Name _____

1st Grade Math Remote Learning Packet

Weeks 4-6

April 20th-May 8th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

1ˢᵗ Grade Remote Learning Scope and Sequeenc

Week 4

Date	Standards	Description of Packet Work	Supplemental Online Support
4-20	1.0A.8: Determine the unknown whole number in an addition or subtraction equation.	Fill in the number chart. Use the counting on strategy (fingers) to fill in the unknown number in the addition sentence (#s 1-50).	https://www.youtube.com/watch?v=p2W0I06Nq5s Watch this counting on song and it will be great to reinforce the skill of counting on.
4-21	1.0A.8: Determine the unknown whole number in an addition or subtraction equation.	Fill in the number chart. Use the counting on strategy (fingers) to fill in the unknown number in the addition sentence (#s 51-100)	https://www.youtube.com/watch?v=p2W0I06Nq5s Watch this counting on song and it will be great to reinforce the skill of counting on.
4-22	1.0A.8: Determine the unknown whole number in an addition or subtraction equation.	Fill in the missing numbers. Use the counting on strategy (pictures) to fill in the unknown number in the addition sentence (#s 1-50)	https://www.youtube.com/watch?v=p2W0I06Nq5s Watch this counting on song and it will be great to reinforce the skill of counting on.
4-23	1.0A.8: Determine the unknown whole number in an addition or subtraction equation.	Fill in the missing numbers. Use the counting on strategy (pictures) to fill in the unknown number in the addition sentence (#s 51-100)	https://www.youtube.com/watch?v=p2W0I06Nq5s Watch this counting on song and it will be great to reinforce the skill of counting on.
4-24	1.0A.8: Determine the unknown whole number in an addition or subtraction equation.	Use the RDW process to solve the counting on addition word problems.	https://www.youtube.com/watch?v=NSi8dPHWbpk Watch this video and it will help you review the RDW process.

Name: _____ **Date:** <u>**Monday, April 20, 2020**</u>

BCCS-B   **College:** _____
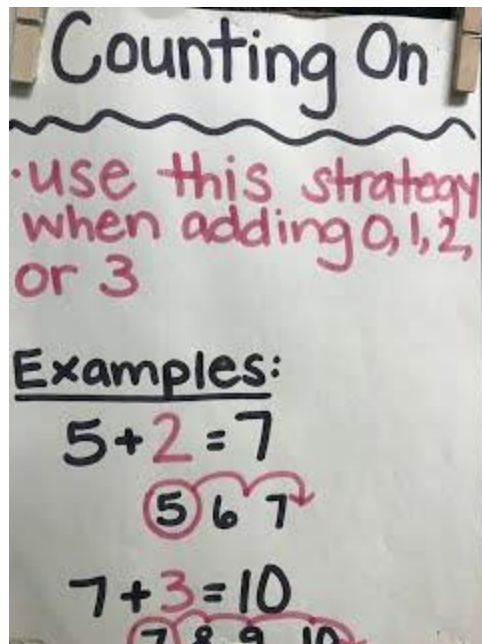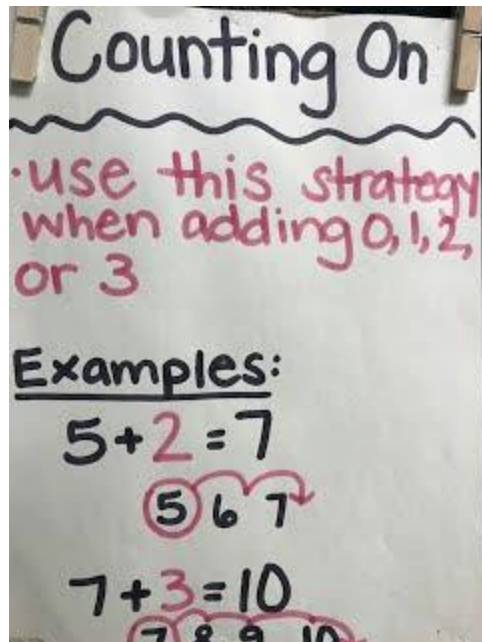
Parent Signature: _____
                  (Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.0A.8: Determine the unknown whole number in an addition or subtraction equation.

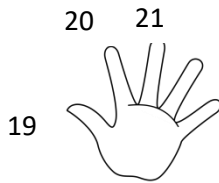*****You can use this strategy when counting up to 10 more*****

Directions: Fill in the 1-50 number chart.

1									
									50

Name: _____   **April 20, 2020**

Directions: Using your fingers, find the missing addend by counting on.

1) 7+____=12	2) 9+___= 15
3) 38+____=42	4) 23+___=27
5) 19+___=26	6) 17+___=25
7) 27+___=33	8) 34+___=40
9) 15+___=21	10) 39+___=48

Teacher Work Sample

18+ 3 =21

21
20
19

Level Up

198+___=203

Name: _____ **Date: _Tuesday, April 21, 2020_**
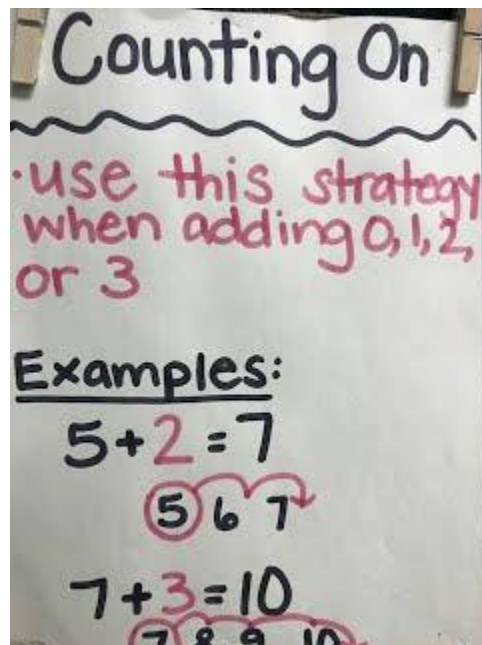

BCCS-B **College: _____**

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.OA.8: Determine the unknown whole number in an addition or subtraction equation.

You can use this strategy when counting up to 10 more

Name: _____April 21, 2020

Directions: Fill in the chart with numbers 51-100

51									
									100

Name: _____ **April 21, 2020**

Directions: Using your fingers, find the missing addend by counting on.

1) 50+_____=55	2) 55+____= 61
3) 58+_____=63	4) 65+____=74
5) 69+____=75	6) 73+____=77
7) 77+____=81	8) 79+____=82
9) 89+____=93	10) 87+____=93

<mark>Teacher Work Sample</mark>

20   21

19

18+ 3 =21

Level Up

82-____ =79

Name: _____ **Date:** <u>Wednesday, April 22, 2020</u>

BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.0A.8: Determine the unknown whole number in an addition or subtraction equation.

You can use this strategy when counting up to 10 more

Directions: Write the missing numbers.

0, 1, <u>2</u>, 3

12 ___ ___ ___ ___

35 ___ ___ ___ ___

18 ___ ___ ___ ___

24 ___ ___ ___ ___

47 ___ ___ ___ ___

11 ___ ___ ___ ___

26 ___ ___ ___ ___

33 ___ ___ ___ ___

Name: _____ **April 22, 2020**

Directions: Using pictures, find the missing addend by counting on.

17 crayons +_____= 21 crayons

24 balls +_____= 29 balls
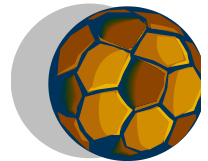
39 hearts +_____= 45 hearts

42 markers +_____= 45 markers
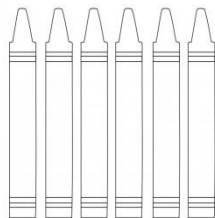
36 crayons+ _____ =42 crayons

Level Up

If you have 28 pencils, how many more do you need to have 34 pencils?

___+___=___

Name: _____ **Date: <u>Thursday, April 23, 2020</u>**

BCCS-B **College: _____**

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.0A.8: Determine the unknown whole number in an addition or subtraction equation.

You can use this strategy when counting up to 10 more

Directions: Find the missing number.

99, <u>100</u>, 101, <u>102</u>

52 ___ ___ ___ ___

75 ___ ___ ___ ___

68 ___ ___ ___ ___

94 ___ ___ ___ ___

77 ___ ___ ___ ___

91 ___ ___ ___ ___

86 ___ ___ ___ ___

83 ___ ___ ___ ___

Name: _____   **April 23, 2020**

Directions: Using pictures, find the missing addend by counting on.

52 crayons +_____= 57 crayons

68 balls +_____= 74 balls
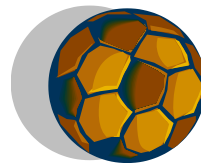
85 hearts +_____= 91 hearts

69 markers +_____=72 markers

36 crayons+ =42 crayons
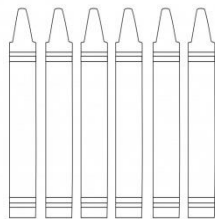
Level Up

If I have 59 pencils, how many more do you need to have 61 pencils?

___+___=___

Name: _____ **Date: <u>Friday, April 24, 2020</u>**

BCCS-B **College: _____**

Parent Signature: _____
<center>(Parent signature is proof that parent reviewed work with scholar)</center>

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.0A.8: Determine the unknown whole number in an addition or subtraction equation.

Use RDW process to solve problems

Read - read the problem

Draw - draw a picture or write a math problem to solve. Show how you solved it.

Write - state your answer in a complete sentence.

Name: _____   **April 24, 2020**

Directions: Use the RDW process and your knowledge of counting on to solve the word problems.

Caleb won 15 awards last school year. He won some more this year. Now he has 24 awards. How many awards did Caleb win this school year?

___ + ___ = ___   Caleb won ___ awards this school year.

Nathan went school shopping and bought 10 packs of pencils. His mom bought some more. Now he has 15 packs of pencils. How many packs of pencils does Nathan have now?
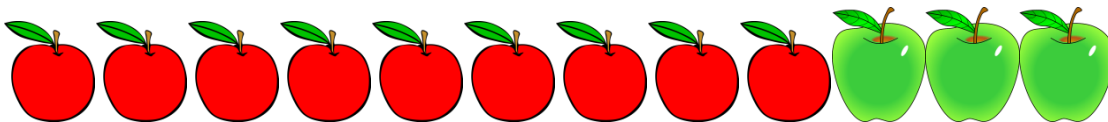

___=___ + ___   Nathan has _____ packs of pencils.

Aaron knows 8 dance moves. He learned some more on YouTube. Now he knows 17 moves. How many dance moves did Aaron learn on YouTube?

___ + ___= ___   Aaron learned _____ dance moves.

Leo has <u>9</u> red apples. He picked <u>some green apples</u>. Now he has <u>12</u>. How many green apples <u>did he pick</u>?

9+ 3 =12   Leo picked 3 apples.

Level Up

If Leo had 10 red apples, how many green apples did he pick? ____+____=____

1ˢᵗ Grade Remote Learning Scope and Sequenc

Week 5

Date	Standards	Description of Packet Work	Supplemental Online Support
4-27	1.NBT.2 Understand that the two digit of a number represent tens and ones	Fill in the blank with the correct number of tens, ones, and or numbersentence Look at the tens and ones and determine what number it is.	https://www.youtube.com/watch?v=a4FXl4zb3E4&t=31s This video will help you understand tens and ones.
4-28	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Fill in the blank with the appropriate wording (less than, greater than, equal to) Fill in numbers to make the number sentence true.	https://www.youtube.com/watch?v=xGvrG6049wE This video will help reinforce the skill of <, >, =.
4-29	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Find the alligator mouth that makes the number sentence true	https://www.youtube.com/watch?v=a4FXl4zb3E4&t=31s https://www.youtube.com/watch?v=xGvrG6049wE This video will help reinforce the skill of <, >, =.
4-30	1.NB.T.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value<.	Using what you know about place value, add 10 to the given number Write the relstionship between the given numberz..	https://www.youtube.com/watch?v=zau4jtSA_kY This video will help reinforce 10 more and 10 less
5-1	1.NB.T.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90	Using what you know about place value, subtract 10 to the given number. Write the relstionship between the given numberz..	https://www.youtube.com/watch?v=zau4jtSA_kY This video will help reinforce 10 more and 10 less

Name: _____ **Date:** <u>Monday, April 27, 2020</u>

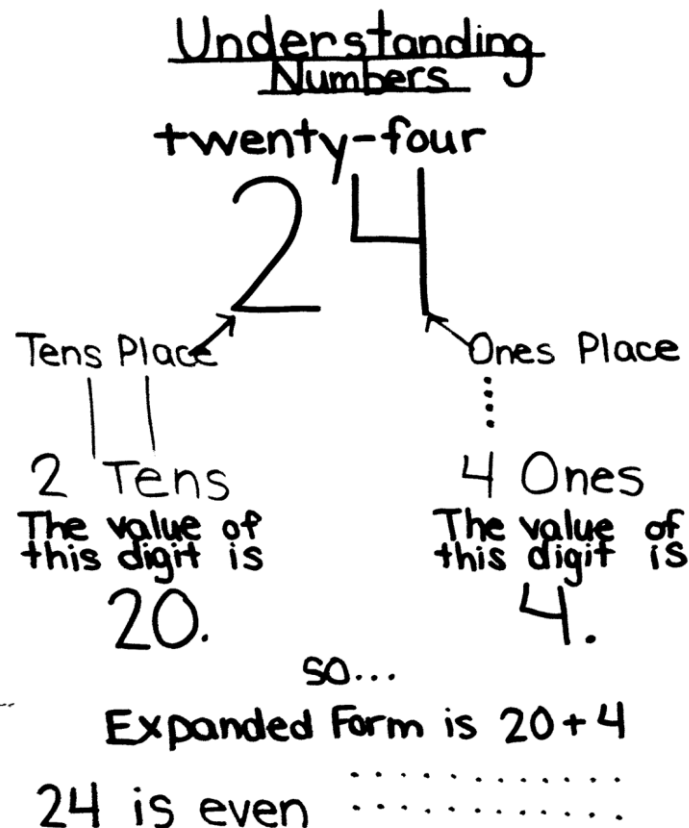**BCCS-B**   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.NBT.2 Understand that the two digit of a number represent tens and ones

Understanding Numbers

twenty-four

2 4

Tens Place → Ones Place

2 Tens   4 Ones

The value of this digit is 20.

The value of this digit is 4.

so…

Expanded Form is 20 + 4

24 is even

Place Value with Tens and Ones

Directions: Find the value of tens and ones.

tens	ones

What number is it? _____ _____
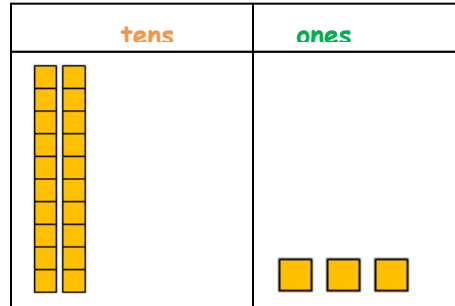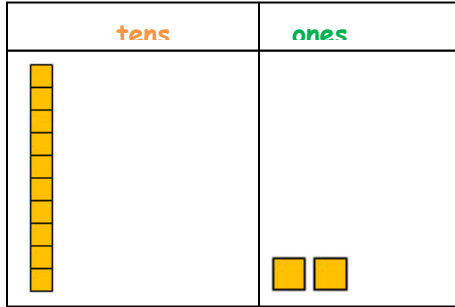
tens	ones

What number is it? _____ _____
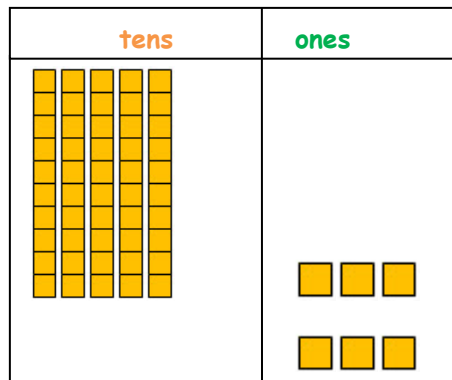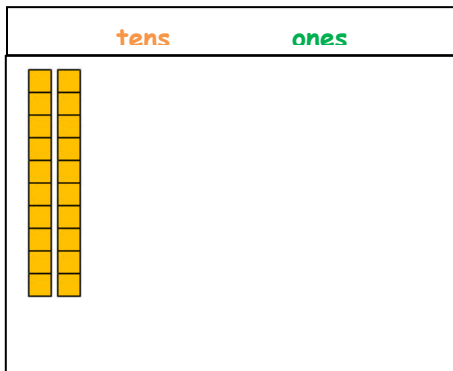
tens	ones

What number is it? _____ _____

tens	ones

What number is it? _____ _____

Name: _____ April 27, 2020

Directions: Fill in the missing boxes to identify the number or to complete the number sentence.

Number	Tens	Ones	Number Sentence
68			
	5	5	
			30+2
18			
26		6	
			10+5
	1	3	
81			
			40+9
			0+3
	2	4	
99			
<mark>Teacher example</mark>			
53	5 tens	3 ones	50+3

Name: _____ April 27, 2020

53   5 tens   3 ones   50+3

Look at the teaacher example. Why is the number sentence 50+3 and not 5+3?

_____

_____

_____

_____

<div style="border:1px solid black;">

Level Up

How can you show 78 with pictures?

</div>

Name: _____   **Date: <u>Tuesday, April 28, 2020</u>**

BCCS-B   **College: _____**

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Directions: The mouth always opens to the larger number. Fill in numbers to make the number sentence true. Then use words (less than or greater than)to describe the relationship between the numbers.

Teacher Example

98 ⟩ 78

98 is greater than 78

_____   _____

_____

_____   _____

_____

_____   _____

_____   _____

_____

_____

Directions: The mouth always opens to the larger number.   Fill in numbers to make the number sentence true. Then use words (less than or greater than)to describe the relationship between the numbers.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Directions: Write a number that is less than the given number.

1. 27 > _____ 2. 36 > _____

3. 100 > _____ 4. 72 > _____

5. 83 > _____ 6. 20 > _____

Directions: Write a number that is greater than the given number.

1. 91 < _____ 2. 22 < _____

3. 88 < _____ 4. 10 < _____

5. 12 < _____ 6. 25 < _____

Level Up

How much do you need to add 75 to make it equal to 80? _____

Name: _____   **Date: <u>Wednesday, April 29, 2020</u>**

BCCS-B   **College: _____**

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Directions: Circle the greater number in each group.
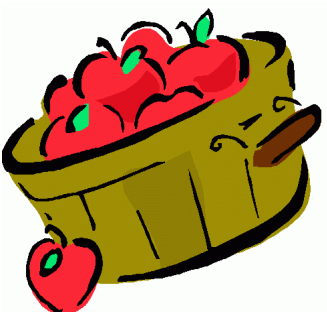
Name: _____ **April 28, 2020**

Directions: Use < or > to make the number sentences true.

10 > 4   5 < 8

67 _____ 76

43 _____ 34
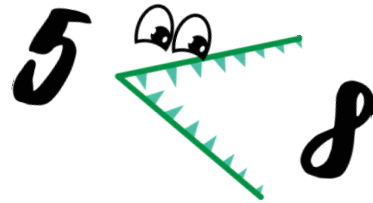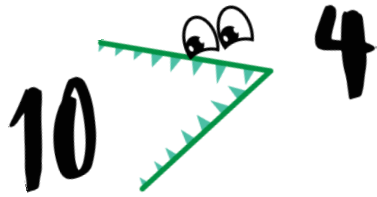
16 _____ 61

Teacher Example
32 < 40

25 _____ 52

100 _____ 110

Level Up

Explain why 32 is less than 40.

_____

_____

_____

Name: _____ **Date:** <u>Thursday, April 30, 2020</u>

BCCS-B   **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.NB.T.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based

Name: _____ **April 30, 2020**

Directon: Ask someone around your house to give you a number between 1 and 100. Then, find 10 more than the given number.

Number	10 more
62	72

Number Given= 33   10 more is 43

Directions: Using your chart, tell me the relationship between the numbers. You should have 9 sentences.

1. 72 is 10 more than 62.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Level Up

Count by tens. Start with 6.

6, ____, _____,_____,_____,_____, _____, _____,_____, 96

Name: _____ **Date:** <u>Friday, May 1, 2020</u>

BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.NB.T.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90

Name: _____ May 1, 2020

Directons: Ask someone around your house to give you a number between 1 and 100. Then, find 10 less than the given number.

Number	10 less
62	52

Teacher Example

Number Given= 33   10 less= 23

Name: _____ May 1, 2020

Directions: Using your chart, tell me the relationship between the numbers. You should have 9 sentences.

1. 52 is ten less than 62.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

<u>Level Up</u>

Count backwards by tens. Start with 98.

98, ____, _____,_____,_____,_____, _____, _____,_____, 8

1st Grade Remote Learning Scope and Sequence

Date	Standards	Description of Packet Work	Supplemental Online Support
5-4	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Use the given information to fill out the chart Use the data from the previous page to answer the questions	https://www.youtube.com/watch?v=KHVb0TIM8WQ This is an example of organizing and sorting data.
5-5	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Use the given information to fill out the chart Use the data from the previous page to answer the questions	https://www.youtube.com/watch?v=KHVb0TIM8WQ This is an example of organizing and sorting data
5-6	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Use the given information to fill out the chart Use the data from the previous page to answer the questions	https://www.youtube.com/watch?v=KHVb0TIM8WQ This is an example of organizing and sorting data
5-7	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Use the data from the previous page to answer the questions Create your own tally chart.	https://www.youtube.com/watch?v=KHVb0TIM8WQ This is an example of organizing and sorting data
5-8	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Create your own questions about the data given.	https://www.youtube.com/watch?v=KHVb0TIM8WQ This is an example of organizing and sorting data

Name: _____ Date: **Monday, May 4, 2020**

BCCS-B College: _____
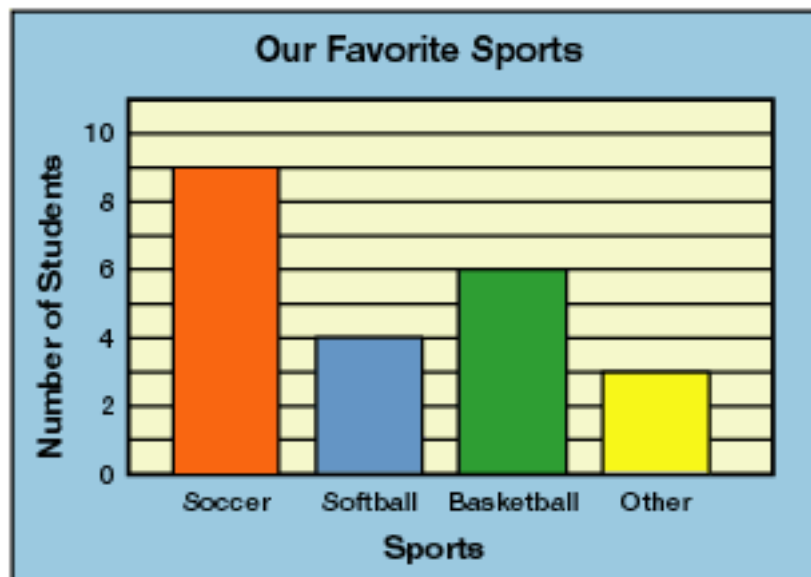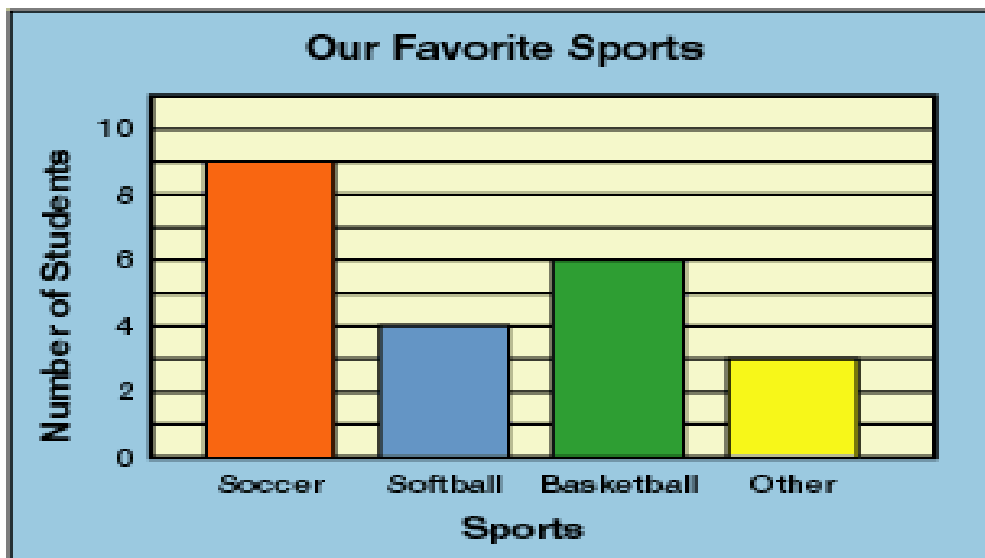
Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Example of a Bar Graph

Directions: Color or shade in the number of treats to match the data and answer the questions about your data.

1. What treat has the most votes? _____

2. What treat has the least votes? _____

3. How many more cupcakes are there than cookies? _____

4. How many more slices of cake are there than slices of pie? _____

5. How many of the treats are ice cream?_____

6. How many of the treats are cupcakes?_____

7. How many treats are there in all? _____

Level Up

How many did not vote for cookies? _____

Name: _____ **Date:** <u>Tuesday, May 5, 2020</u>

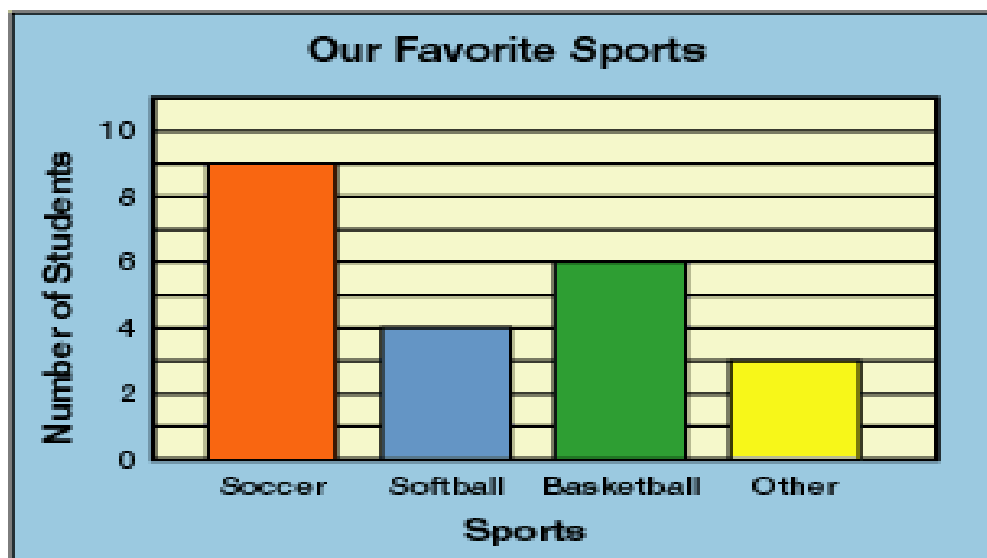**BCCS-B** **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
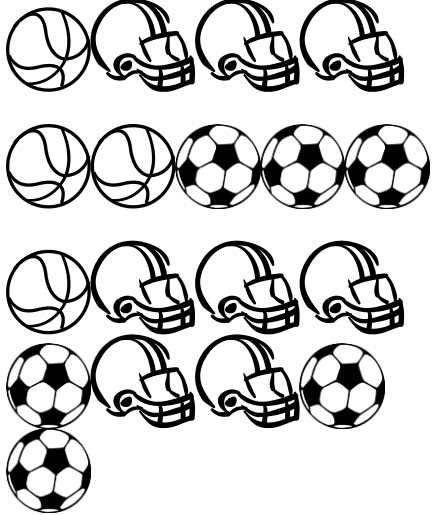
Example of a Bar Graph

Directions: Read the story. Complete the graph. Answer the following questions.

Jason gave his class a survey about their favorite sports. He asked each of his classmates about their favorite sport. 8 students like soccer, 4 like basketball, and 6 like football.

Draw a picture of the most popular sport.
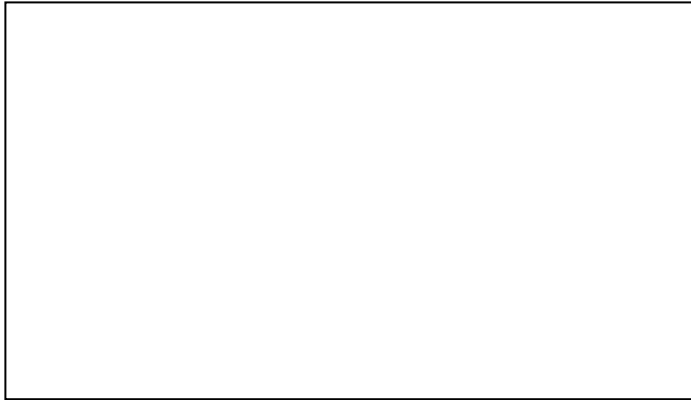
Draw a picture of the least popular sport.

Level Up

How many students are in Jason's class?

Draw a picture of your favorite sport.

Name: _____ **Date:** <u>Wednesday, May 6, 2020</u>

BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Example of a Bar Graph

Directions: Organize the data taken from a class about their favorite sports and organize it into a tally chart.

Basketball	
Football	
Soccer	

What is another way you can organize the data? (hint: think about the different kinds of graphs)

Each student in the class put a sticky note on the graph to show the vegetable that they liked best. Use your graph to answer the questions. ____

| | Broccoli | Peas | Carrots |

Number of Students
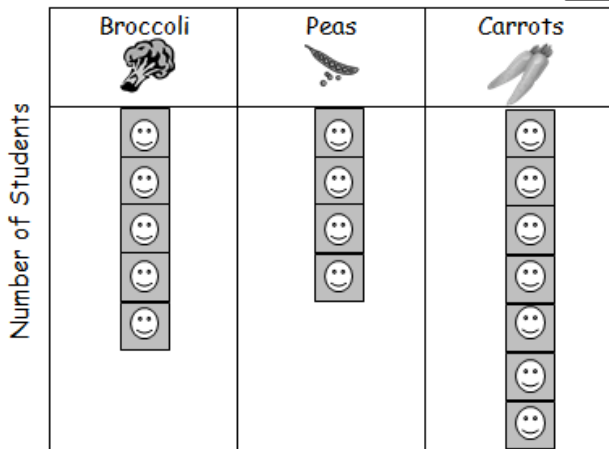
a. How many students like carrots the best?_____

b. How many students like carrots and peas the best?_____

c. How many students total answered the survey?_____

d. How many more students liked broccoli than peas? _____

Level Up

Use the graph to generate two more questions about the graph.

1.

_____

2.

_____

Name: _____ Date: **Thursday, May 7, 2020**

BCCS-B College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Number of days with rain	Number of weeks
0	II
1	HHT
2	HHT
3	HHT
4	HHT HHT HHT IIII
5	HHT I
6	HHT I
7	IIII

Name: _____ May 7, 2020

Directions: Use the graph to complete the tally chart.
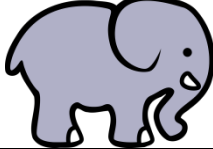
Which zoo animals do you like the most?

▬▬▬▬			
▬▬			
▬▬▬		▬▬▬	
▬▬▬		▬▬▬	
▬▬▬	▬▬▬	▬▬▬	
▬▬▬	▬▬▬	▬▬▬	▬▬

Tally Chart

🦁	
🐘	
🦒	
🦛	
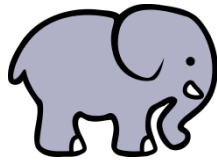
Name: _____ **May 7, 2020**

Directions: Use the graph to answer each question.

Which zoo animals do you like the most?			
▬▬▬▬			
▬▬▬▬			
▬▬▬▬		▬▬▬▬	
▬▬▬▬		▬▬▬▬	
▬▬▬▬	▬▬▬▬	▬▬▬▬	
▬▬▬▬	▬▬▬▬	▬▬▬▬	▬▬▬▬
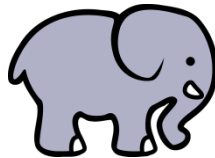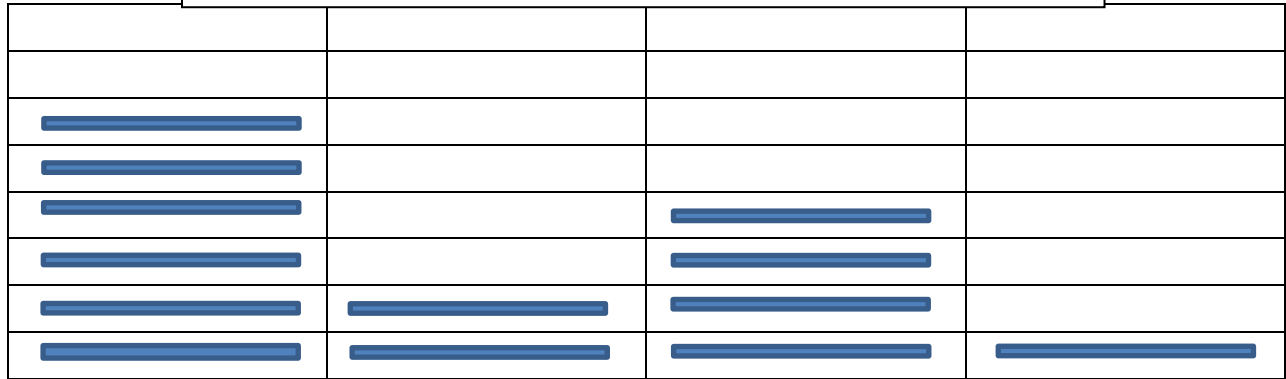
1. Which animal has 1 vote? _____

2. Which animal has 4 votes?_____

3. Order the animals from most popular to least popular.

_____

4. Order the animals from least popular to most popular.

_____

5. How many votes are there in all?

_____

Level Up

How many people did not choose hippos as their favorite zoo animal? _____

Name: _____ **Date: Friday, May 8, 2020**

BCCS-B   **College:** _____
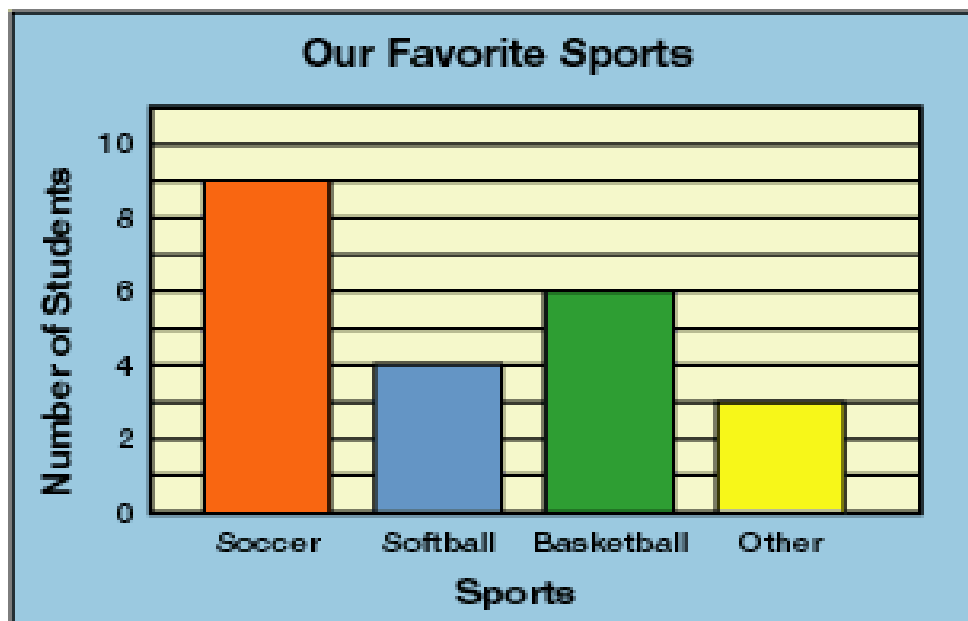
Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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Common Core Standards and Skills:

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Example of a Bar Graph

Name: _____ **May 7, 2020**

Directions: Create your own graph with your own data. Answer the questions about your graph.

Title: _____

_____   _____   _____

1. What has the most popular vote? _____

2. What has the least popular vote? _____

3. **How many votes are there in all?** _____

Title: **My Favorite Ice Cream Flavor**

▬		
▬		▬
▬	▬	▬
Chocolate	Vanilla	Strawberry

1. What has the most popular vote? **Chocolate**
2. What has the least popular vote? **Vanilla**
3. How many votes are there in all? **6 votes**

Level Up

Why do you think it's important to organize and sort data?

_____

_____

_____

_____