

1st Grade Math Remote Learning - Week 1: March 23rd - 27th

Welcome to Week 1 of Remote Math Learning! Please spend 30 minutes completing your math packet.

Remember,

- Everyone works at their own pace. Set a timer and see how many problems you can complete in 30 mins. Your teacher will help you set a goal for tomorrow!
- Show your work! Make sure you solve the problems in your notebook.
- Double check your work.

Monday

Name: _____

Date: _____



WARM UP

Here is an activity to get your brain warmed up! This should be completed independently as it is review!

Directions: Add up the dimes in each box and write down how much change you have.



= _____ cents



= _____ cents



= _____ cents



= _____ cents



= _____ cents



= _____ cents

Monday

Practice

Complete the following worksheets and activities.

Monday

Name: _____

Date: _____

Place Value

Directions: Decompose (or break the number) into tens and ones. Write it in the correct column.

	Tens	Ones
38	3	8
78		
54		
21		
60		
83		
29		
42		
17		

Monday

Name: _____

Date: _____

Convert to Numeric Form

Direction: Writing each number in its numeric form.

Place Value	Numeric Form
two tens and six ones	26
three tens and seven ones	
four tens and one one	
zero tens and eight ones	
five tens and three ones	
one tens and six ones	
six tens and two ones	
seven tens and four ones	
nine tens and five ones	

Monday

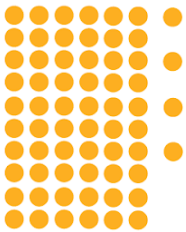
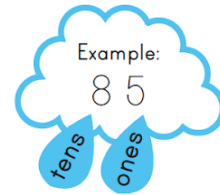
Name: _____

Date: _____

Place Value: Tens and Ones

Place value is all about the position of a digit in a number.

Directions: Count the tens and ones in the image below.
Write the numbers in the boxes below.



Tens

6

Ones

4

6

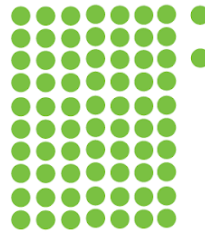
Tens

4

Ones

=

64



Tens

Ones

Tens

Ones

=



Tens

Ones

Tens

Ones

=



Tens

Ones

Tens

Ones

=



Tens

Ones



Tens

Ones



Tens

Ones

Tens

Ones

=



Tens

Ones

Tens

Ones

=

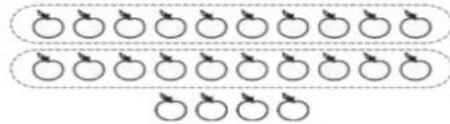
Monday

Name: _____

Date: _____

Counting Tens and Ones

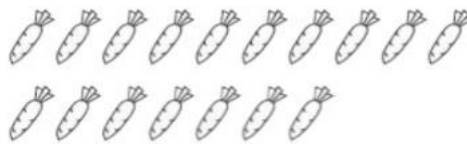
Circle each complete group of ten. Write how many tens, how many ones, and how many in all. For example:



2 tens + 4 ones = 24



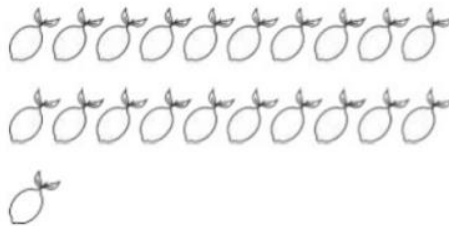
_____ tens + _____ ones = _____



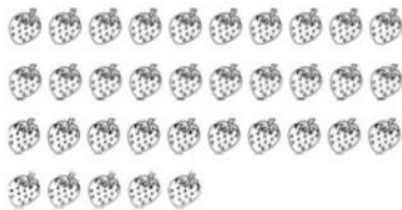
_____ tens + _____ ones = _____



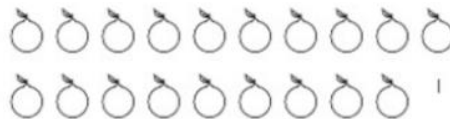
_____ tens + _____ ones = _____



_____ tens + _____ ones = _____



_____ tens + _____ ones = _____



_____ tens + _____ ones = _____

Sense Making

1. Read the story and make a mind movie.
2. Represent and solve the story.
4. Write a number sentence to match your work and the story.
3. Check your work with another strategy.

Parent Check:

- ☐ **Access:** Did they understand the story?
- ☐ **Representation:** Can you tell how they counted and represented all of the numbers in the story?
- ☐ **Accuracy:** Did they get it right?
- ☐ **Number sentence that matches the story:** Does their number sentence match the sequence of the story?
- ☐ **Number sentence that matches the strategy:** Does this number sentence match how they solved to problem?
- ☐ **Flexibility:** Can they solve it in multiple ways?

Name: _____

Date: _____

I bought 28 hair beads on Monday. I bought 54 more beads on Tuesday. How many beads do I have altogether?

Monday

Show your thinking with objects, numbers, pictures, or words.

Answer: _____

Number sentence to match
my work:

Number sentence to
match the story:

Name: _____

Date: _____

Exit Ticket

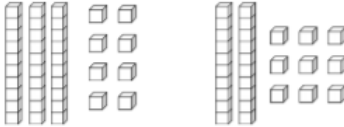
Monday

Answer the following questions independently to check in about your learning.

Name: _____

EXIT Ticket+

Count base ten blocks and record.

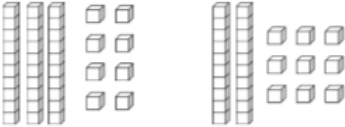


I.N.B.T.
A1

Name: _____

EXIT Ticket+

Count base ten blocks and record.



I.N.B.T.
A1

Name: _____

EXIT Ticket+

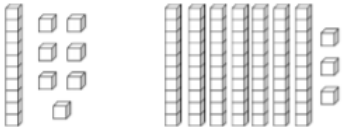
Draw the number in base ten blocks.

<u>110</u>	<u>88</u>
------------	-----------

Name: _____

EXIT Ticket+

Count base ten blocks and record.



I.N.B.T.
A1

Name: _____

EXIT Ticket+

Draw the number in base ten blocks.

<u>59</u>	<u>34</u>
-----------	-----------

Name: _____

EXIT Ticket+

Draw the number in base ten blocks.

<u>21</u>	<u>47</u>
-----------	-----------

Show your work below.

Name _____

Date _____

WARM-UP

Here is an activity to get your brain warmed up! This should be completed independently as it is review!

Use a number line, counting on/back, or equations strategy to show how you're counting on or back by using hops of tens. Write an equation to match your thinking.

Use the *Start With* and *Get To* cards to practice counting forward and back by 10s.

Directions ▼

Start with



10

Get to



120

Practice

Complete the following worksheets and activities.

Tuesday Homework

Name _____

Date _____

Ten More

Let's work with tens! Look at the numbers below and write ten more on the lines.

35 _____

28 _____

4 _____

19 _____

56 _____

65 _____

12 _____

21 _____

What do you notice happening to the tens? To the ones? Explain your thinking.

Ex. I notice that the tens are _____ and the ones are _____. I know this because_____.

Tuesday Homework

Name _____

Date _____

Ten Less

Let's work with tens! Look at the numbers below and write ten less on the lines.

_____ 16

_____ 98

_____ 100

_____ 32

_____ 23

_____ 11

_____ 76

_____ 59

What do you notice happening to the tens? To the ones? Explain your thinking.

How is this different from ten more?

Tuesday Homework

Name _____

Date _____

Ten More and Ten Less

Find ten more **and** ten less of all numbers listed below.

Ten Less	Number	Ten More
	18	
	50	
	61	
	45	
	54	
	89	
	101	

What's the pattern? Explain your thinking.

Name _____

Date _____

Number Chart Practice

Fill in the number chart vertically (going down) to help reinforce the idea that the tens change, and the ones stay the same. Trace the already completed column.

		3							
		13							
		23							
		33							
		43							
		53							
		63							
		73							
		83							
		93							
		103							
		113							

Sense Making

1. Read the story and make a mind movie.
2. Represent and solve the story.
4. Write a number sentence to match your work and the story.
3. Check your work with another strategy.

Parent Check:

- ☐ **Access:** Did they understand the story?
- ☐ **Representation:** Can you tell how they counted and represented all of the numbers in the story?
- ☐ **Accuracy:** Did they get it right?
- ☐ **Number sentence that matches the story:** Does their number sentence match the sequence of the story?
- ☐ **Number sentence that matches the strategy:** Does this number sentence match how they solved to problem?
- ☐ **Flexibility:** Can they solve it in multiple ways?

Name: _____ Date: _____

There were 23 birds sitting on a tree branch. 30 more birds flew over. How many birds are sitting on the tree branch now?

Show your thinking with objects, numbers, pictures, or words.

Answer: _____

Number sentence to match
my work:

Number sentence to
match the story:

Name _____

Date _____

Exit Ticket

Tuesday Homework

Answer the following questions independently to check in about your learning.

Solve the plus or minus ten equations. Show your work using a number line, counting on/back, or equations.

$$1.55 + 10 = \underline{\quad}$$







$$2.87 - 10 = \underline{\quad}$$

$$3.29 + 10 = \underline{\quad}$$

$$4. 29 - 10 = \underline{\quad}$$

WARM UP

Here is an activity to get your brain warmed up! This should be completed independently as it is review!

		
2 o'clock	___ o'clock	___ o'clock
		
___ o'clock	___ o'clock	___ o'clock

Wednesday and Thursday

Practice

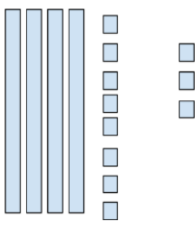
Complete the following worksheets and activities.

Name _____

Date _____

Adding And Subtracting Groups of 10

Directions: Solve and show your work. Draw quick tens.

$$48 + 3 =$$


$$19 + 10 =$$

$$65 + 4 =$$

$$32 + 7 =$$

$$24 + 6 =$$

Wednesday and Thursday

$$81 + 5 =$$

$$40 - 10 =$$

$$50 - 10 =$$

$$26 - 10 =$$

$$19 - 10 =$$

$$70 - 10 =$$

$$90 - 10 =$$

Addition

$20+30=$

$40+30=$

$40+20=$

$20+20=$

$20+70=$

$30+40=$

$50+20=$

$20+60=$

$50+40=$

$50+30=$

$60+30=$

$70+20=$

$20+40=$

$10+80=$

$70+10=$

$40+50=$

Sense Making

1. Read the story and make a mind movie.
2. Represent and solve the story.
4. Write a number sentence to match your work and the story.
3. Check your work with another strategy.

Parent Check:

- ☐ **Access:** Did they understand the story?
- ☐ **Representation:** Can you tell how they counted and represented all of the numbers in the story?
- ☐ **Accuracy:** Did they get it right?
- ☐ **Number sentence that matches the story:** Does their number sentence match the sequence of the story?
- ☐ **Number sentence that matches the strategy:** Does this number sentence match how they solved to problem?
- ☐ **Flexibility:** Can they solve it in multiple ways?

Name: _____ Date: _____

Kayla invited 33 girls and 48 boys to her birthday party. How many fewer girls did she invite than boys?

Show your thinking with objects, numbers, pictures, or words.

Wednesday and Thursday

<p>Answer: _____</p>	
<p>Number sentence to match my work:</p>	<p>Number sentence to match the story:</p>

Name: _____ Date: _____

Exit Ticket

Answer the following questions independently to check in about your learning.

1. How many would you have now if you added:
 $52 + 20$?

$$52 + 20 = \underline{\hspace{2cm}}$$

2. What is $67 - 30$? Draw tens and ones to solve.

3. What is $45 + 40$? Draw tens and ones to solve.

Thursday

Name: _____ Date: _____

WARM UP

Here is an activity to get your brain warmed up! This should be completed independently as it is review!

**Type this link into your computer
and practice counting by 5's!**

<https://youtu.be/amxVL9KUmq8>

Thursday

Practice

Complete the following worksheets and activities.

Thursday

Name: _____ Date: _____

Adding And Subtracting Groups of 10 Practice

Complete the following worksheets and activities.

Addition	
$27+30=$ <input type="text"/>	$43+30=$ <input type="text"/>
$42+20=$ <input type="text"/>	$28+20=$ <input type="text"/>
$25+70=$ <input type="text"/>	$36+40=$ <input type="text"/>
$59+20=$ <input type="text"/>	$24+60=$ <input type="text"/>
$58+40=$ <input type="text"/>	$56+30=$ <input type="text"/>
$65+30=$ <input type="text"/>	$73+20=$ <input type="text"/>
$24+40=$ <input type="text"/>	$19+80=$ <input type="text"/>
$77+10=$ <input type="text"/>	$48+50=$ <input type="text"/>

Thursday

Name: _____ Date: _____

Play with someone at home or by yourself. Add groups of tens and find your total.

Addition Recording Sheet

Write the equation.

$$\boxed{40} + \boxed{20} = \boxed{60}$$

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

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

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

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

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

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

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

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

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

Thursday

Name: _____ Date: _____

What's Missing? More Plus or Minus 10

Solve these problems. Fill in the numbers on the 100 chart.

$41 + 10 = \underline{\hspace{2cm}}$

$32 - 10 = \underline{\hspace{2cm}}$

$85 - 10 = \underline{\hspace{2cm}}$

$78 + 10 = \underline{\hspace{2cm}}$

$26 + 10 = \underline{\hspace{2cm}}$

$93 - 10 = \underline{\hspace{2cm}}$

$57 - 10 = \underline{\hspace{2cm}}$

$64 + 10 = \underline{\hspace{2cm}}$

$50 + 10 = \underline{\hspace{2cm}}$

					26				
	32								
41									50
					57				
			64						
							78		
				85					
		93							

Sense Making

1. Read the story and make a mind movie.
2. Represent and solve the story.
4. Write a number sentence to match your work and the story.
3. Check your work with another strategy.

Parent Check:

- ☐ **Access:** Did they understand the story?
- ☐ **Representation:** Can you tell how they counted and represented all of the numbers in the story?
- ☐ **Accuracy:** Did they get it right?
- ☐ **Number sentence that matches the story:** Does their number sentence match the sequence of the story?
- ☐ **Number sentence that matches the strategy:** Does this number sentence match how they solved to problem?
- ☐ **Flexibility:** Can they solve it in multiple ways?

Name: _____ Date: _____

I have 73 rocks and 45 shells in my collection. How many more rocks do I have than shells?

Show your thinking with objects, numbers, pictures, or words.

Answer: _____

Number sentence to match
my work:

Number sentence to
match the story:

Name: _____ Date: _____

Exit Ticket

Answer the following questions independently to check in about your learning.

1. How many would you have now if you added:
 $12 + 30$?

$$12 + 30 = \underline{\hspace{2cm}}$$

2. What is $70 - 20$? Draw tens and ones to solve.

3. What is $60 + 41$? Draw tens and ones to solve.

Name _____

Date _____

WARM-UP

Here is an activity to get your brain warmed up! This should be completed independently as it is review!

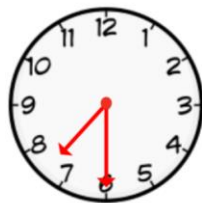
Step 1:

Watch this quick 4-minute video to charge up your brain:

<https://youtu.be/C7D8glOsoYg>

Step 2:

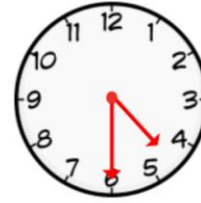
Circle the correct time on the clocks.



7:30
8:30



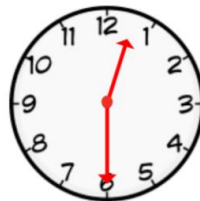
3:30
2:30



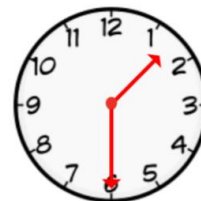
4:30
11:30



6:30
8:30



1:30
12:30



1:30
12:30

Practice

Complete the following worksheets and activities.

Friday Homework

If you can, print two of this page and put each set in 2 different baggies. If you do not have a printer, just use the numbers on this page as a reference for the following pages.

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	32	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

Name _____

Date _____

Compare Numbers

Directions: Choose two number cards from the bag. Write the numbers in the boxes. Write symbols $<$, $>$, $=$ to make the comparison true.

14	=	14
----	---	----

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

Name _____

Date _____

Using Place Value to Compare Numbers

Directions: Use a different set of numbers to break each side of the equation into tens and ones. Then compare each section to state if the first number is $<$, $>$, $=$ the second number.

Ex) 3 tens 0 ones

greater than
less than
equal to

2 tens 8 ones

____ tens ____ ones

greater than
less than
equal to

____ tens ____ ones

____ tens ____ ones

greater than
less than
equal to

____ tens ____ ones

____ tens ____ ones

greater than
less than
equal to

____ tens ____ ones

Name _____

Date _____

Expanded Notation, Then Compare

Directions: Choose two number cards from the bag. Write the number in expanded notation (tens + ones). Then compare each section to state if the first number is $<$, $>$, $=$ the second number.

Ex) $\underline{20} + \underline{6} = \underline{26}$

 $<$

$\underline{40} + \underline{1} = \underline{41}$

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sense Making

1. Read the story and make a mind movie.
2. Represent and solve the story.
4. Write a number sentence to match your work and the story.
3. Check your work with another strategy.

Parent Check:

- ☐ **Access:** Did they understand the story?
- ☐ **Representation:** Can you tell how they counted and represented all of the numbers in the story?
- ☐ **Accuracy:** Did they get it right?
- ☐ **Number sentence that matches the story:** Does their number sentence match the sequence of the story?
- ☐ **Number sentence that matches the strategy:** Does this number sentence match how they solved to problem?
- ☐ **Flexibility:** Can they solve it in multiple ways?

Name: _____ Date: _____

The Girls Prep Basketball team scored some points in the first half. In the second half they scored 42 points. They scored altogether 83 points. How many points did the team score in the first half?

Show your thinking with objects, numbers, pictures, or words.

Answer: _____

Number sentence to match
my work:

Number sentence to
match the story:

Name _____

Date _____

Exit Ticket

Friday Homework

Answer the following questions independently to check in about your learning.

Compare the following numbers using the $>$, $<$, or $=$ symbols.

$$59 \quad \underline{\hspace{1cm}} \quad 58$$

$$30 + 2 \quad \underline{\hspace{1cm}} \quad 60 + 2$$

$$1 \text{ ten and } 6 \text{ ones} \quad \underline{\hspace{1cm}} \quad 10 \text{ tens and } 0 \text{ ones}$$