Mathematics - Grade 1

Quarter 1

Remote Learning

Practice and Enrichment Packet

Answer Key



**Quarter 1 First Grade Standards-Aligned Tasks**

Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Mathematics and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding. The use of manipulatives is encouraged. Virtual manipulatives can be found here: <https://www.didax.com/math/virtual-manipulatives.html>

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

**Counting On to Add 2**

**Number Partners 6,7,8 and 9 6**

**Let’s Make a Ten 11**

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**Build a Bear 41**

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| --- | --- |
| **Week 1** | |
| **First Grade Math Standards-Aligned Learning: Counting On to Add** | |
| **Grade Level Standard(s)** | **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13 – 3 - 1= 10-1=9or adding 6+7 by creating the known equivalent 6+4+3= 10 + 3 = 13).  **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10. |
| **Caregiver Support Option** | Assist student by reading the directions to each activity. Student will need a partner for Activity 1. Ask students to explain their work to you. |
| **Materials Needed** | Pencil, Recording Sheet  Optional: Students may need objects to help them count. (ex. Cotton balls, paper clips or dried beans) |
| **Question to Explore** | What number did you use to count on? Why?  Does using a 5 group help when you add? Why or Why not? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

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**9**

**7**

**8**

**8**

**9**

**7**

# Activity 2

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| **Week 2** | |
| **First Grade Math Standards-Aligned Learning: Number Partners 6,7,8 and 9** | |
| **Grade Level Standard(s)** | **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)  **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13 – 3 - 1= 10-1=9or adding 6+7 by creating the known equivalent 6+4+3= 10 + 3 = 13).  **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.  **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?). |
| **Caregiver Support Option** | Assist student by reading the directions to each activity. Student will benefit from a partner for both activities. |
| **Materials Needed** | Pencil, recording sheet, connecting cubes or other available objects for students to count. (i.e. cotton balls, paper clips or dried beans)   * Virtual connecting cubes can be found at: <http://www.didax.com/apps/unifix/> * Virtual counters can be found at:   <http://www.didax.com/apps/two-color-counters/> |
| **Question to Explore** | What number partners make a 6? 7? 8? 9?  What strategies do use to help you add numbers? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

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# Activity 2

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| **Week 3** | |
| **First Grade Math Standards-Aligned Learning: Let’s Make a Ten** | |
| **Grade Level Standard(s)** | **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13 – 3 - 1= 10-1=9or adding 6+7 by creating the known equivalent 6+4+3= 10 + 3 = 13). |
| **Caregiver Support Option** | Assist student by reading the directions to each activity. Student will benefit from a partner in Activity 1. |
| **Materials Needed** | Pencil, recording sheet, number cards (attached), crayon or colored pencil |
| **Question to Explore** | What patterns do you see in the addition chart?  How can you use the addition chart to add?  Why do you think knowing how to make a ten is important? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

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# Activity 2

#### Directions:  Shade in the 10's in the table with a crayon or colored pencil. What do you notice about where these 10's are in the table?

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Write two number sentences with 10 as the sum using the addition chart. (Answers may vary)

|  |  |
| --- | --- |
| 8 2 10  \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_=\_\_\_\_\_\_\_\_\_\_\_ | 5 5 10  \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_=\_\_\_\_\_\_\_\_\_\_\_ |

# Activity 3

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Answers may vary but could include the following:

1 + 9 = 10

9 + 1 = 10

2 + 8 = 10

8 + 2 = 10

3 + 7 = 10

7 + 3 = 10

4 + 6 = 10

6 + 4 = 10

5 + 5 = 10

|  |  |
| --- | --- |
| **Week 4** | |
| **First Grade Math Standards-Aligned Learning: What is the Addend?** | |
| **Grade Level Standard(s)** | **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, to solve 10 – 8 = \_\_\_, a student can use 8 + \_\_\_ = 10.  **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?). |
| **Caregiver Support Option** | Assist student by reading the directions to each activity. Student will benefit from a partner for Activity 2. |
| **Materials Needed** | Pencil, recording sheet, counters   * Virtual counters can be found at:   <http://www.didax.com/apps/two-color-counters/> |
| **Question to Explore** | How can I represent my number story?  What number sentence can I write?  What picture can I draw?  What addend is missing? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

# Solve the following problem. Write a number sentence, draw a picture and write a statement with your answer. (Students can use counters if needed)

# *9 children were in the class. How many boys and how many girls could have been in the class?*

Listing the possible pairings of boys and girls in a systematic way might help the student show that s/he has found all of the possible pairings. There are 10 possible solutions. Students can select a number between 0 and 9 to represent the number of boys (or girls) and then find the number of girls (or boys, resp).   
Possible equations:

* 9=0+9
* 9=1+8
* 9=2+7
* 9=3+6
* 9=4+5
* 9=5+4
* 9=6+3
* 9=7+2
* 9=8+1
* 9=9+0

Note that students may write the total on either side of the equation.

# Activity 2

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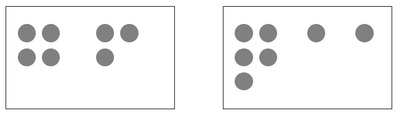
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| **Week 5** | |
| **First Grade Math Standards-Aligned Learning: Is it Equal?** | |
| **Grade Level Standard(s)** | **1.OA.D.7** Understand the meaning of the equal sign (e.g., 6 = 6; 5 + 2 = 4 + 3; 7 = 8 - 1). Determine if equations involving addition and subtraction are true or false. |
| **Caregiver Support Option** | Assist student by reading the directions to each activity. |
| **Materials Needed** | Pencil, recording sheet for activity 2 and 3, |
| **Question to Explore** | How can you prove two number sentences are equal?  What strategies did you use to add each number sentence? |
| **Student Directions** | Please see each activity for individual directions. |

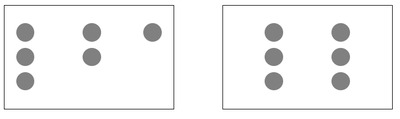
# Activity 1

Compare the number of circles in each box. If they are equal, write a number sentence. For example:

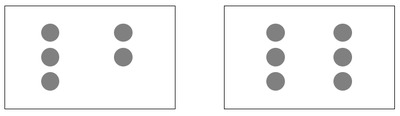


4 + 3 = 5 + 1 + 1

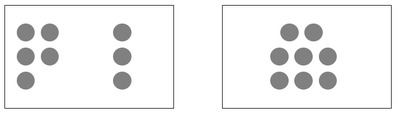
If they are not equal, write "***not equal***."

1. 

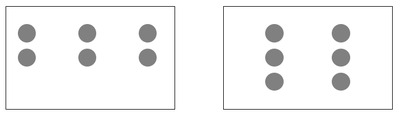
3 + 2 + 1 = 3 + 3

1. 

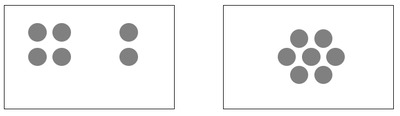
Not equal

1. 

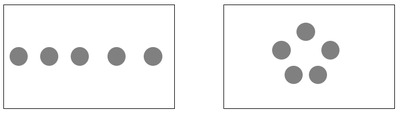
5 + 3 = 8 + 0

1. 

2 + 2 + 2 = 3 + 3

1. 

Not equal

1. 

3 + 1 + 1 = 5 + 0

# Activity 2

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**true**

**2**

**3**

**Same as**

**=**

**equal**

**3**

**total**

# Activity 3

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**Answers may vary**



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| --- | --- |
| **Week 6** | |
| **First Grade Math Standards-Aligned Learning: Seeing Double** | |
| **Grade Level Standard(s)** | **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13 – 3 - 1= 10-1=9or adding 6+7 by creating the known equivalent 6+4+3= 10 + 3 = 13).  **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10. |
| **Caregiver Support Option** | Assist student by reading the directions to each activity. Student would benefit from a partner with activity 2. |
| **Materials Needed** | Pencil, recording sheet, number cube, different color counters, game board   * Virtual number cubes can be found here: <http://www.didax.com/apps/dice/> |
| **Question to Explore** | How do knowing your doubles facts help you solve a number sentence with doubles plus 1?  Why do you think doubles are easy to remember? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

Abel said,

How 6 + 6 should be 11:

Because 5 + 5 is 10 and 6 is one more than 5 and 11 is one more than 10. That’s why 6 + 6 should be 11.

 Rula said,

How 6 + 6 should be 12:

Because 5 + 5 is 10 and the sixes don’t have room to get in and it’s two sixes right, so that is why 6 + 6 should be 12.

 Who is right?

Rula is correct that 6 + 6 should be 12. The explanations to the problem may vary.

# Activity 2

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| **Week 7** | |
| **First Grade Math Standards-Aligned Learning: Add and Subtract with Word Problems** | |
| **Grade Level Standard(s)** | **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1 - Addition and Subtraction Situations)  **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) |
| **Caregiver Support Option** | Assist student by reading the directions to each activity. Students will need support for Activity 1. |
| **Materials Needed** | Pencil, recording sheet, counters, linking cubes   * Virtual linking cubes can be found here: <http://www.didax.com/apps/unifix/> |
| **Question to Explore** | How can you use some of your favorite things to make story/word problems?  How do the drawings help you create your own word problems?  Which train represents Sam’s train and how do you know?  How many cubes are in each boy’s train and how do you know?  Describe how you found the solution to the number sentence. |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

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Possible word problem:

Deja had 3 hats. She found some more in a box. Deja has a total of 7 hats. How many did she find in the box?

Possible word problem:

Eight kites were flying in the sky. Some kites crashed in a tree. There were 6 kites left in the sky. How many are in the tree.

Possible word problem:

There were 5 ants on the ground. 4 more joined them. How many are there now?

Possible word problem:

Andrew had 7 star stickers on his shirt. Two of them fell off his shirt. How many are left.



# Activity 2

# [(Use virtual manipulatives)](http://www.didax.com/apps/unifix/)

# Tom and Sam are making cube trains by connecting colored linking cubes. Tom uses 5 red cubes and 3 blue cubes to make his train. Sam uses some green cubes and 4 yellow cubes. The cube trains have the same number of cubes.

# How many green cubes did Sam use in his cube train?

# Make a model and write a number sentence to show the number of green cubes that same used in his train. Explain how that you know your answer is correct.

# Possible Solution Paths

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| **Week 8** | |
| **First Grade Math Standards-Aligned Learning: Relating Addition and Subtraction** | |
| **Grade Level Standard(s)** | **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13-3-1= 10-1=9 or adding6 +7 by creating he known equivalent 6+4+3 = 10 + 3 = 13). |
| **Caregiver Support Option** | Assist the student with reading directions as needed. |
| **Materials Needed** | Pencil and recording sheet |
| **Question to Explore** | How do you know what the missing numbers are?  How can you use addition to help you find the answer in a subtraction sentence? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

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# Activity 2

Write as many equations for each picture as you can.

1. Use the numbers 4, 1, and 5.

1_d7aa79457a22d898809b451179c6ae5b

Here are some equations for this picture.

4 + 1= 5 5=4+1

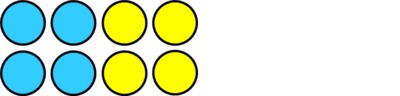
5 – 1 = 4 4 = 5 − 1

Can you find more equations?

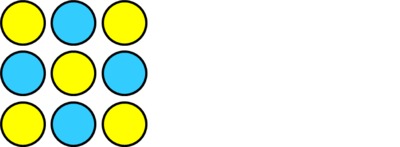
1. Use the numbers 3, 5, and 8.

2_7ea3462ea2067597846ed6008940996d

1. Use the numbers 4, 4, and 8.



1. Use the numbers 4, 5, and 9.



1. Draw your own picture and write all the equations you can think of to describe it.

## **Solution**

1. **4+1=5 5=4+1**

**1+4=5 5=1+4**

**5−4=1 1=5−4**

**5−1=4 4=5−1**

1. **3+5=8 8=3+5**

**5+3=8 8=5+3**

**8−3=5 5=8−3**

**8−5=3 3=8−5**

1. **4+4=8 8=4+4**

**8−4=4 4=8−4**

1. **4+5=9 9=4+5**

**5+4=9 9=5+4**

**9−4=5 5=9−4**

**9−5=4 4=9−5**

|  |  |
| --- | --- |
| **Week 9** | |
| **First Grade Math Standards-Aligned Learning: Build a Bear** | |
| **Grade Level Standard(s)** | **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13-3-1= 10-1=9 or adding6 +7 by creating he known equivalent 6+4+3 = 10 + 3 = 13). |
| **Caregiver Support Option** | Assist the student with reading directions as needed. |
| **Materials Needed** | Pencil, scissors |
| **Question to Explore** | How can you use addition to help you find the answer in a subtraction sentence?  Explain how you know that 1 + 0 = 0 + 1? Can you give another example that follows the same logic? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

Read the scenario to your child. While working through the problems have your child determine if the number sentences are related facts or not. If yes, move to the next problem. If no, then your child must rewrite one of the number sentences to make the facts related.

***Scenario***: The toy factory has a brand new machine that builds bears. However, there is a glitch in the system. The company needs your help to fix the machine running. Follow the path of the conveyor belt. Circle the correct related facts. Fix the number sentences for those that are wrong. Remember, boys and girls are depending on you!

|  |  |  |  |
| --- | --- | --- | --- |
| START | 6 + 4 = \_\_\_\_\_\_\_10 – 6 = \_\_\_\_\_\_ |  | 5 + 3 = \_\_\_\_\_\_\_8 – 3 = \_\_\_\_\_\_ |
| 5 + 2 = \_\_\_\_\_\_\_7 – 2 = \_\_\_\_\_\_ | A picture containing table, bed  Description automatically generated | 9 + 1 = \_\_\_\_\_\_\_~~9 – 1 = \_\_\_\_\_\_~~10-1=\_\_\_\_\_\_ | A close up of a logo  Description automatically generated |
| A picture containing drawing  Description automatically generated | 3 + 3 = \_\_\_\_\_\_\_~~9 – 3 = \_\_\_\_\_\_~~6 – 3 = \_\_\_\_\_\_\_\_ | A picture containing table  Description automatically generated | 4 + 2 = \_\_\_\_\_\_\_6 – 4 = \_\_\_\_\_\_ |
|  | | | **Clipart Teddy Bear - Teddy Bear Clipart Png, Transparent Png ...END** |

# Activity 2

# Directions:

# Cut out the cards below. Shuffle cards. Place face down on the table in rows and columns. Have the student find the expressions that match.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 + 0 | 0 + 1 | 5 + 5 | 5 + 5 |
| 6 + 3 | 3 + 6 | 4 + 2 | 2 + 4 |
| 3 + 2 | 2 + 3 | 6 + 1 | 1 + 6 |
| 0 + 10 | 10 + 0 | 9 + 1 | 1 + 9 |