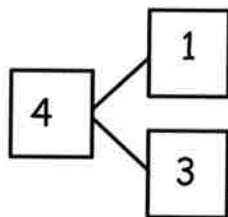
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$





$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

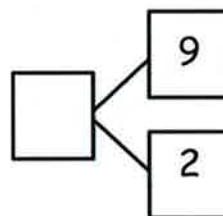
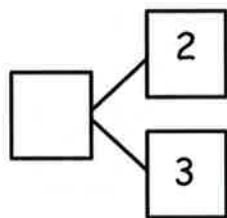
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

4. Write the related number sentences for the number bonds. ^{xi}



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

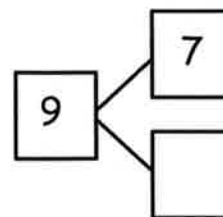
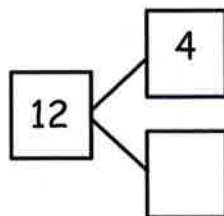
$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

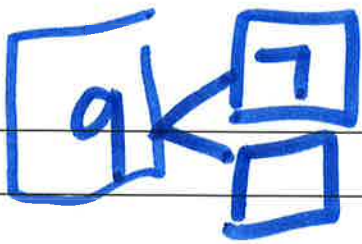
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$





_____ - _____ = _____

_____ + _____ = _____

_____ ○ _____ = _____

_____ ○ _____ = _____

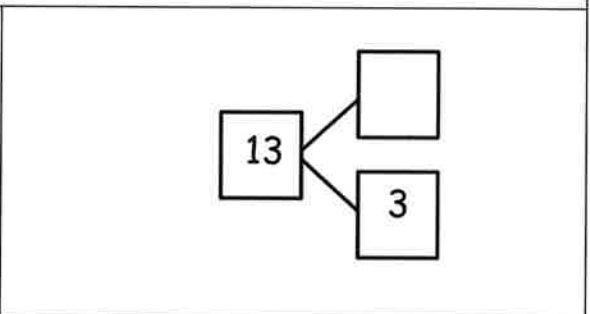
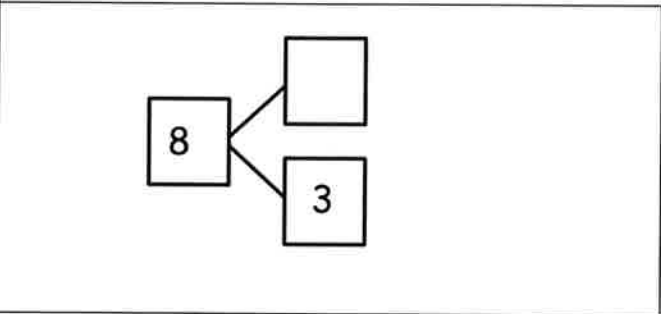
_____ - _____ = _____

_____ + _____ = _____

_____ ○ _____ = _____

_____ ○ _____ = _____

5. Write the related number sentences for the number bonds. ^{xii}



_____ - _____ = _____

_____ + _____ = _____

_____ ○ _____ = _____

_____ ○ _____ = _____

_____ - _____ = _____

_____ + _____ = _____


_____ ○ _____ = _____

_____ ○ _____ = _____

Practice Workbook D

1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a “ten.” b) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)

Part 2 from Illustrative Mathematics^{xiii}

<p>1. What does the 2 mean in the number 28?</p> <p style="text-align: center;">28</p> <p>A. 12 B. 200 C. <u>20</u> D. 2</p>	<p>2. Which number has 6 tens?</p> <p>A. 46 B. 96 C. 62 D. 59</p>
<p>3. How many tens are in 58?</p> <p>A. 50 B. 8 C. 5 D. 80</p>	<p>4. Which number has 7 ones and 4 tens?</p> <p>A. 74 B. 704 C. 47 D. 407</p>
<p>5. Which number is represented?</p>  <p>The image shows four vertical bars, each representing a ten, and five individual dots, each representing an one. This represents the number 45.</p>	<p>6. Show the number 57 in tens and ones?</p>

7. What does the 7 mean in the number 67?

67

- A. 67
- B. 7
- C. 70
- D. 700

8. Which number has 4 tens?

- A. 46
- B. 94
- C. 52
- D. 56

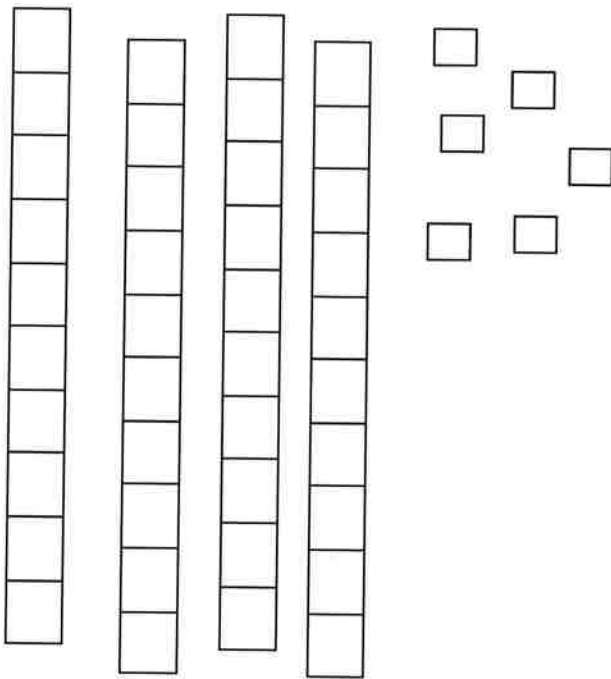
9. How many tens are in 37?

- A. 3
- B. 7
- C. 30
- D. 70

10. Which number has 6 ones and 8 tens?

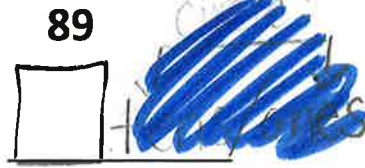
- A. 68
- B. 806
- C. 86
- D. 608

11. Which number is represented?



12. Show the number 39 in tens and ones.

13. What does the 8 mean in the number 89?



14. Which number has 7 ones?

- A. 76
- B. 56
- C. 57
- D. 75

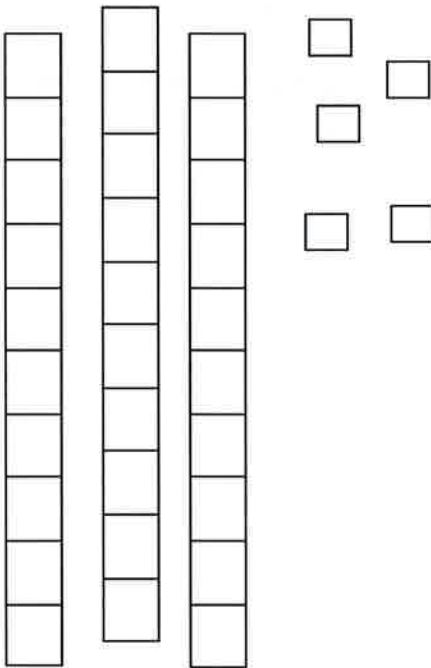
15. How many tens are in 97?

- A. 9
- B. 7
- C. 90
- D. 70

16. Which number has 5 tens and 4 ones?

- A. 45
- B. 54
- C. 504
- D. 405

17. Which number is represented?



18. Show the number 83 in tens and ones.

1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Ordering Numbers from Illustrative Mathematics

Where Do I Go? from Illustrative Mathematics

Comparing Numbers from Illustrative Mathematics^{xiv}

<p>1. Which number is more than 52 but less than 63?</p> <p>a. 65 b. 59 c. 49 d. 70</p>	<p>2. Which number belongs in the blank?</p> <p>_____ > 75</p> <p>A. 72 B. 78 C. 67 D. 75</p>
<p>3. Fill in the blanks with the correct symbol.</p> <p>43 _____ 34</p> <p>92 _____ 57</p> <p>92 _____ 95</p> <p>27 _____ 61</p>	<p>4. Which number would make this statement true?</p> <p>_____ < 56</p> <p>A. 65 B. 72 C. 49 D. 58</p>
<p>5. Circle all of the numbers that would make this statement true:</p> <p>_____ < 71</p> <p>A. 58 B. 71 C. 86</p>	<p>6. Which number belongs in the blank?</p> <p>_____ = 78</p> <p>A. 72 B. 78 C. 67</p>

<p>D. 49</p> <p>7. Which number is more than 37, but less than 47?</p> <p>a. 65 b. 59 c. 49 d. 40</p>	<p>D. 75</p> <p>8. Which number belongs in the blank?</p> <p>_____ > 89</p> <p>A. 72 B. 88 C. 67 D. 90</p>
<p>9. Fill in the blanks with the correct symbol.</p> <p>58 _____ 85</p> <p>37 _____ 47</p> <p>23 _____ 17</p> <p>66 _____ 66</p>	<p>10. Which number would make this statement true?</p> <p>_____ < 33</p> <p>A. 65 B. 27 C. 49 D. 58</p>
<p>11. Circle all of the numbers that would make this statement true:</p> <p>_____ < 56</p> <p>A. 55 B. 71 C. 86 D. 49</p>	<p>12. Which number belongs in the blank?</p> <p>_____ = 33</p> <p>A. 72 B. 78 C. 33 D. 75</p>

13. Which number is more than **85** but less than **98**?

- a. 93
- b. 99
- c. 49
- d. 84

14. Which number belongs in the blank?

$$\underline{\hspace{2cm}} > 29$$

- A. 32
- B. 28
- C. 17
- D. 9

15. Fill in the blanks with the correct symbol.

$$36 \underline{\hspace{1cm}} 25$$

$$90 \underline{\hspace{1cm}} 80$$

$$24 \underline{\hspace{1cm}} 37$$

$$67 \underline{\hspace{1cm}} 66$$

16. Which number would make this statement true?

$$\underline{\hspace{2cm}} < 33$$

- A. 65
- B. 27
- C. 49
- D. 58

17. Circle all of the numbers that would make this statement true:

$$\underline{\hspace{2cm}} < 56$$

- A. 55
- B. 71
- C. 86
- D. 49

18. Which number belongs in the blank?

$$\underline{\hspace{2cm}} = 33$$

- A. 72
- B. 78
- C. 33
- D. 75

1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.

Number Square from Illustrative Mathematics^{xv}

1. Write the amount that is 10 more than the given number.			
57 ⁺¹⁰	67	80 ⁺¹⁰	90
34 ⁺¹⁰	44	56 ⁺¹⁰	66
21		41	
89		77	
63		29	
48		62	
72		35	
90		79	

2. Write the amount that is 10 less than the given number.			
57 ⁻¹⁰	47	80 ⁻¹⁰	70
34 ⁻¹⁰	33	56 ⁻¹⁰	46
21		41	
89		77	
63		29	
48		62	
72		35	
90		93	

3. Write the amount that is **10 more** than the given number.

15 ⁺¹⁰		11 ⁺¹⁰	
23 ⁺¹⁰		73 ⁺¹⁰	
76		48	
31		52	
49		35	
66		84	
81		77	
90		19	

4. Write the amount that is **10 less** than the given number

15 ⁻¹⁰		11 ⁻¹⁰	
23 ⁻¹⁰		73 ⁻¹⁰	
76		48	
31		52	
49		35	
66		84	
81		77	
90		19	

1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1. Subtract.

$80 - 60 =$	20
$70 - 30 =$	40
$90 - 50 =$	
$40 - 20 =$	
$60 - 50 =$	
$50 - 30 =$	
$30 - 10 =$	
$20 - 20 =$	
$80 - 50 =$	
$70 - 20 =$	
$90 - 40 =$	
$40 - 10 =$	
$60 - 40 =$	
$50 - 20 =$	
$30 - 20 =$	
$20 - 10 =$	
$80 - 80 =$	
$70 - 50 =$	
$90 - 70 =$	
$40 - 40 =$	
$60 - 10 =$	
$50 - 40 =$	
$30 - 30 =$	

* subtract the tens!
Add a 0 for the ones.

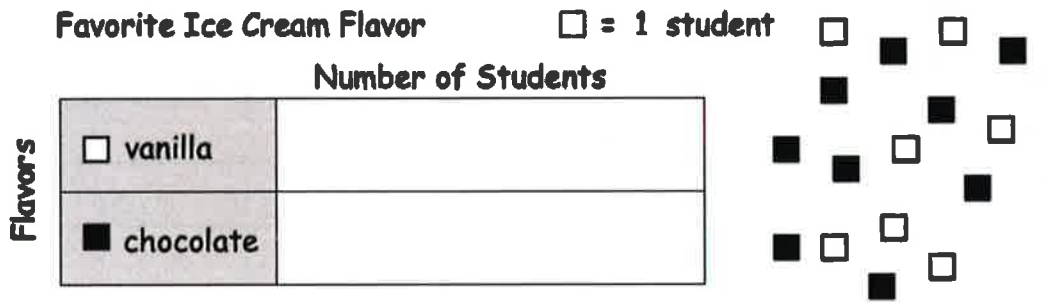
2. Subtract.

$80 - 30 =$	
$70 - 10 =$	
$90 - 20 =$	
$40 - 10 =$	
$60 - 20 =$	
$50 - 40 =$	
$30 - 20 =$	
$20 - 0 =$	
$80 - 20 =$	
$70 - 10 =$	
$90 - 20 =$	
$40 - 30 =$	
$60 - 20 =$	
$50 - 40 =$	
$30 - 30 =$	
$20 - 20 =$	
$80 - 30 =$	
$70 - 20 =$	
$90 - 40 =$	
$40 - 10 =$	
$60 - 20 =$	
$50 - 10 =$	
$30 - 20 =$	



Practice Workbook E

1.MD.C.4 – Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less in one category than in another.

Use squares with no gaps or overlaps to organize the data from the picture. Line up your squares carefully.



1. How many more students liked chocolate than liked vanilla? _____ students
2. How many total students were asked about their favorite ice cream flavor?
_____ students

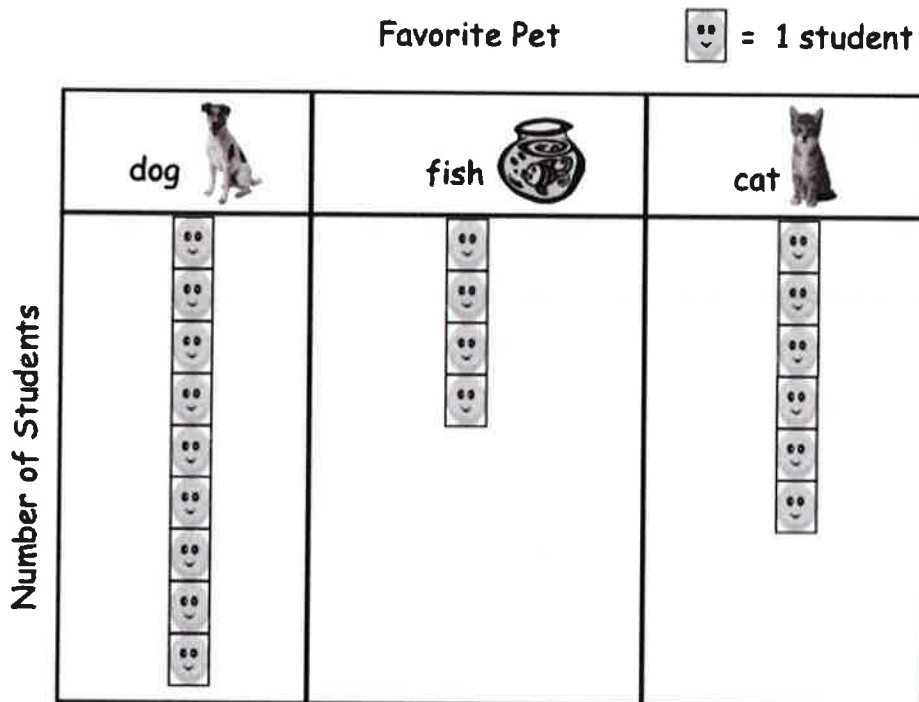
Ties on Shoes		Number of Students	<input type="checkbox"/> = 1 student
Types of Shoe Ties	 Velcro	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	 laces	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	no ties	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

3. Write a number sentence to show how many total students were asked about their shoes.

4. Write a number sentence to show how many fewer students have Velcro on their shoes than laces.

$$L - V = \square \rightarrow \square - \square = \square$$

Each student in the class added a sticky note to show his or her favorite kind of pet. Use the graph to answer the questions.



5. How many students chose dogs or cats as their favorite pet?

_____ students

6. How many more students chose dogs as their favorite pet than cats?

_____ students

7. How many more students chose cats than fish?

_____ students

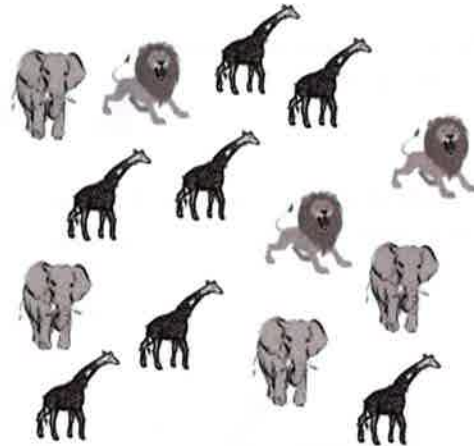
Use squares with no gaps or overlaps to organize the data from the pictures.
Line up your squares carefully.

Favorite Animals at the Zoo

Number of Students

G
E
L
Zoo Animals

giraffe	
elephant	
lion	



Each picture represents 1 student's vote.







8. Write a number sentence to show how many total students were asked about their favorite animal at the zoo.

9. Write a number sentence to show how many fewer students like elephants than like giraffes.

$G - E = \square$

The class has 18 students. On Friday 9 students wore sneakers, 6 students wore sandals, and 3 students wore boots. Use squares with no gaps or overlaps to organize the data. Line up your squares carefully.

Shoes Worn on Friday Number of Students = 1 student

Shoes	 Sn.	
	 San.	
	B 	

10. How many more students wore sneakers than sandals? _____ students
11. Write a number sentence to tell how many students were asked about their shoes on Friday.
12. Write a number sentence to show how many fewer students wore boots than sneakers.

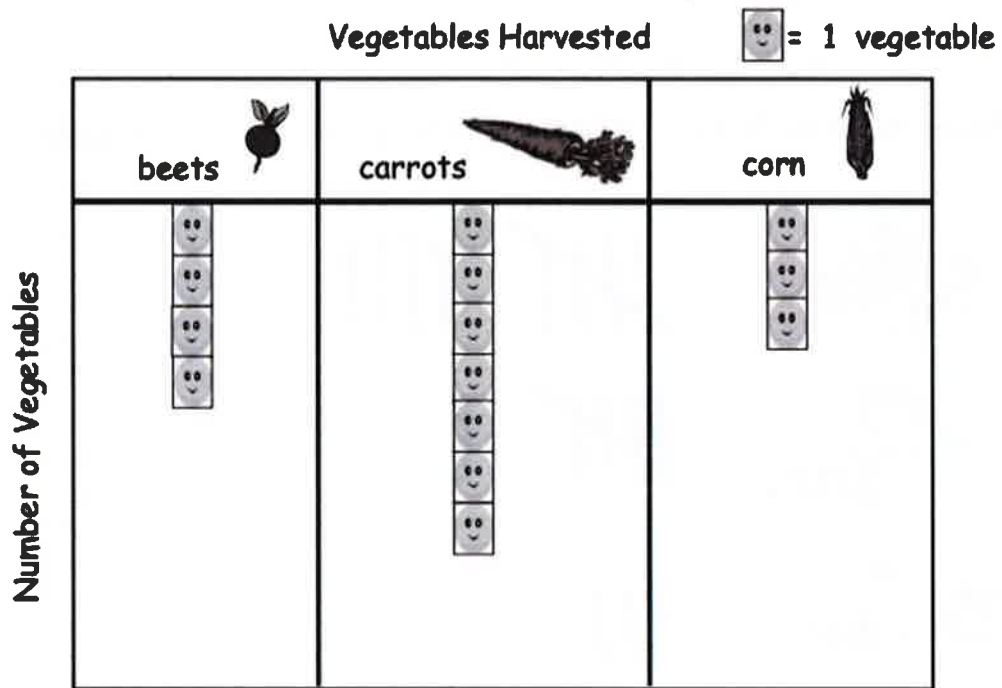
Total: _____ + _____ + _____ = _____

Sn - B = _____

_____ - _____ = _____

kix

Our school garden has been growing for two months. The graph below shows the numbers of each vegetable that have been harvested so far.

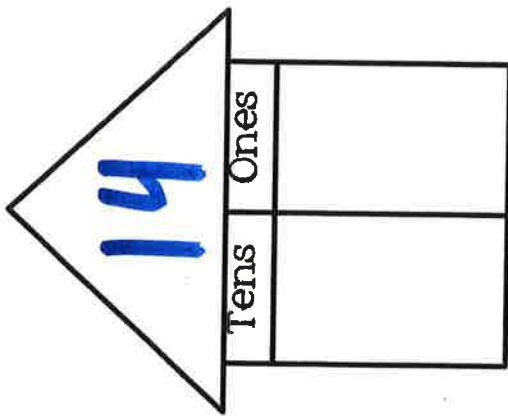


13. How many total vegetables were harvested? _____ vegetables
14. Which vegetable has been harvested the most? _____
15. How many more beets were harvested than corn? _____ more beets than corn
16. How many more beets would need to be harvested to have the same amount as the number of carrots harvested?

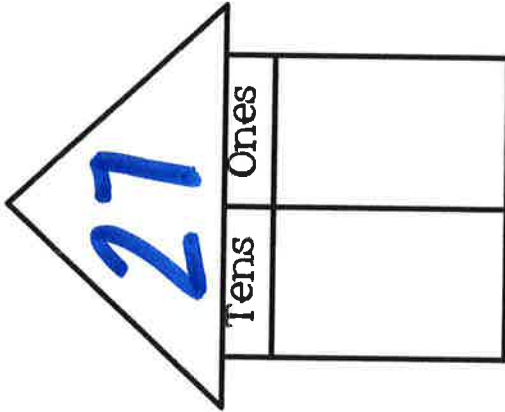
xx

Name: _____

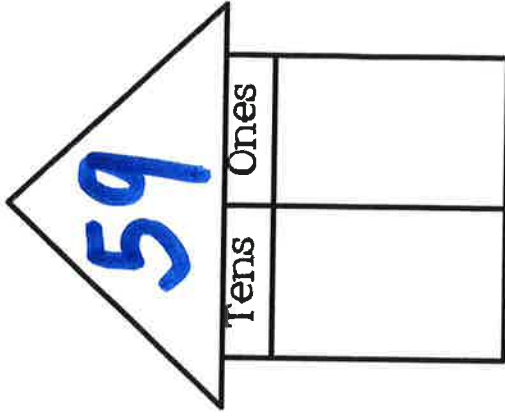
Date: _____



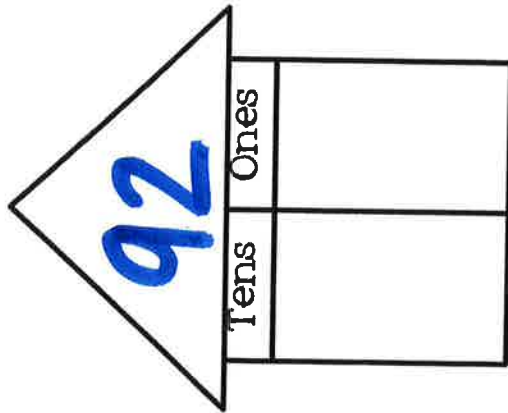
$$10 + \underline{\quad} = 14$$



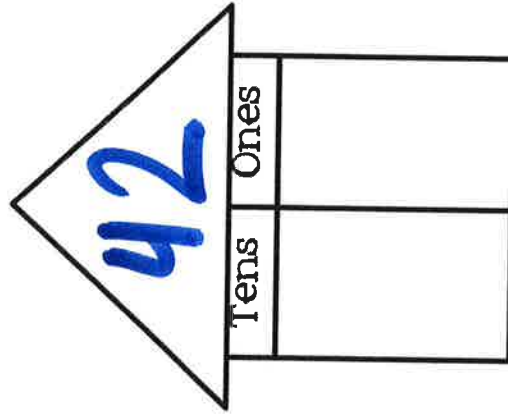
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



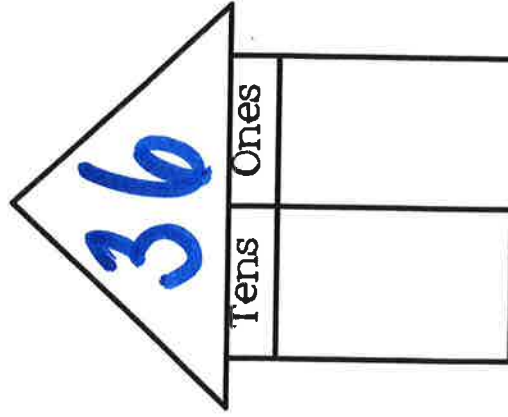
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



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



$$2 + \underline{\quad} = 42$$



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

Name _____

Date _____











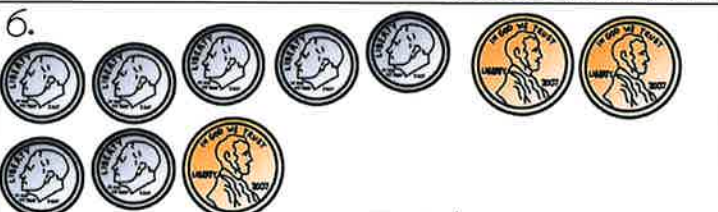



Pennies and Dimes



Count the coins and write the total amount using the ¢ sign.

2.NBT.A.2
2.MD.C.8

1.  Total _____	7.  Total _____
2.  Total _____	8.  Total _____
3.  Total _____	9.  Total _____
4.  Total _____	10.  Total _____
5.  Total _____	11.  Total _____
6.  Total _____	12.  Total _____

Thank you for downloading!

I hope that you take the time
to check out the other resources
in my TpT store.

Please leave any comments, questions,
or suggestions on my TpT site.

I'd love to hear from you!

<https://www.teacherspayteachers.com/Store/Cassie-Itsell>

©CassieItsell 2015

Resources:

Graphics:



Font:



Mostly Mono by: Kevin Richey



Name _____

1. $2 + 0 = \underline{\quad}$

16. $1 + 6 = \underline{\quad}$

31. $5 + 3 = \underline{\quad}$

2. $2 + 1 = \underline{\quad}$

17. $6 + 1 = \underline{\quad}$

32. $3 + 5 = \underline{\quad}$

3. $2 + 2 = \underline{\quad}$

18. $6 + 2 = \underline{\quad}$

33. $3 + 4 = \underline{\quad}$

4. $4 + 0 = \underline{\quad}$

19. $5 + 2 = \underline{\quad}$

34. $3 + 3 = \underline{\quad}$

5. $0 + 4 = \underline{\quad}$

20. $4 + 3 = \underline{\quad}$

35. $4 + 4 = \underline{\quad}$

6. $0 + 3 = \underline{\quad}$

21. $2 + 3 = \underline{\quad}$

36. $5 + 4 = \underline{\quad}$

7. $0 + 0 = \underline{\quad}$

22. $2 + 4 = \underline{\quad}$

37. $4 + 6 = \underline{\quad}$

8. $3 + 1 = \underline{\quad}$

23. $4 + 2 = \underline{\quad}$

38. $2 + 7 = \underline{\quad}$

9. $1 + 3 = \underline{\quad}$

24. $3 + 2 = \underline{\quad}$

39. $2 + 8 = \underline{\quad}$

10. $1 + 4 = \underline{\quad}$

25. $9 + 1 = \underline{\quad}$

40. $2 + 5 = \underline{\quad}$

11. $1 + 5 = \underline{\quad}$

26. $8 + 2 = \underline{\quad}$

41. $5 + 5 = \underline{\quad}$

12. $5 + 1 = \underline{\quad}$

27. $7 + 2 = \underline{\quad}$

42. $4 + 5 = \underline{\quad}$

13. $1 + 7 = \underline{\quad}$

28. $7 + 3 = \underline{\quad}$

43. $2 + 6 = \underline{\quad}$

14. $7 + 1 = \underline{\quad}$

29. $6 + 3 = \underline{\quad}$

44. $3 + 6 = \underline{\quad}$

15. $1 + 8 = \underline{\quad}$

30. $6 + 4 = \underline{\quad}$

45. $3 + 7 = \underline{\quad}$

Name: _____

Addition Fluency #1

{0-10}

$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$
--	--	--	--	---	--	--

$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$
--	--	--	--	--	--	--

$\begin{array}{r} 0 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$
--	--	--	--	--	--	--

$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$
--	--	--	---	--	--	--

$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$
--	--	--	--	--	--	--

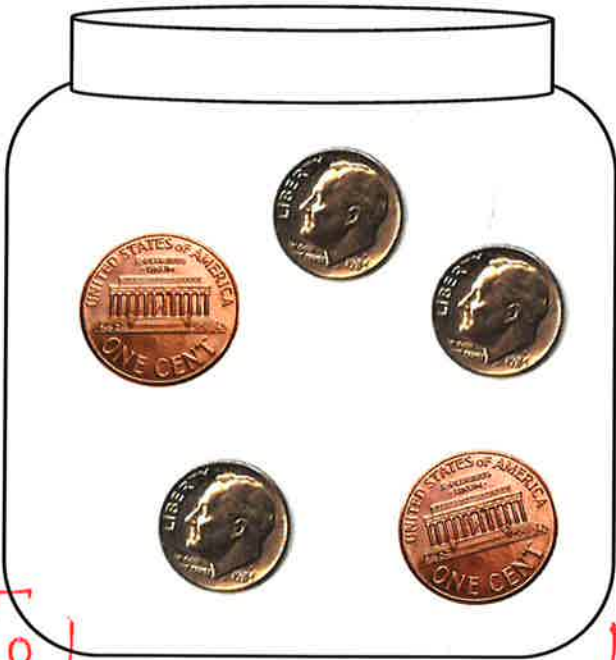
$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$
--	--	--	--	--	--	--

$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$
--	--	--	---	--	--	--

Name _____

Count the money in the jars.

1.



T	0

_____ ¢

2.



T	0

_____ ¢

3.



T	0

_____ ¢

4.



T	0

_____ ¢

Order from GREATEST to LEAST

3

8

14

10

1

14

1

15

7

23

40

18

18

100

50

19

37

86

9

80

45

99

62

Order from LEAST to GREATEST

9

41

33

78

6

6

78

120

7

19

34

88

34

200

400

150

300

800

120

180

140

190

100

Name _____ Date _____

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	<u>32</u>	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

	Ten Less	
	22	
One Less	32	One More
31		33
	Ten More	
	42	

	Ten Less	
One Less	66	One More
	Ten More	

	Ten Less	
One Less	87	One More
	Ten More	

	Ten Less	
One Less	14	One More
	Ten More	

	Ten Less	
One Less	38	One More
	Ten More	

	Ten Less 61	
One Less 70	71	One More 72
	Ten More 81	

	Ten Less	
One Less	25	One More
	Ten More	

	Ten Less	
One Less	78	One More
	Ten More	

	Ten Less	
One Less	16	One More
	Ten More	

	Ten Less	
One Less	10	One More
	Ten More	

	Ten Less	
One Less	89	One More
	Ten More	