The pages in this Practice Book can be assigned in order to provide practice with key skills during each unit of the Bridges in Mathematics curriculum. The pages can also be used with other elementary math curricula. If you are using this Practice Book with another curriculum, use the tables of pages grouped by skill (iii–vi) to assign pages based on the skills they address, rather than in order by page number.

**Bridges in Mathematics Grade 1 Practice Book Blacklines**

The Math Learning Center, PO Box 12929, Salem, Oregon 97309. Tel. 1 800 575–8130. © 2009 by The Math Learning Center
All rights reserved.
Prepared for publication on Macintosh Desktop Publishing system.
Printed in the United States of America.

QP917  P0110

The Math Learning Center grants permission to classroom teachers to reproduce blackline masters in appropriate quantities for their classroom use.

*Bridges in Mathematics* is a standards-based K–5 curriculum that provides a unique blend of concept development and skills practice in the context of problem solving. It incorporates the Number Corner, a collection of daily skill-building activities for students.

The Math Learning Center is a nonprofit organization serving the education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based professional development, curriculum, materials, and resources to support learning and teaching. To find out more, visit us at www.mathlearningcenter.org.
Practice Books

The student blacklines in this packet are also available as a pre-printed student book.

Bridges Practice Books

Single Copy B1PB
Pack of 10 B1PB10

For pricing or to order please call 1 800 575–8130.
Teacher Materials

Introduction i
Practice Pages Grouped by Skill iii
Answer Keys
Unit One vii
Unit Two viii
Unit Three x
Unit Four xi
Unit Five xiii
Unit Six xiv

Unit One: Bugs Galore Sorting, Graphing & Counting

Use anytime after Session 10
Numerals 0–12 1
How Many Bugs? 2
Count the Spots 3
Ladybug Problem 4
Ladybug & Spider Legs 5
Sort & Graph the Bugs 6

Use anytime after Session 20
Bugs Addition: “Counting On” +1 & +2 7
Ladybugs in the Grass 8
More Bug Problems 9
Sort & Graph the Buttons 10
Number Lines & Counting Patterns 11
Fact Families: 6’s 12

Unit Two: From Land to Sea Understanding Addition & Subtraction

Use anytime after Session 12
Numerals, Words & Bugs 13
Adding Doubles & Neighbors 14
Adding Zero, One & Two 15
Counting Coins 16
<table>
<thead>
<tr>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Odds &amp; Evens Make Seven</td>
<td>17</td>
</tr>
<tr>
<td>Bugs in the House Subtraction</td>
<td>18</td>
</tr>
<tr>
<td><strong>Use anytime after Session 25</strong></td>
<td></td>
</tr>
<tr>
<td>Crabs Have Ten Legs &amp; Two Eyes</td>
<td>19</td>
</tr>
<tr>
<td>Looking at Sea Stars: Counting by Fives</td>
<td>20</td>
</tr>
<tr>
<td>Fast Tens Addition</td>
<td>21</td>
</tr>
<tr>
<td>Fast Tens</td>
<td>22</td>
</tr>
<tr>
<td>More Counting Coins</td>
<td>23</td>
</tr>
<tr>
<td>Numerals to 20</td>
<td>24</td>
</tr>
</tbody>
</table>

**Unit Three: Lobster Legs & Whale Tails**  Computation & Place Value

**Use anytime after Session 10**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crab &amp; Sea Star Problems</td>
<td>25</td>
</tr>
<tr>
<td>Crab &amp; Sea Star Challenge Problem</td>
<td>26</td>
</tr>
<tr>
<td>Coins from Sarah’s Piggy Bank</td>
<td>27</td>
</tr>
<tr>
<td>Two Kinds of Clocks</td>
<td>28</td>
</tr>
<tr>
<td>Tuesday Afternoon Temperatures</td>
<td>29</td>
</tr>
<tr>
<td>Cubes on a Line</td>
<td>30</td>
</tr>
</tbody>
</table>

**Use anytime after Session 21**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Ten Addition</td>
<td>31</td>
</tr>
<tr>
<td>Sums &amp; Differences to Ten</td>
<td>32</td>
</tr>
<tr>
<td>Different Ways to Write Money Amounts</td>
<td>33</td>
</tr>
<tr>
<td>Hungry Shark Subtraction</td>
<td>34</td>
</tr>
<tr>
<td>Hungry Shark Subtraction: What’s Missing?</td>
<td>35</td>
</tr>
<tr>
<td>Adding &amp; Subtracting Tens on the Hundreds Grid</td>
<td>36</td>
</tr>
</tbody>
</table>

**Unit Four: Penguins**  Measuring & Sorting

**Use anytime after Session 10**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doubles &amp; Neighbors</td>
<td>37</td>
</tr>
<tr>
<td>More Doubles &amp; Neighbors Addition</td>
<td>38</td>
</tr>
<tr>
<td>Bath Water &amp; January Ocean Water Temperatures</td>
<td>39</td>
</tr>
<tr>
<td>Penguin Subtraction</td>
<td>40</td>
</tr>
<tr>
<td>Fast Nines &amp; Fast Tens Addition</td>
<td>41</td>
</tr>
<tr>
<td>Comparing Penguin Heights</td>
<td>42</td>
</tr>
</tbody>
</table>

**Use anytime after Session 17**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penguin Families</td>
<td>43</td>
</tr>
<tr>
<td>A Penguin Problem</td>
<td>44</td>
</tr>
<tr>
<td>More Penguin Problems</td>
<td>45</td>
</tr>
<tr>
<td>Skip Counting by 2's</td>
<td>46</td>
</tr>
<tr>
<td>Penguin Challenge Problems</td>
<td>47</td>
</tr>
<tr>
<td>Determining Differences on a Number Line</td>
<td>48</td>
</tr>
</tbody>
</table>
## Unit Five: Pattern Blocks, Polydrons & Paper Quilts

### Exploring Geometry

**Use anytime after Session 10**
- What’s Missing?  
- Number Word Match  
- Adding & Subtracting  
- How Long Is It? Measuring with the Inchworm  
- Triangle Fact Families  
- Doubles & Halves: Addition & Subtraction  

**Use anytime after Session 20**
- Which Shape Does NOT Belong?  
- Ways to Make Nine  
- Capture the Coins & Count Your Coins  
- Polygons & Nonpolygons  
- Which Shape Is it? Riddles, page 1  
- Which Shape Is It? Riddles, page 2  

## Unit Six: My Little Farm  
**Money, Place Value & Mapping**

**Use anytime after Session 7**
- A Farmer’s Morning  
- A Farmer’s Afternoon  
- Winter Farming: Buying Feed for the Animals  
- Fact Practice  
- North, South, East & West on the Farm  
- A Visit to Strawberry Farm  

**Use anytime after Session 12**
- Little Inchworm’s Garden  
- Half Dollars  
- Horses, Land & Fences  
- Selling Your Farm Products  
- Computation on a Number Chart  
- Daily Milk Production
introduction

Bridges in Mathematics Grade 1 Practice Book Blacklines

There are 72 blacklines in this document, designed to provide first grade students with practice in key skill areas, including:

- reading and writing numerals to 100 and beyond
- number patterns (counting by 2’s, 5’s, and 10’s)
- place value (counting by 10’s and 1’s; early 2-digit computation)
- addition and subtraction facts to 10
- fact strategies to 18
- measurement, money, time, and graphing
- problem solving

This set of blacklines also includes the following materials for the teacher:

- This introduction
- A complete listing of the student pages grouped by skill (see pages iii–vi)
- Answer Keys (see pages vii–xv)

Note: These teacher materials are not included in the bound student version of the Practice Book, which is sold separately.

While the Practice Book pages are not integral to the Bridges Grade 1 program, they may help you better address the needs of some or all of your students, as well as the grade-level expectations in your particular state. The Practice Book pages may be assigned as seatwork or homework after Bridges sessions that don’t include Home Connections. These pages may also serve as a source of:

- skill review
- informal paper-and-pencil assessment
- preparation for standardized testing
- differentiated instruction

Every set of 6 pages has been written to follow the instruction in roughly half a Bridges unit. Practice pages 1–6 can be used anytime after Unit One, Session 10; pages 7–12 can be used anytime after Unit One, Session 20; and so on. Recommended timings are noted at the top of each page. If you are using this Practice Book with another curriculum, use the following lists to assign pages based on the skills they address.

Certain pages have been marked with a Challenge icon. These pages may not be appropriate for all the students in your classroom; consider assigning them selectively.
# Grade 1 Practice Book Pages Grouped by Skill

## Reading, Writing & Counting to 10

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerals 0–12</td>
<td>1</td>
<td>Anytime after Bridges, Unit 1, Session 10</td>
</tr>
<tr>
<td>How Many Bugs?</td>
<td>2</td>
<td>Anytime after Bridges, Unit 1, Session 10</td>
</tr>
<tr>
<td>Numerals, Words &amp; Bugs</td>
<td>13</td>
<td>Anytime after Bridges, Unit 2, Session 12</td>
</tr>
</tbody>
</table>

## Reading, Writing & Counting to 20

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count the Spots</td>
<td>3</td>
<td>Anytime after Bridges, Unit 1, Session 10</td>
</tr>
<tr>
<td>Numerals to 20</td>
<td>24</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Number Word Match</td>
<td>50</td>
<td>Anytime after Bridges, Unit 5, Session 10</td>
</tr>
</tbody>
</table>

## Reading, Writing & Counting to 100 & Beyond

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath Water &amp; January Ocean Water Temperatures</td>
<td>39</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>Comparing Penguin Heights</td>
<td>42</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>Horses, Land &amp; Fences</td>
<td>69</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Selling Your Farm Products</td>
<td>70</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Computation on a Number Chart</td>
<td>71</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Daily Milk Production</td>
<td>72</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
</tbody>
</table>

## Counting Patterns: 2’s, 3’s, 5’s, 10’s

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Lines &amp; Counting Patterns</td>
<td>11</td>
<td>Anytime after Bridges, Unit 1, Session 20</td>
</tr>
<tr>
<td>Adding Zero, One &amp; Two</td>
<td>15</td>
<td>Anytime after Bridges, Unit 2, Session 12</td>
</tr>
<tr>
<td>Crabs Have Ten Legs &amp; Two Eyes</td>
<td>19</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Looking at Sea Stars: Counting by Fives</td>
<td>20</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Fast Tens</td>
<td>22</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Cubes on a Line</td>
<td>30</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
<tr>
<td>Adding &amp; Subtracting Tens on the Hundreds Grid</td>
<td>36</td>
<td>Anytime after Bridges, Unit 3, Session 21</td>
</tr>
<tr>
<td>Penguin Families</td>
<td>43</td>
<td>Anytime after Bridges, Unit 4, Session 17</td>
</tr>
<tr>
<td>Skip Counting by 2’s</td>
<td>46</td>
<td>Anytime after Bridges, Unit 4, Session 17</td>
</tr>
</tbody>
</table>
## PLACE VALUE: COUNTOING BY TENS & ONES/BEGINNING 2-DIGIT ADDITION & SUBTRACTION

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cubes on a Line</td>
<td>30</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
<tr>
<td>Bath Water &amp; January Ocean Water Temperatures</td>
<td>39</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>Comparing Penguin Heights</td>
<td>42</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>Determining Differences on a Number Line (challenge)</td>
<td>48</td>
<td>Anytime after Bridges, Unit 4, Session 17</td>
</tr>
<tr>
<td>Winter Farming: Buying Feed for the Animals</td>
<td>63</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
<tr>
<td>Horses, Land &amp; Fences</td>
<td>69</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Computation on a Number Chart</td>
<td>71</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Daily Milk Production</td>
<td>72</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
</tbody>
</table>

## ADDITION & SUBTRACTION FACTS TO 10

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact Families: 6's</td>
<td>12</td>
<td>Anytime after Bridges, Unit 1, Session 20</td>
</tr>
<tr>
<td>Odds &amp; Evens Make Seven</td>
<td>17</td>
<td>Anytime after Bridges, Unit 2, Session 12</td>
</tr>
<tr>
<td>Bugs in the House Subtraction</td>
<td>18</td>
<td>Anytime after Bridges, Unit 2, Session 12</td>
</tr>
<tr>
<td>Make Ten Addition</td>
<td>31</td>
<td>Anytime after Bridges, Unit 3, Session 21</td>
</tr>
<tr>
<td>Sums &amp; Differences to Ten (challenge)</td>
<td>32</td>
<td>Anytime after Bridges, Unit 3, Session 21</td>
</tr>
<tr>
<td>Hungry Shark Subtraction</td>
<td>34</td>
<td>Anytime after Bridges, Unit 3, Session 21</td>
</tr>
<tr>
<td>Hungry Shark Subtraction: What’s Missing?</td>
<td>35</td>
<td>Anytime after Bridges, Unit 3, Session 21</td>
</tr>
<tr>
<td>Penguin Subtraction</td>
<td>40</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>Adding &amp; Subtracting</td>
<td>51</td>
<td>Anytime after Bridges, Unit 5, Session 10</td>
</tr>
<tr>
<td>Triangle Fact Families</td>
<td>53</td>
<td>Anytime after Bridges, Unit 5, Session 10</td>
</tr>
<tr>
<td>Ways to Make Nine</td>
<td>56</td>
<td>Anytime after Bridges, Unit 5, Session 20</td>
</tr>
<tr>
<td>Fact Practice</td>
<td>64</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
</tbody>
</table>

## ADDITION & SUBTRACTION FACT STRATEGIES (INCLUDES FACTS TO 18)

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bugs Addition: “Counting On” +1 &amp; +2</td>
<td>7</td>
<td>Anytime after Bridges, Unit 1, Session 20</td>
</tr>
<tr>
<td>Adding Doubles &amp; Neighbors</td>
<td>14</td>
<td>Anytime after Bridges, Unit 2, Session 12</td>
</tr>
<tr>
<td>Adding Zero, One &amp; Two (challenge)</td>
<td>15</td>
<td>Anytime after Bridges, Unit 2, Session 12</td>
</tr>
<tr>
<td>Fast Tens Addition</td>
<td>21</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Fast Tens</td>
<td>22</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Doubles &amp; Neighbors</td>
<td>37</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>More Doubles &amp; Neighbors Addition</td>
<td>38</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>Fast Nines &amp; Fast Tens Addition</td>
<td>41</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>Number Word Match</td>
<td>50</td>
<td>Anytime after Bridges, Unit 5, Session 10</td>
</tr>
<tr>
<td>Doubles &amp; Halves: Addition &amp; Subtraction</td>
<td>54</td>
<td>Anytime after Bridges, Unit 5, Session 10</td>
</tr>
<tr>
<td>Winter Farming: Buying Feed for the Animals</td>
<td>63</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
</tbody>
</table>
### SORTING & GRAPHING

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sort &amp; Graph the Bugs</td>
<td>6</td>
<td>Anytime after Bridges, Unit 1, Session 10</td>
</tr>
<tr>
<td>Sort &amp; Graph the Buttons</td>
<td>10</td>
<td>Anytime after Bridges, Unit 1, Session 20</td>
</tr>
<tr>
<td>Coins from Sarah’s Piggy Bank</td>
<td>27</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
<tr>
<td>Tuesday Afternoon Temperatures</td>
<td>29</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
</tbody>
</table>

### MONEY

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting Coins</td>
<td>16</td>
<td>Anytime after Bridges, Unit 2, Session 12</td>
</tr>
<tr>
<td>More Counting Coins</td>
<td>23</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Coins from Sarah’s Piggy Bank</td>
<td>27</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
<tr>
<td>Different Ways to Write Money Amounts</td>
<td>33</td>
<td>Anytime after Bridges, Unit 3, Session 21</td>
</tr>
<tr>
<td>Capture the Coins &amp; Count Your Coins</td>
<td>57</td>
<td>Anytime after Bridges, Unit 5, Session 20</td>
</tr>
<tr>
<td>Half Dollars</td>
<td>68</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
</tbody>
</table>

### TELLING TIME TO THE HOUR & THE HALF HOUR

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Kinds of Clocks</td>
<td>28</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
<tr>
<td>A Farmer’s Morning</td>
<td>61</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
<tr>
<td>A Farmer’s Afternoon (challenge)</td>
<td>62</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
</tbody>
</table>

### MEASUREMENT (LENGTH IN U.S. CUSTOMRY UNITS)

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing Penguin Heights</td>
<td>42</td>
<td>Anytime after Bridges, Unit 4, Session 10</td>
</tr>
<tr>
<td>How Long Is It? Measuring with the Inchworm</td>
<td>52</td>
<td>Anytime after Bridges, Unit 5, Session 10</td>
</tr>
<tr>
<td>Little Inchworm’s Garden</td>
<td>67</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
</tbody>
</table>

### GEOMETRY: SHAPES & MAPPING SKILLS

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s Missing?</td>
<td>49</td>
<td>Anytime after Bridges, Unit 5, Session 10</td>
</tr>
<tr>
<td>Which Shape Does Not Belong?</td>
<td>55</td>
<td>Anytime after Bridges, Unit 5, Session 20</td>
</tr>
<tr>
<td>Capture the Coins &amp; Count Your Coins</td>
<td>57</td>
<td>Anytime after Bridges, Unit 5, Session 20</td>
</tr>
<tr>
<td>Polygons &amp; Nonpolygons</td>
<td>58</td>
<td>Anytime after Bridges, Unit 5, Session 20</td>
</tr>
<tr>
<td>Which Shape Is It? Riddles, page 1</td>
<td>59</td>
<td>Anytime after Bridges, Unit 5, Session 20</td>
</tr>
<tr>
<td>Which Shape Is It? Riddles, page 2</td>
<td>60</td>
<td>Anytime after Bridges, Unit 5, Session 20</td>
</tr>
<tr>
<td>North, South, East &amp; West on the Farm</td>
<td>65</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
<tr>
<td>A Visit to Strawberry Farm</td>
<td>66</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
<tr>
<td>Little Inchworm’s Garden</td>
<td>67</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Page Title</td>
<td>Page Number</td>
<td>Recommended Timing</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Ladybug Problem</td>
<td>4</td>
<td>Anytime after Bridges, Unit 1, Session 10</td>
</tr>
<tr>
<td>Ladybug &amp; Spider Legs (challenge)</td>
<td>5</td>
<td>Anytime after Bridges, Unit 1, Session 10</td>
</tr>
<tr>
<td>Ladybugs in the Grass</td>
<td>8</td>
<td>Anytime after Bridges, Unit 1, Session 20</td>
</tr>
<tr>
<td>More Bug Problems (challenge)</td>
<td>9</td>
<td>Anytime after Bridges, Unit 1, Session 20</td>
</tr>
<tr>
<td>Looking at Sea Stars: Counting by Fives</td>
<td>20</td>
<td>Anytime after Bridges, Unit 2, Session 25</td>
</tr>
<tr>
<td>Crab &amp; Sea Star Problems</td>
<td>25</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
<tr>
<td>Crab &amp; Sea Star Challenge Problem (challenge)</td>
<td>26</td>
<td>Anytime after Bridges, Unit 3, Session 10</td>
</tr>
<tr>
<td>A Penguin Problem</td>
<td>44</td>
<td>Anytime after Bridges, Unit 4, Session 17</td>
</tr>
<tr>
<td>More Penguin Problems</td>
<td>45</td>
<td>Anytime after Bridges, Unit 4, Session 17</td>
</tr>
<tr>
<td>Penguin Challenge Problems (challenge)</td>
<td>47</td>
<td>Anytime after Bridges, Unit 4, Session 17</td>
</tr>
<tr>
<td>Winter Farming: Buying Feed for the Animals</td>
<td>63</td>
<td>Anytime after Bridges, Unit 6, Session 7</td>
</tr>
<tr>
<td>Horses, Land &amp; Fences</td>
<td>69</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Selling Your Farm Products</td>
<td>70</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Computation on a Number Chart</td>
<td>71</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
<tr>
<td>Daily Milk Production</td>
<td>72</td>
<td>Anytime after Bridges, Unit 6, Session 12</td>
</tr>
</tbody>
</table>
Grade 1 Practice Book Answer Keys

Use after Unit One, Session 10
Page 1, Numerals 0–12
No key needed

Page 2, How Many Bugs?
1

Page 5, Ladybug & Spider Legs (Challenge)
1 20 legs; students’ work will vary.
2 3 ladybugs; students’ work will vary.

Page 6, Sort & Graph the Bugs
1

Page 7, Bugs Addition: “Counting On” +1 & +2
1 4
2 5
3 5
4 6
5 6
6 7

Page 8, Ladybugs in the Grass
1 3 ladybugs are hiding behind the rock.
   There are 9 ladybugs altogether.
   Students’ work will vary.

Page 9, More Bug Problems (Challenge)
1 16 bugs; students’ work will vary.
2 30 antennae; students’ work will vary.
Use after Unit One, Session 20 (cont.)
Page 10, Sort & Graph the Buttons

1

2

Use after Unit Two, Session 12
Page 13, Numerals, Words & Bugs
1 No key needed
2 a 10 ten 
b 5 five 
c 3 three 
d 9 nine 
e 4 four 
f 7 seven 
g 6 six 
h 2 two 
i 1 one 

Page 14, Adding Doubles & Neighbors
1 a 2 
b 3 
c 4 
d 5 
e 6 
f 7 
g 8 
h 9 
i 9 
j 10 
2 6, 7, 8 
9, 10, 5 
7, 5, 11 

Page 15, Adding Zero, One & Two (Challenge)
1 2, 1, 2 
2, 1, 1 
2, 1, 2 
5, 8, 7 
3, 7, 6 
9, 5, 8 
2 30, 40, 60, 70 
3 30, 40, 40, 30, 50, 80, 60 
60, 90, 20, 60, 70, 100, 80 

Page 16, Counting Coins
1 a 40¢ 
b 15¢ 
c 5¢ 
d 20¢ 
e 22¢ 
f 36¢ 
2 40¢ 
50¢ 
60¢ 
70¢ 
80¢ 
90¢ 
100¢
Use after Unit Two, Session 12 (cont.)
Page 17, Odds & Evens Make Seven
1  a  6 + 1 = 7
   b  4 + 3 = 7
   c  7 + 0 = 7
   d  2 + 5 = 7
   e  3 + 4 = 7
   f  6 + 1 = 7
2  0, 3, 2
   6, 5, 1

Page 18, Bugs in the House Subtraction
1  5, 4, 2
   6, 0, 1
   6, 6, 5
   2, 4, 1
2  3, 2, 0, 3, 4, 0, 1
   2, 3, 0, 2, 5, 4, 1
   1, 1, 1, 2, 0, 0, 0

Use after Unit Two, Session 25
Page 19, Crabs Have Ten Legs & Two Eyes
1  one, 10, 2
   two, 20, 4
   three, 30, 6
   four, 40, 8
   five, 50, 10
   six, 60, 12

Page 20, Looking at Sea Stars: Counting by Fives
1  5 arms, 10 arms, 15 arms, 20 arms, 25 arms
2  a  6 sea stars; students' work will vary.
   b  35 arms; students' work will vary.
3  00, 05, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

Page 21, Fast Tens Addition
1  18
   2 12
   3 16
   4 14
   5 11
   6 15
   7 17
   8 13

Page 22, Fast Tens
1  12, 15, 19
   10, 17, 14
   18, 11, 13
   16, 13, 17
   18, 15, 10
   11, 19, 16
   14, 12, 20
2  a  12, 14, 15, 18, 19
   b  30, 50, 60, 70, 90
   c  20, 25, 35, 45, 50, 60, 65
   d  12, 10, 7, 6, 4, 3, 2
3  a  (challenge) Count by 2's
   b  (challenge) 7, 13, 15, 19, 21, 25, 29

Page 23, More Counting Coins
1  10, 20, 30, 40, and 50 should be circled on the grid.
2  a  24¢
   b  41¢
   c  15¢
   d  33¢
   e  51¢

Page 24, Numerals to 20
1  \[\begin{array}{c}
   \hline
   1 & 1 & 1 & 1 & 1 & 1 & 11 \\
   1 & 2 & 1 & 2 & 1 & 2 & 12 \\
   1 & 3 & 1 & 3 & 1 & 3 & 13 \\
   1 & 4 & 1 & 4 & 1 & 4 & 14 \\
   1 & 5 & 1 & 5 & 1 & 5 & 15 \\
   1 & 6 & 1 & 6 & 1 & 6 & 16 \\
   1 & 7 & 1 & 7 & 1 & 7 & 17 \\
   1 & 8 & 1 & 8 & 1 & 8 & 18 \\
   & 10 & & 10 & & 10 & 19 \\
   \hline
\end{array}\]

2  10, 13, 15, 17, 19
Use after Unit Three, Session 10

Page 25, Crab & Sea Star Problems
1 95 arms and legs; students' work will vary.
2 11 sea stars; students' work will vary.

Page 26, Crab & Sea Star Challenge Problem
(Challenge)
1 Students' responses will vary. Examples:
   - 4 crabs and 1 sea star
   - 3 crabs and 3 sea stars
   - 2 crabs and 5 sea stars
   - 1 crab and 7 sea stars

Page 27, Coins from Sarah's Piggy Bank
1 6 pennies
2 5 nickels
3 pennies
4 dimes
5 (challenge) 71¢
6 (challenge) Students' responses will vary. Examples:
   - Sarah has more pennies than nickels.
   - She has fewer dimes than nickels.
   - She has 15 coins in all.

Page 28, Two Kinds of Clocks
1

Page 29, Tuesday Afternoon Temperatures
1 Students' responses will vary. Examples:
   - November 3 had the highest temperature.
   - It was 42° on November 10.
   - The lowest temperature was on November 24.
   - The temperature was higher on November 17 than November 24.

Page 30, Cubes on a Line
1 a 5
   b 15
   c 35
   d 40
   e 25
   f 20
   g 30
   h 10
2 5, 10, 20, 25, 30, 35

Use after Unit Three, Session 21

Page 31, Make Ten Addition
1 a 5 + 5 = 10
   b 3 + 7 = 10
   c 7 + 3 = 10
   d 9 + 1 = 10
   e 4 + 6 = 10
   f 6 + 4 = 10
2 4, 1, 3
   2, 6, 5
   1, 8, 6
   10, 10, 10
   4, 4, 1

Page 32, Sums & Differences to Ten (Challenge)
1 7, 4, 8
   2, 10, 5
   1, 9, 3
   6, 0, 4
   5, 1, 4
Use after Unit Three, Session 21 (cont.)
Page 32, Sums & Differences to Ten (cont.)
2 6, 8, 9
   7, 4, 5
   0, 2, 3
   1, 10, 7
   2, 9, 7
   5, 6, 0

Page 33, Different Ways to Write Money
Amounts
1 15¢ or $0.15
2 31¢ or $0.31
3 18¢ or $0.18
4 25¢ or $0.25
5 22¢ or $0.22
6 22¢ or $0.22
7 27¢ or $0.27
8 13¢ or $0.13

Page 34, Hungry Shark Subtraction
1 6, 1
   4, 7
   5, 3
   8, 2
   9, 0

Page 35, Hungry Shark Subtraction: What’s Missing?
1 7, 4
   6, 5
   8, 4
   6, 8
   6, 10

Page 36, Adding & Subtracting Tens on the Hundreds Grid
1 73, 27, 46
   35, 84, 48
   69, 92, 57
2 31, 75, 15
   87, 42, 21
   45, 8, 86

Use after Unit Four, Session 10
Page 37, Doubles & Neighbors
example
1
   + 7
   14
2
   + 8
   16
3
   + 8
   17
4
   + 8
   18
5
   + 8
   19
6
   + 8
   20
7
   + 8
   21

Page 38, More Doubles & Neighbors Addition
1 6, 10, 4
   8, 2, 0
   12, 18, 16
   14, 20, 8
2 7, 11, 5
   9, 3, 1
   13, 15, 17
3 (challenge) 50, 51, 52
   53, 54, 55
   80, 40, 100, 60, 120, 140, 200
   70, 50, 90, 110, 130, 500, 900

Page 39, Bath Water & January Ocean Water Temperatures
1 40º F; students’ work will vary.
2 70º F; students’ work will vary.

Page 40, Penguin Subtraction
1 3, 7, 1, 6
   2, 4, 5, 0
   8, 9, 10, 4
2 10, 4, 3
   10, 9, 5
   10, 10, 0
   7, 6, 3
Use after Unit Four, Session 10 (cont.)

Page 41, Fast Nines & Fast Tens Addition

1  a 14
    b 13
    c 16
    d 15
    e 18
    f 17
2  10, 9
   13, 12
   11, 10
   17, 16
   12, 11
   15, 14
   19, 18
   14, 13
   16, 15
   18, 17
   7, 8

Page 42, Comparing Penguin Heights

1  Emperor 45"
   King 36"
   Gentoo 30"
   Chinstrap 28"
   Rockhopper 18"
   Little Blue 16"
2  15"; Students' work will vary.
3  (challenge) Students' responses will vary.

Use after Unit Four, Session 17

Page 43, Penguin Families

1  3, 6, 9, 12, 15
2  The numbers 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36,
   39, 42, 45 and 48 will be filled in on the chart.

Page 44, A Penguin Problem

1  There are 6 penguins in the water.
   There are 18 penguins altogether.
   Students' work will vary.

Page 45, More Penguin Problems

1  There were 16 penguins in the water.
   There were 24 penguins altogether.
   Students' work will vary.

Page 46, Skip Counting by 2's

1  a 14, 18, 22, 26, 30, 34, 38, 42, 46, 50
    b 64, 68, 70, 74, 76, 80, 82
2  a 13, 17, 21, 25, 29, 33, 37, 41, 45, 49
    b 75, 77, 81, 83, 87, 91, 93
3  36, 46, 28
   13, 19, 45

Page 47, Penguin Challenge Problems

1  (challenge) There were 27 penguins altogether.
   Students' work will vary.
2  (challenge) There were 18 Rockhopper Penguins.
   Students' work will vary.

Page 48, Determining Differences on a Number Line (Challenge)

1  Students' work will vary. Example:

   10 + 10 + 10 + 5 = 35 pounds

2  Students' work will vary. Example:

   2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

3  Students' work will vary. Example:

   2 + 10 + 6 = 18 inches
Use after Unit Five, Session 10

Page 49, What’s Missing?

1

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

2 Oval
3 Circle
4 Triangle

Page 50, Number Word Match

1

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>+</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

eleven
twelve

2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>+</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

thirteen
fourteen

3

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>+</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

fifteen

4

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>+</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

sixteen

5

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>+</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

eighteen

6

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>+</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
nineteen
twenty

Page 51, Adding & Subtracting

1

10, 9, 10, 5, 10, 8
10, 7, 10, 9, 10, 7
9, 10, 10

2

7, 7, 0, 9, 6, 5
8, 4, 2, 3, 4, 0
6, 4, 1

Page 52, How Long Is It? Measuring with the Inchworm

1

a Students’ responses will vary.
b Students’ responses will vary.
c Students’ responses will vary.

2

a 3 inches
b 4 inches
c 2 inches

Page 53, Triangle Fact Families

ex

1

2 = 5 + 7
5 = 2 + 7

7 = 2 + 5
5 = 7 + 2

2

4 = 5 + 9
5 = 4 + 9

9 = 4 + 5
9 = 5 + 4

3

2 = 4 + 6
4 = 2 + 6

6 = 2 + 4
6 = 4 + 2

4

7 = 3 + 10
10 = 7 + 3

3 = 7 + 10
10 = 3 + 7

Page 54, Doubles & Halves: Addition & Subtraction

1

8, 4, 20
10, 12, 2
6, 16, 22
14, 18, 24
Use after Unit Five, Session 10 (cont.)

Page 54, Doubles & Halves: Addition & Subtraction (cont.)

2 4, 6, 10  
   5, 9, 1  
   7, 3, 1  
   2, 8, 11  
3 (challenge) 140, 180, 120, 400, 800, 600, 2000  
   60, 90, 70, 300, 200, 400, 1000

Use after Unit Five, Session 20

Page 55, Which Shape Does NOT Belong?

1 Students’ responses will vary. Example:  
   I crossed out the sphere because it’s the only one that’s round.
2 Students’ responses will vary. Example:  
   I crossed out the cube because it doesn’t have any triangles in it.

Page 56, Ways to Make Nine

1 Students’ responses will vary. Examples:  
   a 9 – 5 = 4  
   b 3 + 6 = 9 or 9 – 3 = 6  
   c 7 + 2 = 9 or 9 – 7 = 2  
   d 6 + 3 = 9 or 9 – 6 = 3  
   e 8 + 1 = 9 or 9 – 8 = 1  
   f 4 + 5 = 9 or 9 – 4 = 5  
2 9, 9, 9, 9, 9  
   4, 9, 6, 2, 7, 5

Page 57, Capture the Coins & Count Your Coins

1 5¢, 10¢, 1¢  
   5¢, 5¢, 10¢  
   1¢, 10¢, 10¢  
2 I won 57¢. Students’ work will vary.

Page 58, Polygons & Nonpolygons

1 a & b

Page 59, Which Shape Is it? Riddles, page 1

1 a Picture of a large trapezoid  
   b Polygon  
2 a Picture of a small circle  
   b Nonpolygon

Page 60, Which Shape Is It? Riddles, page 2

1 a Rhombus  
   b Polygon  
2 a Scalene Triangle  
   b Polygon  
3 a Circle  
   b Nonpolygon  
4 a Hexagon  
   b Polygon

Use after Unit Six, Session 7

Page 61, A Farmer’s Morning

1 6:00  
2 7:30  
3 8:00  
4 9:00  
5 10:30  
6 11:30

Page 62, A Farmer’s Afternoon (Challenge)

1 One and a half hours; students’ work will vary.  
2 One hour and 45 minutes; students’ work will vary.

Page 63, Winter Farming: Buying Feed for the Animals

1 4, 40, 80  
   6, 60, 120  
   8, 80, 160  
   10, 100, 200  
   12, 120, 240  
2 a $80; students’ work will vary.  
   b (challenge) $320; students’ work will vary.

Page 64, Fact Practice

1 10, 9, 10, 5, 10, 8, 4  
   10, 7, 10, 9, 10, 7, 10  
   6, 10, 10
Use after Unit Six, Session 7 (cont.)

Page 64, Fact Practice (cont.)
2 1, 10, 4, 9, 6, 5, 1
8, 4, 1, 1, 3, 0, 1
2, 2, 1
3 Students' responses will vary.

Page 65, North, South, East & West on the Farm
1 West
2 South
3 South
4 East

Page 66, A Visit to Strawberry Farm
1 Berry Field
2 Apple Orchard
3 North
4 West

Use after Unit Six, Session 12
Page 67, Little Inchworm's Garden
1 Students' responses will vary.
2 a 2", North
   b 3", East
   c 4", East
   d 4", (2" South and 2" East) OR 12", (6" East,
     1" South, 4" West, and 1" South)
   e (challenge) 6", (1" North, 4" East, and 1" North)
      OR 10", (2" West, 2" North, and 6" East)

Page 68, Half Dollars
1 50 pennies
2 10 nickels; students' work will vary.
3 5 dimes; students' work will vary.
4 2 quarters; students' work will vary.
5 a 1 quarter, 2 dimes
   and 1 nickel OR 1 quarter, 1 dime, and 3 nickels
   b 4 dimes and 2 nickels OR 3 dimes and 4 nickels
   c 3 dimes, 3 nickels and 5 pennies OR 4 dimes, 1
      nickel and 5 pennies OR 4 dimes and 2 nickels

Page 69, Horses, Land & Fences
1 $168; students' work will vary.
2 $156; students' work will vary.

Page 70, Selling Your Farm Products
1 24 eggs; students' work will vary.
2 48 eggs; students' work will vary.
3 25¢, 50¢, 75¢, $1.00

Page 71, Computation on a Number Chart
1 The way in which students color in the grid may vary, but they should color in a total of 66 squares.

Example:

```
  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
```

2 $66

Page 72, Daily Milk Production
1 25 gallons
   50 gallons
   75 gallons
   100 gallons
2 a 150 gallons; students' work will vary.
   b 200 gallons; students' work will vary.
practice book
Numerals 0–12

Trace the words and numerals.

zero zero 0 0 0 0
one one 1 1 1 1
two two 2 2 2 2
three three 3 3 3 3
four four 4 4 4 4
five five 5 5 5 5
six six 6 6 6 6
seven seven 7 7 7 7
eight eight 8 8 8 8
nine nine 9 9 9 9
ten ten 10 10 10
eleven eleven 11 11 11
twelve twelve 12 12 12
How Many Bugs?

1. Trace the words and numerals. Then draw a line to the matching set.

   five  5  5  5
   six  6  6  6
   seven  7  7  7
   eight  8  8  8
   nine  9  9  9
   ten  10  10  10

2. Follow the instructions below.
   a. Color 4 boxes red for ladybugs.
   b. Color 3 boxes black for spiders.
   c. Color the rest of the boxes orange for butterflies.

   d. How many boxes did you color orange?
Count the Spots

1 Trace each numeral.

11 12 13 14 15
16 17 18 19 20

2 How many spots?

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of a]</td>
<td>![Image of b]</td>
<td>![Image of c]</td>
<td>![Image of d]</td>
</tr>
<tr>
<td>![Image of e]</td>
<td>![Image of f]</td>
<td>![Image of g]</td>
<td>![Image of h]</td>
</tr>
</tbody>
</table>

14
Ladybug Problem

2 ladybugs crawling on the ground. How many legs do they have?

1 Use pictures, numbers and words to show how you solve the problem:

There are ________ legs.
Ladybug & Spider Legs

CHALLENGE

Use pictures, numbers and words to show how you solve these problems.

1. There were two ladybugs 🐞 and one spider 🏳️‍🌈 in the garden. How many legs?

There are _________ legs.

2. 18 legs, how many ladybugs? 🐞

There are _________ ladybugs.
Sort & Graph the Bugs

1 Draw a black line from each bug with spots to the Spots card. Draw a red line from each bug without spots to the No Spots cards.

2 Count how many spots and no spots bugs you have. Color a box on the graph below for each of those bugs.
“Counting On” +1 & +2

1
3
1
3
2
3

4
2
4
2

5
2
5
2

Solve the problems and write the answers:
Ladybugs in the Grass

6 ladybugs are in the grass; half as many are hiding behind the rock.
How many are hiding behind the rock?
How many ladybugs altogether?

1 Use pictures, numbers and words to show how you solve the problem:

There are ________ ladybugs hiding behind the rock.
There are ________ ladybugs altogether.
More Bug Problems

**CHALLENGE**

Use pictures, numbers and words to show how you solve these problems.

<table>
<thead>
<tr>
<th><strong>1</strong></th>
<th>7 ladybugs 🐞, 7 spiders 🕷, 2 beetles 🐜.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many bugs in all?</td>
<td></td>
</tr>
<tr>
<td>There are _________ bugs in all.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2</strong></th>
<th>7 ladybugs 🐞, 8 beetles 🐜. How many antennae?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are _________ antennae.</td>
<td></td>
</tr>
</tbody>
</table>
Sort & Graph the Buttons

1 Draw a black line from each button with 2 holes to the 2 holes card. Draw a red line from each button with 4 holes to the 4 holes card.

2 Color in the graph to show the number of buttons.

Button Hole Graph

<table>
<thead>
<tr>
<th>2 Holes</th>
<th>4 Holes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number Lines & Counting Patterns

1 Practice writing each numeral twice.

2 Fill in the missing numbers on each number line below.

a Count by ones.

b Count by fives.

c Count by twos.

d Count by tens.
Fact Families 6’s

1 Trace the word and write it again 4 times.

6 six six

2 Fill in the answers for each of the problems.

a Add.

3 + 3 = _______ 2 + 4 = _______ 1 + 5 = _______
0 + 6 = _______ 4 + 2 = _______ 5 + 1 = _______
3 + _______ = 6 5 + _______ = 6 4 + _______ = 6

b Subtract.

6 – 3 = _______ 6 – 4 = _______ 6 – 0 = _______
6 – 2 = _______ 6 – 5 = _______ 6 – 1 = _______
6 – _______ = 3 6 – _______ = 1 6 – _______ = 4

CHALLENGE

3 Fill in the missing numbers in the equations below.

30 + 30 = _______ 20 + 40 = _______ 50 + _______ = 60
10 + _______ = 60 30 + _______ = 60 40 + _______ = 60
20 + _______ + 20 = 60 40 + _______ + 10 = 60 40 + 0 + _______ = 60
30 + 10 + _______ = 60 10 + 20 + _______ = 60 50 + 10 + _______ = 60
Numerals, Words & Bugs

1 Trace the numerals and the number words.

0  zero  
1  one  
2  two  
3  three  
4  four  
5  five  
6  six  
7  seven  
8  eight  
9  nine  
10 ten  
11 eleven

2 How many bugs in each frame? Write the numeral and the number word.

a

b

c

d

e

f

g

h

i

10 ten
Adding Doubles & Neighbors

1 Solve the problems below.

2 Fill in the blank.

3 + 3 = _____  3 + 4 = _____  4 + 4 = _____
5 + 4 = _____  5 + 5 = _____  2 + 3 = _____
4 + 3 = _____  3 + 2 = _____  5 + 6 = _____
Adding Zero, One & Two

1 Solve the addition problems.

4 + _______ = 6
4 + _______ = 5
3 + _______ = 5

1 + _______ = 3
5 + _______ = 6
3 + _______ = 4

4 + _______ = 6
2 + _______ = 3
2 + _______ = 4

_______ + 1 = 6
_______ + 2 = 10
_______ + 0 = 7

_______ + 2 = 5
_______ + 1 = 8
_______ + 0 = 6

_______ + 0 = 9
_______ + 2 = 7
_______ + 1 = 9

2 Count by 10's to fill in the missing numbers.

3 Solve the addition problems.

10 + 20 + 30 + 30 + 40 + 60 + 50
_______ + _______ + _______ + _______ + _______ + _______ + _______

40 + 70 + 10 + 60 + 50 + 100 + 70
_______ + _______ + _______ + _______ + _______ + _______ + _______
### Counting Coins

Use the information below to help solve the problems.

<table>
<thead>
<tr>
<th>Coin</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dime</td>
<td>10¢</td>
</tr>
<tr>
<td>Nickel</td>
<td>5¢</td>
</tr>
<tr>
<td>Penny</td>
<td>1¢</td>
</tr>
</tbody>
</table>

1. Write the value of the coins in each row.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td>40¢</td>
</tr>
<tr>
<td>b</td>
<td></td>
<td>1¢</td>
</tr>
<tr>
<td>c</td>
<td></td>
<td>1¢</td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>1¢</td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>1¢</td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>1¢</td>
</tr>
</tbody>
</table>
Odds & Evens Make Seven

1 Write a number sentence to go with each picture.

\[
\begin{align*}
\text{a} & \quad 6 + 1 = 7 \\
\text{b} \\
\text{c} \\
\text{d} \\
\text{e} \\
\text{f}
\end{align*}
\]

2 Fill in the blanks.

\[
\begin{align*}
7 + \underline{} &= 7 \\
4 + \underline{} &= 7 \\
5 + \underline{} &= 7 \\
1 + \underline{} &= 7 \\
2 + \underline{} &= 7 \\
6 + \underline{} &= 7
\end{align*}
\]
Bugs in the House Subtraction

**example a**

6 – ______ = 2

**example b**

____ – 3 = 3

1 Fill in the blank.

6 – ______ = 1  
6 – ______ = 2  
6 – ______ = 4  
6 – ______ = 0  
6 – ______ = 6  
6 – ______ = 5  
____ – 4 = 2  
____ – 3 = 3  
6 – 1 = ______  
6 – 4 = ______  
6 – 2 = ______  
6 – 5 = ______

2 Solve the subtraction problems.

\[
\begin{array}{cccccccc}
5 & 4 & 1 & 3 & 5 & 2 & 3 \\
-2 & -2 & -1 & -0 & -1 & -2 & -2 \\
\hline \\
5 & 4 & 3 & 3 & 5 & 4 & 2 \\
-3 & -1 & -3 & -1 & -0 & -0 & -1 \\
\hline \\
1 & 4 & 5 & 2 & 5 & 4 & 0 \\
-0 & -3 & -4 & -0 & -5 & -4 & -0 \\
\end{array}
\]
Crabs Have Ten Legs & Two Eyes

Write the correct number word for each row. Write the number of legs and eyes in the boxes.

<table>
<thead>
<tr>
<th></th>
<th>legs</th>
<th>eyes</th>
<th>legs</th>
<th>eyes</th>
<th>legs</th>
<th>eyes</th>
<th>legs</th>
<th>eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
Looking at Sea Stars  Counting by Fives

1 Fill in the chart below

<table>
<thead>
<tr>
<th></th>
<th>5 arms</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td></td>
</tr>
<tr>
<td>two</td>
<td></td>
</tr>
<tr>
<td>three</td>
<td></td>
</tr>
<tr>
<td>four</td>
<td></td>
</tr>
<tr>
<td>five</td>
<td></td>
</tr>
</tbody>
</table>

2 Use pictures, numbers, and words to show how you solve the problems

a  30 arms...
How many sea stars?

___________ sea stars

b  7 sea stars...
How many arms?

___________ arms

3 Continue the counting by 5's pattern.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>/</td>
<td>0</td>
</tr>
<tr>
<td>/</td>
<td>5</td>
</tr>
</tbody>
</table>
Fast Tens Addition

Fill in each answer below.

1. 10 + 8 =

2. 10 + 2 =

3. 10 + 6 =

4. 10 + 4 =

5. 10 + 1 =

6. 10 + 5 =

7. 10 + 7 =

8. 10 + 3 =
Fast Tens

1 Write the answer to each problem:

10 + 2 = _______  
10 + 5 = _______  
10 + 9 = _______  
10 + 0 = _______  
10 + 7 = _______  
10 + 4 = _______  
10 + 8 = _______  
10 + 1 = _______  
10 + 3 = _______  
10 + 6 = _______  
3 + 10 = _______  
7 + 10 = _______  
8 + 10 = _______  
5 + 10 = _______  
0 + 10 = _______  
1 + 10 = _______  
9 + 10 = _______  
6 + 10 = _______  
4 + 10 = _______  
2 + 10 = _______  
10 + 10 = _______

2 Fill in the missing numbers.

a Count by 1’s.


b Count by 10’s.

10, 20, ______, 40, ______, ______, ______, 80, ______, 100

c Count by 5’s.


d Count backwards by 1’s.

14, 13, ______, 11, ______, 9, 8, ______, ______, 5, ______, ______, ______, 1

CHALLENGE

3 Fill in the missing numbers.

a Count by ______ ‘s.

More Counting Coins

1. Circle the counting by tens numbers in the grid below. Use this grid to help you figure out the value of each group of coins below:

```
  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
```

- **Dime**: 10 cents (10¢)
- **Penny**: 1 cent (1¢)

2. Write the total amount of money for each set:

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© The Math Learning Center
Numerals to 20

1 Trace the numerals and number words. Find the sum in each box. Draw lines to show the matches. You won’t find a match for every number word.

11 11 11 eleven
12 12 12 twelve
13 13 13 thirteen
14 14 14 fourteen
15 15 15 fifteen
16 16 16 sixteen
17 17 17 seventeen
18 18 18 eighteen
19 19 19 nineteen
20 20 20 twenty

2 Add.

10 + 0 = 10
10 + 10 = 20
10 + 5 = 15
10 + 10 = 20
10 + 7 = 17
10 + 1 = 11
10 + 2 = 12

© The Math Learning Center
Use pictures, numbers, and words to show how you solve the problems.

1. There were 7 crabs and 5 sea stars.

How many arms and legs altogether?

There are ____________ arms and legs altogether.

2. There were 55 arms. How many sea stars?

There are ____________ sea stars.
Crab & Sea Star Challenge Problem

1. 45 arms and legs. Some are crabs and some are sea stars. How many of each could there be? Find 4 different answers. Show your work.
Coins from Sarah’s Piggy Bank

Sarah made a graph about the coins in her piggy bank.

1. How many pennies does Sarah have? 6

2. How many nickels does Sarah have? 5

3. Which coin does Sarah have the most of? 4

4. Which coin does Sarah have the fewest of? 3

5. Count all the money on the graph. How much is there in all? 2

6. Write three observations about Sarah's coin collection:

   - Pennies are the most common.
   - Nickels are less common than pennies.
   - Dimes are the least common.

---

© The Math Learning Center

Bridges in Mathematics 27
Two Kinds of Clocks

1. Draw lines between the clocks that show the same time.

2. Draw the hour hand and minute hand to match the times below each clock:
Mrs. Burk's students recorded the temperature at 2 PM every Tuesday in November. What do you notice about the temperatures? Write at least four observations.
Cubes on a Line

1. Count the cubes in each group below. Write the number on the line.

   a) 5
   b) __
   c) __
   d) __
   e) __
   f) __
   g) __
   h) __

2. Fill in the missing numbers on the number line. Use the numbers above to help you.

   0 5 15  __  __  __  __  __  40
Make Ten Addition

1 Write an equation to match each ten frame.

\[
\begin{align*}
\text{a} & \quad 5 + 5 = 10 \\
\text{b} & \\
\text{c} & \\
\text{d} & \\
\text{e} & \\
\text{f} & \\
\end{align*}
\]

2 Solve each problem below.

\[
\begin{align*}
_____ + 6 & = 10 \\
_____ + 9 & = 10 \\
_____ + 7 & = 10 \\
_____ + 8 & = 10 \\
_____ + 4 & = 10 \\
_____ + 5 & = 10 \\
9 + _____ & = 10 \\
2 + _____ & = 10 \\
4 + _____ & = 10 \\
5 + 4 + 1 & = _____ \\
7 + 2 + 1 & = _____ \\
1 + 2 + 3 + 4 & = _____ \\
3 + 3 + _____ & = 10 \\
5 + 1 + _____ & = 10 \\
1 + 8 + _____ & = 10 \\
\end{align*}
\]
Sums & Differences to Ten

1 Solve each addition problem below.

3 + _______ = 10  
6 + _______ = 10  
2 + _______ = 10  

8 + _______ = 10  
0 + _______ = 10  
5 + _______ = 10  

9 + _______ = 10  
1 + _______ = 10  
7 + _______ = 10  

4 + _______ = 10  
10 + _______ = 10  
6 + _______ = 10  

2 + 3 +_______ = 10  
4 + 5 + _______ = 10  
4 + _______ + 2 = 10  

2 Solve each subtraction problem below.

10 – 4 = _______  
10 – 2 = _______  
10 – 1 = _______  

10 – 3 = _______  
10 – 6 = _______  
10 – 5 = _______  

10 – 10 = _______  
10 – 8 = _______  
10 – 7 = _______  

10 – 9 = _______  
10 – 0 = _______  
10 – 3 = _______  

10 – _______ = 8  
10 – _______ = 1  
10 – _______ = 3  

10 – _______ = 5  
10 – _______ = 4  
10 – _______ = 10
Different Ways to Write Money Amounts

Count the money in each box. Write the total in two different ways.

1. ________¢ or $0. ________
   \[15 \text{¢ or } 0.15\]

2. ________¢ or $0. ________

3. ________¢ or $0. ________

4. ________¢ or $0. ________

5. ________¢ or $0. ________

6. ________¢ or $0. ________

7. ________¢ or $0. ________

8. ________¢ or $0. ________
Hungry Shark Subtraction

1 Solve each problem.

\[
\begin{array}{cccc}
9 - 3 &=& \square \\
9 - 8 &=& \square \\
9 - 5 &=& \square \\
9 - 2 &=& \square \\
9 - 4 &=& \square \\
9 - 6 &=& \square \\
9 - 1 &=& \square \\
9 - 7 &=& \square \\
9 - 0 &=& \square \\
9 - 9 &=& \square \\
\end{array}
\]
Hungry Shark Subtraction  What’s Missing?

1 Fill in the empty box for each problem.

10 - □ = 3
8 - □ = 4
9 - 3 = □
10 - □ = 5
□ - 6 = 2
9 - □ = 5
10 - □ = 4
□ - 2 = 6
9 - □ = 3
□ - 3 = 7
# Adding & Subtracting Tens on the Hundreds Grid

Use the Hundreds Grid to help you find the sum or difference of each of the problems below:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

1 Add.

\[
\begin{align*}
63 &+ 10 = \_\_\_\_ \\
17 &+ 10 = \_\_\_\_ \\
36 &+ 10 = \_\_\_\_ \\
10 &+ 25 = \_\_\_\_ \\
74 &+ 10 = \_\_\_\_ \\
10 &+ 38 = \_\_\_\_ \\
59 &+ 10 = \_\_\_\_ \\
10 &+ 82 = \_\_\_\_ \\
47 &+ 10 = \_\_\_\_ \\
\end{align*}
\]

2 Subtract.

\[
\begin{align*}
41 &- 10 = \_\_\_\_ \\
85 &- 10 = \_\_\_\_ \\
25 &- 10 = \_\_\_\_ \\
97 &- 10 = \_\_\_\_ \\
52 &- 10 = \_\_\_\_ \\
31 &- 10 = \_\_\_\_ \\
55 &- 10 = \_\_\_\_ \\
18 &- 10 = \_\_\_\_ \\
96 &- 10 = \_\_\_\_ \\
\end{align*}
\]
Doubles & Neighbors

Color the ten-strips to match each addition problem. Solve each equation.

<table>
<thead>
<tr>
<th>Example</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="example.png" alt="Example" /></td>
<td><img src="problem1.png" alt="Problem 1" /></td>
<td><img src="problem2.png" alt="Problem 2" /></td>
<td><img src="problem3.png" alt="Problem 3" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="problem4.png" alt="Problem 4" /></td>
<td><img src="problem5.png" alt="Problem 5" /></td>
<td><img src="problem6.png" alt="Problem 6" /></td>
<td><img src="problem7.png" alt="Problem 7" /></td>
</tr>
</tbody>
</table>

Example:

```
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 + 7 = 14
```
More Doubles & Neighbors Addition

1 Solve each doubles problem.

3 + 3 = _______  5 + 5 = _______  2 + 2 = _______
4 + 4 = _______  1 + 1 = _______  0 + 0 = _______
6 + 6 = _______  9 + 9 = _______  8 + 8 = _______
7 + 7 = _______ 10 + 10 = _______  4 + 4 = _______

2 Solve each neighbors problem.

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

3 Challenge

3 Solve each doubles or neighbors problem.

25 + 25 = _______  25 + 26 = _______  26 + 26 = _______
26 + 27 = _______  27 + 27 = _______  27 + 28 = _______

40  20  50  30  60  70  100
+40  +20  +50  +30  +60  +70  +100

30  20  40  50  60  200  400
+40  +30  +50  +60  +70  +300  +500
Bath Water & January Ocean Water Temperatures

1. Find the difference and show how you figured it out:

   The Northern California Coast

   A Warm Bath

   The Antarctic Ocean

2. Find the difference and show how you figured it out:

   The Northern California Coast

   A Warm Bath

   The Antarctic Ocean
Penguin Subtraction

1 Find the difference for each problem below:

\[
\begin{array}{cccc}
10 - 7 & 10 - 3 & 10 - 9 & 10 - 4 \\
10 - 8 & 10 - 6 & 10 - 5 & 10 - 10 \\
10 - 2 & 10 - 1 & 10 - 0 & 10 - 6
\end{array}
\]

2 Fill in the missing number.

\[
\begin{align*}
\_\_\_ - 7 &= 3 & 10 - \_\_\_ &= 6 & 10 - \_\_\_ &= 2 \\
\_\_\_ - 4 &= 6 & 10 - \_\_\_ &= 1 & 10 - \_\_\_ &= 5 \\
\_\_\_ - 8 &= 2 & 10 - \_\_\_ &= 0 & 10 - \_\_\_ &= 10 \\
10 - \_\_\_ &= 3 & 10 - \_\_\_ &= 4 & 10 - \_\_\_ &= 7
\end{align*}
\]
Fast Nines & Fast Tens Addition

1 Solve each problem below:

a

\[
\begin{array}{c}
\begin{array}{c}
\text{10 + 4} = \text{_____}
\end{array}
\end{array}
\]

b

\[
\begin{array}{c}
\begin{array}{c}
\text{9 + 4} = \text{_____}
\end{array}
\end{array}
\]

c

\[
\begin{array}{c}
\begin{array}{c}
\text{10 + 6} = \text{_____}
\end{array}
\end{array}
\]

d

\[
\begin{array}{c}
\begin{array}{c}
\text{9 + 6} = \text{_____}
\end{array}
\end{array}
\]

e

\[
\begin{array}{c}
\begin{array}{c}
\text{10 + 8} = \text{_____}
\end{array}
\end{array}
\]

f

\[
\begin{array}{c}
\begin{array}{c}
\text{9 + 8} = \text{_____}
\end{array}
\end{array}
\]

2 Fill in the blank.

\[
\begin{array}{c}
\begin{array}{c}
10 + 0 = \text{_____} \quad 9 + 0 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
10 + 3 = \text{_____} \quad 9 + 3 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
10 + 1 = \text{_____} \quad 9 + 1 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
10 + 7 = \text{_____} \quad 9 + 7 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
10 + 2 = \text{_____} \quad 9 + 2 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
10 + 5 = \text{_____} \quad 9 + 5 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
10 + 9 = \text{_____} \quad 9 + 9 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
4 + 10 = \text{_____} \quad 4 + 9 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
6 + 10 = \text{_____} \quad 6 + 9 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
8 + 10 = \text{_____} \quad 8 + 9 = \text{_____}
\end{array}
\end{array}
\]

\[
\begin{array}{c}
\begin{array}{c}
10 + \text{_____} = 17 \quad 9 + \text{_____} = 17
\end{array}
\end{array}
\]
Comparing Penguin Heights

Each square represents 1 inch.

1. Figure out how many inches tall each kind of penguin is. Write the number of inches on the line beside each penguin's name.

2. How much taller is the Emperor penguin than the Gentoo penguin? Show how you figured it out.

CHALLENGE

3. How much taller are you than the Gentoo penguin? Show how you figured it out.
### Penguin Families

1. How many penguins in each row?

2. Fill in the counting by 3’s numbers:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>25</td>
<td>26</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td>32</td>
<td>34</td>
<td>35</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>39</td>
<td>41</td>
<td>43</td>
<td>44</td>
<td>46</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DATE**

**NAME**

<table>
<thead>
<tr>
<th>one family</th>
<th>two families</th>
<th>three families</th>
<th>four families</th>
<th>five families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Penguin Problem

Half as many penguins are swimming. How many penguins are in the water? How many penguins altogether?

1. Show how you solve the problem with pictures, numbers and words.

There are _______ penguins in the water.

There are _______ penguins altogether.
More Penguin Problems

Use pictures, numbers and words to show how you solve each problem.

1 8 penguins were on the rocks. Twice as many were swimming. 
How many were in the water? How many penguins altogether?

There were _______ penguins in the water.
There were _______ penguins altogether.

2 14 penguins were on the rocks. Half as many were swimming.
How many were in the water? How many penguins altogether?

There were _______ penguins in the water.
There were _______ penguins altogether.
Skip Counting by 2’s

1a Fill in the missing numbers.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>39</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Write the missing numbers on the line.

| 60 | 62 |   | 66 |   | 72 |   | 78 |   | 84 |

2a Fill in the missing numbers.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>43</td>
<td>44</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Write the missing numbers on the line.

| 71 | 73 |   | 79 |   | 85 |   | 89 |   | 95 |

3 Solve the problems below:

34 + 2 = _______  
44 + 2 = _______  
26 + 2 = _______  
11 + 2 = _______  
17 + 2 = _______  
43 + 2 = _______
Penguin Challenge Problems

Use pictures, numbers and words to show how you solve each problem.

1 9 penguin families were on shore. Each family had a father, mother and chick. How many penguins altogether?

There were _______ penguins altogether.

2 There were 36 orange feet hopping over the rocks. How many Rockhopper Penguins were there?

There were _______ Rockhopper Penguins.
Determining Differences on a Number Line

**Example**  A Gentoo Penguin is about 30 inches tall. An Emperor Penguin is 45 inches tall. Here are some hops along the number line to show the difference between their heights.

1. King Penguins weigh about 30 pounds. Emperor Penguins weigh about 65 pounds. Take some hops along the number line to find the difference between their weights. Show your hops as you go.

2. Rockhopper Penguins weigh about 6 pounds. King Penguins weigh about 30 pounds. Take some hops along the number line to find the difference between their weights. Show your hops as you go.

3. A Rockhopper Penguin is about 18 inches tall. A King Penguin is about 36 inches tall. Take some hops along the number line to find the difference between their heights. Show your hops as you go.
What’s Missing?

1 The order of these shapes keeps repeating on this calendar grid. Draw the shape and write the number in each empty space. Will the number go on top or on the bottom?

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

2 Draw the shape that is on the second Sunday.

3 Draw the shape that is on the fourth Friday.

4 Draw the shape that is on the first Monday.
**Number Word Match**

Write an equation to match the dominoes. Then draw a line to the word that tells how many in all. You won't find a match for every word.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. 7 7 = 14
2. 6 6 = 12
3. 5 5 = 10
4. 4 4 = 8
5. 3 3 = 6
6. 2 2 = 4

- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen
- seventeen
- eighteen
- nineteen
- twenty
Adding & Subtracting

1 Add.

\[
\begin{array}{cccccc}
5 & 4 & 3 & 2 & 10 & 5 \\
+ 5 & + 5 & + 7 & + 3 & + 0 & + 3 \\
\hline \\
8 & 5 & 9 & 6 & 4 & 1 \\
+ 2 & + 2 & + 1 & + 3 & + 6 & + 6 \\
\hline \\
\end{array}
\]

3 + 4 + 2 = _______  2 + 8 = _______  2 + 3 + 5 = _______

2 Subtract.

\[
\begin{array}{cccccc}
9 & 10 & 8 & 10 & 9 & 10 \\
- 2 & - 3 & - 8 & - 1 & - 3 & - 5 \\
\hline \\
10 & 7 & 10 & 10 & 9 & 10 \\
- 2 & - 3 & - 8 & - 7 & - 5 & - 10 \\
\hline \\
\end{array}
\]

10 – 4 = _______  10 – 6 = _______  10 – 9 = _______

3 True or False? Circle one.

<table>
<thead>
<tr>
<th>a</th>
<th>3 + 4 = 8</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>9 = 3 + 4 + 2</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>c</td>
<td>7 + 5 + 4 = 15</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>d</td>
<td>1 + 2 + 7 = 10</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>e</td>
<td>2 + 3 + 3 = 10</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>f</td>
<td>8 = 3 + 5 + 0</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>g</td>
<td>9 – 3 = 5</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>h</td>
<td>8 – 5 = 2</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>i</td>
<td>10 – 4 = 6</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>j</td>
<td>10 – 8 = 3</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
How Long Is It? Measuring with the Inchworm

This is an inchworm. He is 1 inch long.

1 Find three things in your room that are about an inch long.

a A ______________________________ is about 1 inch long.

b A ______________________________ is about 1 inch long.

c A ______________________________ is about 1 inch long.

2 Choose one of the things you found. Use it to help estimate how long each of these line segments is.

a Line segment A is about _______ inches long.

b Line segment B is about _______ inches long.

c Line segment C is about _______ inches long.
Triangle Fact Families

Draw a line to match each Unifix cube train to its fact family triangle. Then write 2 addition and 2 subtraction sentences to match.

ex

3 + 5 = 8
5 + 3 = 8
8 - 5 = 3
8 - 3 = 5
Doubles & Halves  Addition & Subtraction

1 Add.

4 + 4 = _______  2 + 2 = _______  10 + 10 = _______
5 + 5 = _______  6 + 6 = _______  1 + 1 = _______
3 + 3 = _______  8 + 8 = _______  11 + 11 = _______
7 + 7 = _______  9 + 9 = _______  12 + 12 = _______

2 Subtract.

8 – 4 = _______  12 – 6 = _______  20 – 10 = _______
10 – 5 = _______  18 – 9 = _______  2 – 1 = _______
14 – 7 = _______  6 – 3 = _______  1 – 0 = _______
4 – 2 = _______  16 – 8 = _______  22 – 11 = _______

3 Challenge

Add or subtract.

<table>
<thead>
<tr>
<th>70</th>
<th>90</th>
<th>60</th>
<th>200</th>
<th>400</th>
<th>300</th>
<th>1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 70</td>
<td>+ 90</td>
<td>+ 60</td>
<td>+ 200</td>
<td>+ 400</td>
<td>+ 300</td>
<td>+ 1,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>120</th>
<th>180</th>
<th>140</th>
<th>600</th>
<th>400</th>
<th>800</th>
<th>2,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>– 60</td>
<td>– 90</td>
<td>– 70</td>
<td>– 300</td>
<td>– 200</td>
<td>– 400</td>
<td>– 1,000</td>
</tr>
</tbody>
</table>
Which Shape Does NOT Belong?

Mark that shape with an X. Then explain why you think the shape does not belong.
Ways to Make Nine

1 Write an equation that tells about the number of dark and light squares in each quilt block.

a

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Dark} & \text{Light} \\
\hline
4 & 5 \\
\hline
\end{array}
\]

\[9 - 5 = 4\]

b

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Dark} & \text{Light} \\
\hline
3 & 6 \\
\hline
\end{array}
\]

c

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Dark} & \text{Light} \\
\hline
6 & 3 \\
\hline
\end{array}
\]

d

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Dark} & \text{Light} \\
\hline
2 & 7 \\
\hline
\end{array}
\]

e

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Dark} & \text{Light} \\
\hline
1 & 8 \\
\hline
\end{array}
\]

f

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Dark} & \text{Light} \\
\hline
9 & 0 \\
\hline
\end{array}
\]

2 Solve the problems below:

\[
\begin{array}{ccccccc}
4 & + & 5 & & 2 & + & 7 & \hline \\
& & & & 3 & + & 6 & \hline \\
& & & & 1 & + & 8 & \hline \\
& & & & 9 & + & 0 & \hline \\
& & & & 6 & + & 3 & \hline \\
\end{array}
\]

\[
\begin{array}{ccccccc}
9 & - & 5 & & 9 & - & 0 & \hline \\
& & & & 9 & - & 3 & \hline \\
& & & & 9 & - & 7 & \hline \\
& & & & 9 & - & 2 & \hline \\
& & & & 9 & - & 4 & \hline \\
\end{array}
\]
Capture the Coins & Count Your Coins

1 Use the coordinates below to figure out which coins you capture. Then count how much money you won.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A, 4</th>
<th>D, 2</th>
<th>B, 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C, 2</th>
<th>D, 3</th>
<th>C, 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A, 3</th>
<th>A, 1</th>
<th>A, 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 How much money did you win? Show how you figured it out:

I won _________ ¢
Polygons & Nonpolygons

To be in the Polygon Club, all your sides have to be straight. You are not allowed to have *any* curves. Also, all your sides have to meet at the corners. No gaps allowed.

These shapes are in the Polygon Club.

![Polygons](image1)

These shapes are not in the Polygon Club. They are called nonpolygons.

![Nonpolygons](image2)

1. Look at the shapes below.
   a. Circle the shapes that belong in the Polygon Club.
   b. Cross out the shapes that do not belong in the Polygon Club.
Which Shape Is it? Riddles, page 1

Read each set of clues to figure out which shape it will be. Draw the shape in the box. Circle the word to tell whether it is a polygon or a nonpolygon.

1 Clues
• My shape has less than six sides.
• My shape has more than three sides.
• My shape is large.
• My shape has 2 slanted sides.

2 Clues
• My shape has less than six sides.
• My shape is small.
• My shape does not have 4 sides.
• My shape does not have any straight sides.
Solve the riddles below. Write the name of the shape in each riddle box. Then circle the word to tell if it is a polygon or a nonpolygon.

1 Clues
• My shape has 4 corners.
• My shape has 4 equal sides.
• My shape is not a square.
Can you guess my shape?

   a It is a ________________________.
   b Circle one: polygon or nonpolygon

2 Clues
• My shape has 3 sides.
• My shape has 3 corners.
• Each of its sides is a different length.
Can you guess my shape?

   a It is a ________________________.
   b Circle one: polygon or nonpolygon

3 Clues
• My shape does not have 4 corners.
• My shape does not have 3 sides.
• My shape has no straight sides.
Can you guess my shape?

   a It is a ________________________.
   b Circle one: polygon or nonpolygon

4 Clues
• My shape has more than 3 sides.
• My shape has more than 4 sides.
• My shape has 6 corners.
Can you guess my shape?

   a It is a ________________________.
   b Circle one: polygon or nonpolygon
A Farmer’s Morning

Farmer Jane gets up at half past four every morning. Fill in the times on these clocks to show the rest of her morning.

1 Milk the cows at 6 o'clock.

2 Feed the animals at half past seven.

3 Gather the eggs at 8 o'clock.

4 Work on the tractor at 9 o'clock.

5 Repair the fence at half past 10.

6 Stop for lunch at half past 11.
A Farmer’s Afternoon

1. The farmer begins harvesting the wheat at 1 o’clock. He stops at 2:30. How long did he work? Show how you figured it out:

The farmer worked for _______________________________.

2. The farmer begins milking the cows and feeding all the animals at 5 o’clock. She finishes at 6:45. How long did she work? Show how you figured it out.

The farmer worked for _______________________________.

© The Math Learning Center
Winter Farming  Buying Feed for the Animals

1 Use your doubles to solve the problems below:

2 + 2 = __________   20 + 20 = __________   40 + 40 = __________
3 + 3 = __________   30 + 30 = __________   60 + 60 = __________
4 + 4 = __________   40 + 40 = __________   80 + 80 = __________
5 + 5 = __________   50 + 50 = __________   100 + 100 = __________
6 + 6 = __________   60 + 60 = __________   120 + 120 = __________

2 Use pictures, numbers and words to show how you solve the problems.

a The farmer bought 4 fifty pound bags of special horse feed for $20 a bag. 
How much did he pay? Show how you figured it out.

The farmer paid _______________________________.

b Round bales of hay sell for $40 per bale. The farmer bought 8 bales for 
her cows. How much did she pay? Show how you figured it out.

The farmer paid _______________________________.

© The Math Learning Center
Fact Practice

1 Add.

\[
\begin{array}{ccccccc}
5 & 4 & 3 & 2 & 10 & 5 & 2 \\
+ 5 & + 5 & + 7 & + 3 & + 0 & + 3 & + 2 \\
\hline \\
8 & 5 & 9 & 6 & 4 & 1 & 4 \\
+ 2 & + 2 & + 1 & + 3 & + 6 & + 6 & + 6 \\
\end{array}
\]

\[4 + 2 = \quad \quad 2 + 3 + 5 = \quad \quad 9 + 1 + 0 = \quad \]

2 Subtract.

\[
\begin{array}{ccccccc}
9 & 10 & 8 & 10 & 9 & 10 & 5 \\
– 8 & – 0 & – 4 & – 1 & – 3 & – 5 & – 4 \\
\hline \\
10 & 7 & 10 & 8 & 6 & 10 & 7 \\
\end{array}
\]

\[6 – 4 = \quad \quad 8 – 6 = \quad \quad 10 – 9 = \quad \]

3 \(5 + 5\) is one way to make 10. \(12 – 2\) is another way to make 10. Think of some other ways to make 10. Write at least 10 different ways to make 10 in the box.
North, South, East & West on the Farm

Here is a map of Strawberry Farm.

1 Andy is standing in the middle square with his compass. Which way will he have to walk to get to the farm house? Circle the answer.

North                     South                     East                     West

2 Ann is standing in the middle square with her compass. Which way will she have to walk to get to the barn? Circle the answer.

North                     South                     East                     West

3 Grandma is in the apple orchard. Which way will she have to walk to get to the horse pasture? Circle the answer.

North                     South                     East                     West

4 Grandpa is in the house. Which way will he have to walk to get to the duck pond? Circle the answer.

North                     South                     East                     West
A Visit to Strawberry Farm

The first graders are going on a trip to Strawberry Farm. Read the map to help them find their way around.

1. The class started at the farm house. They walked 1 square south. Where were they then? Circle the answer.

2. The class went to the barn. Then they walked 4 squares north and 1 square east. Where were they then? Circle the answer.

3. The kids are in the horse pasture. They want to get to the duck pond. Which direction do they have to walk?

   North  South  East  West

4. The kids are in the apple orchard. They want to get to the garden. Which direction do they have to walk?

   North  South  East  West
Little Inchworm’s Garden

1 Little Inchworm is 1 inch long. Find something in your room that is about 1 inch long.
A ______________________________ is about 1 inch long.

2 Use your 1 inch measure to help find out about how many inches Little Inchworm has to crawl to get from one part of his garden to another. Tell what direction he has to crawl. Sometimes he will have to go one direction and then another. He has to stay on the paths.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>How Many Inches?</th>
<th>What Direction(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Half Dollars

This is a half dollar. It is worth 50 cents. People write 50¢ or $0.50 to show its value.

1 How many pennies does it take to make a half dollar? ________

2 How many nickels does it take to make a half dollar? _______
   Show your work.

3 How many dimes does it take to make a half dollar? _______
   Show your work.

4 How many quarters does it take to make a half dollar? _______
   Show your work.

5 In each box, circle the coins you need to make 50¢.

   a
   b
   c
Horses, Land & Fences

<table>
<thead>
<tr>
<th>Price List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horses $11 each</td>
</tr>
<tr>
<td>Land Squares $10 each</td>
</tr>
<tr>
<td>Linear Units of Fence $1 each</td>
</tr>
</tbody>
</table>

1. Your grandparents bought 2 horses. If they lay out their land squares in a long 1 × 12 rectangle, what will their total cost be for the land, horses and fencing? Show your work.

Their total cost will be ________________________________.

2. Your grandparents bought 2 horses. If they lay out their land squares in a 3 × 4 rectangle, what will their total cost be for the land, horses and fencing? Show your work.

Their total cost will be ________________________________.
Selling Your Farm Products

1. Your hens are laying lots of eggs. Your neighbor bought two dozen eggs. How many eggs did she buy? Show how you figured it out.

She bought _______________________________ eggs.

2. Another neighbor bought four dozen eggs. How many eggs did she buy? Show how you figured it out.

She bought _______________________________ eggs.

3. Your apples are ripe. You are selling them for 25¢ each. Fill in the boxes below to show what you'll charge for 1, 2, 3 or 4 apples:

<table>
<thead>
<tr>
<th>Number of Apples</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td></td>
</tr>
<tr>
<td>two</td>
<td></td>
</tr>
<tr>
<td>three</td>
<td></td>
</tr>
<tr>
<td>four</td>
<td></td>
</tr>
</tbody>
</table>
Computation on a Number Chart

<table>
<thead>
<tr>
<th>Price List</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pigs</td>
<td>$9 each</td>
</tr>
<tr>
<td>Land Squares</td>
<td>$10 each</td>
</tr>
<tr>
<td>Linear Units of Fence</td>
<td>$1 each</td>
</tr>
</tbody>
</table>

You bought 2 pigs, 4 land squares and 8 linear units of fence.

1 Color in the Number Chart to show how much you spent.

2 I spent $ _______________________________ for my pigs, land and fence.
Daily Milk Production

1 “Best” cows produce 25 gallons of milk per day. Use the number line below to help you fill in the chart and solve the problems below:

```
0 25 50 75 100 125 150 175 200 225
```

- One __________ gallons
- Two __________ gallons
- Three __________ gallons
- Four __________ gallons

2 Solve the problems below. Remember to show your work.

a How many gallons can 6 “best” cows produce each day?
   __________ gallons

b How many gallons would 8 “best” cows produce each day?
   __________ gallons