



Dear Parents of Rising First Graders,

In first grade, we will expand the math skills that the students learned in Kindergarten. We will emphasize conceptual understanding, procedural skill and fluency, applications, and problem solving. We will build math vocabulary and use real-life situations. This summer, you can support your child by providing math-related exercises, games, or puzzles. Make it fun and engaging to maintain interest in math. It would also be helpful to connect math concepts to real-life situations to make them more relevant and understandable. Show your child how math is used in everyday life, such as in cooking, measuring, or shopping, to help your child see the practical applications of math skills. I also suggest that your child complete the packet "Step up to Grade 1". (If your child is new to St. John's, then the packet is available for pick up in the front office.) Please do not be concerned if your child struggles with a concept in the packet or is unable to complete the packet. Remember that children learn at their own pace and it's important to be patient, supportive, and encouraging throughout the process.

Please feel free to contact me at Elaine.Bayarena@stjes.org if you have any questions or concerns. I am looking forward to having your child in my first grade class!

Sincerely,
Mrs. Bayarena

Name _____

**Solve & Share**

Your bag has 2 different colors of connecting cubes. Take out a handful of cubes. Make sure to get some cubes of each color. How can you use numbers to show how many cubes you picked in all? Show how.

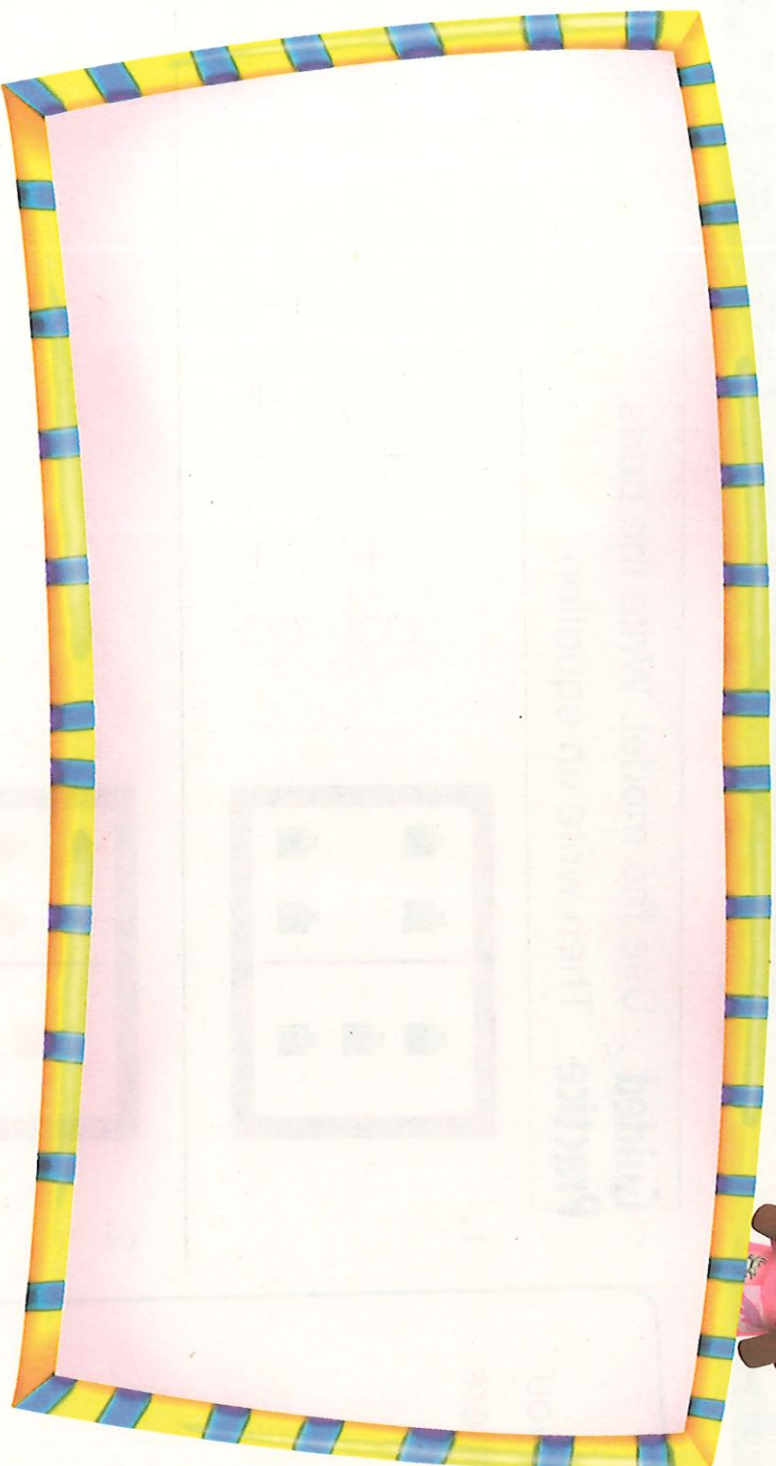
**Lesson 1**

Introducing Addition Expressions and Equations

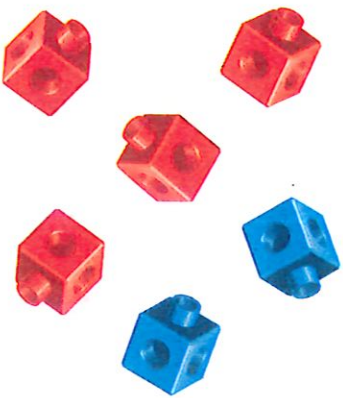
I can ...

write equations to show the parts and the whole.

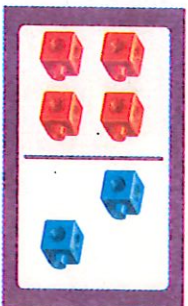
I can also reason about math.



Kenny picked 4 red cubes. Then he picked 2 blue cubes.

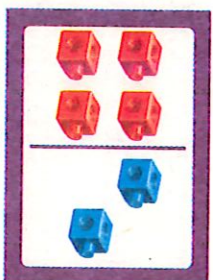


You can describe the parts as 4 and 2 and write $\underline{4} + \underline{2}$.



The parts are 4 and 2.

You can **add** the parts to find the **sum**. 4 and 2 is 6 in all.



6 is the sum of 4 and 2.

You can write an **equation** to show the parts and the whole.

$$\begin{array}{c} \underline{4} + \underline{2} = \underline{6} \\ \text{4 plus 2 equals 6.} \end{array}$$

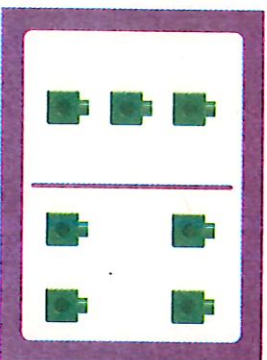
Do You Understand?

Show Me! What can you do to find how many there are in all?

★ Guided Practice

Use the model. Write the parts. Then write an equation.

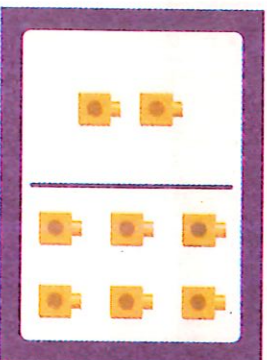
1.



$$\underline{3} + \underline{2}$$

$$\underline{3} + \underline{2} = \underline{5}$$

2.



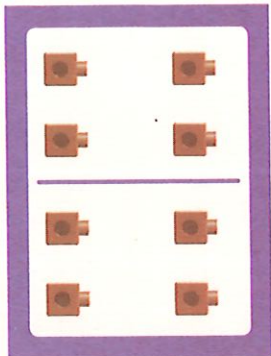
$$\underline{2} + \underline{4}$$

$$\underline{2} + \underline{4} = \underline{6}$$

Independent Practice

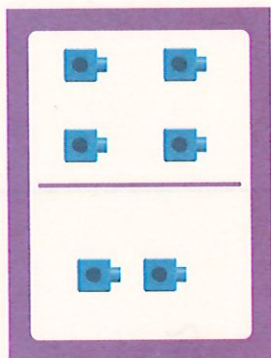
Use the model. Write the parts. Then write an equation.

3.



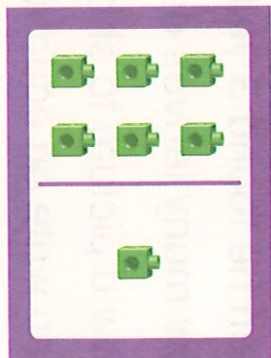
$$\begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

4.



$$\begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

5.



$$\begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} = \underline{\quad} + \underline{\quad} \end{array}$$

6. **Higher Order Thinking** Jim

picked up 9 rocks. He picked up 4 of them on his way to school. He picked up the rest on his way home. How many rocks did Jim pick up on his way home?
Draw a picture to solve.
Then write an equation.

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

7. **Reasoning** Ben found

4 orange leaves.

Then he found 3 yellow leaves.

How many leaves did Ben find in all?

Draw a picture to show the story.

Then write an equation.



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

8. **Higher Order Thinking** Draw a picture to

show an addition story about red worms and brown worms. Write an equation to tell how many worms there are in all.

9. **Assessment** Ava drew 9 apples.

3 of them are green. The others are red.

How many red apples did she draw?

Which equation matches this story?

Ⓐ $9 + 3 = 12$

Ⓑ $4 + 5 = 9$

Ⓒ $3 + 6 = 9$

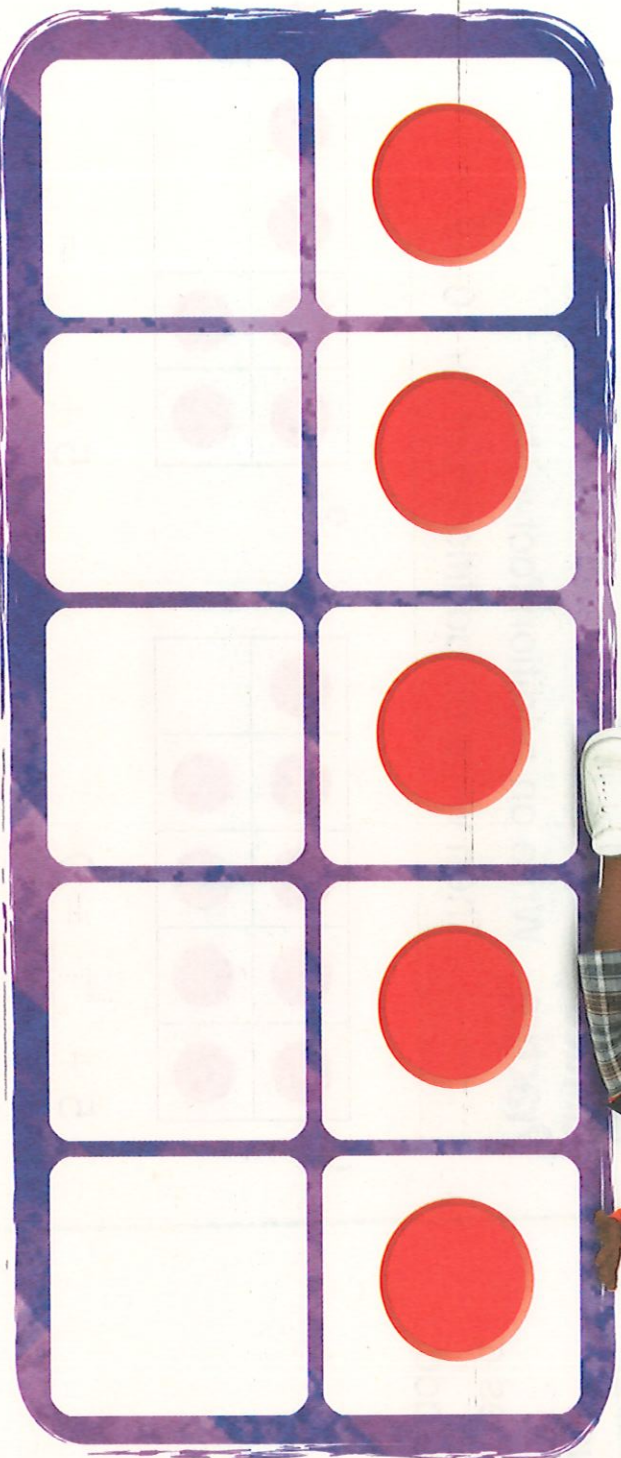
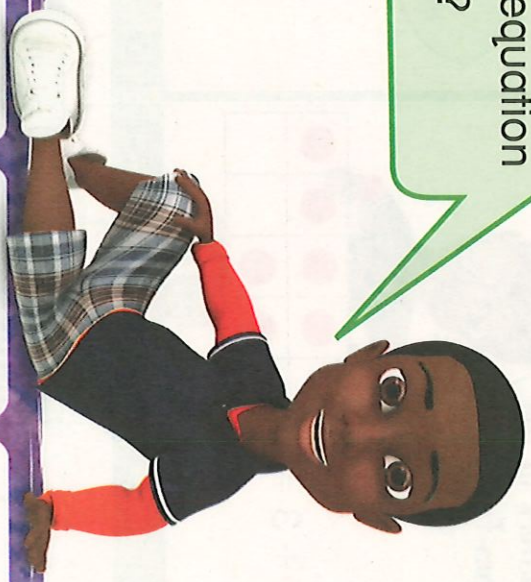
Ⓓ $3 + 3 = 6$

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

Name _____



Put some counters on the bottom row of the ten-frame. What addition equation can you write to match the counters?



_____ + _____ = _____

Lesson 2

Facts with 5 on a Ten-Frame

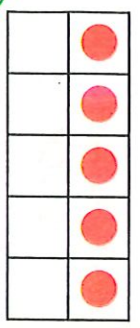
I can ...

use a ten-frame to help solve addition facts with 5 and 10.

I can also model
with math.

You can use a ten-frame to show an addition fact with 5.

$$5 + 3 = ?$$



Start with 5.
Then add 3 more.

5 and 3 more is 8.

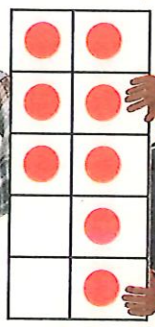
There are 8 counters in the ten-frame.

$$5 + 3 = 8$$



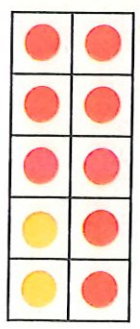
The ten-frame shows another addition fact. You have 8. Make 10.

2 boxes are empty. Add 2.



8 plus 2 more is 10.

$$8 + 2 = 10$$



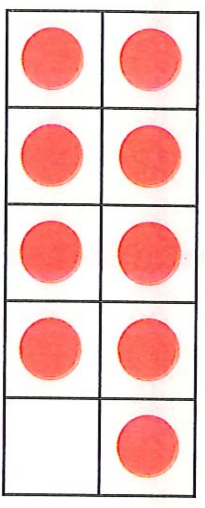
Do You Understand?

Show Me! How does a ten-frame help you add $5 + 4$?

★ Guided Practice

Look at the ten-frames. Write an addition fact with 5. Then write an addition fact for 10.

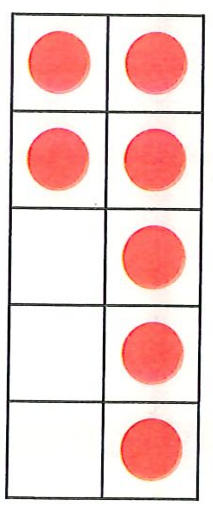
1.



$$5 + \underline{\quad} = 9$$

$$9 + \underline{\quad} = 10$$

2.



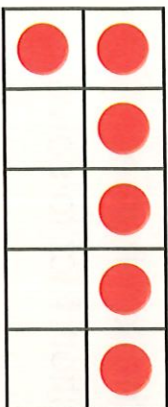
$$5 + \underline{\quad} = \underline{\quad}$$

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

Independent Practice

Look at the ten-frames. Write an addition fact with 5. Then write an addition fact for 10.

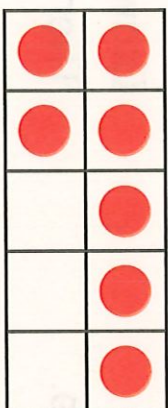
3.



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

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

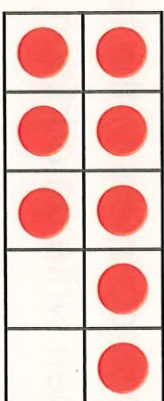
4.



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

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

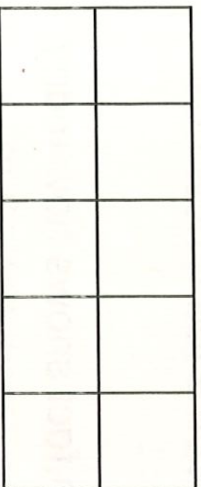
5.



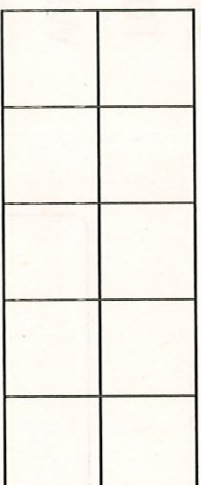
$$5 + \underline{\quad} = \underline{\quad}$$

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

6. **Higher Order Thinking** Using 2 colors, draw counters in the ten-frames to match the addition equations. Then write the missing numbers.



$$7 + \underline{\quad} = 10$$



$$9 + \underline{\quad} = 10$$



Which number will make 10?

7. **Model** A team has 5 softballs.

The coach brings 3 more. How many softballs does the team have now?

Draw counters in the ten-frame.

Then write an addition fact to solve.

_____ + _____ = _____ softballs

8. **Model** Marcia reads 5 books.

Tanya reads 2 books. How many books did the girls read in all?

Draw counters in the ten-frame.

Then write an addition fact to solve.

_____ + _____ = _____ books

9. **Higher Order Thinking** Write a

new story about adding to 10 in the ten-frame in Item 7. Then write an equation for your story.

_____ + _____ = _____

10. **Assessment** Scott's team has

5 footballs. Scott's coach brings some more. Scott's team now has 10 footballs.

Which addition fact shows how many footballs Scott's coach brought?

Ⓐ $5 + 5 = 10$

Ⓑ $10 + 5 = 15$

Ⓒ $7 + 3 = 10$

Ⓓ $10 + 7 = 17$

Name _____

Solve & Share

Write an addition equation for the green and yellow cubes in each cube tower. How are the addition equations the same? How are they different?



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



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

Lesson 3

Add in Any Order

I can ...

use the same addends to write two different equations with the same sum.

I can also model with math.



You can change the order of the addends. The sum is the same.



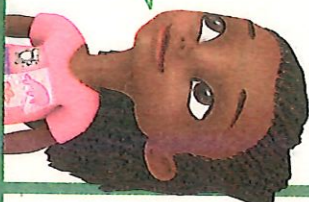
4 and 2 is 6.



2 and 4 is 6.

$$\begin{array}{r} 4 + 2 = 6 \\ 2 + 4 = 6 \end{array}$$

You can write 2 addition equations.



4 plus 2 equals 6.
2 plus 4 equals 6.

$$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

Do You Understand?

Show Me! How can you

use cubes to show that
5 + 3 is the same as
3 + 5?

★ Guided Practice

Color to change the order of the addends.
Then write the addition equations.

1.



$$3 + 2 = 5$$

2.



$$4 + 2 = 6$$



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



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

Independent Practice

Write the sum. Then change the order of the addends. Write the new addition equation.

3. $2 + 6 = \underline{\quad}$

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

4. $3 + 6 = \underline{\quad}$

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

5. $\underline{\quad} = 1 + 7$

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

6. $4 + 3 = \underline{\quad}$

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

7. $4 + 5 = \underline{\quad}$

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

8. $4 + 2 = \underline{\quad}$

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



Number Sense Use the numbers on the cards to write 2 addition equations.

9.

1

6

5

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

10.

7

9

2

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

11. **Model** Rico and Nate collect 3 cans on Monday. On Tuesday, they collect 7 more. How many cans did they collect in all?

Draw a picture. Then write 2 different addition equations.

$$\begin{array}{r} ___ + ___ = ___ \\ ___ + ___ = ___ \end{array}$$

12. Higher Order Thinking

Draw a picture of 4 fish.
Make some blue.
Make the rest red.

Write 2 addition equations to tell about the picture.

$$\begin{array}{r} ___ + ___ = ___ \\ ___ + ___ = ___ \end{array}$$

13. **Assessment** Look at the 2 addition equations. Which is the missing addend?

$$8 = ___ ? ___ + 2$$

$$8 = 2 + ___ ?$$

- (A) 6
- (B) 7
- (C) 8
- (D) 9

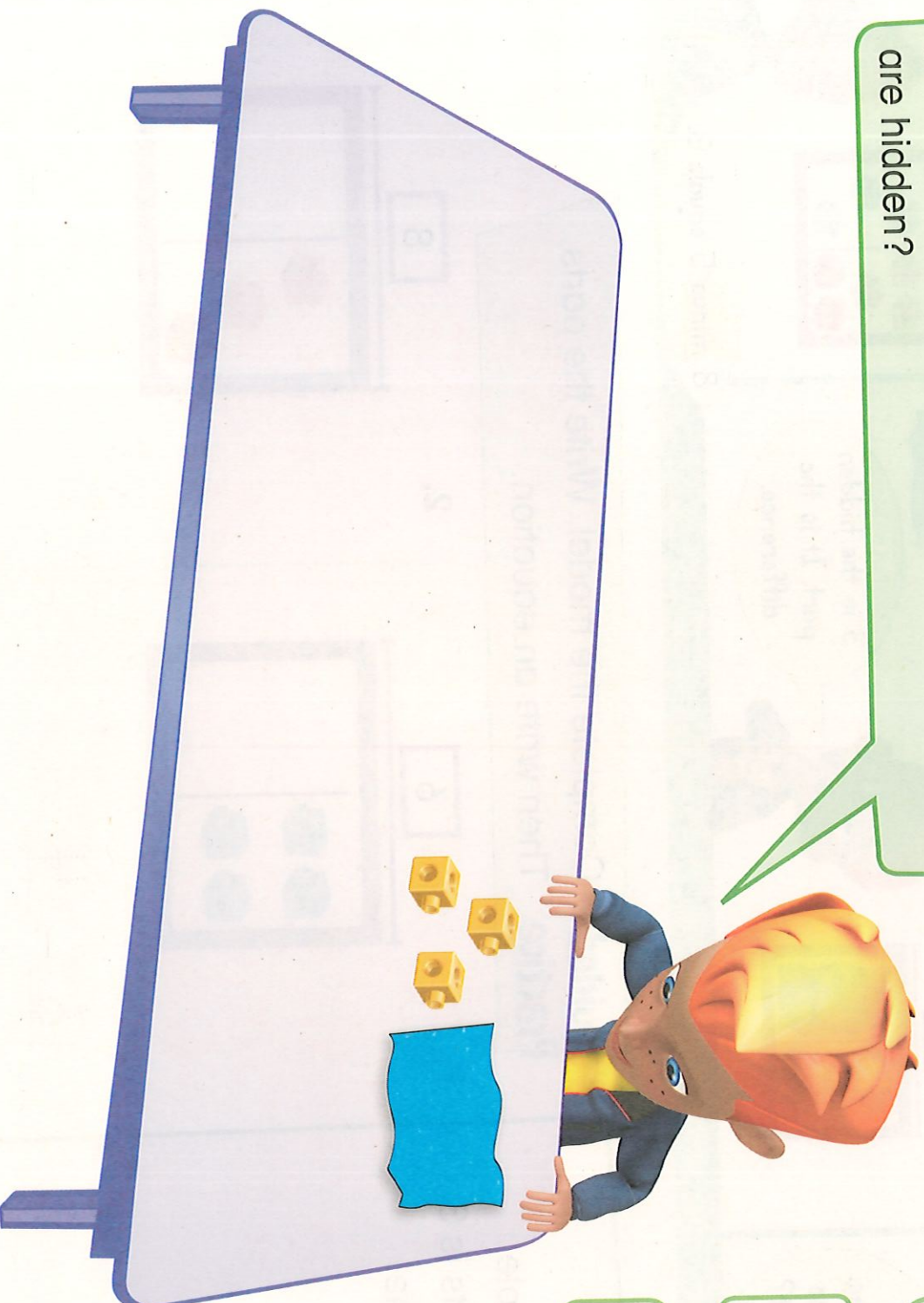
Both addition equations have a 2 and a 8.



Name _____

Solve & Share

Alex has 5 connecting cubes on the table. He hides some cubes. How can you use numbers to show how many cubes are hidden?



Lesson 4

Introducing
Subtraction
Expressions and
Equations

I can ...

write equations to find the missing part of a whole.

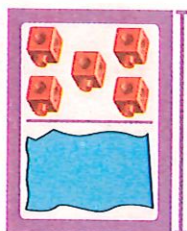
I can also reason
about math.

Alex has 8 cubes.
He hides some cubes.



5 is the
part you see.
What is the
hidden part?

You can describe the
whole as 8 and one of
the parts as 5. Find
the hidden part by
writing $8 - 5$.



You can **subtract** to find
the **difference**. $8 - 5$ is 3.

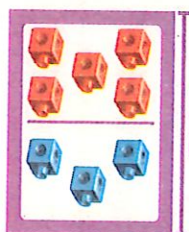


3 is the hidden
part. It is the
difference.

You can write an
equation.

$$8 - 5 = 3$$

8



8 minus 5 equals 3.

Do You Understand?

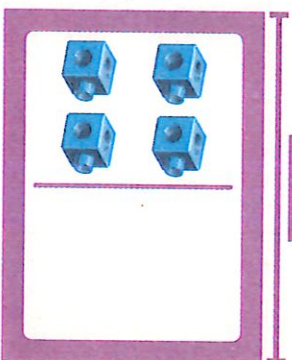
Show Me! The whole
is 9. One of the parts is 3.
How can you find the
difference?

☆ Guided Practice

Complete the model. Write the parts.
Then write an equation.

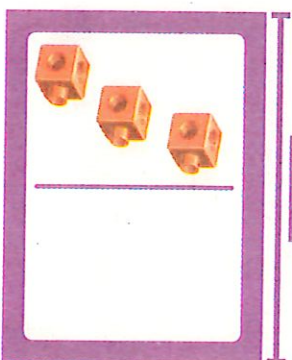
1.

6



2.

8



$$6 - 4 = \underline{\quad}$$

$$6 - 4 = 2$$

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

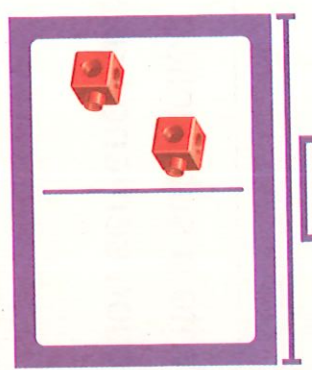
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Independent Practice

Complete the model. Write the parts.
Then write a subtraction sentence.

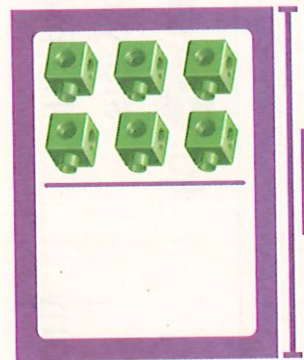
3.

7



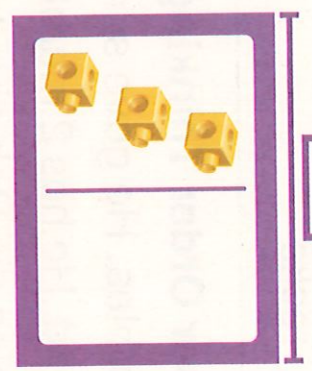
4.

9



5.

6



6. Higher Order Thinking There are

7 kittens in all. 1 is inside a basket.

The rest are outside. How many

kittens are outside the basket?

Draw a picture to show the story.

Then write the missing part.

7 - ____ = 1

She drops 4 of the rocks into a pond.

How many rocks does Lena have now?

rocks

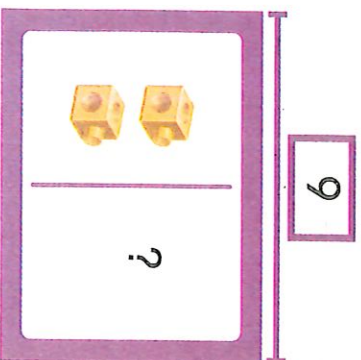
He gives 4 flowers to his sister.

How many flowers does Tony still have?

flowers

9 marbles. He gave some marbles to a friend. He has 2 marbles left. How many

Choose the subtraction sentence that matches the story.



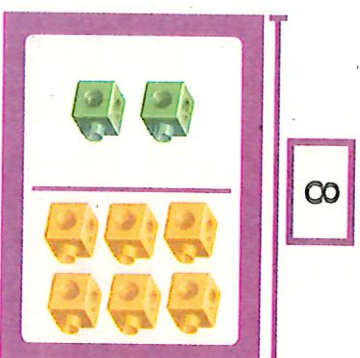
9-36

9-2=7

7-3=4

⑤ $7 - 2 = 5$

10.  **Assessment** Write a subtraction story and a subtraction sentence about the model.

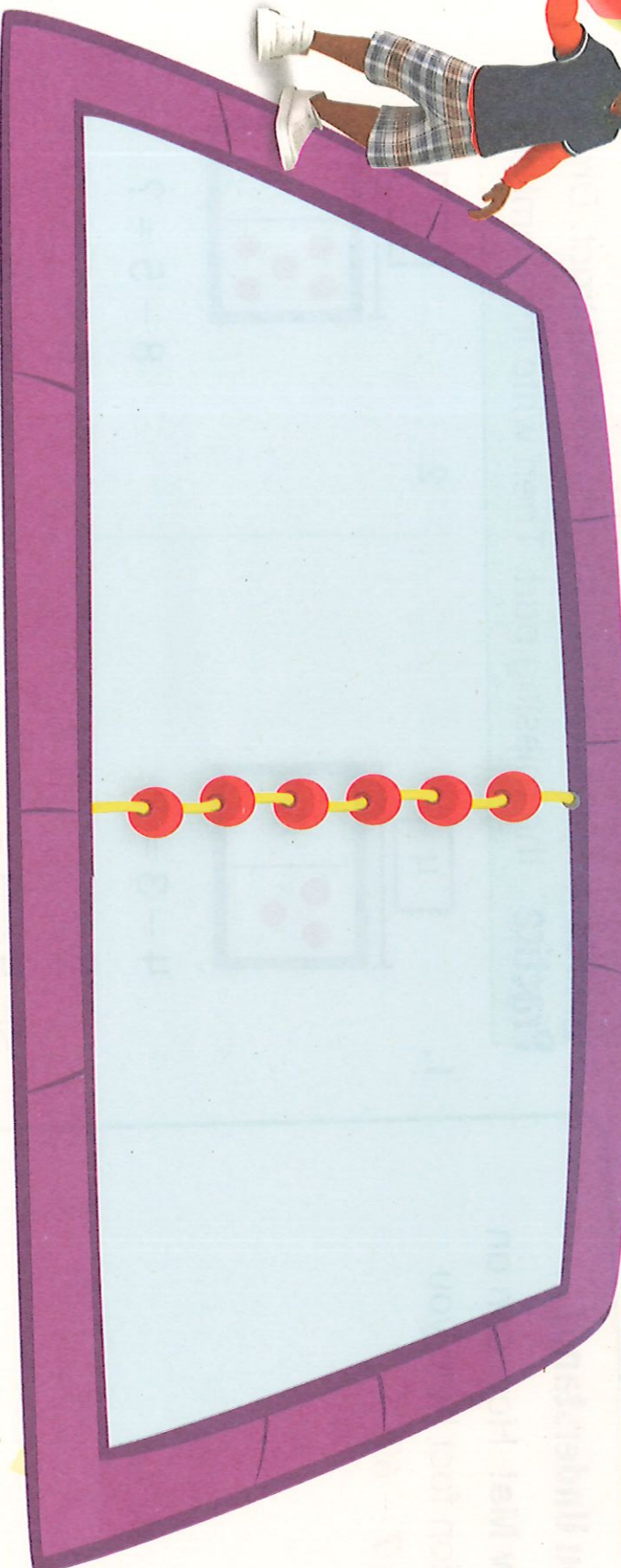
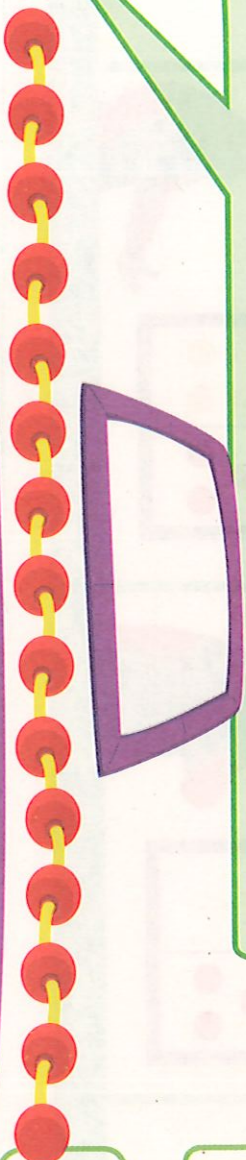
[illegible]

Name _____

Solve & Share

Jenna has 6 beach balls. 4 of them blow to the other side of the pool. How many does she have left?

How can you use an addition fact to find the answer to $6 - 4 =$? Use counters to help you solve the problem.



Lesson 5 Think Addition to Subtract

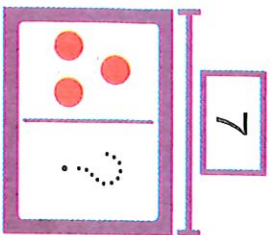
I can ...
use addition facts I know to help me solve subtraction problems.

I can also model with math.

_____ + _____ = _____
So, _____ - _____ = _____.

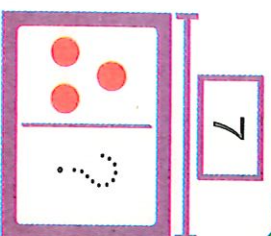
You can use addition to help you subtract.

$$7 - 3 = \boxed{?}$$



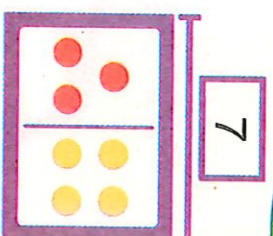
$$3 + \boxed{?} = 7$$

What can I add to 3 to make 7?



$$3 + \boxed{4} = 7$$

The missing part is 4.



Think of the addition fact to solve the subtraction equation.

$$7 - 3 = \boxed{4}$$

$$3 + 4 = 7$$



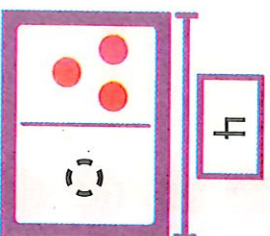
Do You Understand?

Show Me! How can an addition fact help you solve $7 - 6$?

Guided Practice

Think addition to help you subtract. Draw the missing part. Then write the numbers.

1.

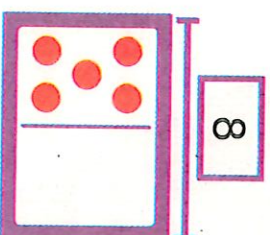


$$4 - 3 = ?$$

$$3 + \underline{\quad} = 4$$

$$\text{So, } 4 - 3 = \underline{\quad}.$$

2.



$$8 - 5 = ?$$

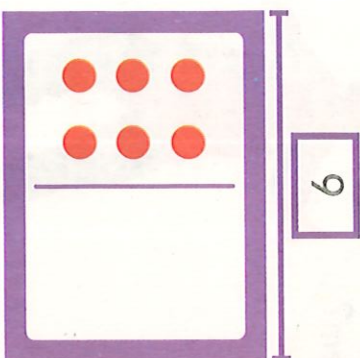
$$5 + \underline{\quad} = 8$$

$$\text{So, } 8 - 5 = \underline{\quad}.$$

Independent Practice

Think addition to help you subtract. Draw the missing part.

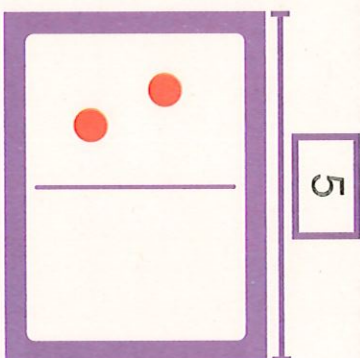
3.



$$6 + \underline{\quad} = 9$$

So, $9 - 6 = \underline{\quad}$.

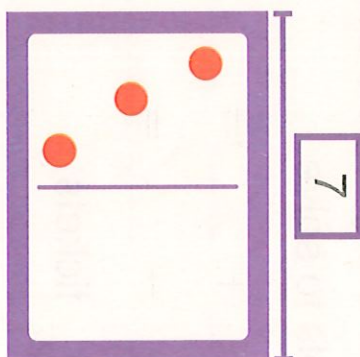
4.



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

So, $5 - 2 = \underline{\quad}$.

5.



$$3 + \underline{\quad} = 7$$

So, $7 - 3 = \underline{\quad}$.

6. **Higher Order Thinking** Draw the shape to complete the equation.

If



+



=

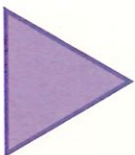


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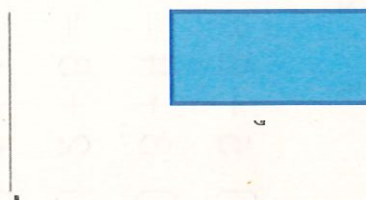
then



-



=



7. **Use Tools** Claire needs 9 tickets to get on a ride.

She has 4 tickets. She needs some more tickets.

How many tickets does Claire still need? You can use tools to solve.

$$+ \quad = \quad$$

$$- \quad = \quad$$

_____ tickets

Which tool could help you solve this problem?



8. **Higher Order Thinking** Erin has a

box that holds 8 crayons. 2 crayons are inside the box. She uses addition to find how many are missing. Is

Erin correct?

Explain.

$8 + 2 = 10$
10 crayons
are missing.

9. **Assessment** Which addition facts

can help you solve the problem?

Choose all that apply.

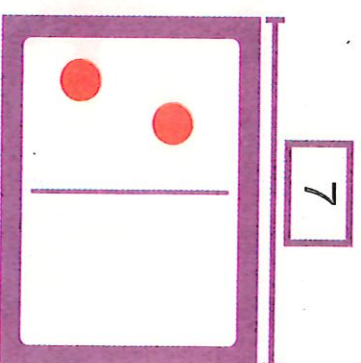
$$7 - 2 = ?$$

☐ $5 + 2 = 7$

☐ $3 + 4 = 7$

☐ $2 + 5 = 7$

☐ $6 + 1 = 7$



Solve & Share

Carlos made stacks of 6 books, 4 books, and 6 books. How can you use addition to find the number of books in all 3 stacks?
Write 2 different equations to show how many books in all.



Lesson 6
Add Three Numbers

I can ...
find different strategies to add three numbers.

I can also model
with math.

$$\begin{array}{r} \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

You can add 3 numbers.

$$8 + 6 + 2$$

Pick 2 numbers to add first.



You can make 10.

$$8 + 6 + 2 = 16$$



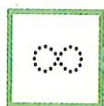
$$8 + 2 = 10$$

$$10 + 6 = 16$$



You can make a double.

$$8 + 6 + 2 = 16$$



$$6 + 2 = 8$$

$$8 + 8 = 16$$



You can add any 2 numbers first.

$$3 + 5 = 8$$

$$12 + 4 = 16$$

$$3 + 5 = 8$$

$$12 + 4 = 16$$

The sums are the same.



Do You Understand?

Show Me! Why can you

pick any 2 numbers to add first when you add 3 numbers?

Guided Practice

Add the circled numbers first. Write their sum in the box. Then write the sum of all 3 numbers.

1. $2 + 7 + 3 = 12$



2. $6 + 5 + 4 =$



$$2 + 7 + 3 = 12$$



$$6 + 5 + 4 =$$



Independent Practice

Circle 2 numbers to add first. Write their sum in the box at the right. Then write the sum of all 3 numbers.

3. $\begin{array}{r} 6 \\ 5 \\ + 1 \\ \hline \end{array}$

4. $\begin{array}{r} 5 \\ 4 \\ + 8 \\ \hline \end{array}$

5. $\begin{array}{r} 2 \\ 7 \\ + 4 \\ \hline \end{array}$

$\begin{array}{r} \\ + 1 \\ \hline \end{array}$

$\begin{array}{r} \\ + 8 \\ \hline \end{array}$

$\begin{array}{r} \\ + 4 \\ \hline \end{array}$

6. $\begin{array}{r} 7 \\ 2 \\ + 7 \\ \hline \end{array}$

7. $\begin{array}{r} 5 \\ 3 \\ + 7 \\ \hline \end{array}$

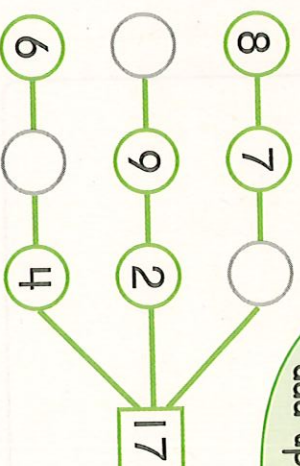
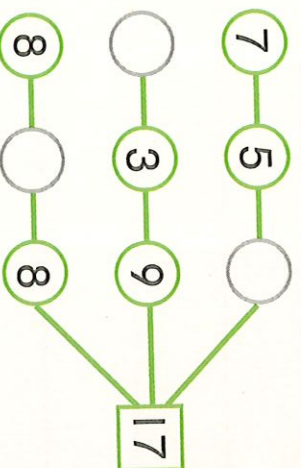
8. $\begin{array}{r} 4 \\ 6 \\ + 4 \\ \hline \end{array}$

$\begin{array}{r} \\ + 7 \\ \hline \end{array}$

$\begin{array}{r} \\ + 7 \\ \hline \end{array}$

$\begin{array}{r} \\ + 4 \\ \hline \end{array}$

9. **Number Sense** Find the missing numbers. The numbers on each branch add up to 17.

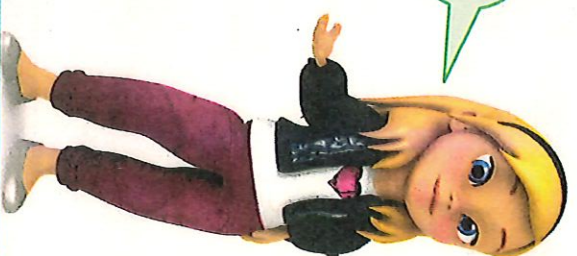


Each branch has 3 numbers that add up to 17.



10. **Look for Patterns** Oscar puts 9 books on a shelf and 3 books on another shelf. Then he puts 1 book on the last shelf. How many books did Oscar put on all three shelves?

Can you break the problem into simpler parts?



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

books

11. **Higher Order Thinking** Explain how to add $9 + 6 + 1$. Use pictures, numbers, or words.

12. **Assessment** Andre buys 7 pencils, 5 markers, and 3 pens. He wants to know how many items he bought in all. He added $7 + 3$ first. What should Andre add next? Explain.

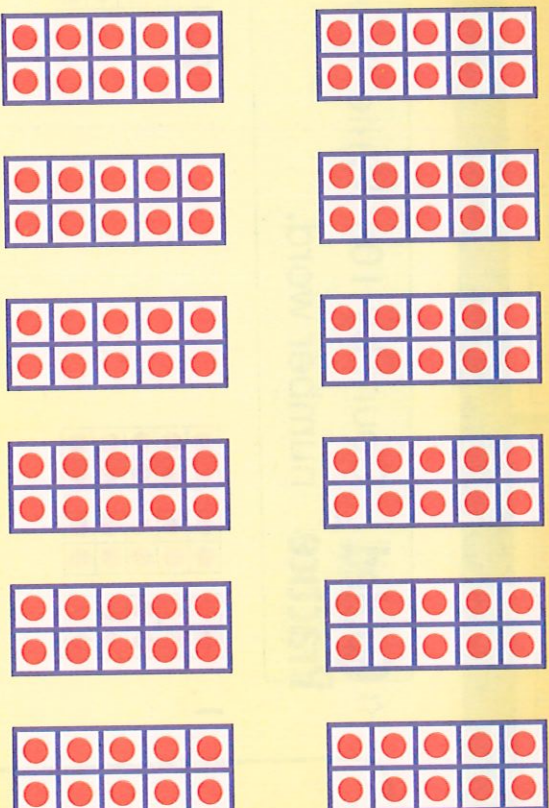


Name _____



Marta put counters on some ten-frames.

What is an easy way to count how many counters there are in all? Count how many and write the number.



_____ counters in all.

Lesson 7

Count by 10s
to 120

I can ...

count by 10s to 120.

I can also make

sense of problems.



Let's count by 10s.

1 ten	2 tens	3 tens	4 tens	5 tens	6 tens	7 tens
10	20	30	40	50	60	70
ten	twenty	thirty	forty	fifty	sixty	seventy

8 tens	9 tens	10 tens
80	90	100
eighty	ninety	one hundred

11 tens is 110. One hundred ten

12 tens is 120. One hundred twenty



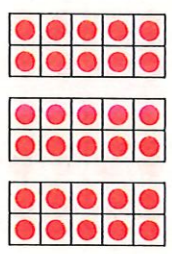
Do You Understand?

Show Me! When might it be better to count by 10s instead of by 1s?

★ Guided Practice

Count by 10s. Write the numbers and the number word.

1.

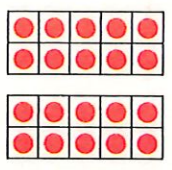


3 tens

30

thirty

2.

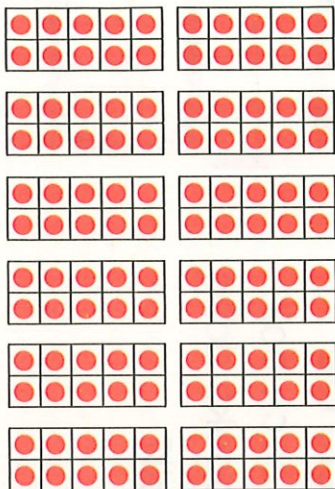


tens

Independent Practice

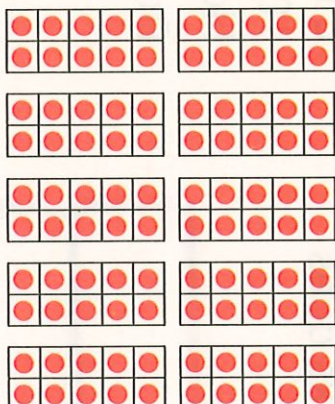
Count by 10s. Write the numbers and the number word.

3.



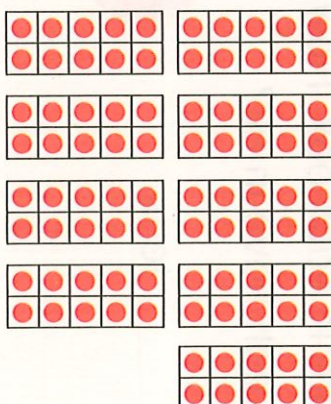
_____ tens

4.



_____ tens

5.



_____ tens

Write the missing numbers.

6. Higher Order Thinking

Mike writes a pattern.

He forgets to write some numbers.

What numbers did Mike forget to write?

10, 20, 30, _____, _____, 60, 70, _____, 90, _____, 110, 120

What is Mike's pattern?



Then write the numbers and the number word.

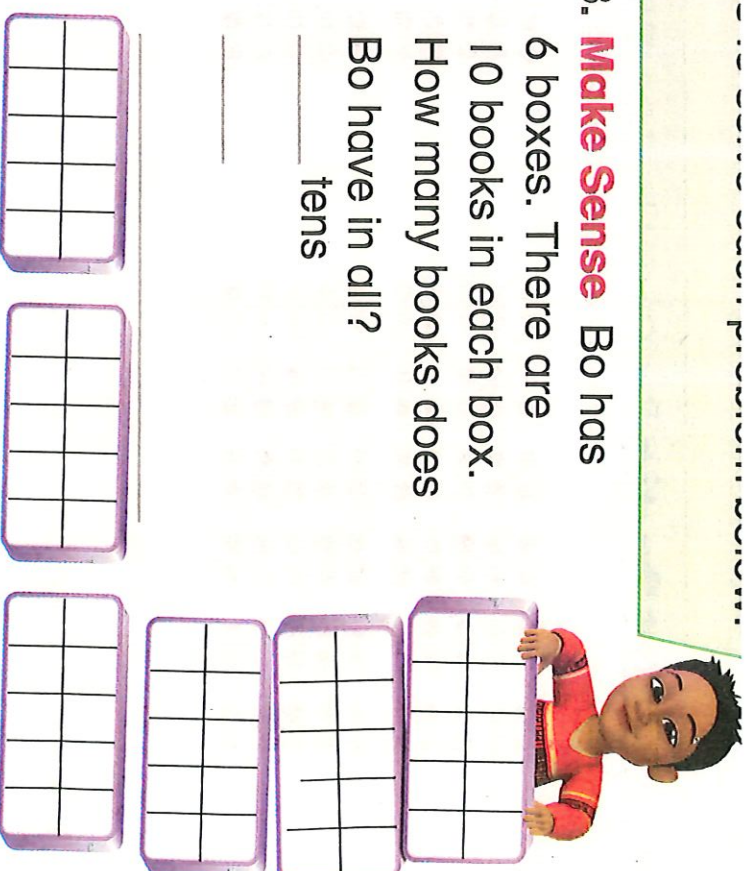
7. **Reasoning** Leah has 4 boxes. 10 books are in each box. How many books does Leah have in all?

_____ tens



8. **Make Sense** Bo has 6 boxes. There are 10 books in each box. How many books does Bo have in all?

_____ tens



9. **Higher Order Thinking** Cory counts by 5s to 50. Kobe counts by 10s to 50. Write the numbers Cory says.

5, _____, _____, _____, _____,

_____, _____, _____, _____, 50

Write the numbers Kobe says.

10, _____, _____, _____, 50

What numbers do both boys say?

_____, _____, _____, _____, _____

10. **Assessment** Marisol has some books. She puts them in piles of 10. Which number does NOT show how many books Marisol could have?

- (A) 30
(B) 40
(C) 45
(D) 50

Name _____

Solve & Share

Jada and Alex take turns counting by 1s. Jada counts from 98 up to 100. Now, it's Alex's turn to keep counting. Say the next 3 numbers Alex should count. Tell how you're right.

98, 99, 100

_____, _____, _____

Lesson 8

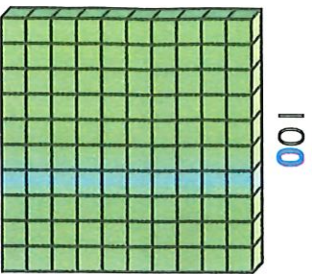
Count by 1s to 120

I can ...
count by 1s to 120.

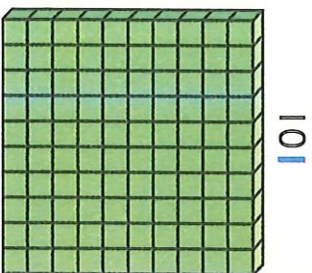
I can also look for patterns.



This block shows 100.
You say one hundred
for this number.



The next number you
say is one hundred one
because you have
1 hundred and 1 one.



When you count
forward, you keep
counting by 1s.

101, 102, 103, 104, 105

105 means
1 hundred and
5 ones. You say
one hundred five.

When you count higher,
you start with the words
one hundred.

116, 117, 118, 119, 120

116 is
one hundred
sixteen.

Do You Understand?

Show Me! How would you
say and show 110 when
you count? What number
comes next?

★ Guided Practice

Count forward by 1s. Write the
numbers.

1. 98, 99, 100, 101, 102

2. _____, _____, 93, _____, 95

3. 112, _____, _____, 115, _____

Independent Practice

Count forward by 1s. Write the numbers.

4. 97, _____, _____, _____, 101

5. _____, 104, _____, _____, 107

6. _____, 117, _____, 119, _____

7. _____, 101, 102, _____, _____

8. _____, _____, 111, _____, 113

9. 111, _____, _____, 114, _____



Use the clues to find each mystery number.

10. **Number Sense** Clue 1: The number comes after 112. Clue 2: The number comes before 116.

The mystery number might be:

_____, _____, _____

Clue 3: The number has 4 ones.
Circle the mystery number.

11. **Number Sense** Clue 1: The number comes before 120. Clue 2: The number comes after 114.

The mystery number might be:

_____, _____, _____, _____, _____

Clue 3: The number has 7 ones.
Circle the mystery number.

12. **Vocabulary** Marta is counting to 120. She says the number that is one **more** than 117. What number does she say?



13. In this chart, Manuel writes the numbers 105 to 111 in order. Then he spills water on it. Some numbers rub off. Help Manuel fill in the missing numbers.

105		107	108			111
-----	--	-----	-----	--	--	-----

14. **Reasoning** Savannah hikes 1 mile every day. After hiking on Monday, she has hiked 102 miles. After hiking on Friday, how many miles will she have hiked?

_____ miles

Think about the days and the numbers you count on.



15. **Higher Order Thinking** Pick a number greater than 100 and less than 116. Write the number in the box. Then write the three numbers that come before it and the number that comes after it.

_____, _____, _____, , _____, _____

16. **Assessment** Which shows the correct order for counting forward by 1s? Choose all that apply.

- ☐ 100, 101, 103, 102
☐ 115, 116, 117, 118
☐ 104, 105, 106, 107
☐ 115, 116, 119, 120

Guess how many cubes are in your bag. Then empty the bag in the space below. Without counting each cube, guess how many cubes there are. Write each guess. Now count the cubes and write the total number of cubes.

**Lesson 9****Tens and Ones****I can ...**

count and write numbers by tens and ones. _

I can also reason about math.

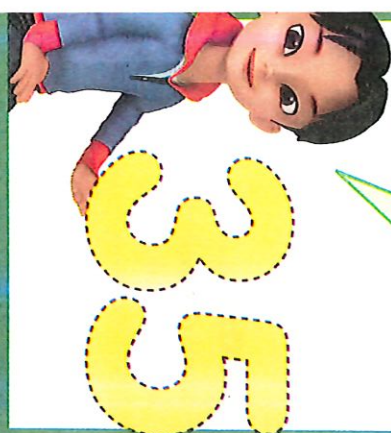
Guess 1: _____ cubes

Guess 2: _____ cubes

Actual number:

_____ cubes

35 stands for
3 tens and 5 ones.

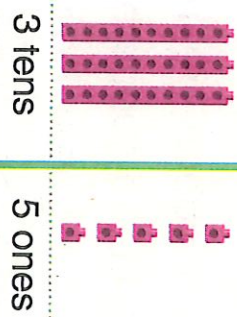


The 3 in 35 is the tens digit.
The 5 in 35 is the ones digit.



35 has 2 digits.

Tens Ones



Tens Ones

3	5
---	---

You can use a model to show the tens and ones.



The tens digit goes on the left.
The ones digit goes on the right.

35

Do You Understand?

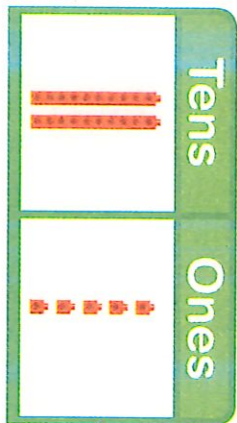
Show Me! How are these numbers alike? How are they different?

46	64
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★ Guided Practice

Count the tens and ones.
Then write the numbers.

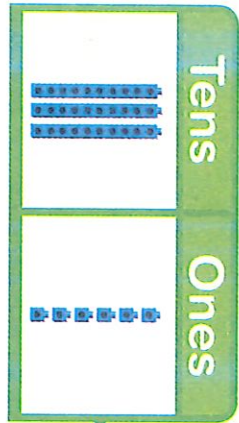
1.



2	5
---	---

25

2.

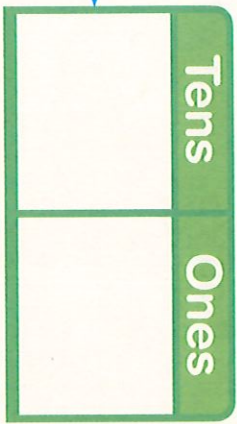


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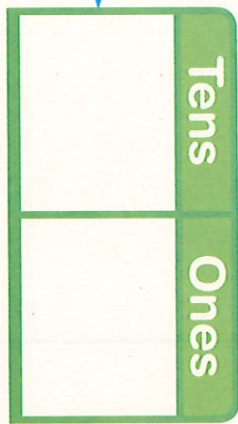
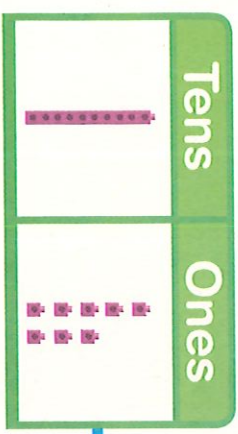
Independent Practice

Count the tens and ones. Then write the numbers.

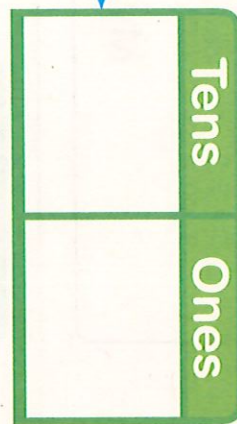
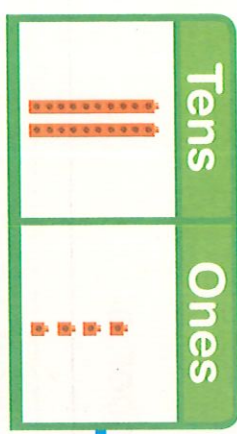
3.



4.



5.





Draw a picture to solve.
Write the number.

6. **Higher Order Thinking** Mary has a

number. It has the same number of tens and ones. What could Mary's number be?

7. **Use Tools** Sam has juice boxes at his party.

There are 4 packages of 10 and 8 extra juice boxes.

How many juice boxes are there in all?

Write the number of tens and ones. Then write the total number of juice boxes.

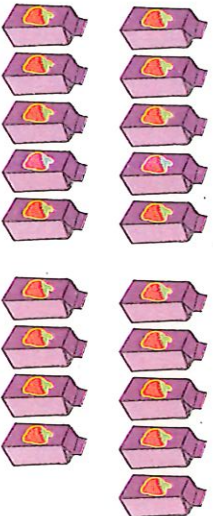
Tens	Ones

_____ juice boxes

8. **Higher Order Thinking** Draw a picture to show a number greater than 25 and less than 75. Then write the number.

My number is _____.

9. **Assessment** There are 19 juice cartons. Which model shows the number of juice cartons?



Tens	Ones
1	9

☐

Tens	Ones
3	4

☐

Tens	Ones
2	9

☐

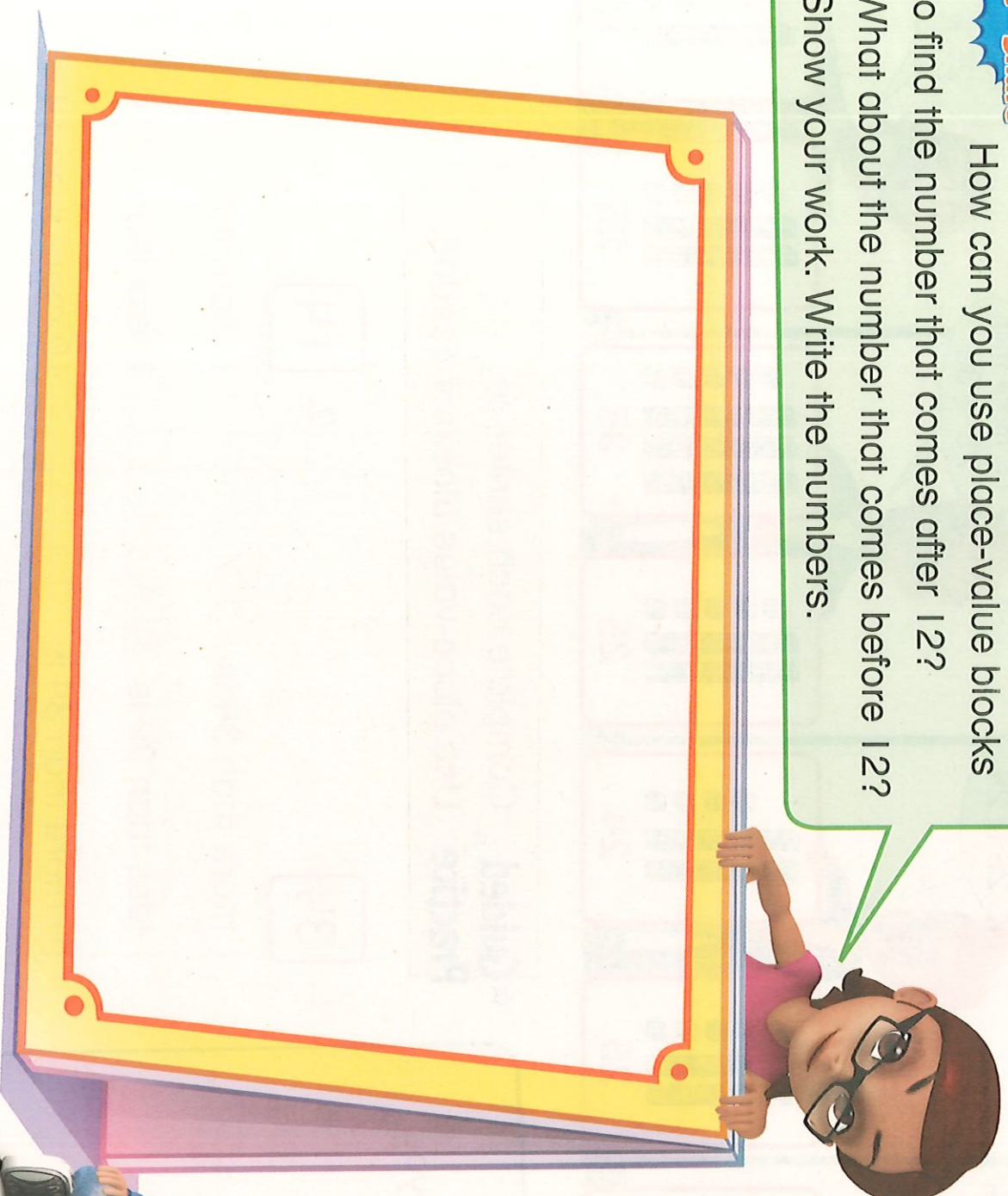
Tens	Ones
9	1

☐

Name _____

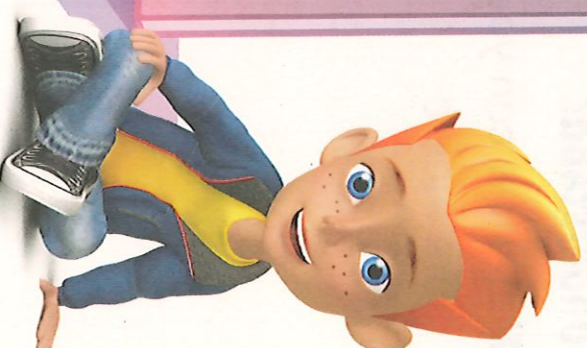
Solve & Share

How can you use place-value blocks to find the number that comes after 12? What about the number that comes before 12? Show your work. Write the numbers.



The number after 12 is _____.

The number before 12 is _____.

**Step Up to Grade 1****Lesson 10**

1 More, 1 Less;
10 More, 10 Less

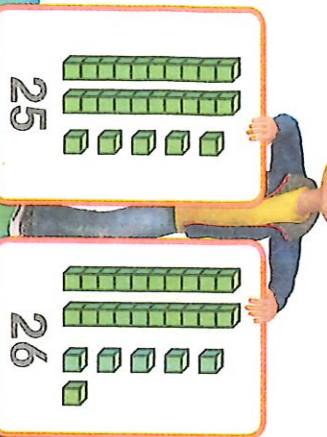
I can ...

find numbers that are more or less than a given number.

I can also use math tools correctly.

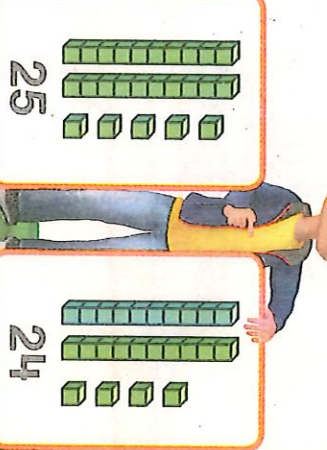
Show 1 more.

1 more than
25 is 26.



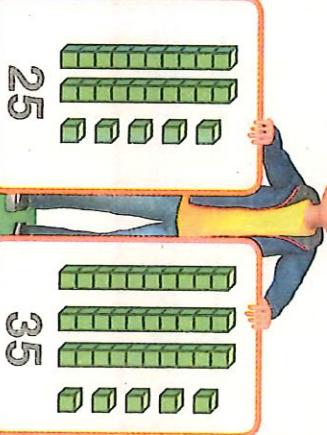
Show 1 less.

1 less than
25 is 24.



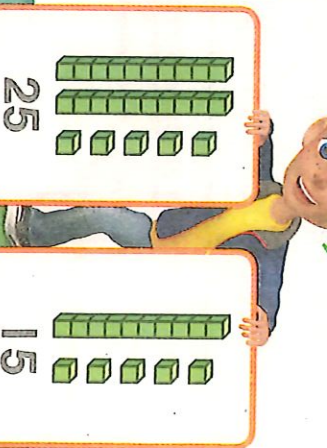
Show 10 more.

10 more than
25 is 35.



Show 10 less.

10 less than
25 is 15.



Do You Understand?

Show Me! How can you find 10 more than a number?

★ Guided Practice

Complete each sentence. Use place-value blocks if needed.

1. 34

1 more than 34 is 35.

1 less than 34 is 33.

10 more than 34 is 44.

10 less than 34 is 24.

2. 14

1 more than 14 is _____.

1 less than 14 is _____.

10 more than 14 is _____.

10 less than 14 is _____.

Independent Practice

Complete each sentence. Use place-value blocks if needed.

3. **71**

I more than 71 is _____.

I less than 71 is _____.

10 more than 71 is _____.

10 less than 71 is _____.

4. **50**

I more than 50 is _____.

I less than 50 is _____.

10 more than 50 is _____.

10 less than 50 is _____.

5. **19**

I more than 19 is _____.

I less than 19 is _____.

10 more than 19 is _____.

10 less than 19 is _____.

6. **49**

I more than 49 is _____.

I less than 49 is _____.

10 more than 49 is _____.

10 less than 49 is _____.

7. **85**

I more than 85 is _____.

I less than 85 is _____.

10 more than 85 is _____.

10 less than 85 is _____.

8. **42**

I more than 42 is _____.

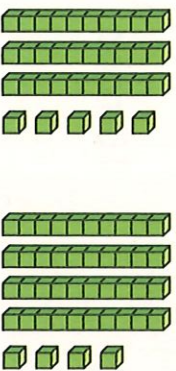
I less than 42 is _____.

10 more than 42 is _____.

10 less than 42 is _____.

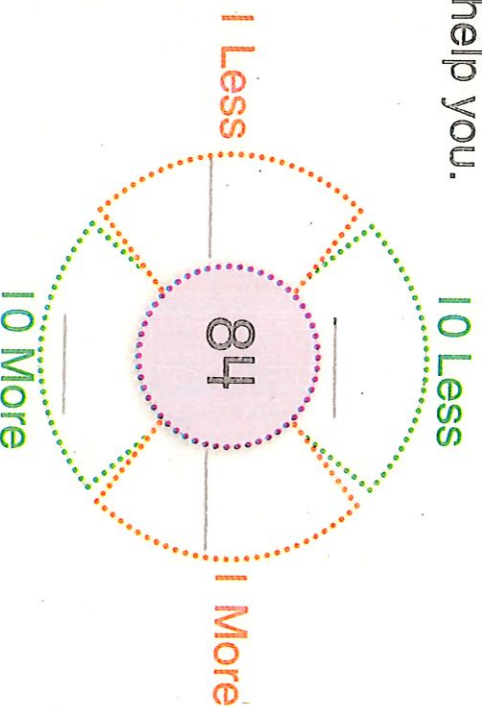
9. **Higher Order Thinking** Circle the picture that

shows 10 more than 34. Explain how you know.



10. **Generalize** Marlon wants to write instructions to tell his friend how to find 10 more than any number. What instructions should Marlon write?

11. **Number Sense** Fill in the missing numbers. Use place-value blocks to help you.



12. **Higher Order Thinking** Write and solve a riddle for a number greater than 70 and less than 90. Use “1 more than” and “1 less than” or “10 more than” and “10 less than” as clues.

Clues: _____

My number is _____.

13. **Assessment** Match each number with its description.

38	10 more than 23
3	1 less than 19
18	1 more than 37
33	10 less than 13
65	10 more than 55