Riverwood Elementary Optional School



Mathematics - Grade 1

Quarter 1

Remote Learning

Practice and Enrichment Packet



**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.

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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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| **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. |

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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?

A close up of a piece of paper

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Write two number sentences with 10 as the sum using the addition chart.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_=\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_=\_\_\_\_\_\_\_\_\_\_\_ |

# Activity 3

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| **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?*

# Activity 2

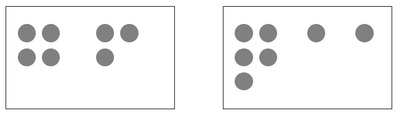
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| **Week 5** | |
| **First Grade Math Standards-Aligned Learning: Is it Equal?** | |
| **Grade Level Standard(s)** | **1.OA.D.7** Understand the meaning of the equal sign (e.g., 6 = 6; 5 + 2 = 4 + 3; 7 = 8 - 1). Determine if equations involving addition 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. |

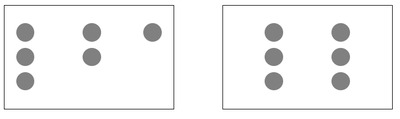
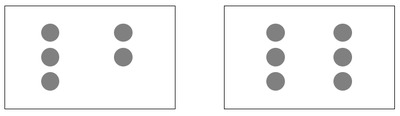
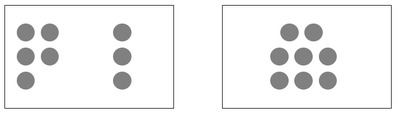
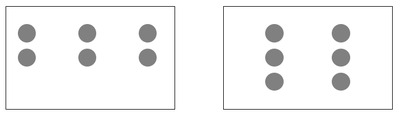
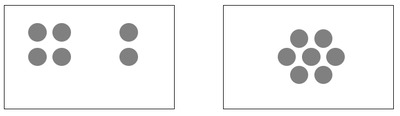
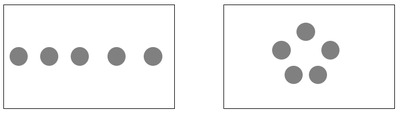
# Activity 1

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. 
2. 
3. 
4. 
5. 
6. 

# Activity 2

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# Activity 3

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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?

# 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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# 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.

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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

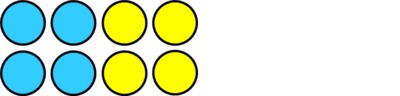
5 – 1 = 4 4 = 5 − 1

Can you find more equations?

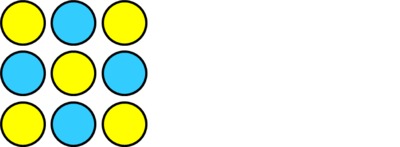
1. Use the numbers 3, 5, and 8.

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.

|  |  |
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| **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 = \_\_\_\_\_\_ | A close up of a logo  Description automatically generated |
| A picture containing drawing  Description automatically generated | 3 + 3 = \_\_\_\_\_\_\_9 – 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 |

1st Grade



Quarter 1

Remote Learning

Practice and Enrichment Packet

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 Social Studies and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

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.

**Table of Contents**

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| --- | --- | --- |
| **Activity** | **Page Number** | **Suggested Pacing** |
| Rules | 3 | Week 1 |
| My Culture | 4 | Week 2 |
| Multiculturalism | 5 | Week 3 |

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| **Rules** | |
| **Grade Level Standard(s)** | 1.17 Distinguish the differences between rules and laws, and give examples of each. |
| **Caregiver Support Option** | Provide students will be tracing templates or assist students in labeling different rules. |
| **Materials Needed** | Paper, pencil, and crayons or markers |
| **Question to Explore** | What are rules? Why are rules important? |
| **Student Directions** | Students will draw pictures to express the important of following rules. |

# Student Instructional Task

# Students will take the opportunity to think about the different rules for different spaces in their lives.

# Activity 1: Rules for Home, School, and Outside

# Fold a piece of paper into three equal parts.

# Label one column School Rules.

# Label the second column Home Rules.

# Label the third column School Rules

# Students will draw pictures and label two or three rules for each column.

# Activity 2: Rules for Driving

# Students will then interview a family member to determine two or three driving laws.

# Students will use pencil and paper to draw a picture of themselves driving a car in the future.

# Students’ pictures should include a visual of the laws learned during the interview about driving laws.

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| **My Culture** | |
| **Grade Level Standard(s)** | * 1. Describe the cultural aspects of a place, including a student’s community and state. |
| **Caregiver Support Option** | Review vocabulary: tradition, culture, and community. Students my need help recalling cultural experiences. |
| **Materials Needed** | Paper, pencil, and crayons or markers |
| **Question to Explore** | How do people express their culture? |
| **Student Directions** | Students will draw picture of to describe their culture and culture that can be found in their community. |

# Student Instructional Task

# People should always wok to be fair to others. It is important the y we treat people the way we would like to treated. You will draw pictures to demonstrate fair and unfair treatment.

# Activity 1: Culture Four Square

# Fold a piece of paper into fourths.

# Label one square Music.

# Label another square Food.

# Label another square Celebrations.

# Label the last square Language

# Students will work with a family member and list the food, music, celebrations and language that is a part of your culture.

# Draw pictures to show the different areas of culture that you list.

# Activity 2: My Favorite Celebration

# Using a sheet of paper, students will draw a picture themselves during their favorite celebration of their culture.

# Write a sentence(s) to describe what is happening in the picture.

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| **Multiculturalism** | |
| **Grade Level Standard(s)** | 1.02 Define multiculturalism as many different cultures living within a community and state |
| **Caregiver Support Option** | Review the terms: culture and multiculturalism. Parents may want to assist students in writing complete sentences. |
| **Materials Needed** | Pencil, paper, magazines, glue, and scissors |
| **Question to Explore** | What is multiculturalism and why is it important? |
| **Student Directions** | Students will think about multiculturalism in their community and discuss why inclusion is important. |

# Student Instructional Task

# We are all special and we all want to be treated fairly. It is important that we respect and acknowledge all people.

# Activity 1: A Multicultural Community

# Students will cute pictures from magazines and newspapers of people from different cultures, different foods, different clothing, etc.

# Students will label a sheet of paper Multicultural Collage

# Students will paste the different pictures from the magazines and newspapers randomly on their sheet of paper to form a collage.

# Activity 2: Describing Multiculturalism

# Students will fold a sheet of paper into eighths.

# With assistance from a family member, the students will list eight words or phrases to describe multiculturalism.