Grade 1 Mathematics

Pencil-Paper Packet
<table>
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<tr>
<th>Session(s)</th>
<th>Concept/Main Idea</th>
<th>Corresponding Pencil-Paper Packet Activity</th>
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</table>
| Daily     | Fluency Adding and Subtracting within 10 | Try these a few times per week.  
Fluency Games Handout for packet                                                                 |
| 1-10      | Shapes and their Attributes        | MX Practice Pages  
- Squares and Other Rectangles (1&2)  
- Triangles and Circles (3&4)  
- Guess the Shape (DI card) (5)  
- Equal Shares (6)  
- 3 Dimensional Shapes (7&8)  
- Compose 3 Dimensional Shapes (9&10) |
| 11-15     | Measurement                        | MX SAB Pages  
- Order by length (11&12)  
- DI Card Length Hunt (13)  
- Measure with length Units (14&15) |
| 16-20     | Place Value                        | MX Practice Pages  
- HW p. 87 (16)  
- On Level DI Card (17)  
- HW p. 89 (18)  
- On Level DI Card (19)  
- SAB p. 119 120 (20) |
| 21-24     | Extending the Counting Sequence    | MX Practice Pages  
- SAB pp. 155-156 (21)  
- HW p. 123 (22)  
- HW p. 125 - 126 (23&24)  
- On Level DI Card (Lesson 9) (24) |
| 25-28     | Adding and Subtracting 2 digit numbers | MX Practice  
- SAB p. 126 (25)  
- HW p. 107 (26)  
MX Practice Pages  
- SAB p. 162 (27)  
- SAB p. 163 (28) |
Cards
- Go Fish to 5, 10 or 13
  - Sort through the deck to remove all cards that are higher than that featured number for the math game. For example, if the goal is to learn addition facts for the number seven, the game will be played with ones (aces) through sevens.
  - Deal out five cards to each player and place the remaining cards in a draw pile.
  - Have each player look through his or her hand of cards to find any pairs that add up to the featured number and place them face up in their discard pile. For example, if learning addition facts for the number seven, appropriate pairs would be 6+1, 5+2 or 4+3. The 7 card would also be laid aside as a correct solution that doesn’t require a pair.
  - The person to the left of the dealer may now ask any other player for a card that will help create the sum required. If the person asked has the card in his hand, he must give it up to the player that made the request. A player can keep asking for cards until no further matches are able to be made, at which point he is told to Go Fish! from the draw pile and the next player takes a turn trying to make a match.
  - If a player runs out of cards he can choose five more cards from the draw pile to stay in the game.
  - Continue playing until all the cards in the deck have been matched into pairs. The player with the highest number of pairs at the end of the game is the winner.

Memory
- Sort through the deck to remove all cards that are higher than that featured number for the math game. For example, if the goal is to learn addition facts for the number six, the game will be played with ones (aces) through sixes.
- Shuffle the deck and turn all the cards face down in a grid pattern.
- Taking turns, have each player flip two cards to look for a matching pair. For example, if learning addition facts for the number six, appropriate pairs would be 5+1, 4+2 or 3+3. The 6 card would also be laid aside as a correct solution that doesn’t require a pair.
- Continue playing until all the cards in the deck have been matched into pairs. The player with the highest number of pairs at the end of the game is the winner.
• Dice
  o Highest or Lowest
    ▪ Students should be able to recognize sets of numbers without counting.
    ▪ Decide if you are looking for the biggest number or smallest number.
    ▪ Roll the dice and have your child recognize the number. Start with counting if necessary.
    ▪ The person with the highest or lowest number gets a point. Play until 10.
  o Dice War
    ▪ You need
      ▪ 2-4 dice
      ▪ 10 small counters (pebbles, pennies, buttons, Goldfish crackers, pretzels, etc.
    ▪ Directions
      ▪ Each player starts with 2 dice and 5 rocks (or other counters). The objective of the game is to capture all of the other player’s rocks.
      ▪ On the count of three, both players roll their dice.
      ▪ Each player adds up the sum of his/her two dice, and whoever has a higher number gets to “steal” a rock from the other player.
      ▪ The first player to have all of the other player’s rocks (counters) is the winner.
1. Which shapes are NOT rectangles or squares? Draw an X on each one.

2. 4 sides, 4 square corners

3. 4 sides the same length, 4 square corners
4. Sort the shapes into three groups:
   - Squares
   - Rectangles That Are Not Squares
   - Not Squares or Rectangles

Draw each shape in the correct place on the sorting mat.
1. Which shapes are NOT triangles or circles?
   Draw an X on each one.

2. closed, 3 sides, 3 corners

3. closed, no corners

Draw the shape.
Ring the shapes that follow the sorting rule. 
Draw a shape that fits the rule.

4. Shapes that are closed

\[ \begin{align*} 
\triangle & \quad \square & \quad \triangle & \quad \bigcirc \\
\end{align*} \]

5. Shapes with three sides and three corners

\[ \begin{align*} 
\triangle & \quad \square \\
\end{align*} \]

6. Shapes with a square corner

\[ \begin{align*} 
\text{Rectangle} \\
\end{align*} \]
Guess the Shape


Use: Take turns trying to guess the shape. Ask a yes or no question. If the answer is yes, then ask another question.

1. Decide
2. Take turns trying to guess the shape. Ask a yes or no question. If the answer is yes, then ask another question.
3. Keep asking questions until someone guesses the shape.
4. Switch roles and play again.

Unit 7, Lesson 7
Draw a line to show halves.
Color one **half of** the shape.

1. 
2. 

Draw lines to show **fourths**.
Color one **fourth of** the shape.

3. 
4. 
5. 
6. 

**VOCABULARY**
- half of
- fourths
- fourth of
Solve the story problem.

9. Four friends want to share a sandwich. How can they cut the sandwich into four equal shares? Draw lines. Color each share a different color.

10. The four friends want to share a pie for dessert. How can they cut the pie into four equal shares? Draw lines. Color each share a different color.

11. One friend only wants one half of her granola bar. How can she cut her granola bar into halves? Draw a line to show two equal shares. Color each share a different color.

**PATH to FLUENCY** Subtract.

1. $10 - 3 = $ 
2. $8 - 8 = $ 
3. $9 - 1 = $ 

4. $6 - 5 = $ 
5. $7 - 5 = $ 
6. $5 - 4 = $
Draw a line to match like shapes. Write the name of the shape.

Shape Names:
- cone
- cube
- cylinder
- rectangular prism
- sphere

1. [Diagram of cube]

2. [Diagram of candle]

3. [Diagram of basketball]

4. [Diagram of box]

5. [Diagram of cone]
6. Which shapes are NOT rectangular prisms? Draw an X on each one.

7. Ring the shapes that are cubes.
Ring the shapes used to make the new shape.

1.

2.

3.

4.

5.
Ring the shape used to make the larger shape.

6.
Write 1, 2, 3 to order from shortest to longest.
Draw three different lines. Write 1, 2, 3 to order from longest to shortest.
Length Hunt

Work: 🍀

Use:
- Classroom objects
- Pencil

1. Work Together: Find an object that is shorter than your pencil.
2. Find an object that is longer than your pencil.
3. Draw a picture to show the three objects in order from longest to shortest.
4. Compare: Share your drawing with another 🧑. Describe how the drawings are alike and different.
Measure in paper clips.

1. Red ribbon  How long?  __   paper clips

2. Blue ribbon  How long?  __   paper clips

3. Green pencil  How long?  __   paper clips

4. Purple pencil  How long?  __   paper clips
Measure in paper clips.

5. Orange crayon  How long?  [ ] paper clips


7. Yellow chalk  How long?  [ ] paper clips

PATH to FLUENCY  Add.

1. 7  + 3  =  10
2. 2  + 6  =  8
3. 4  + 5  =  9
4. 1  + 7  =  8
5. 0  + 9  =  9
1. How many turtles?  
   ![Turtles](image1)

2. How many butterflies?  
   ![Butterflies](image2)

Write the numbers.

3. 
   ![Digits](image3)
   ____ = ____ tens ____ ones

4. 
   ![Digits](image4)
   ____ = ____ tens ____ ones

5. 
   ![Digits](image5)
   ____ = ____ tens ____ ones

Draw 10-sticks and circles.

6. 52

7. 26

8. 48

UNIT 4 LESSON 7
Three-Way Match

Work:

Use:
- Index cards, 3 per

1. All: Write a 2-digit number on one card. Show the number two ways on the other cards.

2. Look Back: Check each other's work.

3. Mix all the cards in your

4. Trade cards with another

5. Find sets of three cards that match.
Write the numbers.

1. [ | | ] ○ ○ ○ ○ ○ ○
   ____ = ____ tens ____ ones

2. [ | | | | ] ○ ○
   ____ = ____ tens ____ ones

Draw 10-sticks and circles.

3. 81

4. 27

Write the number. Ring the number word.

5. [ | | ]__
   two twelve twenty

6. [ | ]
   one ten eleven

7. [ | | | | ]
   four fourteen forty

8. [ | | | ] ○ ○ ○
   three thirteen thirty
Unknown Number Posters

Work: ⬇️ ⬆️

1. Work Together: Choose a 2-digit number.

Using:

• Chart paper
• Scissors
• Glue

2. All ⬆️: Write three clues about the number.

Check each other's work.

3. Analyze: Can someone figure out the number with your clues? If not, add more clues.

4. Glue the clues on chart paper.

5. Display the chart for your class to read and solve.

I have more than 6 tens.
I have less than 3 tens
I have one more than 5 ones.

The number is 76.
**Compare** the numbers. Write $>$, $<$, or $=$.

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Compare the numbers two ways. Write the numbers.

12. Compare 53 and 54.
   -   -

13. Compare 80 and 79.
   -   -

14. Compare 49 and 94.
   -   -

15. Compare 36 and 32.
   -   -
Write to compare the numbers.


17. Compare 86 and 68.

18. Compare 95 and 91.

19. Compare 72 and 72.


21. Compare 60 and 16.


\[ 29 \, \bigcirc \, 36 \]


\[ 29 \, \bigcirc \, 36 \]
1. Ring **10-groups**. Count by tens and ones. Write the number.

**21**
2. Color each 10-group a different color. Count by tens and ones. Write the number.
Color each 10-group a different color.
Count by tens and ones. Write the number.

1. 

2. 

3. 

4. 

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Number the houses in this town. Ring the number that is 10 more than 36. Cross out the number that is 10 less than 82.
Draw 10-sticks and circles.

1. 76
2. 41

Add.

3. \[\square = 8 + 1\]
4. \[\square = 3 + 4\]
5. \[\square = 5 + 5\]
6. \[\square = 3 + 2\]
7. \[\square = 5 + 3\]
8. \[\square = 1 + 5\]

Ring 10-groups. Count by tens and ones.
Write the number.

9. 

10. 

11. Stretch Your Thinking  Write numbers to solve.
   \[\square\] is 1 more than 99.
   \[\square\] is 10 less than 100.
Add Some Tens

1. All 8: Choose a number from 20 to 50.
2. Write and solve an equation to add 2 tens to your number. Then add 3 tens to your number. Then 4 tens.
3. Look Back. Trade papers. Use the Hundred Grid to check.
4. Repeat with different starting numbers.

22 + 20 = 42
22 + 30 = 52
22 + 40 = 62
Write the numbers 1–120 in columns.
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Find the total. Use any method.

11. $29 + 3 =$  
12. $11 + 8 =$  
13. $67 + 4 =$  
14. $33 + 9 =$  
15. $96 + 3 =$  
16. $46 + 4 =$  
17. $12 + 8 =$  
18. $71 + 5 =$  

Compare. Write $>$, $<$, or $=$.

19. $26$  $62$  
20. $80$  $79$  
21. $18$  $38$  
22. $65$  $65$  
23. $97$  $94$  
24. $45$  $53$  
25. $8$  $80$  
26. $23$  $22$
Count on to add.

1. $48 + 3 =$ 
2. $72 + 4 =$ 
3. $69 + 4 =$ 
4. $30 + 9 =$ 
5. $50 + 7 =$ 
6. $86 + 5 =$ 
7. $36 + 2 =$ 
8. $47 + 6 =$ 
9. $23 + 5 =$ 
10. $59 + 7 =$ 
11. $\underline{\hspace{2cm}} = 12 + 6$ 
12. $\underline{\hspace{2cm}} = 60 + 9$ 
13. $\underline{\hspace{2cm}} = 39 + 3$ 
14. $\underline{\hspace{2cm}} = 49 + 1$ 
15. $\underline{\hspace{2cm}} = 22 + 7$ 
16. $\underline{\hspace{2cm}} = 65 + 9$
Add tens.

2. $89 + 10 = \underline{}$
3. $43 + 20 = \underline{}$

4. $28 + 50 = \underline{}$
5. $32 + 40 = \underline{}$

6. $11 + 20 = \underline{}$
7. $42 + 30 = \underline{}$

8. $52 + 40 = \underline{}$
9. $12 + 40 = \underline{}$

10. $10 + 19 = \underline{}$
11. $60 + 26 = \underline{}$

Subtract tens.

12. $30 - 20 = \underline{}$
13. $60 - 10 = \underline{}$

14. $70 - 40 = \underline{}$
15. $70 - 20 = \underline{}$

16. $90 - 60 = \underline{}$
17. $80 - 70 = \underline{}$

18. $90 - 10 = \underline{}$
19. $50 - 40 = \underline{}$
Solve.

1. $80 + 20 = \underline{\quad}$
2. $30 + 70 = \underline{\quad}$
3. $10 + \underline{\quad} = 100$
4. $50 + \underline{\quad} = 100$
5. $100 = 20 + \underline{\quad}$
6. $100 = 40 + \underline{\quad}$
7. $20 + 50 = \underline{\quad}$
8. $10 + 80 = \underline{\quad}$
9. $0 + 60 = \underline{\quad}$
10. $20 + 20 = \underline{\quad}$
11. $40 - 40 = \underline{\quad}$
12. $80 - 0 = \underline{\quad}$
13. $70 - 60 = \underline{\quad}$
14. $60 - 30 = \underline{\quad}$
15. $60 - 10 = \underline{\quad}$
16. $70 - 40 = \underline{\quad}$
17. $50 - 20 = \underline{\quad}$
18. $90 - 50 = \underline{\quad}$

$20 + \underline{\quad} = 50$
$50 + \underline{\quad} = 90$
Ten Frame Mat
## 100 Chart

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## Special Education Support

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| Reading Fluency          | 1. Day 1: Cold Read: Set a timer for 1 minute, ask the student to read for one minute and mark the text where they stop. After they have marked where they stopped, read the passage aloud to the student.  
2. Day 2: Choral Read: Have the student and another person read the passage together.  
3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop.  
4. Day 4: Practice: Repeat the steps for Day 3.  
5. Day 5: Hot Read: Set the timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After multiple days of practice, the student should see that they can read farther and with less errors. |
| Reading Comprehension    | 1. Ask the student to read the text and use a writing tool to code the text using the symbols below.  
   o ! - surprising facts  
   o ? - questions they had about the event  
   o * - important information  
   o L - information that tells the location of the event  
   o P - information that describes the place of the event  
2. Ask students to share with you what they coded and why.  
3. Ask students to reread the text.  
4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions. |
| Writing                  | After reading the text, use the steps below to answer the short answer questions.  
K-5                       | a. R: Restate the question  
b. A: Answer all parts of the questions  
c. C: Cite evidence from the text to support your answer.  
d. E: Explain how the evidence from the text supports your answer  
6-12                      | a. Claim  
b. Support  
c. Evidence  
d. Tie-in |
| Math Calculation | Encourage students to use the following to solve math problems:  
|                  | • Number lines   
|                  | • 100 charts      
|                  | • 200 charts      
|                  | • Multiplication charts  
|                  | • Formula sheets  
|                  | Choose the tool that students are most comfortable with and apply to their problems. |
| Math Problem Solving | 1. Read word problems to the student.  
|                     | 2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.  
|                     | 3. Write a number sentence or equation to solve the problem.  
|                     | 4. Use the math tool necessary to solve the problem.  
|                     | • Number lines   
|                     | • 100 charts      
|                     | • 200 charts      
|                     | • Multiplication charts  
<p>|                     | • Formula sheets  |</p>
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