Home Learning
Student Resources
Grade 1
worksheets
Solve Addition and Subtraction Problems to 10

Topic 1 Standards
1.OA.A.1, 1.OA.D.8
See the front of the Student’s Edition for complete standards.

Dear Family,

Your child is learning about addition and subtraction. In this topic, your child will learn to solve problems by adding or subtracting and writing addition and subtraction equations. These are important foundational skills that will allow your child to communicate mathematical ideas and reasoning. These skills will also allow your child to analyze the information given in word problems and find solutions. Your child will learn how to use models to solve word problems.

Each side of the mat represents parts of a whole. The number in the box above the mat represents the total. You can complete the model based on information given in a word problem. When one of the parts is missing, write a subtraction equation or an equation with an unknown addend. When the total is missing, write an addition equation.

Writing Addition Equations

Materials  8 small objects, paper, pencil

Take 5 small objects, such as paper clips or buttons, and divide them into 2 groups. Have your child write 2 addition equations for the objects. Then allow your child to divide the objects into 2 different groups. Write 2 addition equations for the objects and have your child help you decide if they are correct. Repeat the activity with 6 and 8 objects.

Observe Your Child

Focus on Mathematical Practice 5
Use appropriate tools strategically.

Help your child become proficient with Mathematical Practice 5. Discuss how the objects are good tools to model the equations. Then discuss other ways to model the equations.
Resolver problemas de suma y resta hasta 10

Estándares del Tema 1
1.OA.A.1, 1.OA.D.8
Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está aprendiendo a sumar y restar. En este tema aprenderá a resolver problemas sumando o restando y a escribir ecuaciones de suma y resta. Estas son destrezas básicas importantes que le permitirán a su niño(a) comunicar ideas y razonamientos matemáticos. Estas destrezas también le permitirán analizar la información dada en problemas verbales y hallar soluciones. Aprenderá cómo usar modelos para resolver problemas verbales.

![Diagrama de tablero]

Cada lado del tablero representa las partes de un todo. El número en el recuadro de arriba representa el total. El modelo se puede completar con la información que se da en un problema verbal. Cuando falta una de las partes, se escribe una ecuación de resta o una ecuación con un sumando desconocido. Cuando falte el total, se escribe una ecuación de suma.

Escribir ecuaciones de suma

Materiales  8 objetos pequeños, papel, lápiz

Tome 5 objetos pequeños, como clips o botones, y divídalo en 2 grupos. Pida a su niño(a) que escriba 2 ecuaciones de suma para los objetos. Después pida a su niño(a) que divida los objetos en 2 grupos diferentes. Escriba 2 ecuaciones de suma para los objetos y pida a su niño(a) que le ayude a decidir si están correctas. Repita la actividad con 6 y 8 objetos.

Observe a su niño(a)

Enfoque en la Práctica matemática 5
Utilizar las herramientas apropiadas de manera estratégica.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 5. Comenten cómo es que los objetos son buenas herramientas para representar las ecuaciones. Luego, comenten otras maneras para representar las ecuaciones.
1. Dana draws this dot pattern. Which number tells how many dots Dana draws in all?  
   A 9  
   B 8  
   C 7  
   D 6  

2. Which does the ten-frame show?  
   A 8 + 1  
   B 8 + 2  
   C 7 + 1  
   D 7 + 3  

3. Sam puts 5 strawberries on his plate. Then he puts 2 more strawberries on his plate. How many strawberries does Sam have in all? Draw a picture to solve the problem. Write an addition equation to match.  
   ____  ____  ____  ____
1. Jack sees 7 ducks in the pond. Hanna sees 2 more ducks than Jack. Which equation helps you find how many ducks Hanna sees in all?

A  $2 + 3 = 5$
B  $3 + 3 = 6$
C  $7 + 1 = 8$
D  $7 + 2 = 9$

2. Which equation tells how many dots in all?

A  $4 + 1 = 5$
B  $3 + 4 = 7$
C  $7 + 3 = 10$
D  $6 + 4 = 10$

3. Solve the problem. Draw a picture to help. Tim has 8 crayons. He gives away 2 crayons. How many crayons does Tim have left?

____ - ____ = ____

_____ crayons
1. Which equation tells how many cats in all?

A 2 + 2 = 4  C 4 + 4 = 8
B 3 + 3 = 6  D 5 + 5 = 10

2. Miguel feeds 5 horses. Betty feeds 3 horses. How many more horses does Miguel feed than Betty?

A 2  C 4
B 3  D 8

3. Write an addition equation that tells about the picture. Then write a related subtraction equation.

___ + ___ = ___
___ - ___ = ___
1. 6 birds sit in a tree.  
   4 birds fly away.  
   How many birds are still in the tree?  
   A 1  
   B 2  
   C 3  
   D 4  

2. Which addition facts can help you solve the problem below? Choose all that apply.  
   7 - 4 = ?  
   □ 7 + 7 = 14  
   □ 4 + 3 = 7  
   □ 7 + 4 = 11  
   □ 3 + 4 = 7  

3. Lisa and Carlos plant the same number of flowers.  
   They plant 18 in all.  
   Write the doubles fact that shows how many flowers they plant.  
   _____ + _____ = 18
1. Which is another way to add 2 + 6?
   A  4 + 3
   B  2 + 5
   C  6 + 2
   D  3 + 4

2. Which doubles fact does the picture show?
   A  2 + 2 = 4
   B  3 + 3 = 6
   C  5 + 5 = 10
   D  6 + 6 = 12

3. Solve the equation. Show your work on the open number line.
   8 + 4 = ____
1. Lyle has 5 red cars. He has 8 green cars. Which choice shows how you could make 10 to find the number of cars in all?

A 10 + 3 = 13
B 10 + 4 = 14
C 10 + 5 = 15
D 10 + 8 = 18

2. Talisa has 8 toy blocks. Her friend has 9 toy blocks. How many toy blocks do they have altogether?

A 18
B 17
C 16
D 14

3. Use the number line to count back or count on and find the difference. Show your work.

\[15 - \underline{____} = 9\]
1. Which has the same value as $10 + 0$?
   
   A  $7 + 0$
   
   B  $8 + 1$
   
   C  $7 + 2$
   
   D  $0 + 10$

2. Luke and Lucy have 12 pencils in all. Luke has 5 pencils. How many pencils does Lucy have?
   
   A  17
   
   B  8
   
   C  7
   
   D  6

3. Draw 1 balloon fewer than the number of balloons in the top box.
   
   Write an addition equation and a subtraction equation to match your picture.
   
   $6 + ____ = ____$
   
   _____ - _____ = 6
1. Chloe has 2 baskets. She puts 5 apples in each basket. Which equation shows how many apples she has in all?

A  $3 + 2 = 5$
B  $5 + 4 = 9$
C  $5 + 5 = 10$
D  $6 + 6 = 12$

2. Which number will make the equation true?

$7 + 2 = 16 - ____$

A  7
B  8
C  9
D  10

What are the missing numbers?

61, 71, ____ , 91, ____ , ____
1. Which subtraction equation tells about the picture?
   A  4 – 4 = 0
   B  4 – 2 = 2
   C  6 – 4 = 2
   D  6 – 2 = 4

2. Which is the missing number?
   12 is _____ ten and 2 ones.
   A  3
   B  2
   C  1
   D  0

3. Joyce counts by 1s, starting at 62.
   62, 63, 65, 67, 68
   Which numbers does Joyce forget to count?
Here are ways to help your child practice skills while having fun!

**Day 1**

Write these words in a list: glass, bus, mix, fix, dish, brush, patch, pitch. Read aloud each word to your child. Then say the same word, but add -es to the end. Have your child write and read the new words.

**Day 2**

Write the following word parts on cards: -ore, -ort, -orn. Make letter cards for: c, t, w, s, sh. Take turns making words. (core, corn, tore, torn, wore, worn, sore, sort, shore, short)

**Day 3**

Write the following words in a list: away, car, friends, house, our, school, very. Take turns picking a word and making up a riddle for the other player to guess the word.

**Day 4**

Write the spelling words on cards: bus, busses, fix, fixes, class, classes, wish, wishes, kiss, kisses. Take turns choosing a card and writing a sentence for the word.

**Day 5**

This week your child is learning about fact and opinion. Have your child look around your home and state some facts about it (e.g., The couch is blue). State an opinion for each fact (e.g., This is my favorite couch). Discuss the difference between the two statements.

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**Family Times**

You are your child’s first and best teacher!

**This week we’re**

**Reading**

The Class Pet

**Talking About**

What we can learn about animals as they grow and change

**Learning About**

Ending -es; Plural -es

r-Controlled or, ore

Fact and Opinion
Game Directions

1. Make a simple spinner as shown.
2. Take turns spinning the spinner and moving the piece on the board.
3. The first player to reach the pet store wins.

Materials
- Paper circle, paper clip, pencils.

More More More!
The Class Pet

Pick a word from the box to match each clue. Write the words in the puzzles.

ring  bank

bank  fang  king  skunk  tank

1.

2.

3.

4.

5.

Home Activity: Your child solved two puzzles with words that end with ng and nk. Have your child use each word in a sentence.
The Class Pet

Circle the compound word in each sentence.

1. This weekend Jim will be in his new house.
2. He will miss his classmates.
3. His mom made homemade candy.
5. Jim gave a cupcake to Ms. Hill.
6. Jim pulled the map from his backpack.
7. He will live by the shoreline.
8. Jim will take his bulldog with him.

Find the compound word.
Mark the ☐ to show your answer.

9. ☐ shortstop
   ☐ shorten
   ☐ shore

10. ☐ weedy
    ☐ weeks
    ☐ weekend

Home Activity 
Your child reviewed compound words—words formed by joining two or more words. Write words such as out, side, in, any, thing, base, ball, some, where, and one on separate slips of paper. Have your child form compound words.
The Class Pet

Read the words in the box.

Pick a word from the box to finish each sentence.

Write the words in the puzzles.

away  car  friends  house  our  school  very

1. _____ family has a big brown dog named Jimbo.

2. His long soft fur gets all over the _______.

3. He likes to ride in the _______.

4. Sometimes, we go far _______ and Jimbo comes, too.

5. After _______, I like to play with Jimbo.

6. My _______ like to play with Jimbo, too.

7. My mom teaches Jimbo _______ good tricks.

Home Activity This week your child learned to read the words away, brown, car, friends, fur, house, night, our, school, teaches, and very. Take turns reading each word in the box and using it in a sentence.
Words with -es

Look at the word. Say it. Listen for the ending.

Write each word. Check it.

1. fix
2. fixes
3. class
4. classes
5. wish
6. wishes
7. kiss
8. kisses
9. bus
10. buses

Words to Read

11. friends 12. very

Home Activity Your child is learning to spell words that end with -es. To practice at home, have your child say each word. Help your child think of more words ending in -es.
Verbs That Do Not Add -s

Circle the verb that shows more than one.

1. Jan and Pat (looks, look) for a pet.
2. They (want, wants) a big pet.
3. They (sees, see) a pet shop.

Circle the correct verb. Write the verb on the line.

4. The pets ________________ in the yard.
   (runs, run)

5. Jan and Pat ________________ their pets.
   (like, likes)

6. The mice ________________ at the store.
   (plays, play)

Home Activity: Your child reviewed verbs that do not add -s. Have your child point to each verb on this page that does not end in -s and use the word in a new sentence.
By Susan Yoder Ackerman

Grow Up

Kittens
by Susan Yoder Ackerman

**Grow Up**

**Kittens**

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In this book, I will learn:

- A baby animal needs help.
- Baby animals grow into adults.

**Concept Words**

- bigger
- grow
- kittens

**High Frequency Words**

- closed
- open
- cares

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**What can we learn about animals as they grow and change?**

**Question of the Week**

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2. Kittens are born. Mother cat cares for her kittens.

Kittens need help.

3. Kittens sleep a lot. Mother cat is close.

Kittens keep their eyes closed.
They get back up.

They fall.

Kittens try to walk.

Mother cat washes them.

Kittens open their eyes.

Kittens grow.
Kittens grow bigger.

They run and jump.

Cats eat cat food.
1. As kittens grow, what changes happen?

2. As you grow, what changes happen?

3. Draw and color a kitten. Now draw how it will grow up.

Write About It

3. Draw and color a kitten. Now draw how it will grow up.

Talk About It

Kittens grow and play. What other actions can kittens do?

Extend Language

Look when it grows up. Label your picture's kitten.
Here are ways to help your child practice skills while having fun!

**Day 1**
Write these long o words: load, float, toast, show. One player reads a word, and the other thinks of one or more rhyming words.

**Day 2**
Write the following three-letter blends in red on index cards: ser, spl, squ, str, thr. Write the following word parts in blue on other cards: ap, ab, ash, int, ar, eeze, ew, ing, eam, ead. Together, match up the blends to the word endings to make real words.

**Day 3**
Write the following words in a list: found, mouth, once, took, wild. Take turns picking one of the words and making up a riddle to help the other players guess the chosen word.

**Day 4**
Write each spelling word on a card: boat, road, snow, row, yellow, loaf, coat, soap, blow, pillow. Have your child read the words. Then take turns dictating a word and writing it.

**Day 5**
This week your child is learning how to identify details and facts in a story. As you read, ask your child to call out the facts and details.

**Family Times**

You are your child's first and best teacher!

**This week we're**

**Reading** A Trip to Washington, D.C.

**Talking About** Treasures we can find in our country

**Learning About** Vowel Digraphs oa, ow
Three-letter Consonant Blends
Facts and Details
1. Make a simple spinner as shown. On a large sheet of paper, make a game path in the shape of a boat. Each possible move is assigned to a segment of the spinner.

2. Before spinning, a player picks a boat card and places the paper card on the game path. The spinner is spun and the player moves to the section with the colour of the spinner that matches the colour of the boat card. The player reads the word at the bottom of the game path and voices it aloud.

3. The first player to reach the end wins!

Game Directions

Materials

1 button per player

Paper circle, paper clip, pencils
Circle a word to finish each sentence. Write it on the line.

sack  sea

1. We went down to the _________________.

beach  bash

2. We walked on the _________________.

need  head

3. I put my ________________ near the water.

clean  clan

4. We ________________ off the sand.

Home Activity Your child reviewed words with the vowel digraph ea as in peach and bread. Work with your child to make a list of other words with the same sounds, also spelled ea. Ask him or her to rhyme the new words with the words in these sentences.
Add -ed to each word.  
cry  cried
Write the new word on the line.
-----------------  -----------------
1. carry  2. try

Add -er and -est to each word.  
happy happier happiest
Write the new words on the line.
-----------------  -----------------
3.  4.  
easy 5. 6.  

Use some of the words you wrote to finish the sentences.  
Write the words on the lines.
-----------------  
7. I ________ to see the White House up close.
-----------------  
8. We all ________ lunchboxes on the bus.
-----------------  
9. It was ________ to ride on the bus than to walk.
-----------------  
10. Washington, D.C., is the ________ city I have ever seen.

Home Activity  Your child reviewed words with endings -ed, -er, and -est. Have your child add -ed to dry, spy, hurry, and copy. Then have him or her add -er and -est to funny, messy, bumpy, lucky, and sunny. Check to make sure your child made the correct spelling changes.
Draw a line from the word to its clue.

1. mouth  
   only one time

2. capital  
   what the United States is

3. once  
   people who are voted into office

4. country  
   not tame

5. wild  
   not lost any more

6. found  
   important papers

7. documents  
   got

8. took  
   the center of a government

9. government  
   where food is taken in

Home Activity: Your child has learned the words country, capital, documents, took, found, wild, once, mouth, and government. Ask your child to tell a story about visiting Washington, D.C. Write down the story and have him or her illustrate it.
**Words with oa, ow**

Look at the word. **Say** it. **Listen** for the long o sound.

<table>
<thead>
<tr>
<th>Write each word.</th>
<th>Check it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. boat</td>
<td></td>
</tr>
<tr>
<td>2. road</td>
<td></td>
</tr>
<tr>
<td>3. snow</td>
<td></td>
</tr>
<tr>
<td>4. row</td>
<td></td>
</tr>
<tr>
<td>5. yellow</td>
<td></td>
</tr>
<tr>
<td>6. loaf</td>
<td></td>
</tr>
<tr>
<td>7. coat</td>
<td></td>
</tr>
<tr>
<td>8. soap</td>
<td></td>
</tr>
<tr>
<td>9. blow</td>
<td></td>
</tr>
<tr>
<td>10. pillow</td>
<td></td>
</tr>
</tbody>
</table>

**Words to Read**

11. once 12. wild

**Home Activity**  Your child is learning to spell words with the long o vowel sound spelled *oa* and *ow*. To practice at home, have your child pronounce each word, note the spelling of the long o sound, and then spell the word with eyes closed.
Adjectives for Sizes

Circle the adjective that describes size.

1. big house

2. small bird

3. short man

Look at the pictures. Write the adjective in ( ) that tells about each picture.

4. ________________________ flag
   (huge, tiny)

5. ________________________ fish
   (little, big)

6. ________________________ buildings
   (short, tall)

Home Activity
Your child reviewed adjectives for sizes. Have your child point to each adjective on this page and use the word in a new sentence.
In this book, I will learn:

- Treasures help us learn about the past.
- Museums have treasures.

Concept Words
- new
- old
- past
- learn

High Frequency Words

What treasures can we find in our country?
They help us learn about the past.
These are dinosaur bones. What treasures do you see?

A treasure is something special.
We can find treasures here.
This is a museum.
This old airplane is a treasure.
It is very small and slow.
We can learn from it.

This new airplane is big.
It can go fast.
It can go far in the air.
You can take it in a car.

It is not like old telephones.

This new telephone is small.

Old telephones are big.

We can learn from it.

This old telephone is a treasure.
It is fun to learn about the past.

We can learn from old treasures.

A museum has many treasures.

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Photographs

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Which word fits in this sentence?

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Some words are long. Some words are short.

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Extend Language

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Write About It

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3. On a separate sheet of paper, draw a picture of something you use. Tell about your picture.

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Talk About It

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1. What can you see in the picture?

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2. How can you make something new?

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3. On a separate sheet of paper, draw a picture of something you use. Tell about your picture.