

# Webster County Schools

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Office of Curriculum

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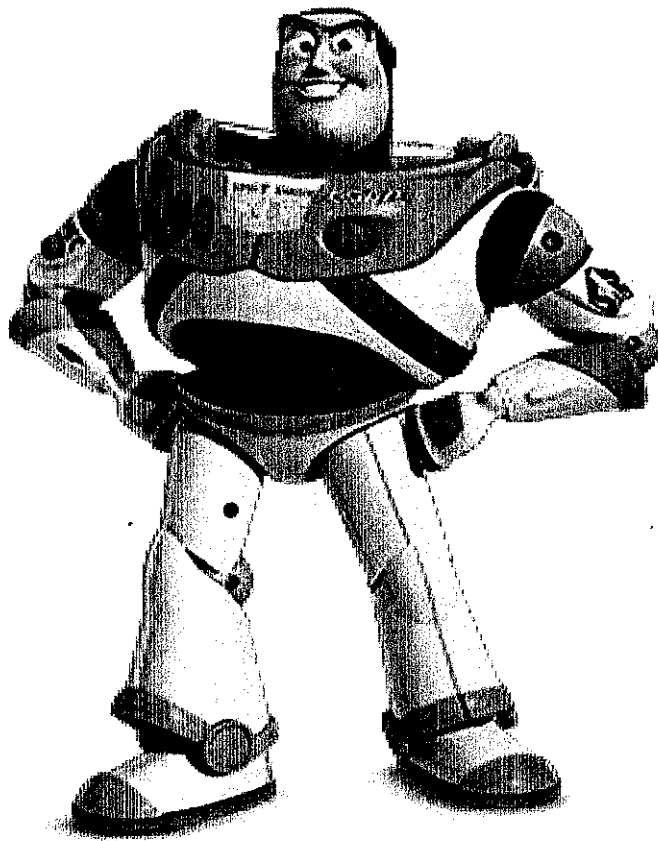
[packets@webstercountyschools.org](mailto:packets@webstercountyschools.org)

# 1<sup>st</sup> Grade

## Packet 6



# 1<sup>st</sup> Grade ELA



To Proficiency and  
Beyond!

# Table of Contents

- List of Learning Websites
- Phonemic Awareness (Sounds)
- Phonics (Letters)
- Fluency
- Vocabulary
- Comprehension

# 10 Free Learning Websites

- **Sitcheroo Zoo**
  - [www.switcheroozoo.com](http://www.switcheroozoo.com)
  - Watch, listen, and play games to learn all about amazing animals!
- **Nat Geo for Kids**
  - [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)
  - Learn all about geography and fascinating animals!
- **Into the Book**
  - [www.reading.ecb.org](http://www.reading.ecb.org)
  - Go "into the book" to play games that practice reading strategies!
- **Suessville**
  - [www.seussville.com](http://www.seussville.com)
  - Read, play games, and hang out with Dr. Seuss and his friends!
- **ABC YA**
  - [www.abcya.com](http://www.abcya.com)
  - Practice math and reading skills all while playing fun games!
- **Fun Brain**
  - [www.funbrain.com](http://www.funbrain.com)
  - Play games while practicing math and reading skills!
- **PBS Kids**
  - [www.pbs.org](http://www.pbs.org)
  - Hang out with your favorite characters all while learning!
- **Star Fall**
  - [www.starfall.com](http://www.starfall.com)
  - Practice your phonics skills with these read-along stories!
- **Storyline Online**
  - [www.storylineonline.com](http://www.storylineonline.com)
  - Have some of your favorite stories read to you by movie stars!
- **Highlights Kids**
  - [www.highlightskids.com](http://www.highlightskids.com)
  - Read, play games, and conduct cool science experiments!



# Phonological Awareness

PA.025

Phoneme Matching

One Card Out

## Objective

The student will match initial phonemes in words.

## Materials


▶ Initial sound picture cards (Activity Master PA.025.AM1a - PA.025.AM1e)

○ card (Activity Master PA.025.AM2)

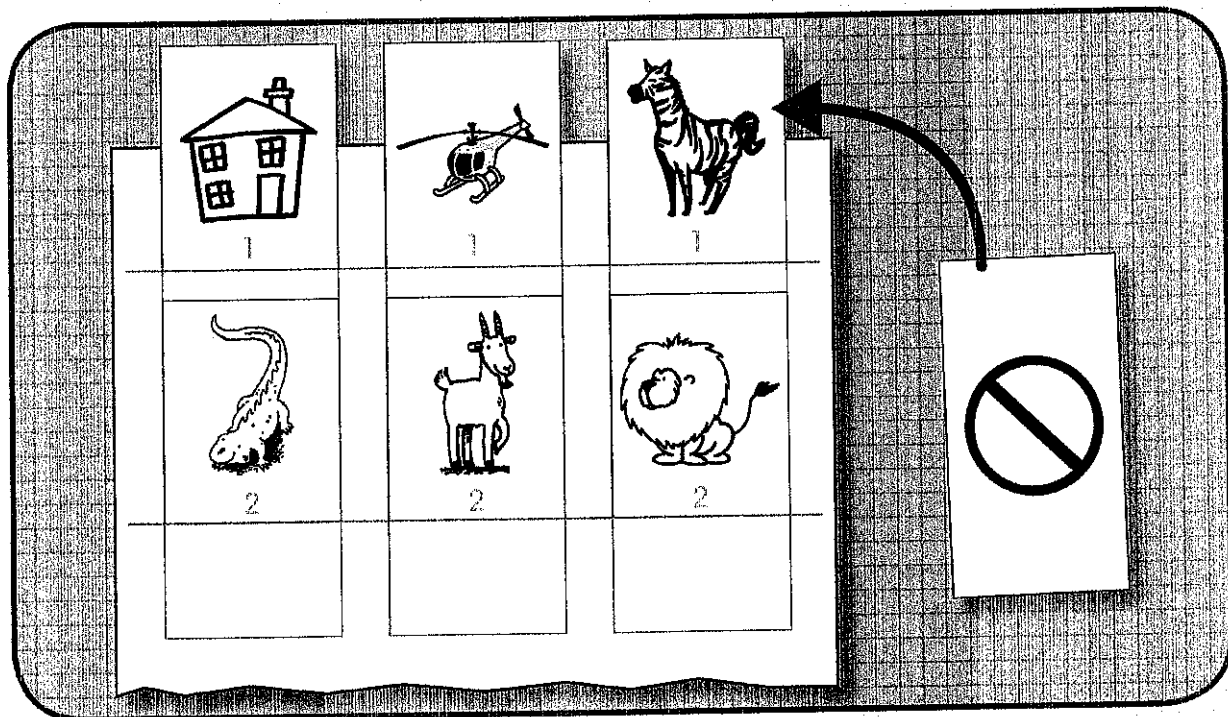
▶ *Make two copies for a total of 12 cards.*

Pocket chart

## Activity

 Students determine which words have the same initial sound and place a ○ card over the picture that does not.

1. Place initial sound picture cards with the same numbers in separate rows on the pocket chart. Place the ○ cards face up in a stack.
2. Taking turns, students name the pictures in a given row and say each initial sound (e.g., "house /h/, helicopter /h/, zebra /z/").
3. Place the ○ card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).
4. Continue until one picture on each row is covered by a ○ card.
5. Peer evaluation



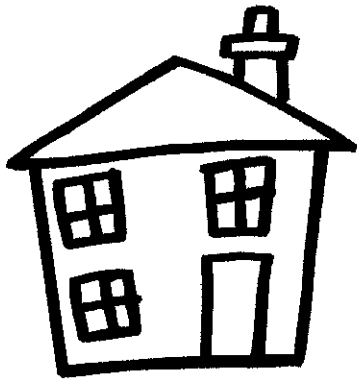
## Extensions and Adaptations

- ▶ Use medial or final sounds (Activity Masters PLSC-M.1 - PLSC-M.13 or PLSC-F.1 - PLSC-F.16).

# Phonological Awareness

One Card Out

PA.025.AM1a



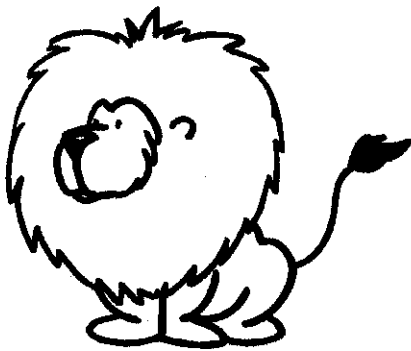
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1



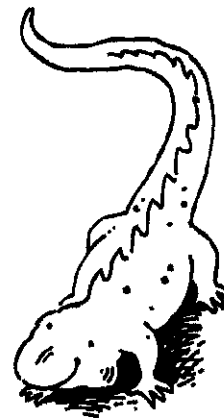
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2



2



2

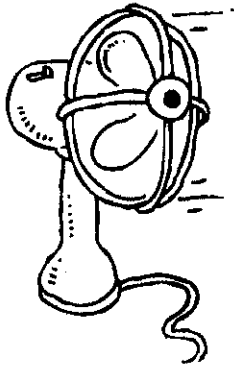
initial sound picture cards: house, zebra, helicopter, lion, goat, lizard



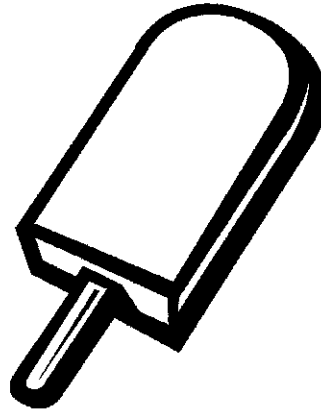
# Phonological Awareness

PA.025.AM1b

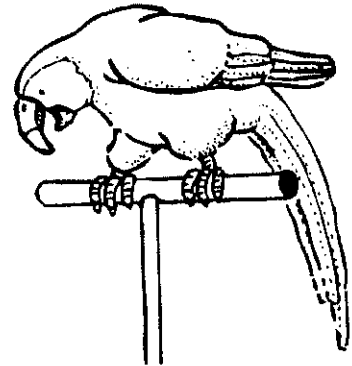
One Card Out



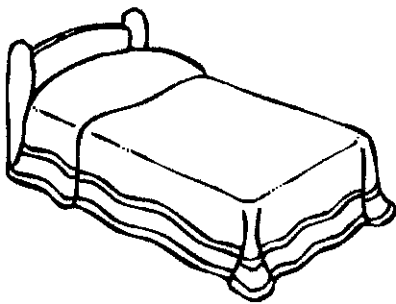
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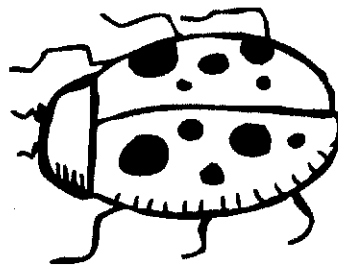
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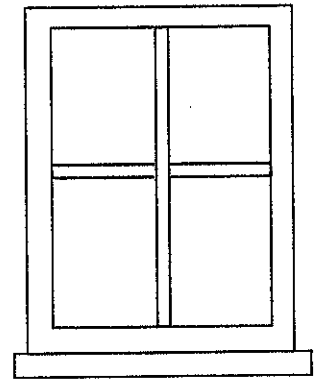
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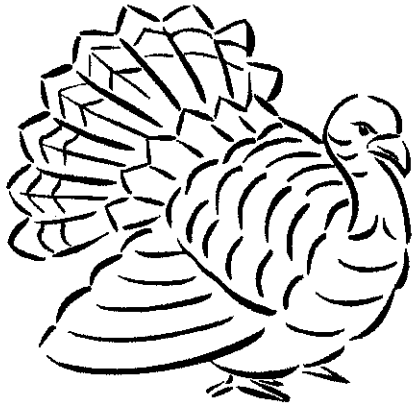
initial sound picture cards: fan, popsicle, parrot, bed, bug, window



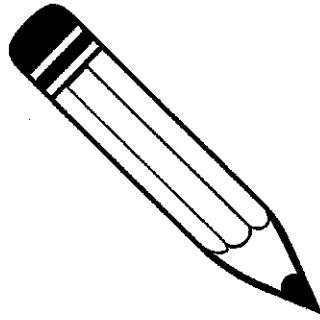
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One Card Out

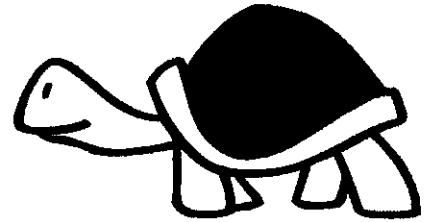
PA.025.AM1c



5



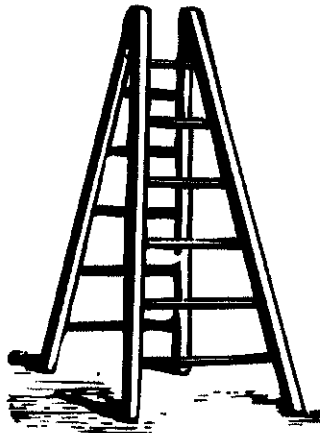
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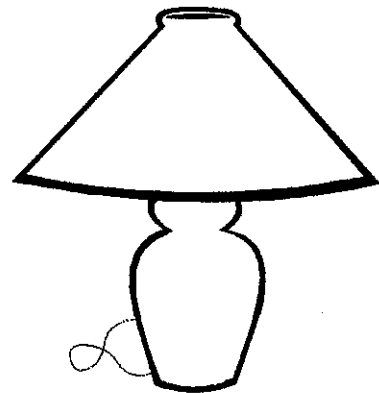
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6

initial sound picture cards: turkey, pencil, turtle, hand, ladder, lamp

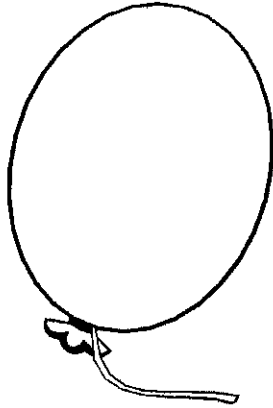




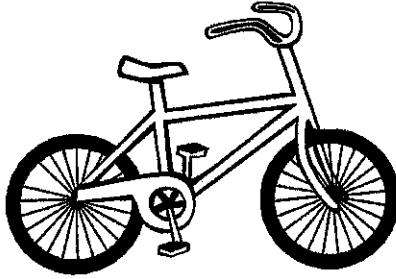
# Phonological Awareness

PA.025.AMI d

One Card Out



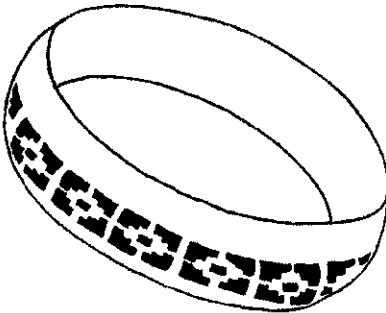
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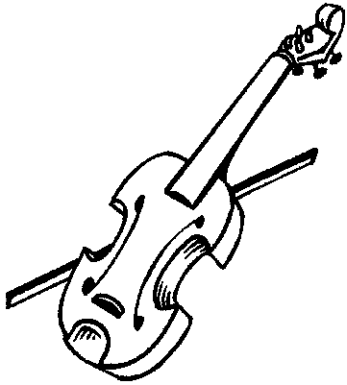
initial sound picture cards: balloon, bike, clown, bracelet, paint, penny



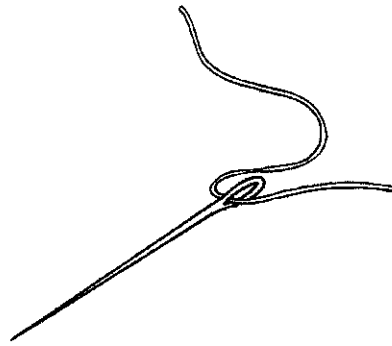
# Phonological Awareness

One Card Out

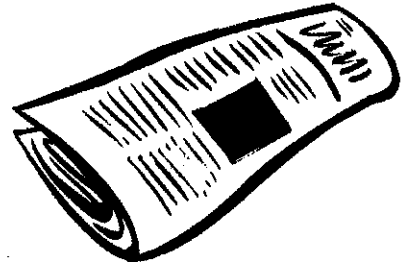
PA.025.AMI e



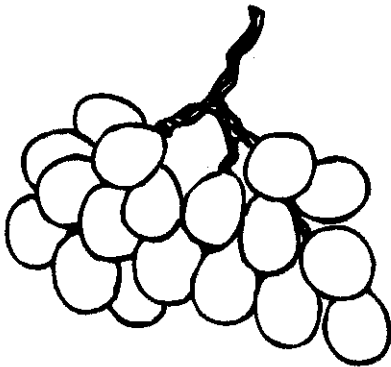
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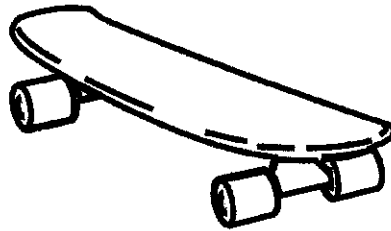
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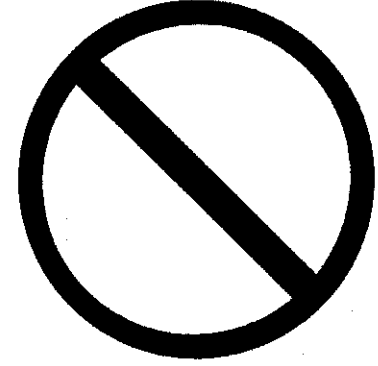
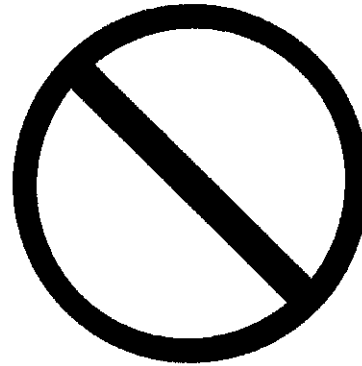
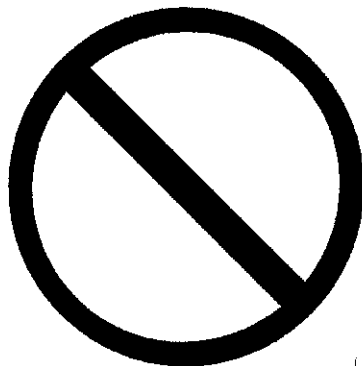
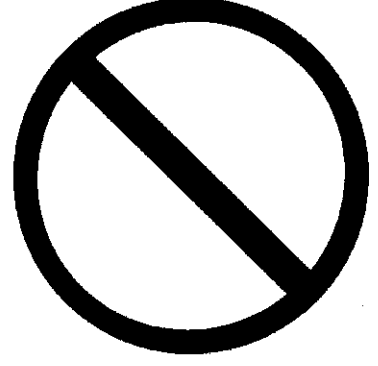
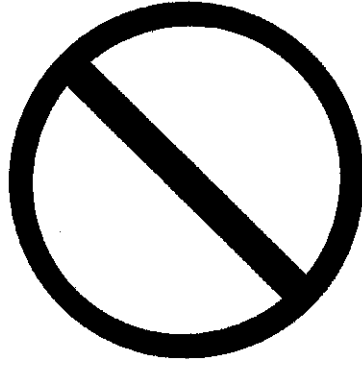
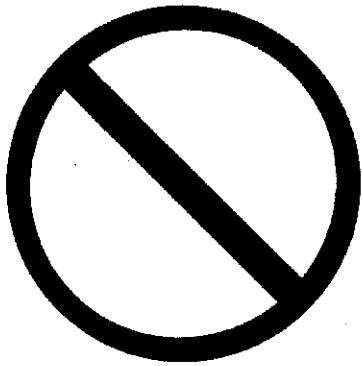
initial sound picture cards: violin, needle, newspaper, grapes, skateboard, grass



# Phonological Awareness

PA.025.AM2

One Card Out



6 cards





## Phoneme Matching

PA.026

### Sound Snacker – Sound Smacker

#### Objective

The student will match initial phonemes in words.

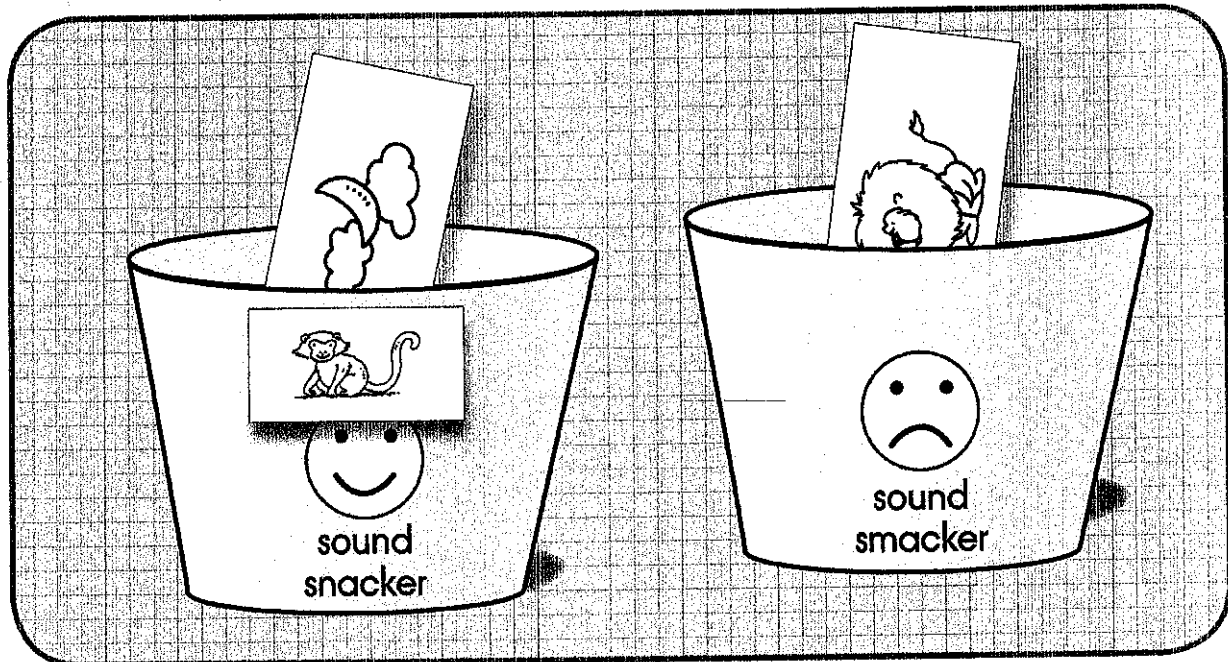
#### Materials

- ▶ Construction paper  
*Make two "faces" – one happy and one sad.*  
*Label the happy face "Sound Snacker" (target sound) and label the sad face "Sound Smacker."*
- ▶ Two plastic containers, baskets, or trash cans with swinging lids  
*Attach a face to the front of each container.*
- ▶ Initial sound picture cards (Activity Master PA.026.AM1a - PA.026.AM1b)  
*Choose a target picture (e.g., monkey) and attach it to the "Sound Snacker" container.*
- ▶ Non-target initial sound picture cards (Activity Master PA.026.AM2)

#### Activity

Students sort objects by initial sounds into containers.

1. Place the sorting containers and picture cards face down in a stack at the center.
2. Taking turns, students select the top card, name it, and say its initial sound (e.g., "moon, /m/").  
Determine if initial sound matches target sound (i.e., /m/).
3. If it matches, place picture card in Sound Snacker container. If it does not match, place in Sound Smacker container.
4. Continue until all picture cards are sorted.
5. Peer evaluation



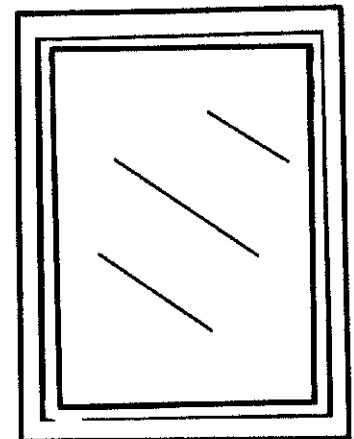
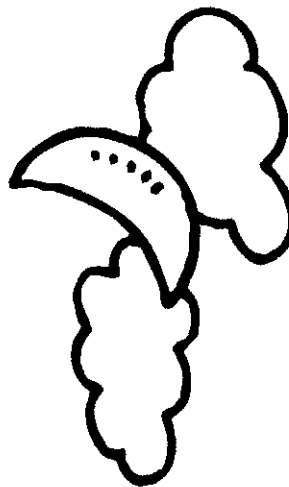
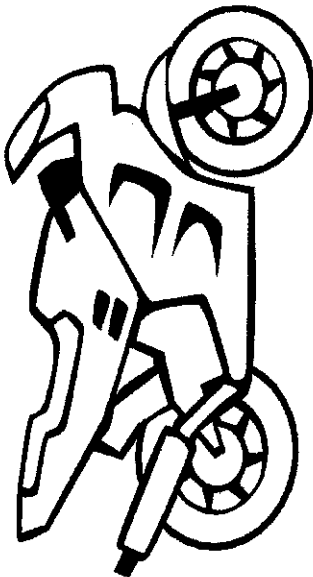
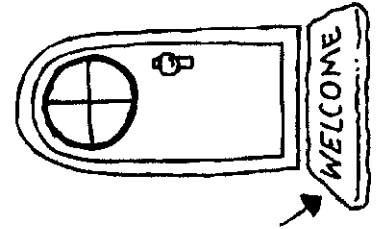
#### Extensions and Adaptations

- ▶ Use target and non-target initial sound objects.
- ▶ Use final and medial target and non-target sound objects.
- ▶ Sort objects that do and do not have the same rime.

# Phonological Awareness

PA.026.AM1a

Sound Snacker – Sound Snacker



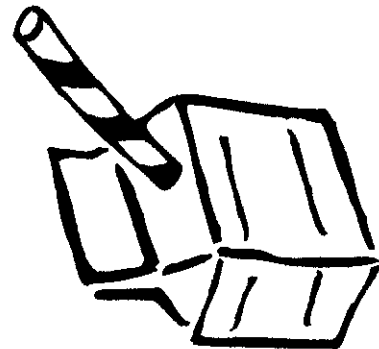
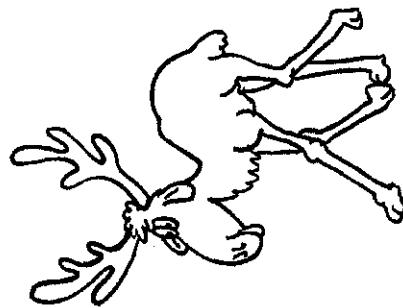
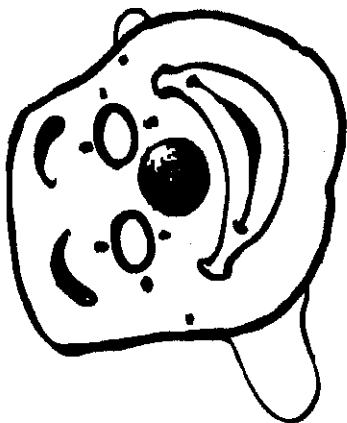
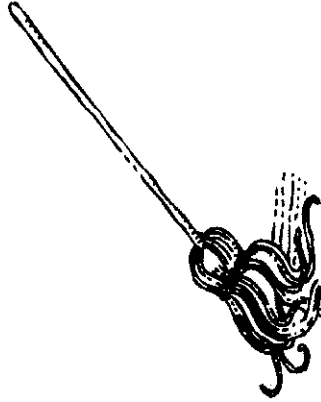
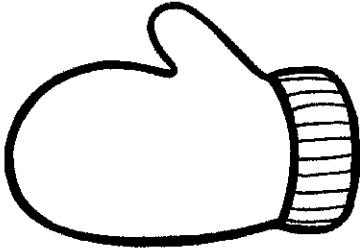
initial sound picture cards: monkey, mice, mat, motorcycle, moon, mirror



# Phonological Awareness

Sound Snacker – Sound Smacker

PA.026.AM1b



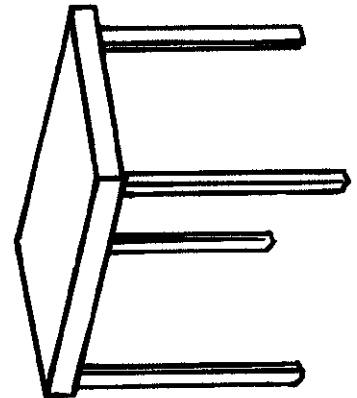
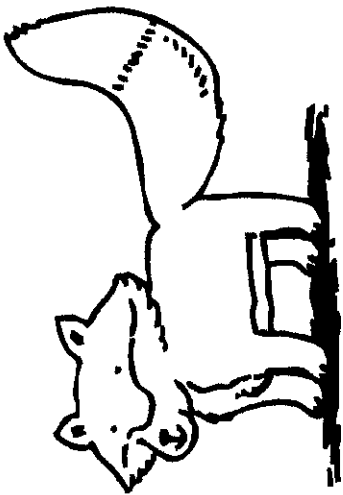
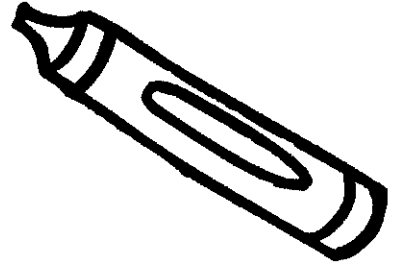
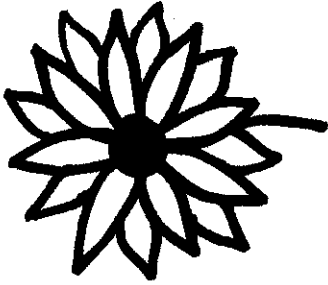
initial sound picture cards: mitten, mop, marble, mask, moose, milk



# Phonological Awareness

PA.026.AM2

Sound Snacker – Sound Snacker



non-target initial sound picture cards: flower, pie, crayon, fox, lion, table





### Sound Train

#### Objective

The student will match initial phonemes in words.

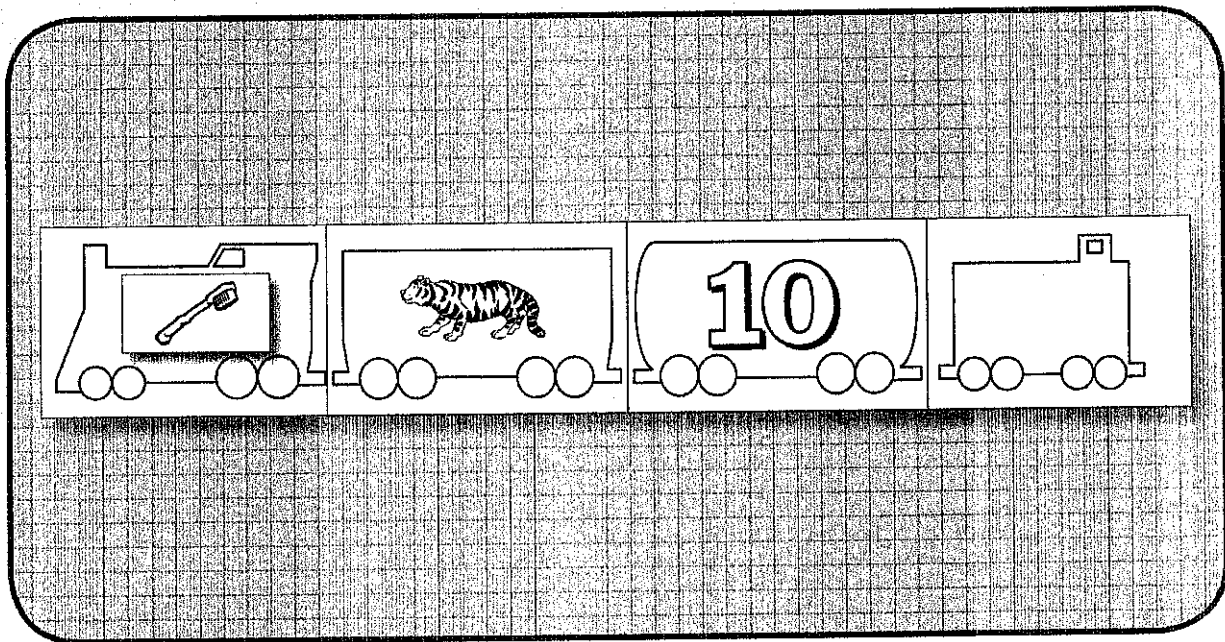
#### Materials

- ▶ Sound Train engine and caboose (Activity Master PA.027.AM1)
- ▶ Sound Train cars (Activity Master PA.027.AM2)  
*Copy five times.*
- ▶ Construction paper  
*Use as the platform.*
- ▶ Initial sound objects or picture cards (Activity Master PA.027.AM3a - PA.027.AM3b)  
*Choose a target picture (e.g., toothbrush) and attach it to the train engine.*
- ▶ Non-target initial sound objects or picture cards (Activity Master PA.027.AM4)

#### Activity

Students sort objects by target initial sound on the sound train.

1. Place the engine, cars, and caboose in a line on a flat surface. Place the platform and objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., "tiger, /t/"). Determine if initial sound matches target sound (i.e., /t/).
3. If it matches, place object on a train car. If it does not match, place on the platform.
4. Continue until all objects are sorted.
5. Peer evaluation



#### Extensions and Adaptations

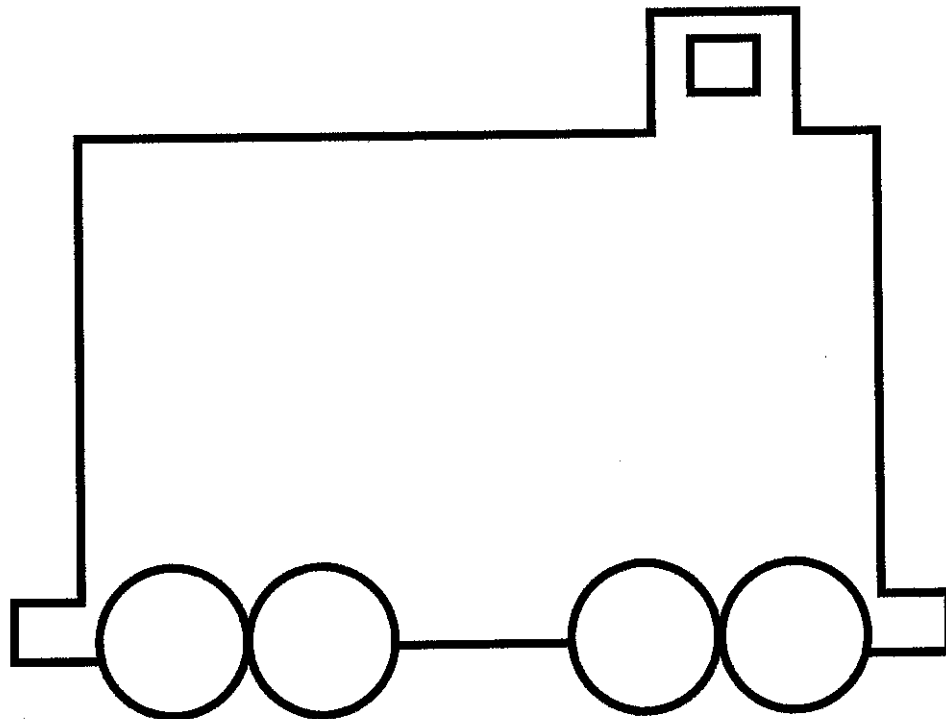
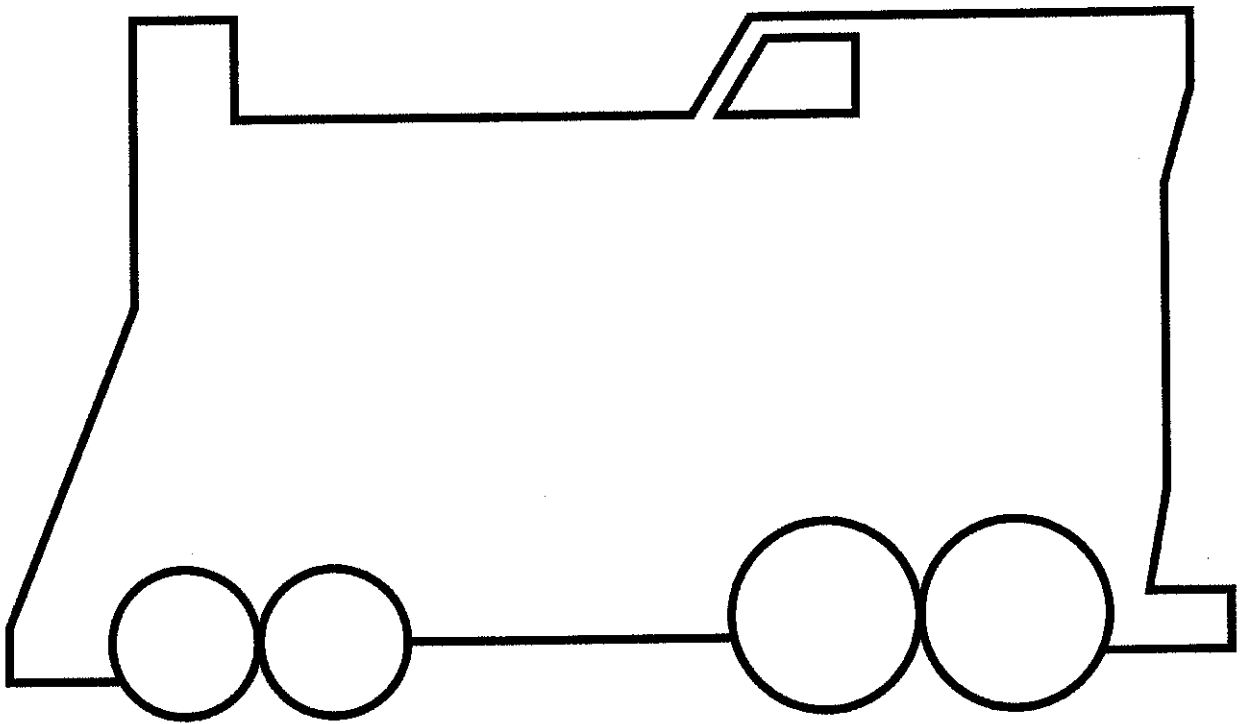
- ▶ Include objects with digraphs as initial sounds.
- ▶ Use final or medial target and non-target sound picture cards (Activity Master PLSC-M.1 - PLSC-M.13 or PLSC-F.1 - PLSC-F.16).



# Phonological Awareness

PA.027.AMI

Sound Train



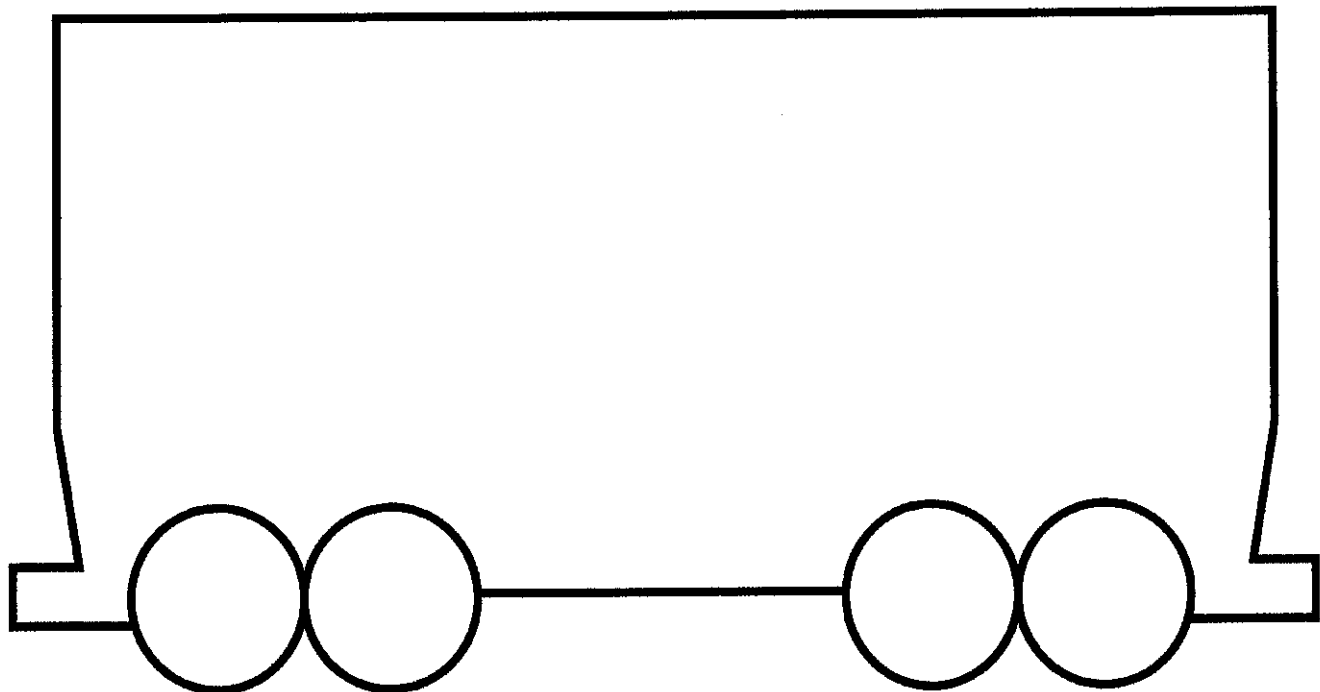
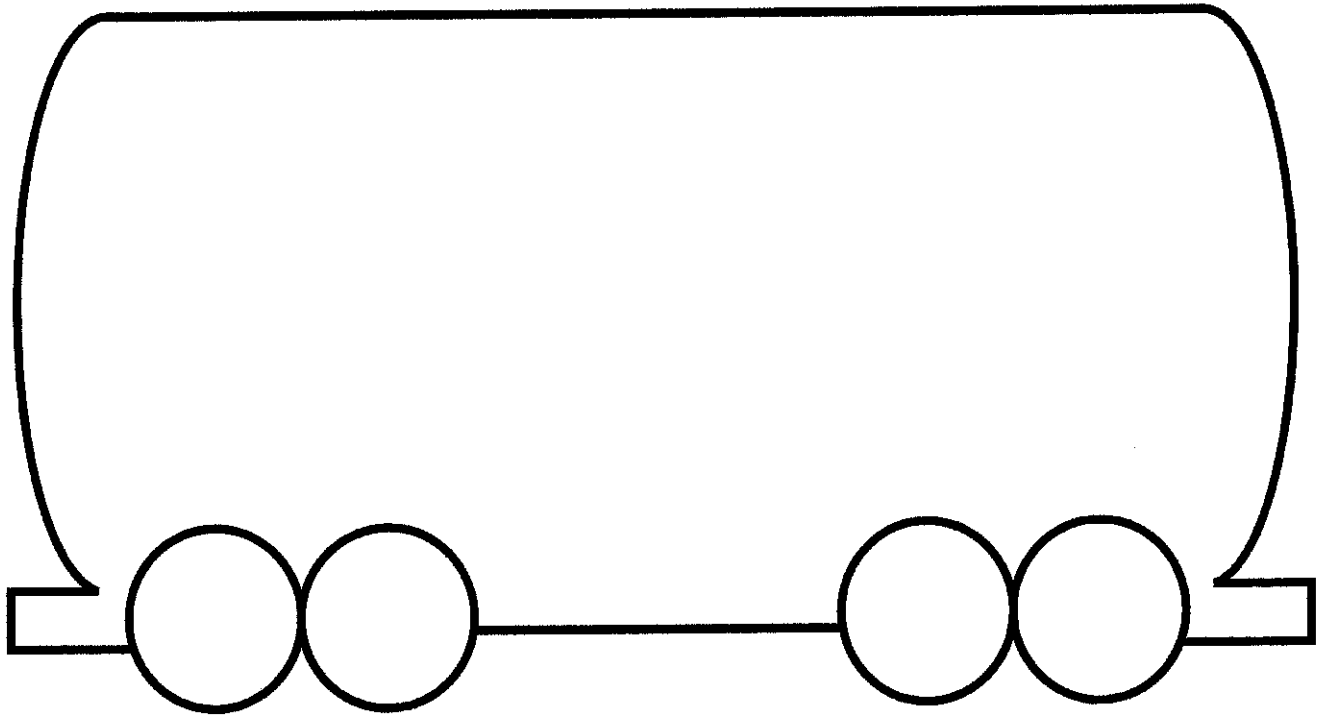
sound train engine and caboose



# Phonological Awareness

Sound Train

PA.027.AM2



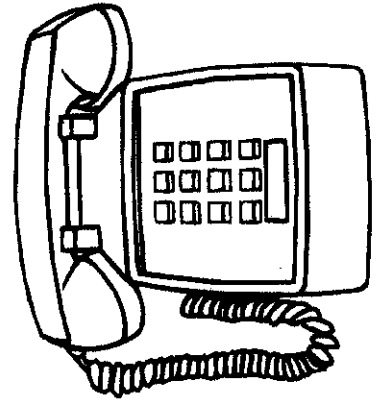
sound train cars



# Phonological Awareness

PA.027.AM3a

Sound Train



2

10

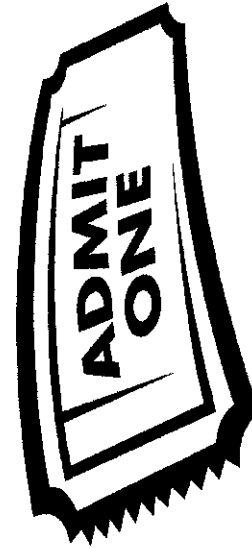
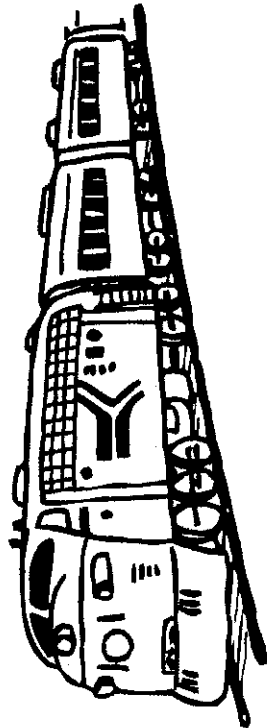
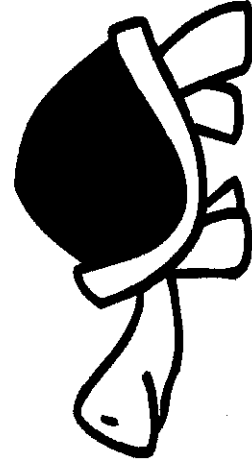
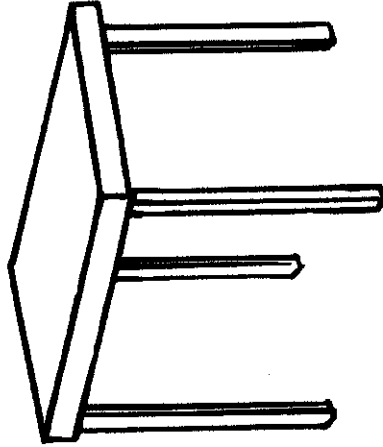
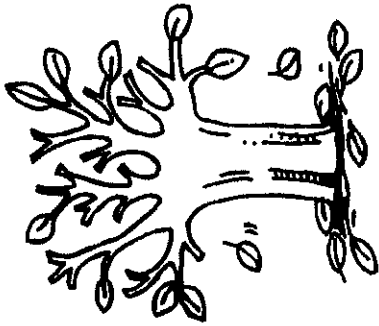
initial sound picture cards: tiger, toothbrush, telephone, tie, two, ten



# Phonological Awareness

Sound Train

PA.027.AM3b



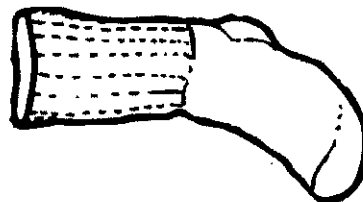
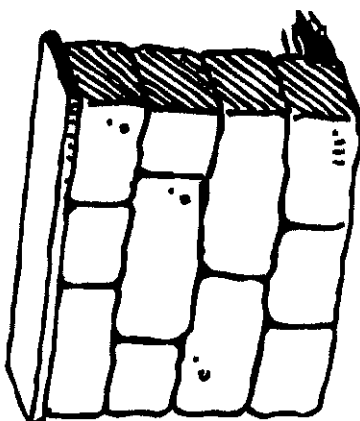
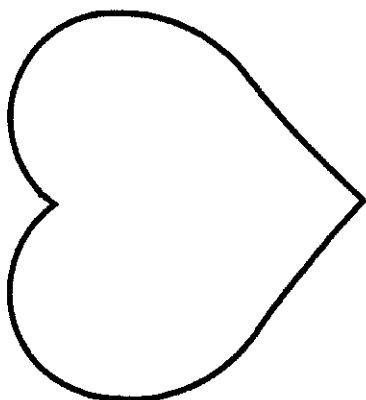
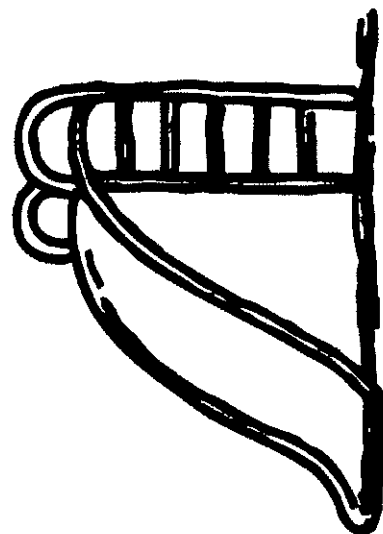
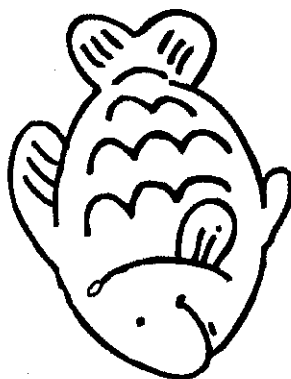
initial sound picture cards: tree, table, turtle, toothpaste, train, ticket



# Phonological Awareness

PA.027.AM4

Sound Train



non-target initial sound picture cards: six, fish, slide, heart, wall, sock





### Objective

The student will name and match letters of the alphabet.

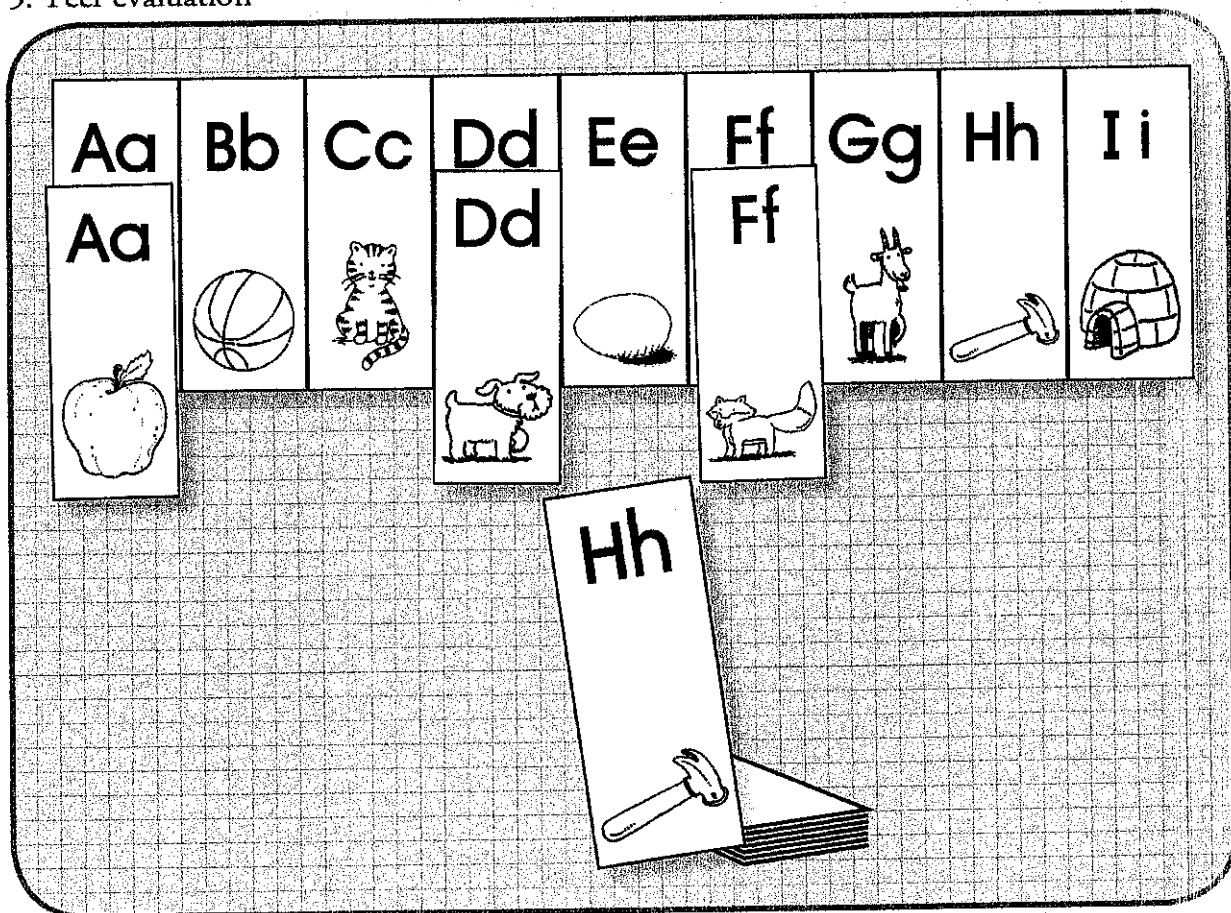
### Materials

- ▶ Alphabet bulletin board borders or letter-picture strip (Activity Master P.001.AM1)  
*Cut one alphabet border or letter-picture strip into individual cards.*  
*Leave one border or strip uncut.*

### Activity

Students match letter cards to an alphabet border.

1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., "h").
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
5. Peer evaluation



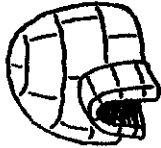
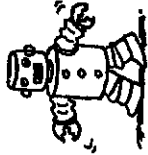


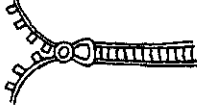





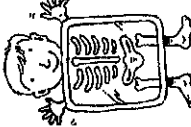








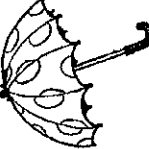


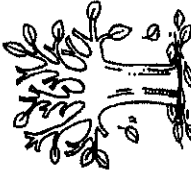
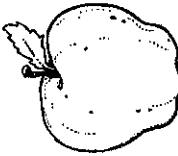

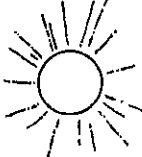
### Extensions and Adaptations

- ▶ Match alphabet cards to letters on an alphabet chart (Activity Master P.001.AM2).  
*Copy chart twice. Enlarge one copy and cut the other into individual cards.*
- ▶ Glue alphabet cereal to corresponding letters on an alphabet chart (Activity Master P.001.AM2).

# Phonics

## Alphabet Borders

P.O.O.L.A.N.E

glue		glue			
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

letter-picture strip



Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz








## Letter Recognition

P.002

## Letter Cards

 **Objective**

The student will name and match letters of the alphabet.

 **Materials**

- ▶ Die-cut letters

*Make two matching sets of lowercase letters.*

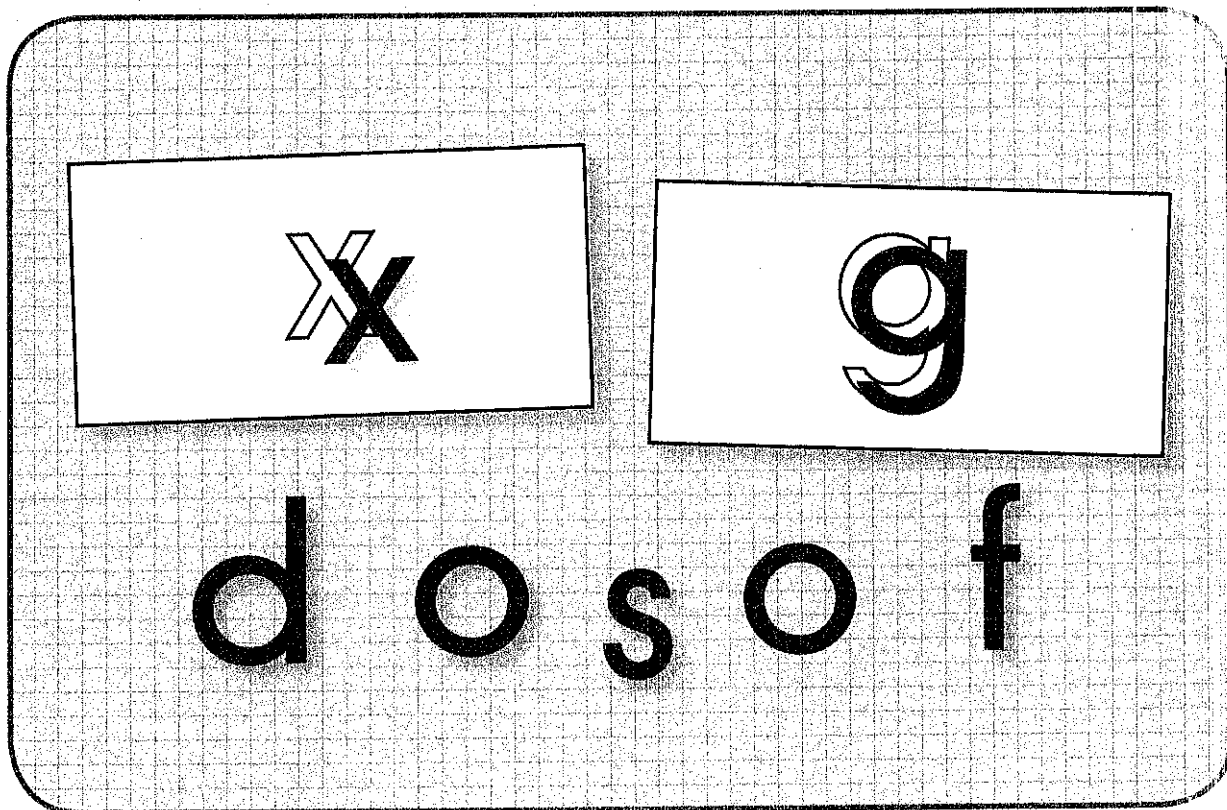
- ▶ Index cards

*Make one set of "a-z" letter cards by gluing die-cut letters to individual index cards.*

 **Activity**

Students match alphabet letters to letters on cards.

1. Place the letter cards face up in a stack on a flat surface. Place the die-cut letters face up in rows.
2. The student selects a card and names the letter (e.g., "x").
3. Finds the corresponding die-cut letter and places it on the card.
4. Continues until all die-cut letters are matched to the letter cards.
5. Self-check

 **Extensions and Adaptations**

- ▶ Alphabetize the letters.
- ▶ Use uppercase die-cut letters.
- ▶ Match the letters using a magnetic board (e.g., cookie sheet), the uppercase or lowercase letter grids (Activity Master P.002.AM1a - P.002.AM1b), and magnetic letters.  
*Attach grids to magnetic board using double-sided tape.*

G	N	U	
F	M	T	Z
E	L	S	Y
D	K	R	X
C	J	Q	W
B	I	P	V
A	H	O	

uppercase letter grid



# Phonics

Letter Cards

P.002.AM|b

g	n	u	
f	m	t	z
e	l	s	y
d	k	r	x
c	j	q	w
b	i	p	v
a	h	o	

lowercase letter grid





#### Objective

The student will name and match letters of the alphabet.

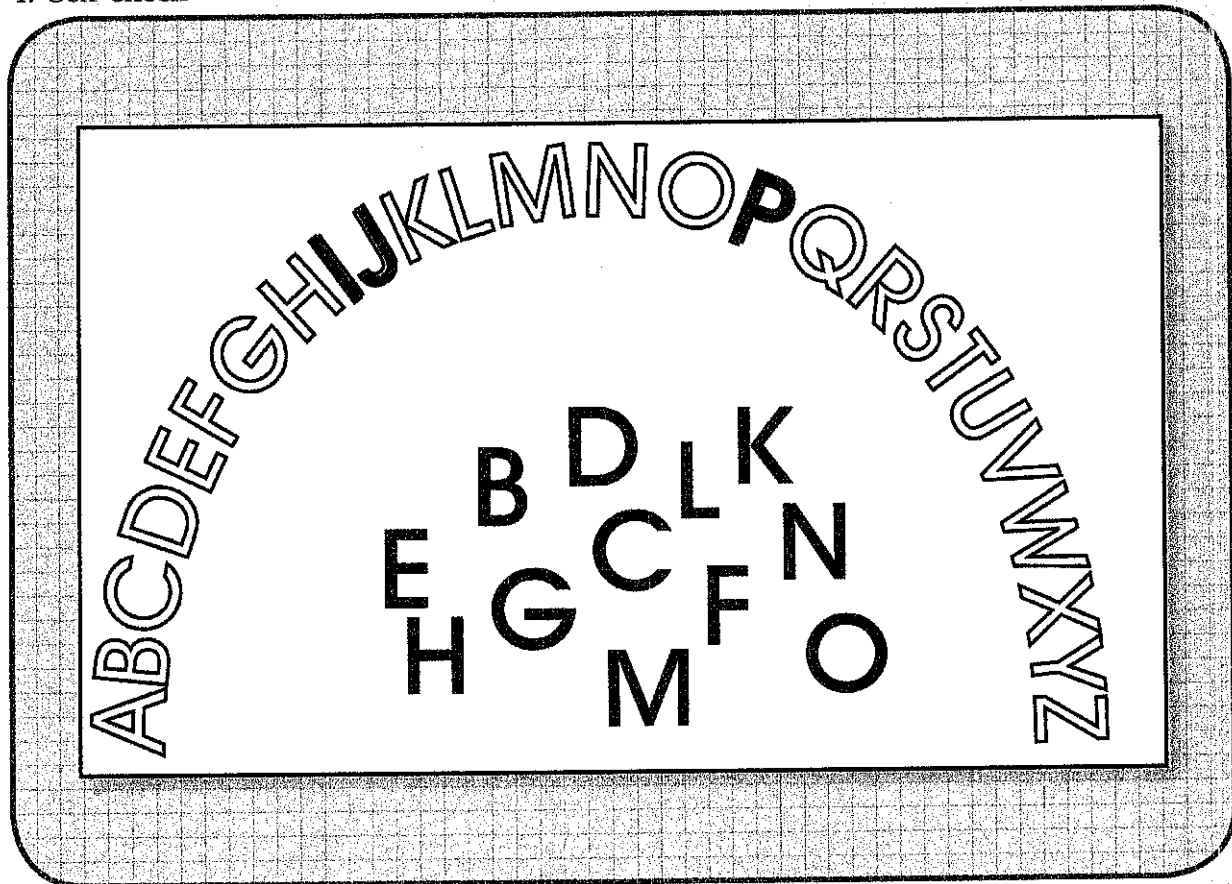
#### Materials

- ▶ Alphabet Arc (Activity Master P.003.AM1)
- ▶ 12" x 18" construction paper  
*Enlarge Alphabet Arc and glue to 12" x 18" construction paper.*
- ▶ Set of uppercase letters (e.g., foam or plastic)

#### Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



#### Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc.
- ▶ Complete partial Alphabet Arc (Activity Master P.003.AM2).
- ▶ Select a letter with eyes closed, attempt to identify it by its shape, and then place it on the corresponding letter on the Alphabet Arc.

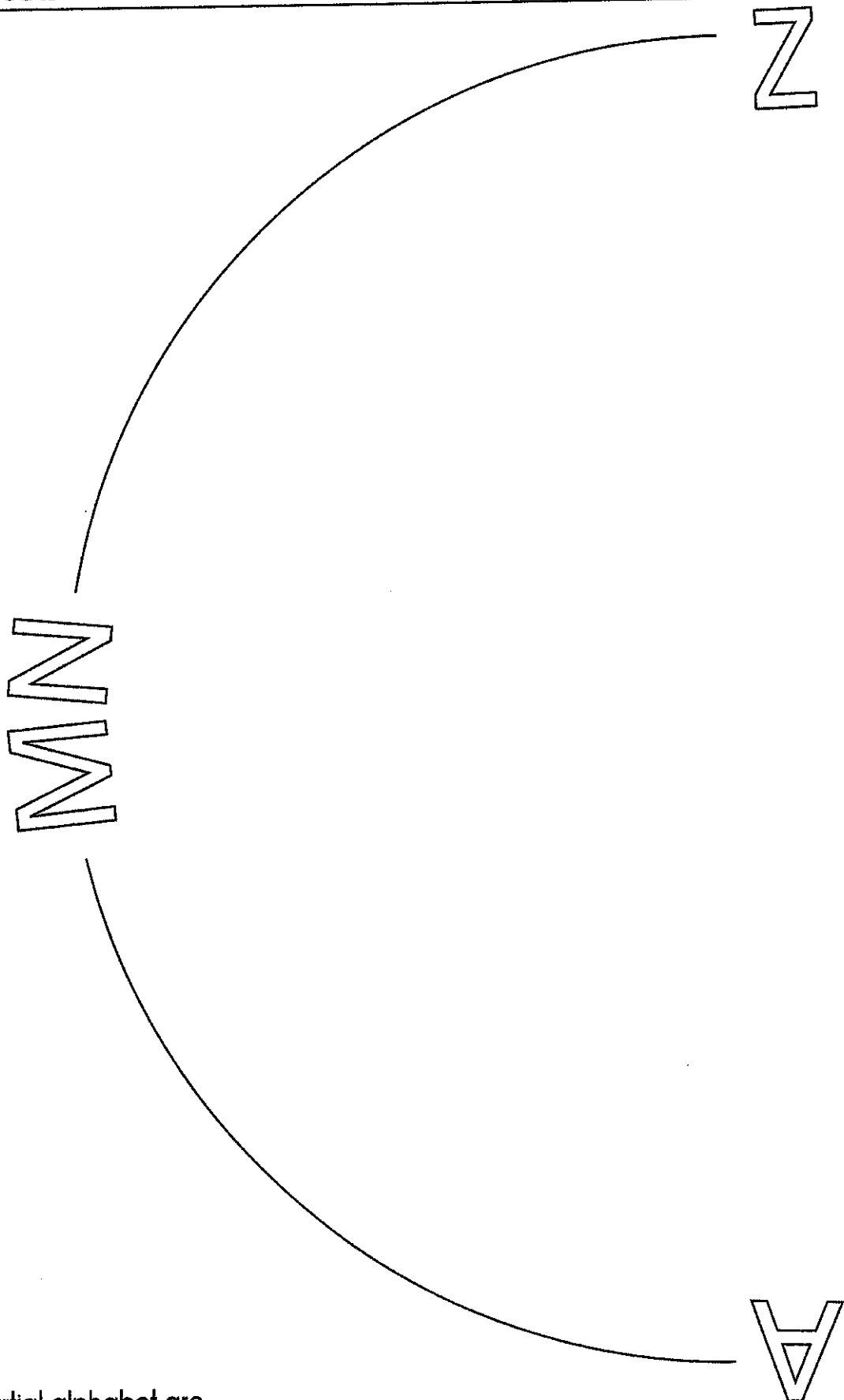
# Phonics

## Alphabet Arc

P.003.AM



alphabet arc



partial alphabet arc



## Letter Recognition

P.00

### Clip-A-Letter

#### Objective

The student will name and match letters of the alphabet.

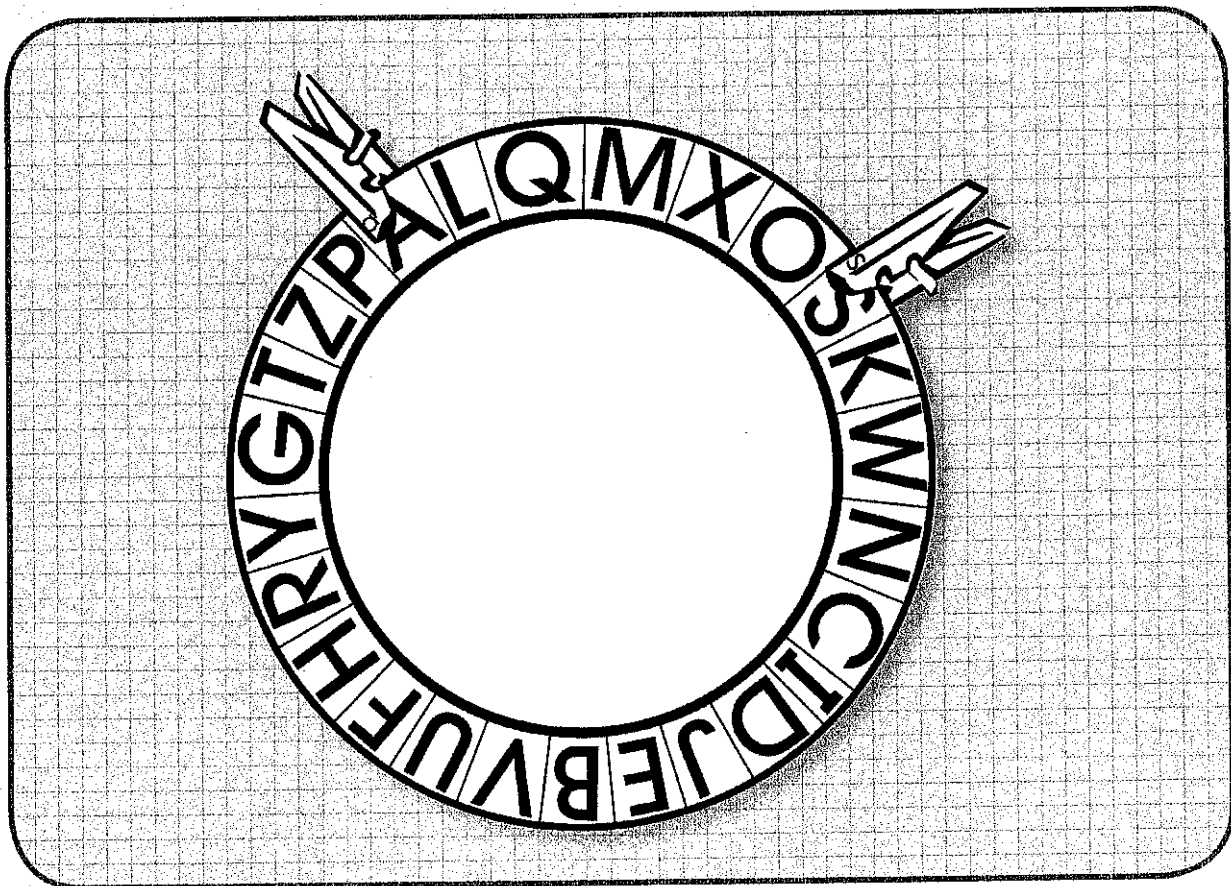
#### Materials

- ▶ Uppercase letter circle (Activity Master P.004.AM1)  
*Copy on card stock, cut out, and laminate.*
- ▶ Clothespins  
*Write lowercase letters on clothespins.*

#### Activity

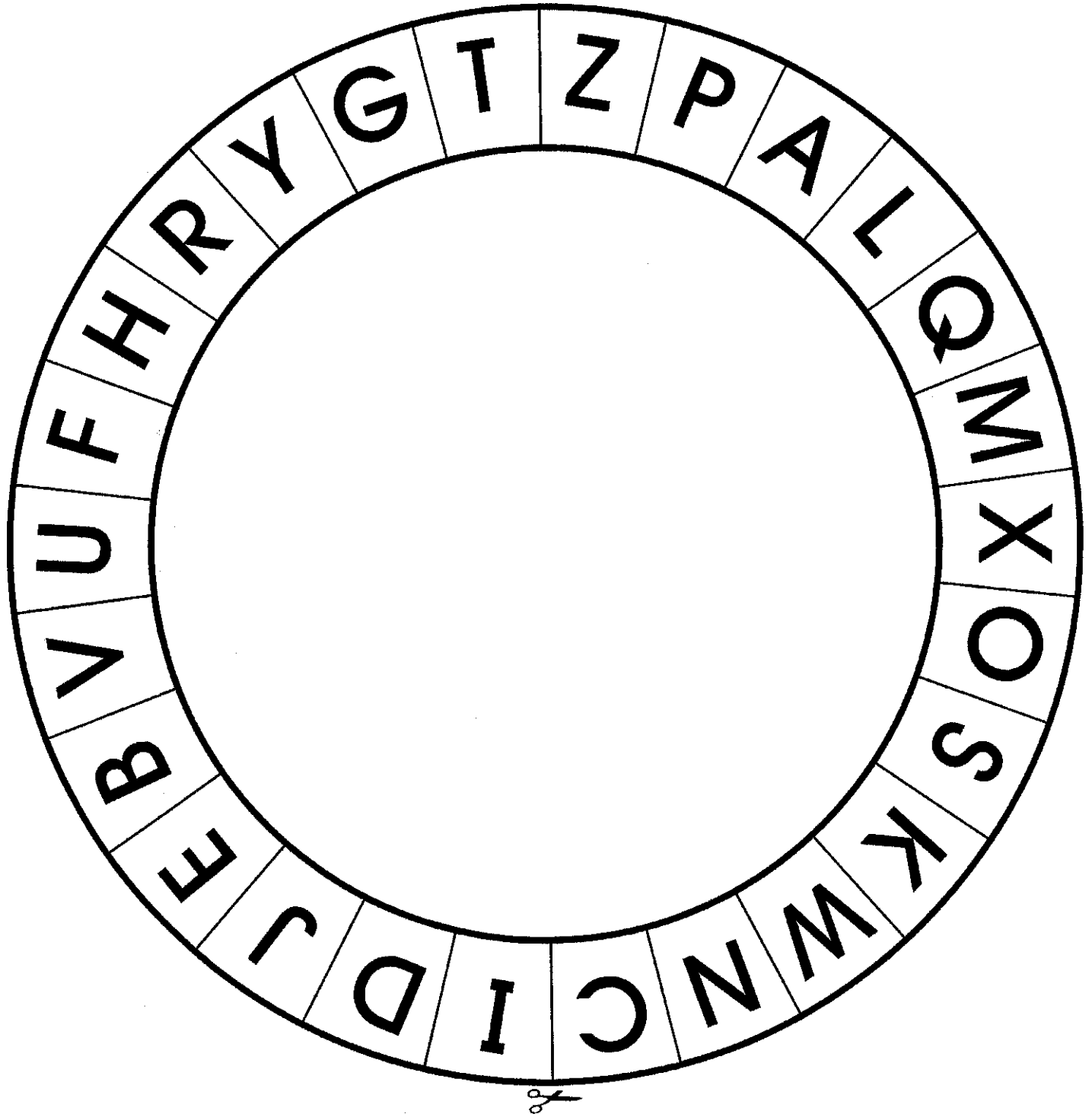
Students match lowercase letters on clothespins to uppercase letters on a circle.

1. Place the uppercase letter circle and clothespins on a flat surface.
2. Taking turns, students choose a clothespin, name the letter (e.g. "a"), and place it on the corresponding uppercase letter on the circle.
3. Continue until all letters are matched.
4. Peer evaluation



#### Extensions and Adaptations

- ▶ Match uppercase clothespin letters to the uppercase letter circle.
- ▶ Match lowercase clothespin letters to the lowercase letter circle (Activity Master P.004.AM2).
- ▶ Match clothespin letters to the initial sound picture circle (Activity Master P.004.AM3).



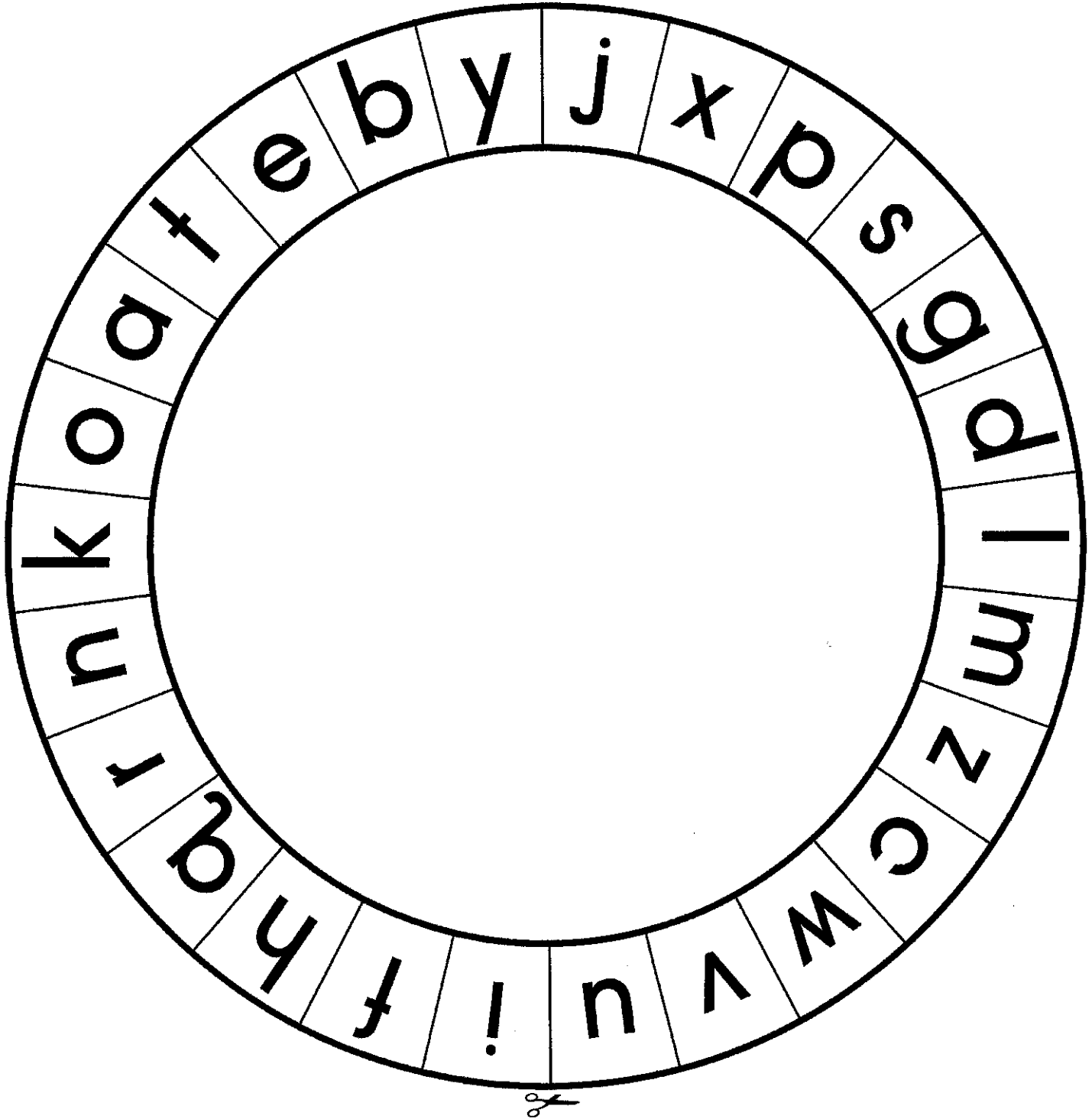
uppercase letter circle



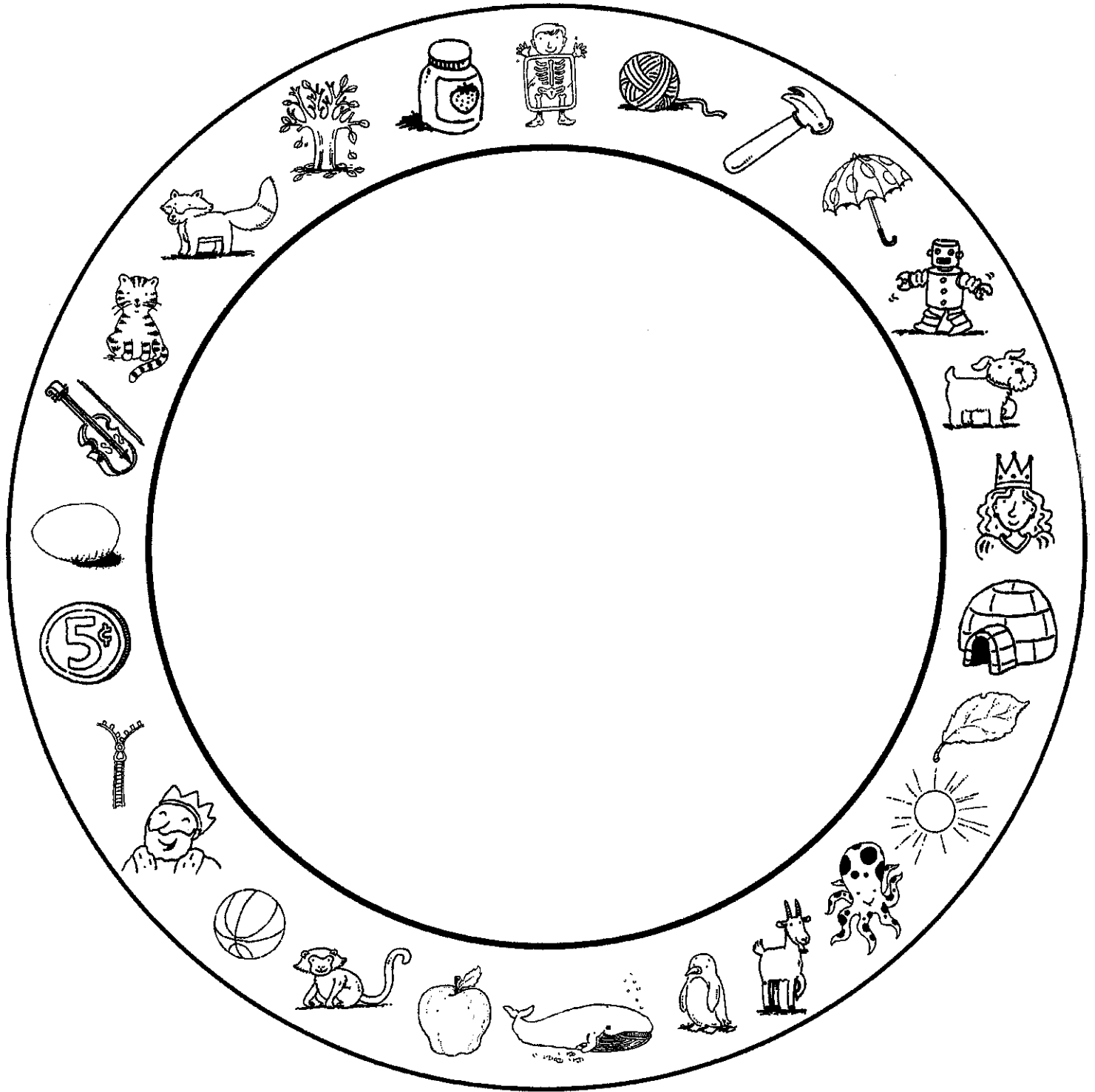
# Phonics

Clip-A-Letter

P.004.AM2



lowercase letter circle



initial sound picture circle (starting at top): x-ray, yarn, hammer, umbrella, robot, dog, queen, igloo, leaf, sun, octopus, goat, penguin, whale, apple, monkey, basketball, king, zipper, nickel, egg, violin, cat, fox, tree, jam

## Frog Feels Sick

One day in summer Frog was not feeling well.

Toad said, "Frog, you are looking quite green."

"But I always look green," said Frog. "I am a frog."

"Today you look very green even for a frog," said Toad.

"Get into bed and rest."

Toad made Frog a cup of hot tea. Frog drank the tea, and then he said, "Tell me a story while I am resting."

"All right," said Toad. "Let me think of a story to tell you."

Toad thought and thought. But he could not think of a story to tell Frog.

"I will go out on the front porch and walk up and down," said Toad. "Perhaps that will help me think of a story."

## Whipping the Eggs

“Come here, Huey!” my father said. Huey walked toward him, his hands behind his back.

“See these eggs?” my father said. He cracked them and put the yolks in a pan and set the pan on the counter. He stood a chair by the counter.

“Stand up here,” he said to Huey. Huey stood on the chair by the counter.

“Now it’s time for your beating!” my father said.

Huey started to cry. His tears fell in with the egg yolks.

“Take this!” my father said. My father handed him the egg beater. “Now beat those eggs,” he said. “I want this to be a good beating!”

“Oh!” Huey said. He stopped crying. And he beat the egg yolks.

## The Lost Button

“Don’t worry,” said Frog. “We will go back to all the places where we walked. We will soon find your button.”

They walked to the large meadow. They began to look for the button in the tall grass.

“Here is your button!” cried Frog.

“That is not my button,” said Toad. “That button is black. My button was white.”

Toad put the black button in his pocket.

A sparrow flew down.

“Excuse me,” said the sparrow. “Did you lose a button? I found one.”

“That is not my button,” said Toad. “That button has two holes. My button had four holes.”

Toad put the button with two holes in his pocket. They went back to the woods and looked on the dark paths.

## Making Pudding

It was hot by the stove. My father loosened his collar and pushed at his sleeves. The stuff in the pan was getting thicker and thicker. He held the beater up high in the air.

“Just right,” he said, and sniffed in the smell of the pudding. He whipped the egg whites and mixed them into the pudding. The pudding looked softer and lighter than air.

“Done!” he said. He washed all the pots, splashing water on the floor, and wiped the counter so fast his hair made circles around his head.

“Perfect!” he said. “Now I am going to take a nap. If something important happens, bother me. If nothing important happens, don’t bother me. And – the pudding is for your mother. Leave the pudding alone!”

He went to the living room and was asleep in a minute, sitting straight up in his chair. Huey and I guarded the pudding.

“Oh, it’s a wonderful pudding,” Huey said.

“With waves on the top like the ocean,” I said.

## The Pretty White Fox

At the park, Louise had quite a bit of fun. She played in the sandbox. She hung upside down. She played on the slide. And she played on the swings.

“This is dumb,” said Fox. “Let’s go home and watch TV.”

Just then they saw a pretty white fox. She was all alone. And she was having a fine time.

“Wow!” said Fox. “She looks like a movie star!”

“Hi!” said the pretty white fox. “My name is Raisin.”

All of a sudden Fox could not speak. He forgot his own name.

“Hi!” said Louise. “I’m Louise. And this is my brother Fox.”

Fox and Louise got on the merry-go-round.

## Be Careful

It was a fine summer day, and after breakfast Frances said, "I am going to play with Thelma."

"Be careful," said Mother.

"Why do I have to be careful?" said Frances.

"Remember the last time?" said Mother.

"Which time was that?" said Frances.

"That was the time you played catch with Thelma's new boomerang," said Mother. "Thelma did all the throwing, and you came home with lumps on your head."

"I remember that time now," said Frances.

"And do you remember the other time last winter?" said Mother.

"I remember that time too," said Frances. "That was the first time there was ice on the pond. Thelma wanted to go skating, and she told me to try the ice first."



## A Special Garden

She looked surprised. "Your garden must be big."

"It is," he said.

And he had plans to make it bigger. He took the ladder out of the garage. He set it up in the garden room. When he was on the ladder, he could reach the top of the walls. Now he could have trees in his garden. He made a pear tree and a walnut tree. He made vines to hang from the branches. He made birds' nests in the trees. It rained one night, and he lay awake. My garden will be gone, he thought.

But it was not gone. Only a few vegetables were washed away.

## A Good-bye Party

Mother Bear baked a cake. Little Bear made lemonade.

Mother Bear said, "Let us eat up all the cake. If we do, then it will not rain tomorrow."

"Let it rain," said Little Bear. "Emily will not be here tomorrow to play with me."

"Anyhow," said Emily, "We can eat up the cake. And we can drink the lemonade."

So they ate the cake, and drank the lemonade, and talked and talked. Then it was time for Emily to go home.

Father Bear said, "Don't let Lucy break any more arms."

"Oh no," said Emily.

Emily hugged her doll, and said, "Lucy wants to say good-bye, too. Say good-bye to Little Bear, Lucy." Emily made Little Bear hold Lucy.

He ran into his room and came back with a pretty toy boat.

## The Best Pictures

Ivy had brought her leather case to school. She didn't answer Miss Perry. She stood up and came straight to Gregory. She put the case down on his desk and went back to her seat. The room was still. Miss Perry looked puzzled.

She asked, "Do you want Gregory to use your paints and brushes?"

"They're not mine," said Ivy.

"Of course they are," said Miss Perry.

"No," said Ivy. "They're Gregory's."

"How could they be Gregory's?" asked Miss Perry.

"Because-because his pictures are better than mine," said Ivy. "I saw them on the walls. And they're better!"

Miss Perry looked more puzzled than ever.

"What walls? Gregory, do you know what she means?"

## Flying a Kite

Toad ran across the meadow again. He waved the kite over his head. He jumped up and down. The kite went up in the air and crashed down into the grass.

“That kite is junk,” said the robins. “Throw it away and go home.”

Toad ran back to Frog. “This kite is junk,” he said. “I think we should throw it away and go home.”

“Toad,” said Frog, “we need one more try. Wave the kite over your head. Jump up and down and shout ‘UP KITE UP’.”

Toad ran across the meadow. He waved the kite over his head. He jumped up and down. He shouted, “UP KITE UP.”

The kite flew into the air. It climbed higher and higher.

“We did it!” cried Toad.

“Yes,” said Frog. “If a running try did not work, and a running and waving try did not work, and a running, waving, jumping try did not work, I knew that a running, waving, jumping, and shouting try just had to work.”

## Old Dark Frog

“When I was small,” said Frog, “my mother and father and I went out for a picnic. On the way home we lost our way. My mother was worried. ‘We must get home,’ she said. ‘We do not want to meet the Old Dark Frog.’”

‘Who is that?’ I asked.

‘A terrible ghost,’ said my father. ‘He comes out at night and eats little frog children for supper.’”

Toad sipped his tea. “Frog,” he asked, “are you making this up?”

“Maybe yes and maybe no,” said Frog.

“My mother and father went to search for a path,” said Frog. “They told me to wait until they came back. I sat under a tree and waited. The woods became dark. I was afraid. Then I saw two huge eyes. It was the Old Dark Frog. He was standing near me.”

“Frog,” asked Toad, “did this really happen?”

“Maybe it did and maybe it didn’t,” said Frog.

## Looking for a Partner

One day Fox decided to enter THE BIG DANCE CONTEST.

“Who will be my partner?” he asked.

“Don’t look at me,” said Carmen. “I don’t dance.”

“Why not ask Raisin?” said Dexter. “She’s a great dancer.”

“She’s mad about something,” said Fox.

“Ask her anyway,” said Carmen. “Here she comes now.”

“Uh,” said Fox.

“Yes, what is it?” said Raisin.

“Will you be my partner in THE BIG DANCE CONTEST?” asked Fox.

“Are you sure you are good enough?” said Raisin.

“Don’t worry about *that!*” said Fox.

Every day Fox and Raisin practiced hard for THE BIG DANCE CONTEST. They did the waltz. They did the boogie. They did the stomp. They even did The Fox Trot. Raisin was very good. But she was still mad about something.

“I’m sure they will win first prize,” said Dexter.

On the day of THE BIG DANCE CONTEST Fox went to Raisin’s house.

“Sorry, Fox,” said Raisin’s mom. “Raisin has the mumps.”

“Oh, no!” cried Fox.

Fox went home. He sat down in front of the TV. But he didn’t even turn it on. He was too upset. Suddenly he had an idea.

“Come here, Louise!” he cried.

“What did I do?” said Louise.

## Rosamond and the Lost Present

Rosamond is strange most of the time. Today was one of those times. She was pulling her four cats, Super Hex, Big Hex, Little Hex, and Plain Hex, on a sled. She went up to the snow detective.

“I lost your birthday present,” she said to him.

The snow detective did not answer. I did.

“That detective is one hour old. Why are you giving him a birthday present?” Rosamond looked at me.

“Oh, it’s for you,” she said.

“My birthday is July 12,” I said. “This is the middle of winter.”

“I believe in giving early,” Rosamond said. She pointed to her sled. “I was pulling your present and my cats on the sled, but the present fell off along the way.”

“Do you know when and where it happened?” I asked.

“Yes,” Rosamond said. “I was feeling drippy. Snow from the tree was falling on me. Then all of a sudden the sled felt lighter. I turned around and looked at it.”

## Guessing the Present

“I saw an ugly birthday card at a store this morning,” Claude said. “Rosamond was buying it.”

“Aha!” I said. “What else did Rosamond buy?”

“She bought six cartons of milk,” Claude said.

I, Nate the Great, was sorry to hear that. “Six cartons of milk?” I said. I, Nate the Great, did not want a birthday present that was cold and white and wet. I was already colder and whiter and wetter than I had ever been. I said good-bye to Claude. “Enjoy your castle,” I said. “Don’t lose it.”

“How can I lose a castle?” Claude asked.

“Only you know how,” I said.

Sludge and I went to Rosamond’s house. I said, “I do not know where my birthday present is, but I know what it is. Please open your refrigerator.” Rosamond opened her refrigerator. I saw tuna fish, cat food, and a melting snow cat inside.

“Aha!” I said. “No milk! You bought six cartons of milk this morning, but now you have none.”



## Little Bear's Friend

He could hear the wind sing. And he could feel the wind on his fur, on his eyes, on his little black nose.

He shut his eyes, and let the wind brush him. He opened his eyes, and saw two little squirrels.

"Play with us," they said.

"No time," said Little Bear. "I have to go home for lunch."

He began to climb down, and saw four little birds.

"Look at us," they said, "we can fly."

"I can, too," said Little Bear. "But I always fly down. I can't fly up or sideways."

He climbed down some more, and saw a little green worm.

"Hello," said the little green worm. "Talk to me."

"Some other time," said Little Bear. "I have to go home for lunch."

He climbed all the way down, and there he saw a little girl.

"I think I am lost," said the little girl. "Could you see the river from the treetop?"

"Oh, yes," said Little Bear. "I could see the river. Do you live there?"

"Yes," said the little girl. My name is Emily. And this is my doll Lucy."

"I am Little Bear, and I can take you to the river. What is in that basket?"



## Words in Context

### Another Word

#### Objective

The student will identify antonyms in context.

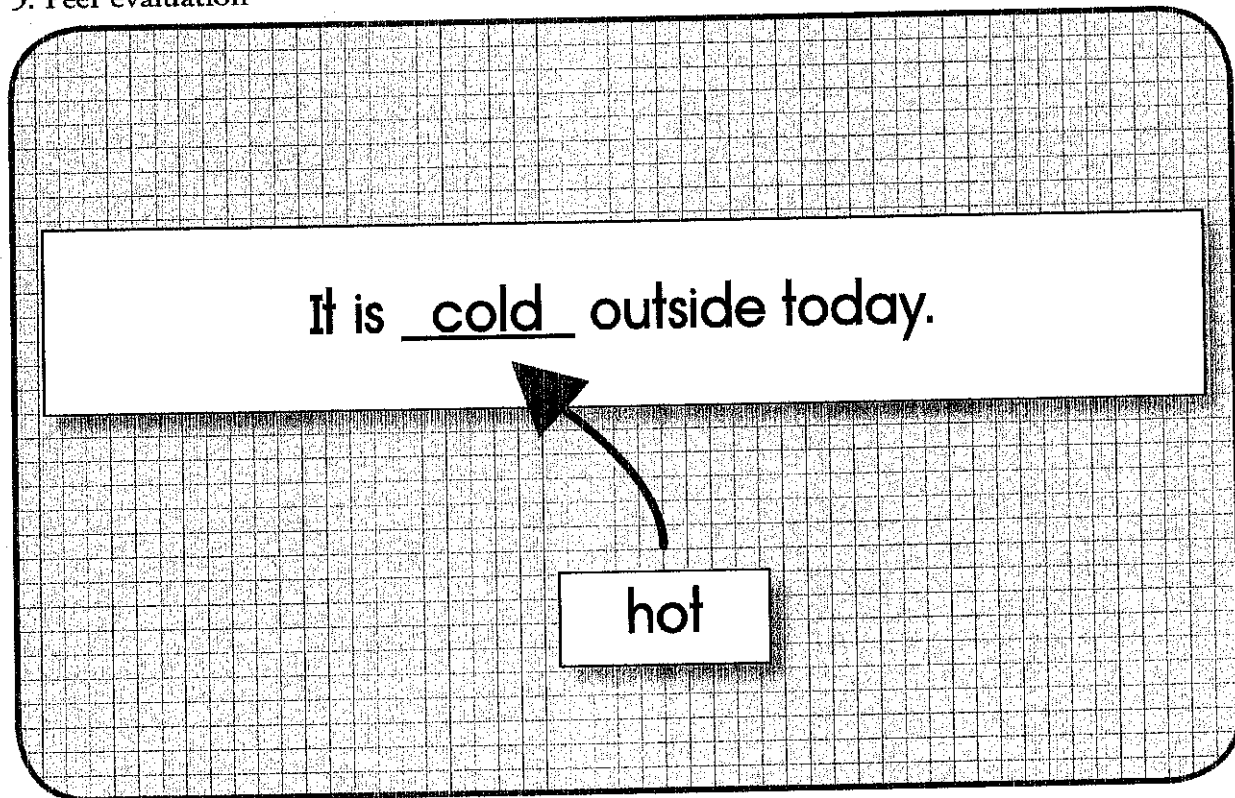
#### Materials

- ▶ Sentence strips (Activity Master V.023.AM1a - V.023.AM1b)  
*Copy on card stock, laminate, and cut apart.*
- ▶ Antonym word cards (Activity Master V.023.AM1b)  
*Copy on card stock, laminate, and cut apart.*

#### Activity

Students exchange antonyms for the underlined word in sentences.

1. Place sentence strips face down in a stack and antonym word cards face up in rows on a flat surface.
2. Working in pairs, student one selects a sentence, reads it, and repeats the underlined word (e.g., "It is cold outside today. Cold").
3. Student two reads the word cards, finds the antonym for the underlined word, places it over the underlined word, and reads the new sentence (i.e., "It is hot outside today").
4. Reverse roles and continue until all the antonyms are correctly matched to sentences.
5. Peer evaluation



It is cold outside today.

hot

#### Extensions and Adaptations

- ▶ Use synonyms to change words in sentences (Activity Master V.023.AM2).
- ▶ Make other sentences, antonym, and synonym word cards.

V.023.AM1a

Sam was happy when he got his new puppy.

My homework was very easy.

I helped my friend carry a heavy package.

It is cold outside today.

Sometimes my classroom is very noisy.

sentence strips



# Vocabulary

Another Word

V.023.AM1b

The candy tastes sweet.

My jump rope is too long.

I watched the beautiful sunrise.

I saw a big dog running in the park.

hot

short

sad

sour

little

light

quiet

sunset

hard

sentence strips and antonym word cards



V.023.AM2

glad

simple

hefty

chilly

loud

sugary

lengthy

dawn

huge





## Words in Context

### Word Fill-In

#### Objective

The student will identify the meaning of words in context.

#### Materials

- ▶ Sentence strips

*Write sentences using selected target vocabulary with one word missing. For example, Mary brushed her \_\_\_\_\_ before she went to bed.*

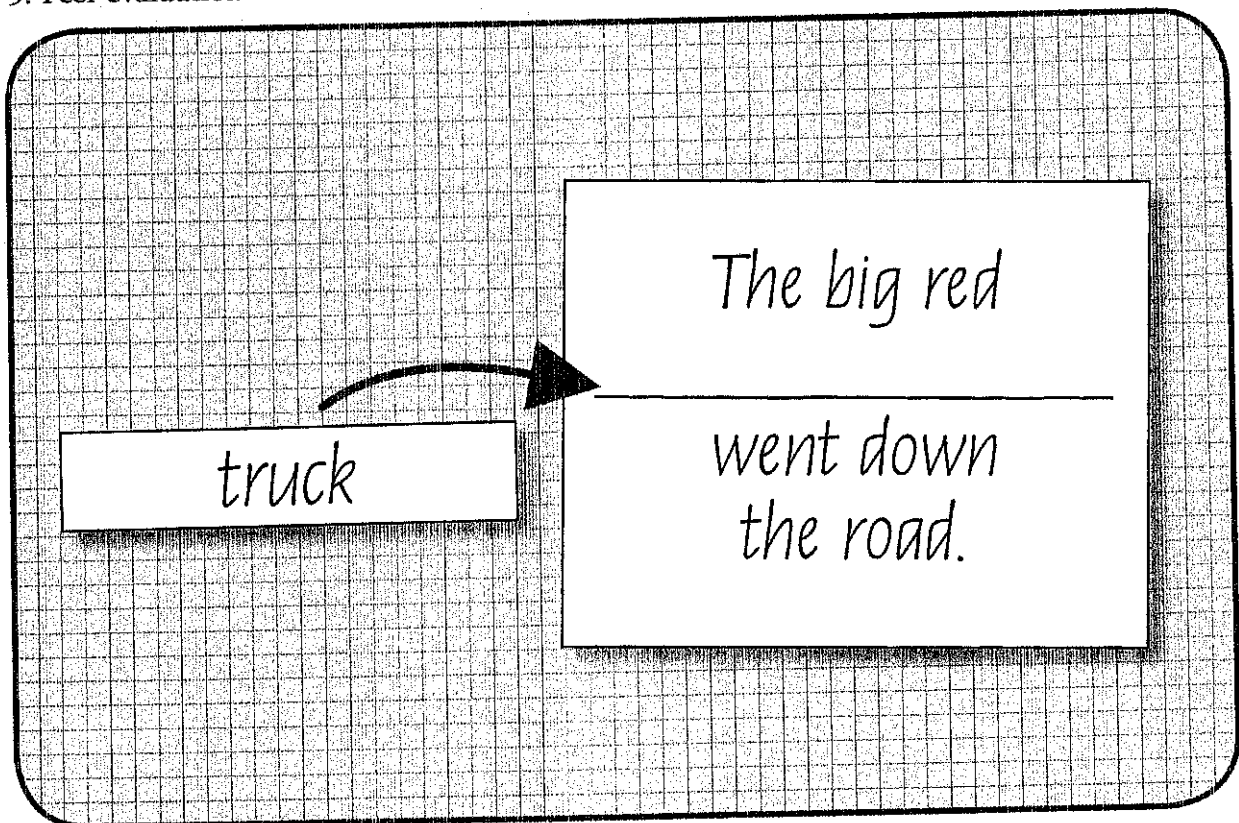
- ▶ Index cards or construction paper rectangles

*Write the missing words from the sentences on the cards.*

#### Activity

Students choose words to complete sentences.

1. Place sentence strips face down in a stack and index cards face up in rows on a flat surface.
2. Taking turns, student one selects a sentence, and reads it saying “blank” for the missing word.
3. Student two reads the index cards, finds the missing word, places it over the blank, and reads the sentence.
4. Reverse roles and continue until all the words are correctly matched to sentences.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Make other word cards that complete the sentences. For example, The big red car went down the road.
- ▶ Use other sentence (Activity Master V.024.AM1a- V.024.AM1b) and word cards (Activity Master V.024.AM2).

V.024.AM1a

We must \_\_\_\_\_  
so we don't miss  
the bus.

He was \_\_\_\_\_  
to be in the  
parade.

Mary brushed her \_\_\_\_\_  
before going  
to bed.

All the students  
were in school.  
No one was \_\_\_\_\_.

sentence cards



# Vocabulary

V.024.AM1b

Word Fill-In

The jar was \_\_\_\_\_,  
but we filled it  
up quickly with  
cookies.

she  
\_\_\_\_\_ at the funny joke.

Everyone makes  
mistakes. No one is  
\_\_\_\_\_.

My brother is  
\_\_\_\_\_ than me. I am  
ten and he is  
twelve.



sentence cards



V.024.AM2

teeth

hurry

absent

excited

perfect

empty

older

laughed





## Words in Context

### If the Word Fits

#### **Objective**

The student will identify the meaning of words in context.

#### **Materials**

► Sentence cards (Activity Master V.025.AM1a - V.025.AM1b)

*If words in this activity are not appropriate for your students, make and use sentence cards that are more applicable.*

*Note: The first underlined word is the target word and the second underlined word is the answer.*

#### **Activity**

Students identify the meaning of target words by using the context of the sentence.

1. Place sentence cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two without showing the card (e.g., "The cloud was so enormous it seemed to cover the whole sky. Was it huge or little?").
3. Student two states the answer (i.e., "it was huge"). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two. If incorrect, student one states the correct answer, shows the card to student two, and places it at the bottom of the stack.
5. Reverse roles and continue until all cards are read.
6. Peer evaluation

"The cloud was so enormous that it seemed to cover the whole sky. Was the cloud huge or little?"

The cloud was so enormous  
it seemed to cover the  
whole sky.

Was the cloud huge or little?

#### **Extensions and Adaptations**

► Make and use other sentence cards (Activity Master V.025.AM2).

# Vocabulary

If the Word Fits

V.025.AM1a

The cat was very curious  
and tried to discover what  
was making the noise.

Did the cat want to find out  
what was making the noise  
or want to go to sleep?

The bike gained speed  
as it went down the hill.

Did the bike lose  
or add speed?

The cloud was so enormous  
it seemed to cover the  
whole sky.

Was the cloud huge or little?

I can't find my dog.  
He just disappeared.

Is the dog eating or  
unable to be seen?



# Vocabulary

V.025.AM1b

If the Word Fits

The girl's reply to the question was right.

Did she repeat or answer the question?

I need to go to sleep now because I am very drowsy.

Am I thirsty or tired?

He was eager to go downstairs and open his gifts.

Was he scared or excited?

Autumn is the season before winter when the weather turns cooler.

Is the season fall or spring?

sentence cards



# Vocabulary

V.025.AM2

If the Word Fits


blank cards



# Fry's First 100 Words

- |          |           |           |            |            |
|----------|-----------|-----------|------------|------------|
| 1. the   | 21. at    | 41. there | 61. some   | 81. my     |
| 2. of    | 22. be    | 42. use   | 62. her    | 82. than   |
| 3. and   | 23. this  | 43. an    | 63. would  | 83. first  |
| 4. a     | 24. have  | 44. each  | 64. make   | 84. water  |
| 5. to    | 25. from  | 45. which | 65. like   | 85. been   |
| 6. in    | 26. or    | 46. she   | 66. him    | 86. called |
| 7. is    | 27. one   | 47. do    | 67. into   | 87. who    |
| 8. you   | 28. had   | 48. how   | 68. time   | 88. am     |
| 9. that  | 29. by    | 49. their | 69. has    | 89. its    |
| 10. it   | 30. words | 50. if    | 70. look   | 90. now    |
| 11. he   | 31. but   | 51. will  | 71. two    | 91. find   |
| 12. was  | 32. not   | 52. up    | 72. more   | 92. long   |
| 13. for  | 33. what  | 53. other | 73. write  | 93. down   |
| 14. on   | 34. all   | 54. about | 74. go     | 94. day    |
| 15. are  | 35. were  | 55. out   | 75. see    | 95. did    |
| 16. as   | 36. we    | 56. many  | 76. number | 96. get    |
| 17. with | 37. when  | 57. then  | 77. no     | 97. come   |
| 18. his  | 38. your  | 58. them  | 78. way    | 98. made   |
| 19. they | 39. can   | 59. these | 79. could  | 99. may    |
| 20. I    | 40. said  | 60. so    | 80. people | 100. part  |

# Fry's First 100 Words

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

/100

- |            |             |             |              |              |
|------------|-------------|-------------|--------------|--------------|
| 1. __the   | 21. __at    | 41. __there | 61. __some   | 81. __my     |
| 2. __of    | 22. __be    | 42. __use   | 62. __her    | 82. __than   |
| 3. __and   | 23. __this  | 43. __an    | 63. __would  | 83. __first  |
| 4. __a     | 24. __have  | 44. __each  | 64. __make   | 84. __water  |
| 5. __to    | 25. __from  | 45. __which | 65. __like   | 85. __been   |
| 6. __in    | 26. __or    | 46. __she   | 66. __him    | 86. __called |
| 7. __is    | 27. __one   | 47. __do    | 67. __into   | 87. __who    |
| 8. __you   | 28. __had   | 48. __how   | 68. __time   | 88. __am     |
| 9. __that  | 29. __by    | 49. __their | 69. __has    | 89. __its    |
| 10. __it   | 30. __words | 50. __if    | 70. __look   | 90. __now    |
| 11. __he   | 31. __but   | 51. __will  | 71. __two    | 91. __find   |
| 12. __was  | 32. __not   | 52. __up    | 72. __more   | 92. __long   |
| 13. __for  | 33. __what  | 53. __other | 73. __write  | 93. __down   |
| 14. __on   | 34. __all   | 54. __about | 74. __go     | 94. __day    |
| 15. __are  | 35. __were  | 55. __out   | 75. __see    | 95. __did    |
| 16. __as   | 36. __we    | 56. __many  | 76. __number | 96. __get    |
| 17. __with | 37. __when  | 57. __then  | 77. __no     | 97. __come   |
| 18. __his  | 38. __your  | 58. __them  | 78. __way    | 98. __made   |
| 19. __they | 39. __can   | 59. __these | 79. __could  | 99. __may    |
| 20. __I    | 40. __said  | 60. __so    | 80. __people | 100. __part  |

# Fry's First 100 Words

## List 1A

the  
of  
and  
a  
to  
in  
is  
you  
that  
it  
he  
was  
for  
on  
are  
as  
with  
his  
they  
I

## List 1B

at  
be  
this  
have  
from  
or  
one  
had  
by  
words  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said

## List 1C

there  
use  
an  
each  
which  
she  
do  
how  
their  
if  
will  
up  
other  
about  
out  
many  
then  
them  
these  
so

## List 1D

some  
her  
would  
make  
like  
him  
into  
time  
has  
look  
two  
more  
write  
go  
see  
number  
no  
way  
could  
people

## List 1F

my  
than  
first  
water  
been  
called  
who  
am  
its  
now  
find  
long  
down  
day  
did  
get  
come  
made  
may  
part



# Fry's First 100 Words

## List 1A

the  
of  
and  
a  
to  
in  
is  
you  
that  
it

## List 1C

at  
be  
this  
have  
from  
or  
one  
had  
by  
words

## List 1E

there  
use  
an  
each  
which  
she  
do  
how  
their  
if

## List 1G

some  
her  
would  
make  
like  
him  
into  
time  
has  
look

## List 1I

my  
than  
first  
water  
been  
called  
who  
am  
its  
now

## List 1B

he  
was  
for  
on  
are  
as  
with  
his  
they  
I

## List 1D

but  
not  
what  
all  
were  
we  
when  
your  
can  
said

## List 1F

will  
up  
other  
about  
out  
many  
then  
them  
these  
so

## List 1H

two  
more  
write  
go  
see  
number  
no  
way  
could  
people

## List 1J

find  
long  
down  
day  
did  
get  
come  
made  
may  
part

1

**the**

2

**of**

3

**and**

4

**a**

5

**to**

6

**in**

7

**is**

8

**you**

9

**that**

10

**it**

11

**he**

12

**was**

**for**

13

**on**

14

**are**

15

**as**

16

**with**

17

**his**

18

19

they

20

I

21

at

22

be

23

this

24

have

43

**an**

44

**each**

45

**which**

46

**she**

47

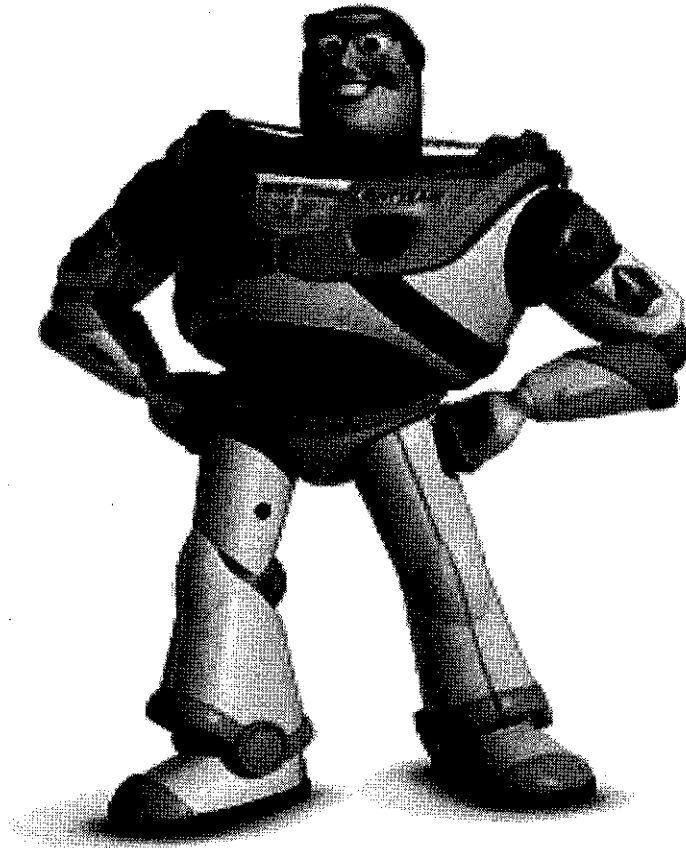
**do**

48

**how**



# 1<sup>st</sup> Grade Math



To Proficiency and  
Beyond!

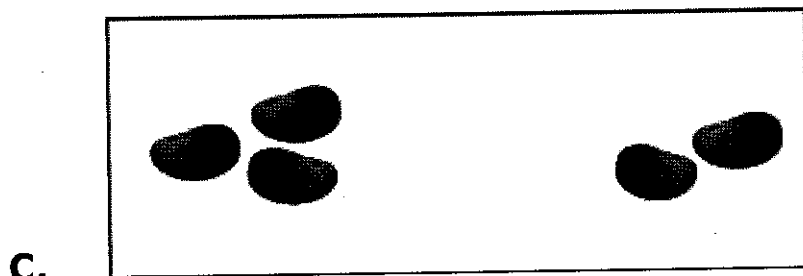
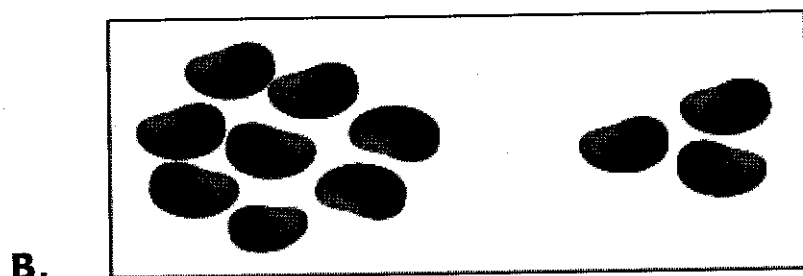
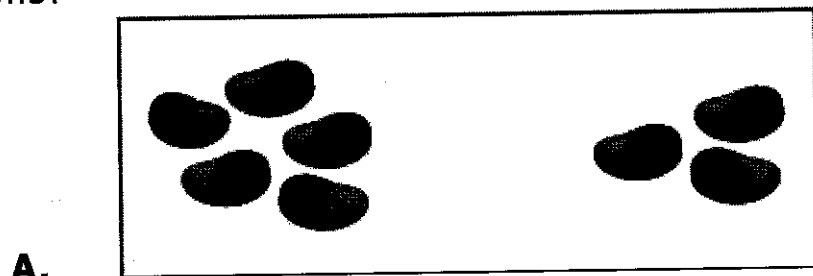
# 10 Free Math Learning Websites

- **ABC YA**
  - [www.abcya.com](http://www.abcya.com)
  - Practice math and reading skills all while playing fun games!
- **IXL**
  - <https://www.ixl.com/inspiration/family-learning>
  - Math practice on each and every math skill.
- **Khan Academy**
  - <https://www.khanacademy.org/signup?isparent=1>
  - Math practice and interactive videos to help your child learn math.
- **Eureka Math**
  - <https://gm.greatminds.org/en-us/knowledgeonthego>
  - Content videos and student practice on math skills.
- **Fun Brain**
  - [www.funbrain.com](http://www.funbrain.com)
  - Play games while practicing math and reading skills!
- **Star Fall**
  - <https://teach.starfall.com/lv/>
  - Math practice and interactive games to keep you child learning while having fun!
- **Cool Math**
  - <https://www.coolmathgames.com/>
  - Cool math games for learning!
- **Hooda Math**
  - <https://www.hoodamath.com/>
  - Math games by grade level for math learning fun!
- **Splash Learn**
  - <https://www.splashlearn.com/>
  - Math games for kids that make learning fun.
- **Cool Math 4 Kids**
  - <https://www.coolmath4kids.com/>
  - Math games with learning.

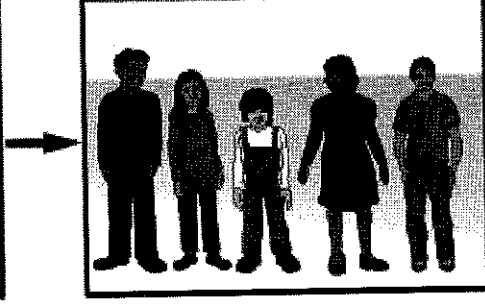


# 1ST GRADE MATH BENCHMARK ASSESSMENT

- 1) Kim has 5 dolls. The she gets 3 more dolls. Kim uses beans to find out how many dolls she has now. Which set of beans models Kim's dolls?



- 2) Use the pictures to answer the question.



Which number sentence represents this story?

- A.  $3 + 2 = 5$   
B.  $3 - 2 = 5$   
C.  $5 + 2 = 7$

- 3) Eric made sandwiches for lunch. He made these cheese sandwiches.






He made these ham sandwiches.



Eric wants to know how many sandwiches he made in all.

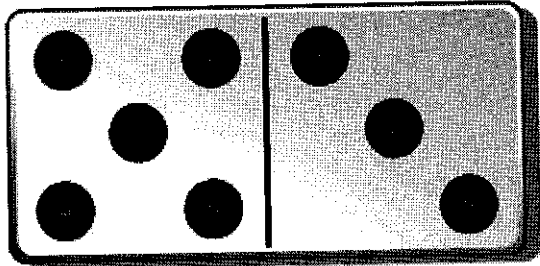
**Write a number sentence Eric could use to find the answer.**

- 4) Percy had 7 , 1 , and 5 . How many snacks did Percy have?

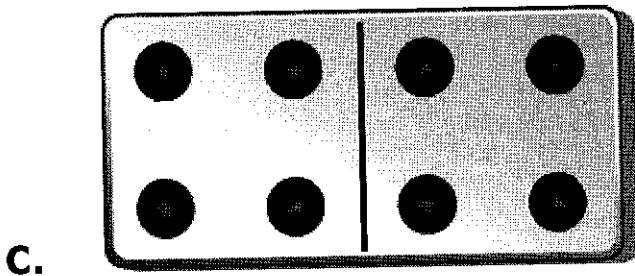
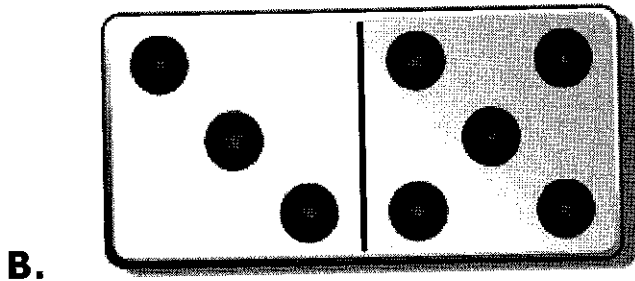
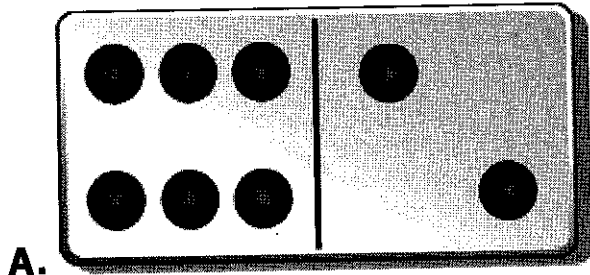
- A.  $7 + 1 + 5 = 15$
- B.  $7 + 1 + 5 = 13$
- C.  $7 - 1 - 5 = 1$

- 5) Nick saw nine frogs and two zebras and one bird at the zoo. **How many animals did Nick see altogether? Draw a picture AND write a number sentence to show animals.**

6) Use the domino to answer the question.



Eva adds the number of dots on the domino. **Which domino shows a turn-around fact for  $5 + 3$ ?**



- 7) Use the numbers below to make two number sentences using addition and two number sentences using subtraction:

<b>4</b>		<b>3</b>		<b>7</b>	
_____	+	_____	=	_____	
_____	+	_____	=	_____	
_____	-	_____	=	_____	
_____	-	_____	=	_____	

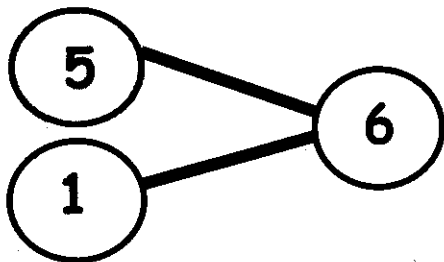
- 8) Dana is trying to solve this problem.

$$10 - 7 = 17$$

Which addition fact will help Dana?

- A.  $10 + 7 = 17$   
B.  $7 + 3 = 10$   
C.  $3 + 4 = 7$

- 9) Use the fact family to complete the problems below.



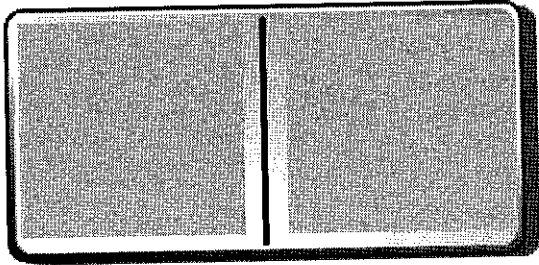
$$5 + 1 = \underline{\hspace{2cm}} \qquad 1 + \underline{\hspace{2cm}} = 6$$

$$6 - 5 = \underline{\hspace{2cm}} \qquad 6 - \underline{\hspace{2cm}} = 5$$

- 10) Carrie read 5 books. She reads 1 more book. **How many books did Carrie read in all?**

- A. 4  
B. 6  
C. 7

**11)** Show 2 numbers to make 9.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 9$$

**12)** Which doubles fact is true?

**A.**  $4 + 4 = 7$

**B.**  $6 + 6 = 12$

**C.**  $8 + 8 = 18$

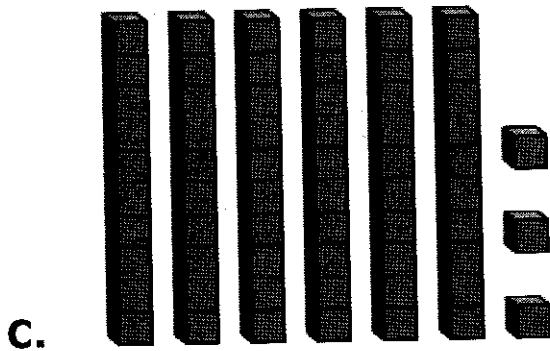
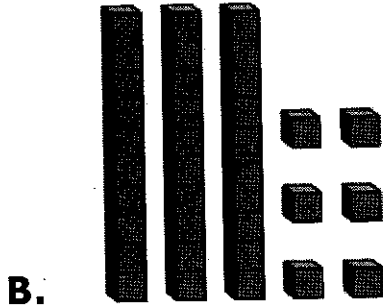
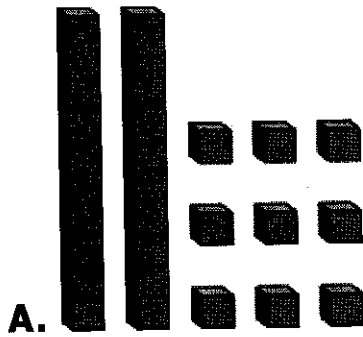
**13)** Jane has 10 muffins. She gives away 2. Jane wants to find out how many muffins she has left. **Which 10s fact should Jane use?**

**A.**  $8 + 2$

**B.**  $7 + 3$

**C.**  $6 + 4$

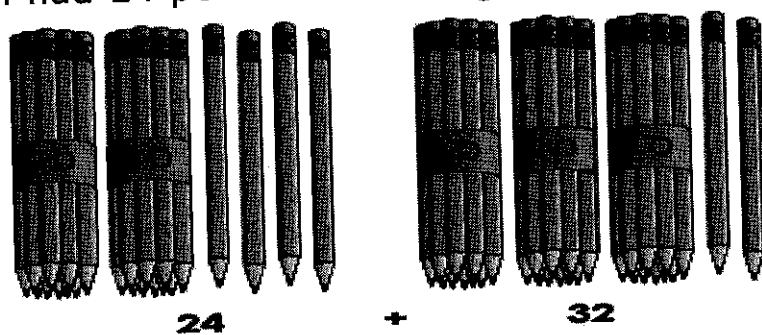
**14)** Josh models numbers with cubes. **Which set of cubes shows 36?**



**15)** What does "seventeen" mean?

- A.** 7 tens
- B.** 7 tens plus 1
- C.** 1 plus 7
- D.** 10 plus 7 ones

16) Mr. Smith had 24 pencils. He bought 32 pencils.



How many pencils does Mr. Smith have now?

- A. 54
- B. 56
- C. 65

17) A squirrel has 24 acorns.



Then the squirrel finds 17 more acorns.



How many acorns does the squirrel have now?

18)

$$\begin{array}{r} 37 \\ + 10 \\ \hline \end{array}$$

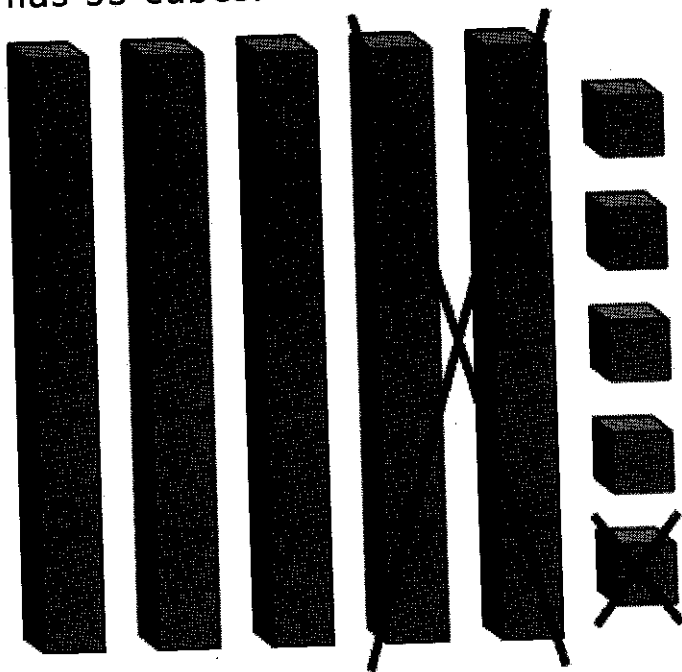
- A. 38
- B. 47
- C. 48
- D.

19) Ms. Snider is skip counting forward by 10s. What number finishes the pattern?

30 , 40 , 50 , \_\_\_\_\_

- A. 50
- B. 60
- C. 70

20) Jane has 55 cubes. Then she **subtracts** 21 cubes.

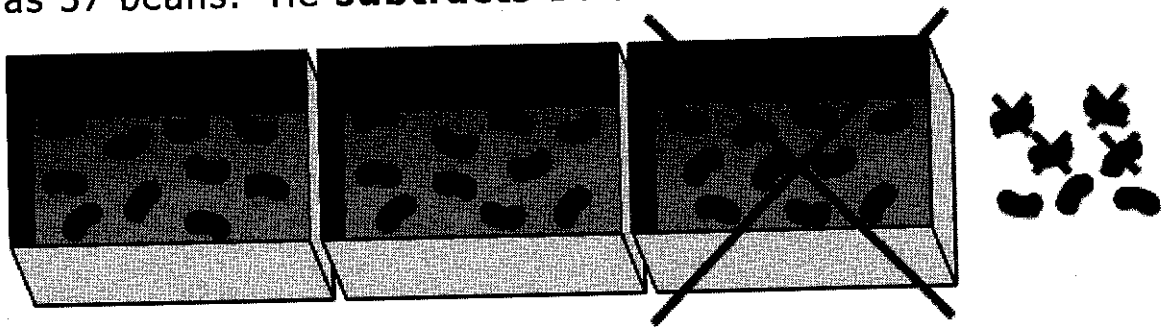


How many cubes are left?

- A. 21
- B. 34
- C. 76



21) Jay has 37 beans. He **subtracts** 14 beans.



How many beans are left over?

- A. 23
- B. 33
- C. 51

Name:

Date:

Directions: Solve. Show your thinking. Use pictures and tools to help you.

Monti checked 8 books out of the library. He read 6 of them already. How many books does he still need to read?

There were 5 kids playing on the blacktop. 4 more students joined them. How many students are playing on the blacktop now?

# Ten Frame


# Counting Path

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

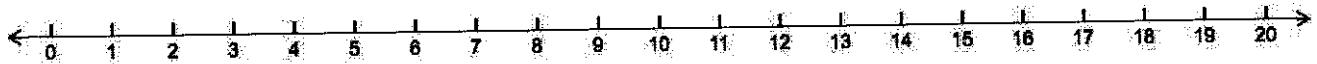
# Twenty Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Name:

Date:

Solve the problems using the number line below.



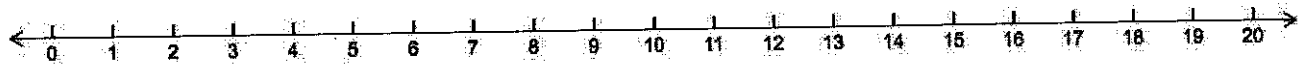
1 more than 14 is \_\_\_\_\_

13 is \_\_\_\_\_ less than 15

2 more than \_\_\_\_\_ is 11

16 is 2 less than \_\_\_\_\_

Circle the number that is 2 more than 14.



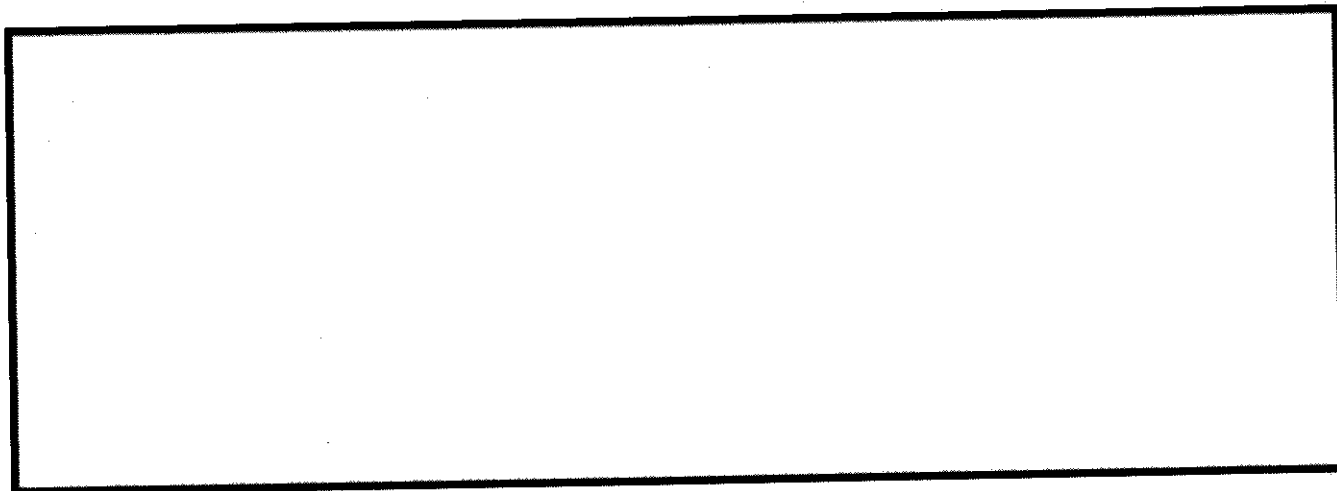
Name:

Date:

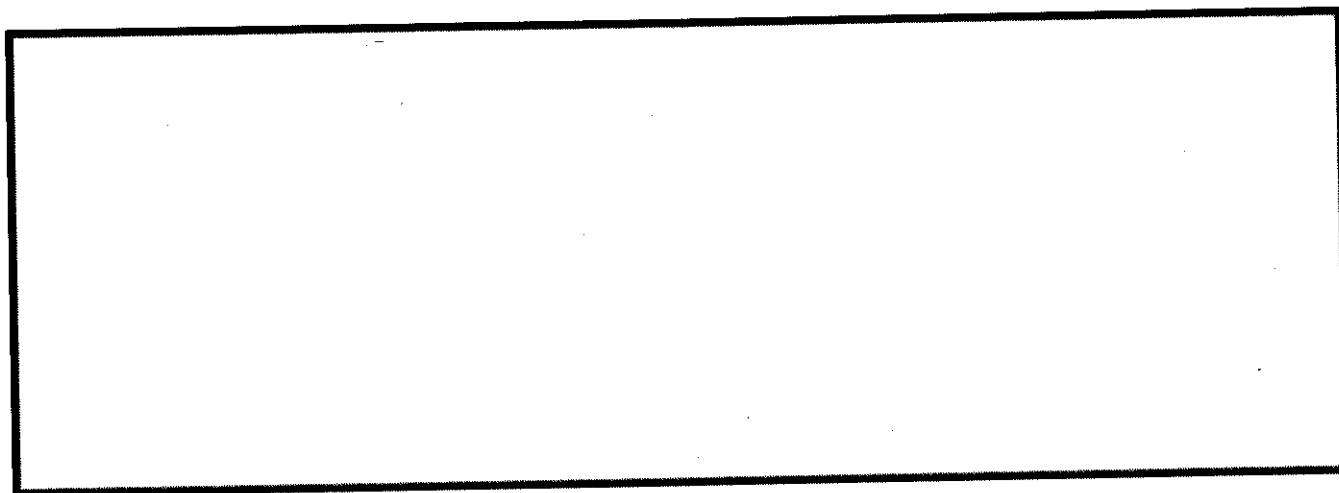
Grade 1 Mathematics Homework • Represent Addition and Subtraction

Draw a picture to go with each number sentence. Solve.

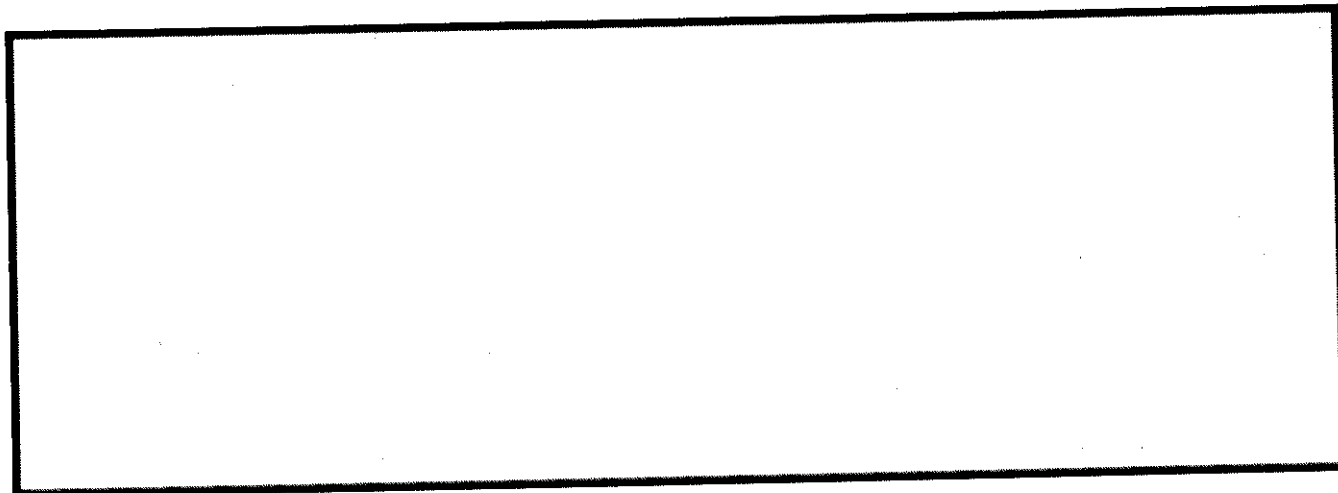
$$5 + 2 = \underline{\quad}$$



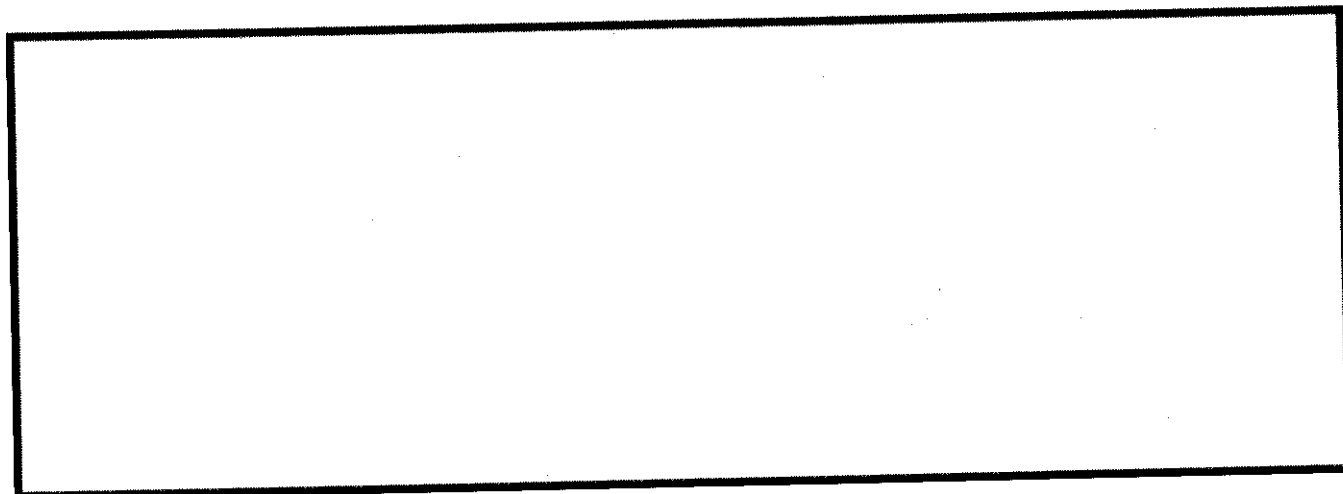
$$9 - 2 = \underline{\quad}$$



$4 + 1 = \underline{\quad}$



$10 - 3 = \underline{\quad}$



Name:

Date:

Name:

Date:

Directions: Solve. Show your thinking. Use pictures and tools to help you.

Kiara has 5 pencils in her school box. Her friend gave her 2 more. How many pencils does she have?

There were 6 cookies on the tray. I ate 2 for a snack. How many cookies are on the tray now?

Name:

Date:

A stick shows ten. A dot ● shows 1.

Directions: Use sticks and dots ● to show each number

18

12

14

7

13

8

15

3

18



Name:

Date:

Grade 1 Mathematics Homework • Compare Numbers to 19

Directions: Circle the number that is greater.

8

4

14

7

18

15

13

12

9

11

8

13

How do you know if 9 is less than 16? Use pictures or words.



Name:

Date:

- Show numbers to 99

A stick is ten. A dot is one●

Use sticks and ● dots to show each number below.

27

15

63

38

51

40

Name:

Date:

Circle the larger number. You can use a hundred chart to help you.

35

19

29

51

82

28

44

63

71

77

38

62

Write two numbers that are more than 48.

Write two numbers that are less than 81.

Hundred Chart (0-99)

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



# Math Fact Fluency 1<sup>st</sup> Grade

## Mental Math

### 1. MAKE TEN BY IDENTIFYING THE MISSING PART (4 minutes)

**Materials:** (S) Personal white boards

**Directions:**

**T:** If I say 9, you say 1, because 9 needs 1 to be 10.

**T:** Wait for the signal, 5.

**S:** 5.

Continue with the following possible sequence: 8, 2, 9, and 1.

**T:** This time I'll say a number and you write the addition sentence to make ten on your personal white board.

**T:** 0. Get ready. Show me your board.

**S:**  $0 + 10 = 10$ .

**T:** 10. Get ready. Show me your board.

**S:**  $10 + 0 = 10$ .

Continue with the following possible sequence: 3, 7, 6, and 4.

**T:** Turn and explain to your partner what pattern you noticed that helped you solve the problems.

**S:** First, you said 0 and the answer was  $0 + 10 = 10$ ; next, you said 10 and the answer was  $10 + 0 = 10$ . The numbers switched places!

## 2. PAIRS TO MAKE TEN WITH NUMBER SENTENCES

(2 minutes)

**Materials:** (S) Personal white boards

### **Directions:**

**T:** I'll say a number and you write the addition sentence to make 10 on your personal white board.

**T:** 5. Get ready. Show me your board.

**S:** (Show  $5 + 5 = 10$ .)

**T:** 8. Get ready. Show me your board.

**S:** (Show  $8 + 2 = 10$ .)

Continue w/ the following possible sequence: 9, 1, 0, 10, 6, 4, 7, and 3.

**T:** What pattern did you notice that helped you solve the problems?

**S:** You can just switch the numbers around! → If you say 8 and the answer is  $8 + 2 = 10$ , then I know that when you say 2 the answer will be  $2 + 8 = 10$ . → The numbers can switch places!



### 3. TAKE FROM TEN

(5 minutes)

**Materials:** (S) Personal white boards

**Directions:**

**T:** When I say 1, you say 9, because the game is to take the number I say from 10. Ready? 2.

**S:** 8.

Continue with the following sequence: 3, 6, 5, and 9.

**T:** This time, after you say how many are left, write the number sentence on your personal white board. 5.

**S:** 5.

**S:** (Write the number sentence on their boards.)

**T:** Show the number sentence.

**S:** (Show  $10 - 5 = 5$ .)

Continue with the following possible sequence: 7, 8, 6, 9, and 4.

### 4. MAKE A TEN TO ADD

(6 minutes)

**Directions:**

**T:** Let's make ten to add. I say  $9 + 2$ , and you say  $9 + 2 = 10 + 1$ .

Ready?  $9 + 2$ .

**S:**  $9 + 2 = 10 + 1$ .

**T:** Answer?

**S:** 11.

**T:**  $9 + 5$ .

**S:**  $9 + 5 = 10 + 4$

**T:** Answer?

**S:** 14.

Continue with the following possible sequence:  $9 + 7$ ;  $9 + 6$ ;  $9 + 8$ ;  $8 + 3$ ;  $8 + 7$ ;  $7 + 4$ ; and  $7 + 6$ .

## 5. TAKE FROM 20

(4 minutes)

Materials: (S) Personal white boards

Note: This exercise will give students practice with making ten and applying it to multiples of 10.

Directions:

T: Take the number I say from 10. I say 1, you say 9. Then write the number sentence and wait for my signal to show it.

T: 7.

S: 3. (Write number sentence.)

T: Show your personal white boards.

S: (Show  $10 - 7 = 3$ .)

Continue with the following possible sequence: 8, 6, and 9.

T: This time instead of taking from 10, let's take from 20. Ready? 1.

S: 19. (Write number sentence.)

T: Show your personal white board.

S: (Show  $20 - 1 = 19$ .)

Continue w/ the following possible sequence: 3, 2, 5, 0, 6, 8, 7, and 9.

## 6. TAKE FROM 20

(5 minutes)

**Materials:** (S) Personal white boards

**Note:** Students use personal white boards to see the connection between taking from ten and taking from a multiple of ten.

### Directions:

**T:** I say 2, you say 8, to take the number I say from 10. Then, write the number sentence. Get ready.

**T:** 6.

**S:** 4. (Write number sentence.)

**T:** Show your board.

**S:** (Show  $10 - 6 = 4$ .)

Continue with the following possible sequence: 7, 9, and 5.

**T:** This time instead of taking from 10, let's take from 20. Ready?

**T:** 1.

**S:** 19. (Write number sentence.)

**T:** Show your board.

**S:** (Show  $20 - 1 = 19$ .)

Continue with the following possible sequence: 5, 6, 8, and 3.

## 7. TWO MORE

(2 minutes)

**Note:** Students are eased into crossing multiples of ten by asking for just 2 more.

**Directions:**

**T:** For every number I say, you will say what number is 2 more. If I say 2, you say 4. Ready? 3.

**S:** 5.

Continue with the following possible sequence: 6, 9, 8, 18, 38, 58, 78, 9, 19, 39, 59, and 79.

## 8. TAKE FROM 20

(3 minutes)

**Materials:** (S) Personal white boards

**Note:** Students use personal white boards to see the connection between taking from ten and taking from a multiple of ten. As students show comprehension of the skill, practice orally without the personal boards.

### **Directions:**

**T:** I say 3, you say 7, to take the number I say from 10. Write the number sentence and wait for my signal to show it.

**T:** 8.

**S:** 2. (Write number sentence.)

**T:** Show your personal boards.

**S:** (Show  $10 - 8 = 2$ .)

Continue with the following possible sequence: 4, 5, and 9.

**T:** This time instead of taking from 10, let's take from 20. Ready? 1.

**S:** 19. (Write number sentence.)

**T:** Show your personal board.

**S:** (Show  $20 - 1 = 19$ .)

Continue w/ the following possible sequence: 3, 2, 5, 0, 6, 8, 7, and 9.

# 9. BREAK APART & PUT TOGETHER BY PLACE VALUE

(2 minutes)

**Note:** Students remember the relevance of their ten plus facts to larger numbers.

## Directions:

**T:** When I say  $10 + 5$ , you say 15. Ready?

**S:** 15.

**T:**  $10 + 2$ .

**S:** 12.

Continue with the following possible sequence:  $10 + 9$ ,  $10 + 4$ ,  $20 + 4$ , Challenge:  $50 + 4$ ,  $30 + 8$ , and  $70 + 8$ .

**T:** How are  $10 + 4$  and  $50 + 4$  the same? How are they different?

**T:** How is knowing that helpful?

**S:** (Share.)

**T:** Now, when I say 13, you say  $10 + 3$ .

**T:** 13.

**S:**  $10 + 3$ .

Continue with the following possible sequence: 17, 11, 16, 18, 14  
Challenge: 28, 78, 34, and 94.

# 10. SUBTRACT 1 FROM MULTIPLES OF 10

(3 minutes)

**Materials:** (T) Drawings on the board should be sufficient

## Directions:

6. MORE/LESS (4 minutes)

Note: Practice with giving 1 or 10 more (or less) prepares students to add and subtract 1 and 10 fluently.

## Directions:

T: For every number I say, you say a number that is 1 more. When I say 5, you say 6. Ready?

T: 5.

S: 6.

T: 8.

S: 9.

Continue with the following possible sequence: 9, 16, 19, 28, 38, 39, 44, 49, 54, and 60.

T: Now for every number I say, you say a number that is 10 more. When I say 50, you say 60. Ready?

T: 50.

S: 60.

T: 10.

S: 20.

Continue with the following possible sequence: 80, 40, 20, 21, 28, 30, 35, 45, and 56.

T: Let's try saying 1 less for every number I say. When I say 6, you say 5. Ready?

T: 6.

S: 5.

T: 9.

S: 8.

Continue with the following possible sequence: 11, 14, 19, 20, 30, 31, 51, and 50.

T: Now for every number I say, you say a number that is 10 less.

When I say 50, you say 40. Ready?

T: 50.

S: 40.

T: 30.

S: 20.

Continue with the following possible sequence: 80, 70, 60, 61, 41, 46, 48, 28, and 18.



# 11. CHORAL COUNTING

(Time Varies)

**Materials:** chart paper, marker, base-ten blocks

**Note:** Teachers may want to devote an entire lesson to introducing this activity. After that, modify the activity to a short amount of practice each time, removing supports as students' counting skills improve.

## Directions:

- The teacher will begin by asking a student volunteer to show 3 using base-ten blocks. The teacher will then record 3 on the chart.
- The teacher will then ask how students can show the number that is 10 more and invite another student volunteer to build 10 more with cubes. Student may add 10 individual units or a ten stick. The goal is for students to move from counting ten units to counting one unit of 10, and to connect the concrete representations of the numbers with abstract oral counting. The teacher will then record 13 on the chart.
- The teacher should continue this process, asking students "What's 10 more than \_\_\_?" and have student volunteers show 10 more with the base-ten blocks. At some point, a student will likely use a ten stick instead of ten ones; when this happens, the teacher can help the students see this is a more efficient strategy. If no students add a ten stick, the teacher can help them make this transition.
- The goal of writing the numbers on the chart paper as shown below is to record the numbers in a way that makes the "Add ten" pattern visible for students by recording 10 numbers in a row. Students may see patterns of 10 as they look across and hundreds as they look down

3	13	23	33	43	53	63	73	83	93
103	113	123	133	143	153	163	173	183	193
203	213	223	233	243	253	263	273	283	293

# 12. COUNTING WITH ONES, TENS, AND HUNDREDS: 0 TO 1,000

(4 minutes)

**Materials:** (T) Bundle of 1 hundred, 1 ten, and a single straw

## **Directions:**

**T:** Let's count by ones, tens, and hundreds. I'll hold bundles to show you what to count by. A bundle of 100 means count by hundreds, a bundle of 10 means count by tens, and a single straw means count by ones. (Create visual support by writing the numbers on the board as students count.)

**T:** Let's start at 0. Ready? (Hold up a bundle of 10 until students count to 130.)

**S:** 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130.

**T:** (Hold up a bundle of 100 until students count to 630.)

**S:** 230, 330, 430, 530, 630.

**T:** (Hold up a bundle of 10 until students count to 690.)

**S:** 640, 650, 660, 670, 680, 690.

**T:** (Hold up a single one until students count to 702.)

**S:** 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702.

**T:** (Isolate the numbers 698–702 by drawing a box around them.)

Partner A, count these numbers up and down as fast as you can to Partner B, and then switch. If you both finish before one minute is up, try it again and see if you get faster!

# **13. SKIP-COUNT BY TENS: UP AND DOWN CROSSING 100**

**(2 minutes)**

## **Directions:**

**T:** Let's skip-count by tens starting at 60.

**T:** Ready? (Rhythmically point up until a change is desired. Show a closed hand and then point down. Continue, mixing it up.)

**S:** 60, 70, 80, 90, 100, 110, 120, 130, 140. (Switch direction.) 130, 120, 110, 100, 90. (Switch direction.) 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210, 220. (Switch direction.) 210, 200, 190, 180.

# 14. MIXED COUNTING WITH ONES, TENS, AND HUNDREDS FROM 1,000 TO 0

(5 minutes)

**Materials:** (T) Bundle of one hundred, one ten, and a single stick

## **Directions:**

**T:** Let's play Mixed Counting using what we know about counting by ones, tens, and hundreds. I'll hold bundles to show you what to count by. A bundle of 100 means count by hundreds, a bundle of 10 means count by tens, and a single stick means count by ones.

**T:** Let's start at 1,000 and count down. Ready? (Hold up a bundle of 10 until students count to 940. If necessary, create visual support with the difficult language of these numbers by writing them on the board as students count.)

**S:** 990, 980, 970, 960, 950, 940.

**T:** (Hold up a bundle of 100 until students count to 540.)

**S:** 840, 740, 640, 540.

**T:** (Hold up a bundle of 10 until students count to 500.)

**S:** 530, 520, 510, 500.

**T:** (Hold up a single one until students count to 495.)

**S:** 499, 498, 497, 496, 495.

**T:** (Hold up a ten until students count to 465.)

**S:** 485, 475, 465.

Continue, varying practice counting with ones, tens, and hundreds down to zero.

## 15. SKIP-COUNTING SQUATS

(2 minutes)

**Directions:** Have students count up from 0 to 20 and back two times, squatting down and touching the floor on odd numbers and standing up for even numbers.

- For the first count, instruct students to whisper when they squat and talk normally when they stand.
- On the second count, encourage students to try thinking of the numbers in their heads when they squat and whisper when they stand.

## 16. X-RAY VISION: PARTNERS TO 10

(5 minutes)

**Materials:** (T) 10 counters, container

**Directions:**

- Tell students there is a rumor that some of the children in the class are superheroes, and some of them may have x-ray vision. Place 10 counters on the floor next to a container.
- Tell students to close their eyes.
- Put 1 of the items into the container
- Tell students to open their eyes and identify how many counters were put inside it.
- When a student figures it out, deem her a superhero with x-ray vision!
- Continue the game, eliciting all partners to 10.

## 17. TEN AND TUCK

(5 minutes)

### Directions:

- Tell students to show 10 fingers.
- Instruct them to tuck 3 (students put down the pinky, ring finger, and middle finger on their right hands).
- Ask them how many fingers are up (7) and how many are tucked (3).
- Then, ask them to say the number sentence aloud,
  - beginning with the larger part ( $7 + 3 = 10$ )
  - beginning with the smaller part ( $3 + 7 = 10$ )
  - beginning with the whole ( $10 = 3 + 7$  or  $10 = 7 + 3$ )

## 18. COUNT ON CHEERS

(3 minutes)

### Directions:

- The teacher says a number aloud. Students repeat the number, touching their heads and counting on as they put their fists in the air, one at a time.
- Alternately, students can count on with boxing punches.
- Extend the game by counting back 2.

## 19. MATH HANDS FLASH

(5 minutes)

### Directions:

T: (Hold up 9 fingers.) Show me how many fingers I need to make 10.

S: (Hold up 1 finger.)

T: 9 plus what number equals 10?

S: 1.

T: Good!  $9 + 1 = 10$ , so  $10 - 9 = ?$  Look at your hands.

S: 1.

Continue playing, eliciting all partners of 10. If students are highly successful, switch to other totals within 10, such as 9, 8, or 7.

## 20. Penny Drop 7

(5 minutes)

**MATERIALS NEEDED:** 7-10 pennies, a tin can

### DIRECTIONS:

Show students 7 pennies. Have students close their eyes and listen.

Drop some of the pennies in a can, one at a time. Ask students to open their eyes and guess how many pennies are still in the teacher's hand. Then, have students say how many people they heard drop and count on to 7, using the remaining pennies.

**NOTE:** This activity addresses the core fluency objective for Grade 1 of adding and subtracting within 10. Can extend to 10. (great for auditory learners)

## 21. COLD CALL: 2 MORE AND 2 LESS

(3 MINUTES)

ADD AND SUBTRACT WITHIN 10

### Directions:

- Say a number aloud and instruct students to think about the number that is 2 more. Let them know that the teacher will cold call students to say the number as quickly as possible. Alternate between calling on individual students, the whole class, and groups of students (e.g., only girls, only boys, etc.).
- Play again, cold calling students to say the number that is 2 less.

## 22. TAKE OUT

(2 minutes)

### Directions:

T: Take out 1 on my signal. For example, if I say "5," you say "1 and 4."

T: 3. S: 1 and 2. T: 10. S: 1 and 9.

Continue with all numbers within 10.



## 23. BREAK APART 10

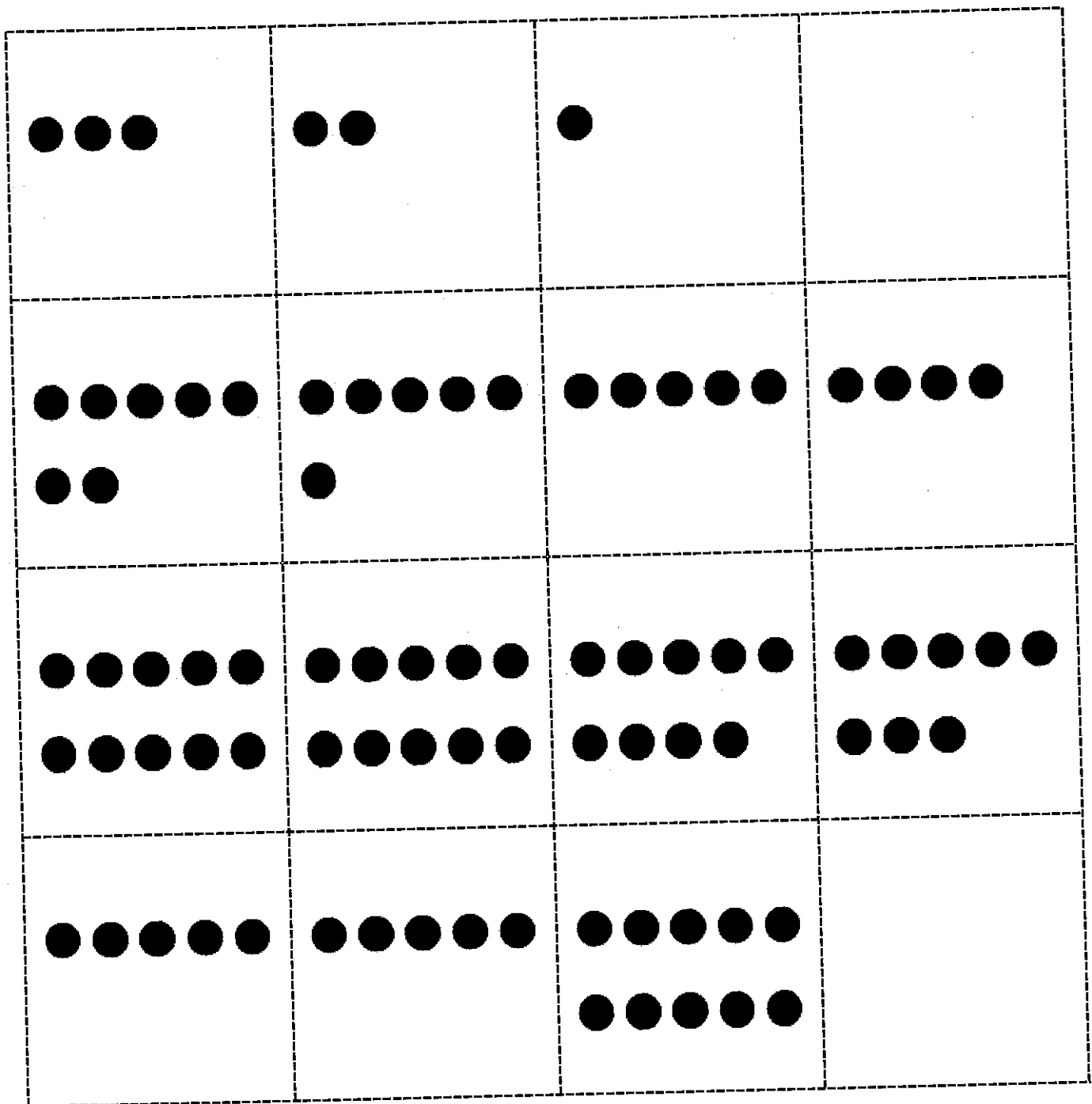
(5 minutes)

**Materials:** (T) NUMBER CARDS 1-5: print double sided,  
(S) Personal white board Students write the numeral 10 on their personal white boards.

**Directions:** Flash a card. Students break apart 10 using the number flashed as a part.

0	1	2	3
4	5	<u>6</u>	7
8	<u>9</u>	10	10
	10	5	5

Copy number cards and dot cards so they are two sided



## **24. SPRINT: ADD THREE NUMBERS**

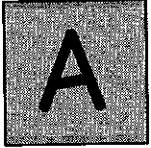
**(10 minutes)**

Note: This Sprint provides practice with adding three numbers by making ten first. For directions on how to use sprints, see Appendix.

**Materials:** (S) Add Three Numbers Sprint.

# SPRINT: ADD THREE NUMBERS

Make a 10 to add

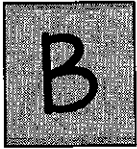


Number correct: 

Name \_\_\_\_\_

Date \_\_\_\_\_

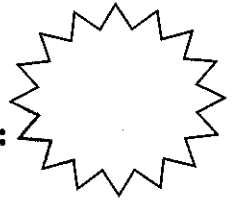
1	$9 + 1 + 3 = \square$		16	$6 + 4 + 5 = \square$	
2	$9 + 1 + 5 = \square$		17	$6 + 4 + 6 = \square$	
3	$1 + 9 + 5 = \square$		18	$4 + 6 + 6 = \square$	
4	$1 + 9 + 1 = \square$		19	$4 + 6 + 5 = \square$	
5	$5 + 5 + 4 = \square$		20	$4 + 5 + 6 = \square$	
6	$5 + 5 + 6 = \square$		21	$5 + 3 + 5 = \square$	
7	$5 + 5 + 5 = \square$		22	$6 + 5 + 5 = \square$	
8	$8 + 2 + 1 = \square$		23	$1 + 4 + 9 = \square$	
9	$8 + 2 + 3 = \square$		24	$9 + 1 + \square = 14$	
10	$8 + 2 + 7 = \square$		25	$8 + 2 + \square = 11$	
11	$2 + 8 + 7 = \square$		26	$\square + 3 + 4 = 13$	
12	$7 + 3 + 3 = \square$		27	$2 + \square + 6 = 16$	
13	$7 + 3 + 6 = \square$		28	$1 + 1 + \square = 11$	
14	$7 + 3 + 7 = \square$		29	$19 = 5 + \square + 9$	
15	$3 + 7 + 7 = \square$		30	$18 = 2 + \square + 6$	



# SPRINT: ADD THREE NUMBERS

Make a 10 to add

Number correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

1	$5 + 5 + 4 = \square$		16	$6 + 4 + 2 = \square$	
2	$5 + 5 + 6 = \square$		17	$6 + 4 + 3 = \square$	
3	$5 + 5 + 5 = \square$		18	$4 + 6 + 3 = \square$	
4	$9 + 1 + 1 = \square$		19	$4 + 6 + 6 = \square$	
5	$9 + 1 + 2 = \square$		20	$4 + 7 + 6 = \square$	
6	$9 + 1 + 5 = \square$		21	$5 + 4 + 5 = \square$	
7	$1 + 9 + 5 = \square$		22	$8 + 5 + 5 = \square$	
8	$1 + 9 + 6 = \square$		23	$1 + 7 + 9 = \square$	
9	$8 + 2 + 4 = \square$		24	$9 + 1 + \square = 11$	
10	$8 + 2 + 7 = \square$		25	$8 + 2 + \square = 12$	
11	$2 + 8 + 7 = \square$		26	$\square + 3 + 4 = 14$	
12	$7 + 3 + 7 = \square$		27	$3 + \square + 7 = 20$	
13	$7 + 3 + 8 = \square$		28	$7 + 8 + \square = 17$	
14	$7 + 3 + 9 = \square$		29	$16 = 3 + \square + 6$	
15	$3 + 7 + 9 = \square$		30	$19 = 2 + \square + 7$	

## 25. TAKE OUT 2: NUMBER BONDS

(4 minutes)

**Materials:** (S) Personal white board

**Directions:** Say a number within 10. Students quickly write a number bond for the number said, using 2 as a part, and hold up their boards when finished.

## 26. DECOMPOSING ADDITION SENTENCES

(5 minutes)

**Directions:**

T: (Write  $9 + 5 = \underline{\quad}$  on the board.) What does 9 need to make ten?

S: 1.

T: (Write  $9 + 1$  below  $9 + 5 = \underline{\quad}$ .)

T: (Point to the 5.) If we take 1 from 5 to make ten, what part is left?

S: 4.

T: (Add + 4 after  $9 + 1$ .) Say the number sentence with the answer.

S:  $9 + 1 + 4 = 14$ .

T: (Write 14 to complete  $9 + 1 + 4 = \underline{\quad}$ .)  $9 + 1 + 4 = 14$ .  $9 + 5$  is...?

S: 14.

T: (Write 14 to complete  $9 + 5 = \underline{\quad}$ .)

Continue with other  $9 + n$  and  $8 + n$  addition sentences. If students are ready, have them use their boards to independently decompose addition sentences into three parts

## **27. SPRINT: SUBTRACTION WITHIN 10**

**(10 minutes)**

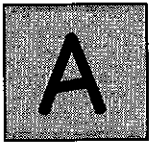
**Materials:** (S) Subtraction Within 10 Sprint

Note: This Sprint reviews subtracting from ten, along with other subtraction facts within the Grade 1 core fluency objective of adding and subtracting within 10. For directions on how to use sprints, see Appendix.

# SPRINT: SUBTRACTION WITHIN 10

Write the missing number

Number correct: 



Name \_\_\_\_\_

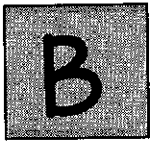
Date \_\_\_\_\_

1	$10 - 9 = \square$		16	$10 - \square = 5$	
2	$10 - 8 = \square$		17	$9 - \square = 5$	
3	$10 - 6 = \square$		18	$8 - \square = 5$	
4	$10 - 7 = \square$		19	$10 - \square = 3$	
5	$10 - 6 = \square$		20	$9 - \square = 3$	
6	$10 - 5 = \square$		21	$8 - \square = 3$	
7	$10 - 6 = \square$		22	$\square - 6 = 4$	
8	$10 - 4 = \square$		23	$\square - 6 = 3$	
9	$10 - 3 = \square$		24	$\square - 6 = 2$	
10	$10 - 7 = \square$		25	$10 - 4 = 9 - \square$	
11	$10 - 8 = \square$		26	$8 - 2 = 10 - \square$	
12	$10 - 2 = \square$		27	$8 - \square = 10 - 3$	
13	$10 - 1 = \square$		28	$9 - \square = 10 - 3$	
14	$10 - 9 = \square$		29	$10 - 4 = 9 - \square$	
15	$10 - 10 = \square$		30	$\square - 2 = 10 - 4$	

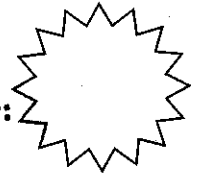


# SPRINT: SUBTRACTION WITHIN 10

Write the missing number



Number correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

1	$10 - 8 = \square$		16	$10 - \square = 0$	
2	$10 - 9 = \square$		17	$9 - \square = 0$	
3	$10 - 8 = \square$		18	$8 - \square = 0$	
4	$10 - 9 = \square$		19	$10 - \square = 1$	
5	$10 - 7 = \square$		20	$9 - \square = 1$	
6	$10 - 9 = \square$		21	$8 - \square = 1$	
7	$10 - 8 = \square$		22	$\square - 5 = 5$	
8	$10 - 7 = \square$		23	$\square - 5 = 4$	
9	$10 - 3 = \square$		24	$\square - 5 = 3$	
10	$10 - 7 = \square$		25	$10 - 8 = 9 - \square$	
11	$10 - 6 = \square$		26	$8 - 6 = 10 - \square$	
12	$10 - 4 = \square$		27	$8 - \square = 10 - 2$	
13	$10 - 3 = \square$		28	$9 - \square = 10 - 2$	
14	$10 - 7 = \square$		29	$10 - 3 = 9 - \square$	
15	$10 - 5 = \square$		30	$\square - 1 = 10 - 3$	

## 28. NUMBER PATH

(6 minutes)

**Materials:** (T/S) Personal white board, number path 1–20, counter and number cards

### Directions:

T: Put your counter on 8.

S: (Place the counter on 8.)

T: How many spaces do you need to move to land on 10? (Pause to provide thinking time.)

S: 2.

T: Let's check. Move your counter to 10.

S (Move the counter to 10.)

T: Were you right?

S: Yes!

T: Write an equation to show what you did.

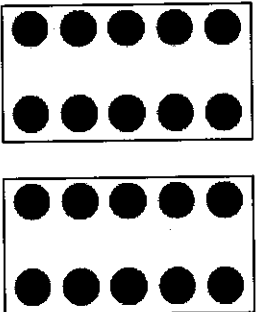
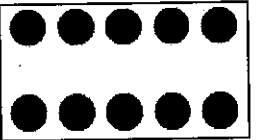



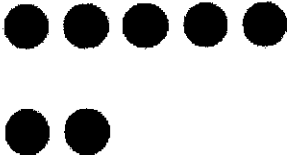



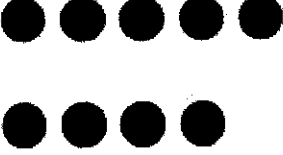
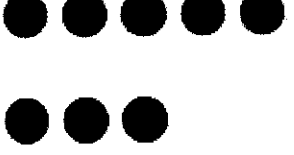
S: (Write  $8 + 2 = 10$ .)

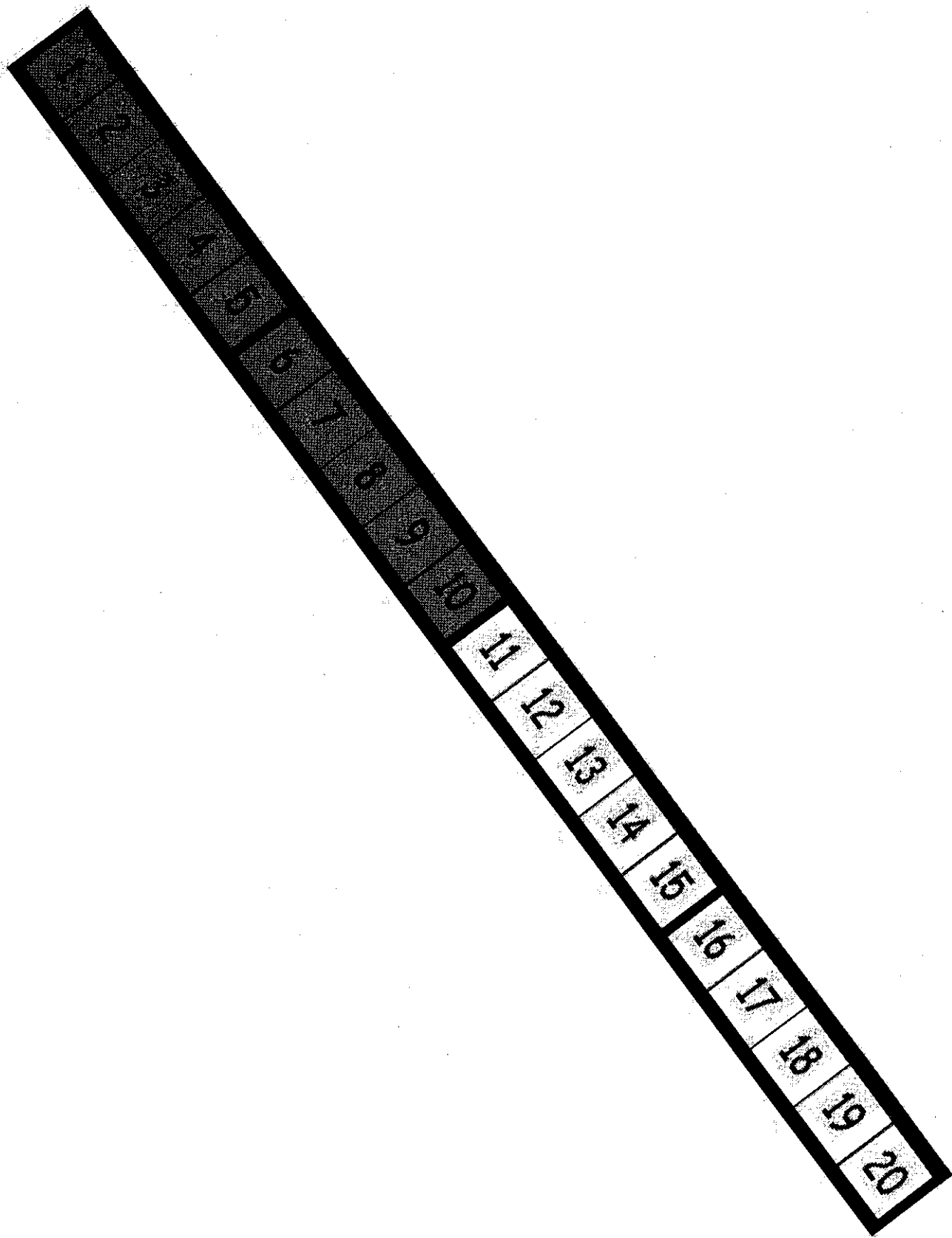
Continue moving to and from 10 within 10. Next, start at 10, and move the counters to and from teen numbers. Ask questions about how students determined the number of spaces they moved. Did they count each space, or did they "just know"?

1	0	2	0
0	1	2	3
4	5	<u>6</u>	7
8	<u>9</u>		

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hide zero cards, numeral side (copy double-sided with next page)  
hide zero cards, dot side (copy double-sided with previous page)



**Number Path**

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