

First Grade
Weekly Packet

Week of: 2/8 - 2/12

Name: _____

Monday

Name _____

Date _____

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

Name _____

Date _____

Solve the problem by counting on (a) and using a number bond to take from ten (b).

1. Lucy had 12 balloons at her birthday party. She gave 9 balloons to her friends. How many balloons did she have left?

a. $12 - 9 = \underline{\quad}$

b. $\begin{array}{r} 12 - 9 = \underline{\quad} \\ \wedge \end{array}$

Lucy had $\underline{\quad}$ balloons left.

2. Justin had 15 blueberries on his plate. He ate 9 of them. How many does he have left to eat?

a. $15 - 9 = \underline{\quad}$

b. $\begin{array}{r} 15 - 9 = \underline{\quad} \\ \wedge \end{array}$

Justin has $\underline{\quad}$ blueberries left to eat.

Complete the subtraction sentences by using the take from ten strategy and counting on. Tell which strategy you would prefer to use for Problems 3 and 4.

3. a. $11 - 9 = \underline{\quad}$

b. $11 - 9 = \underline{\quad}$
 \wedge

take from ten

count on

4. a. $18 - 9 = \underline{\quad}$

b. $18 - 9 = \underline{\quad}$
 \wedge

take from ten

count on

5. Think about how to solve the following subtraction problems:

$16 - 9$

$12 - 9$

$18 - 9$

$11 - 9$

$15 - 9$

$14 - 9$

$13 - 9$

$19 - 9$

$17 - 9$

Choose which problems you think are easier to count on from 9 and which are easier to use the take from ten strategy. Write the problems in the boxes below.

Problems to use the *count on*
strategy with:

Problems to use the *take from ten*
strategy with:

Were there any problems that were just as easy using either method? Did you use a different method for any problems?

Name _____

Date _____

Complete the subtraction sentences by using both the count on and take from ten strategies.

1. a. $13 - 9 = \underline{\quad}$

b. $\begin{array}{r} 13 \\ \wedge \\ - 9 \\ \hline \end{array} = \underline{\quad}$

2. a. $17 - 9 = \underline{\quad}$

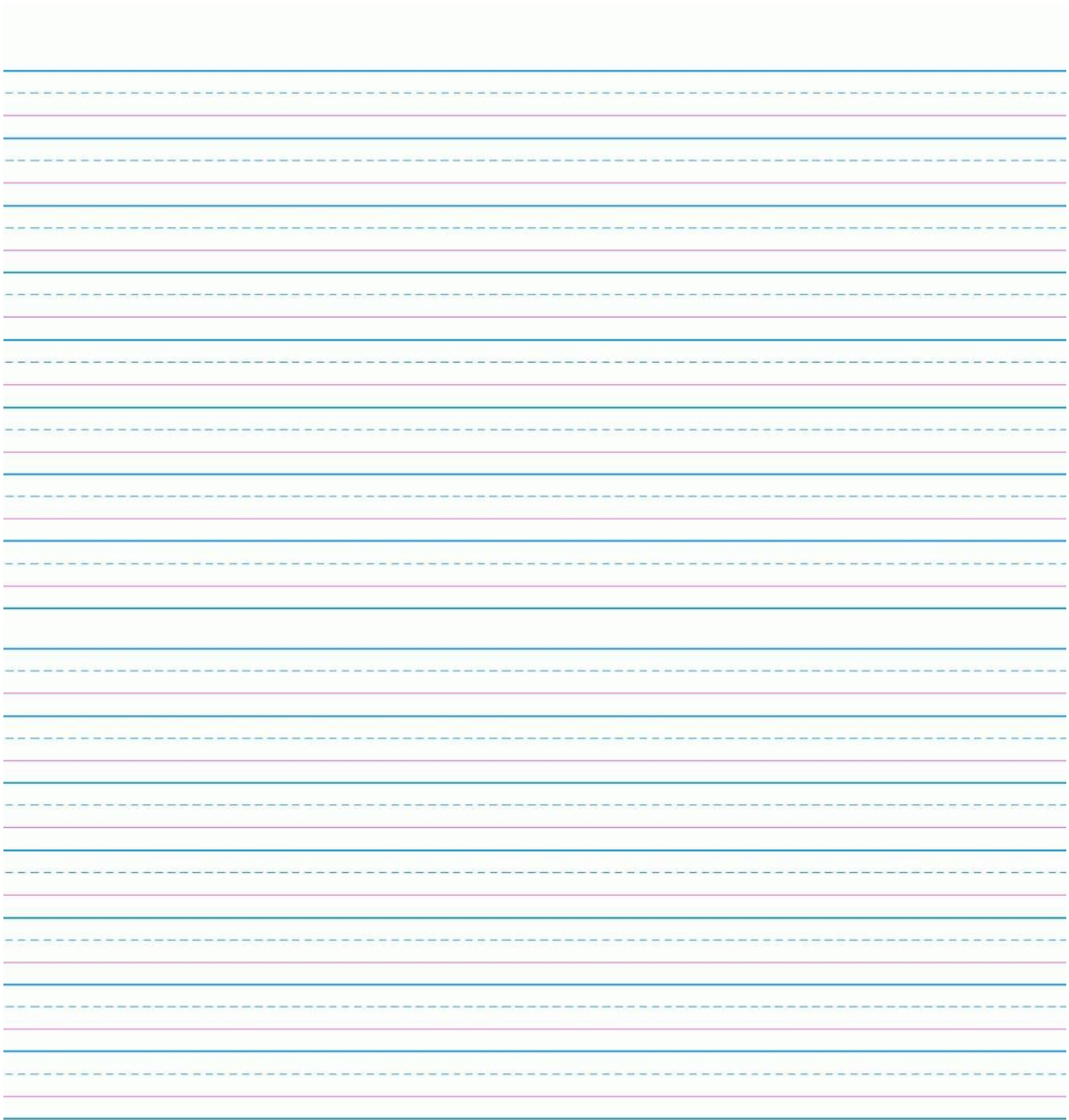
b. $\begin{array}{r} 17 \\ \wedge \\ - 9 \\ \hline \end{array} = \underline{\quad}$

Name: _____

Date: _____

Book Title: _____





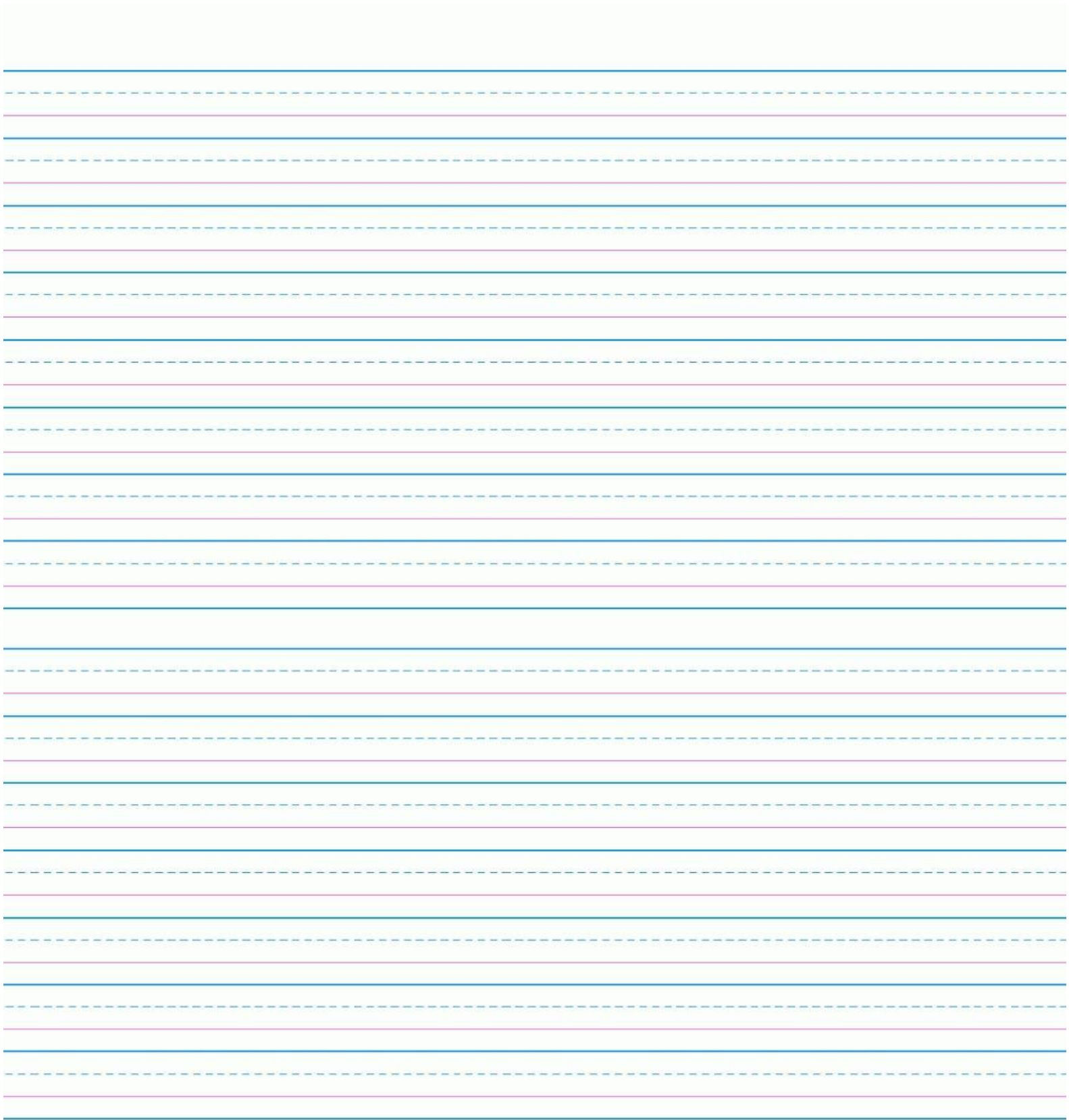
Guided Reading

Name: _____

Date: _____

Book Title: _____

A large, empty rounded rectangular box with a thin black border, intended for students to write their thoughts or notes about the book.A series of horizontal writing lines. The background is light green. Each line set consists of a solid blue top line, a dashed blue middle line, and a solid pink bottom line. There are ten such sets of lines stacked vertically.



Tuesday

Name _____

Date _____



*Write the missing number. Pay attention to the addition or subtraction sign.

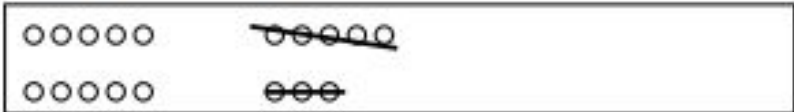
1.	$10 - 9 = \square$		16.	$10 - 9 = \square$	
2.	$1 + 2 = \square$		17.	$11 - 9 = \square$	
3.	$10 - 9 = \square$		18.	$12 - 9 = \square$	
4.	$1 + 3 = \square$		19.	$15 - 9 = \square$	
5.	$10 - 9 = \square$		20.	$14 - 9 = \square$	
6.	$1 + 1 = \square$		21.	$13 - 9 = \square$	
7.	$10 - 9 = \square$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

Name _____

Date _____

1. Match the pictures with the number sentences.

a. $12 - 8 = 4$



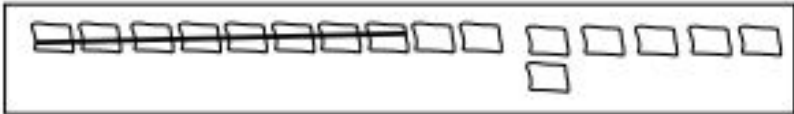
b. $17 - 8 = 9$



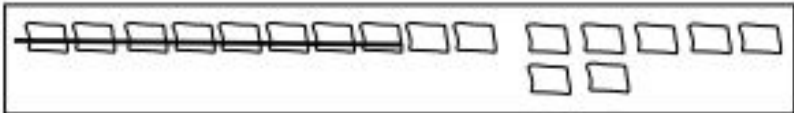
c. $16 - 8 = 8$



d. $18 - 8 = 10$

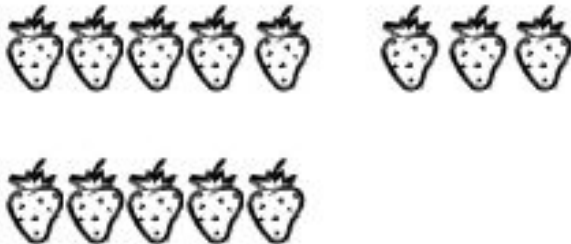


e. $14 - 8 = 6$



Circle 10 and subtract.

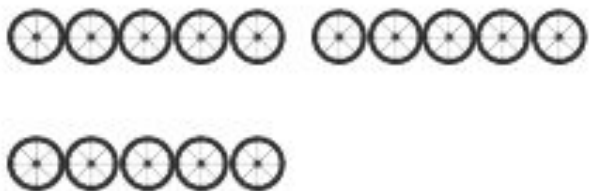
2. $13 - 8 = \underline{\quad}$



3. $11 - 8 = \underline{\quad}$



4. $15 - 8 = \underline{\quad}$



6. $16 - 8 = \underline{\quad}$



5. $19 - 8 = \underline{\quad}$



7. $17 - 8 = \underline{\quad}$



Draw and circle 10, or break apart the teen number with a number bond. Then subtract.

8. $12 - 8 = \underline{\quad}$

9. $13 - 8 = \underline{\quad}$

10. $14 - 8 = \underline{\quad}$

11. $15 - 8 = \underline{\quad}$

Name _____

Date _____

1. Draw and **circle** 10. Then subtract.

a. $12 - 8 = \underline{\quad}$

b. $14 - 8 = \underline{\quad}$

2. Use a number bond to break apart the teen number. Then subtract.

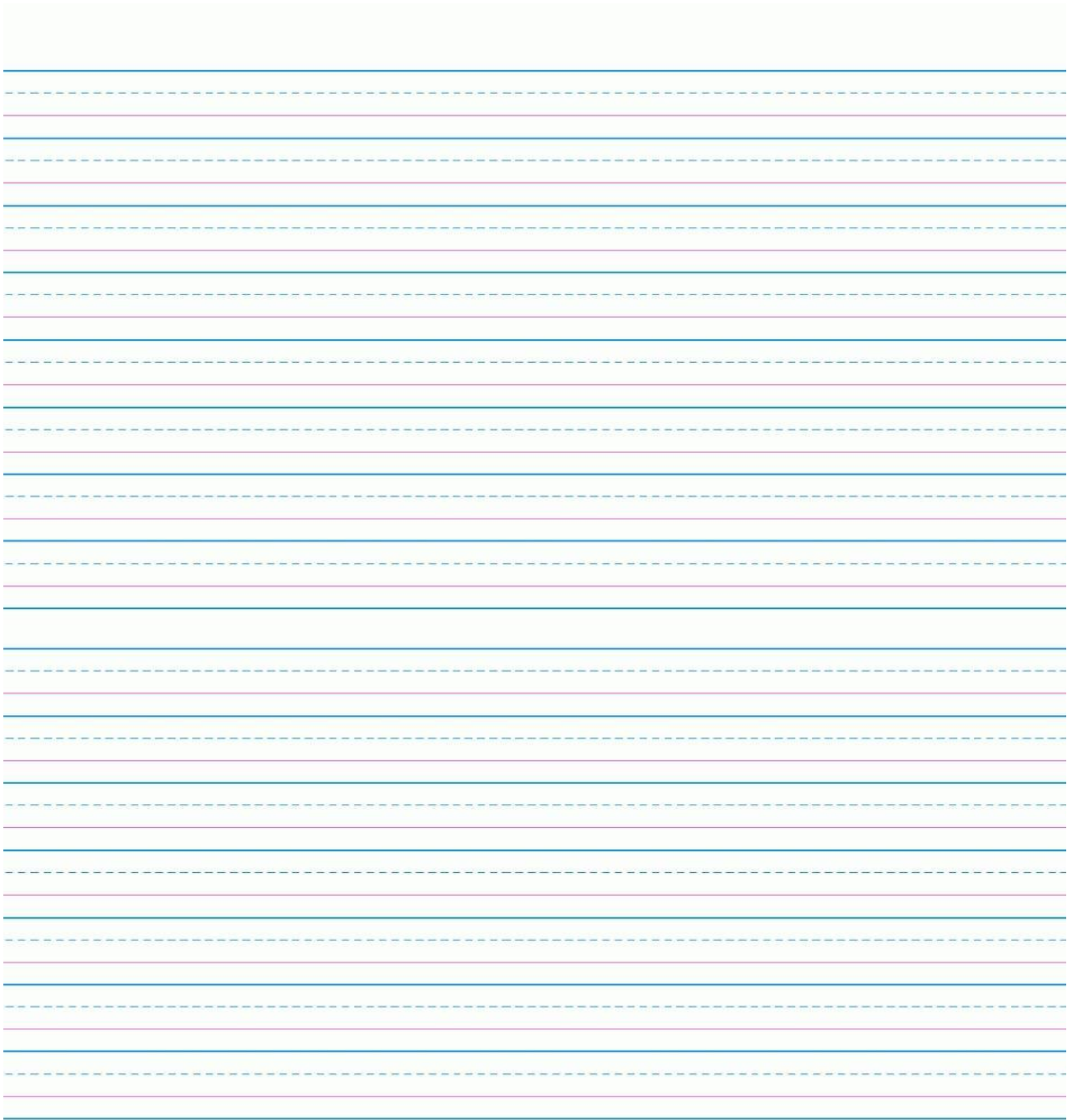
$15 - 8 = \underline{\quad}$

Name: _____

Date: _____

Book Title: _____

A series of horizontal writing lines for text. Each line set consists of a solid top blue line, a dashed middle grey line, and a solid bottom pink line. There are ten such sets of lines stacked vertically, providing a guide for handwriting practice.



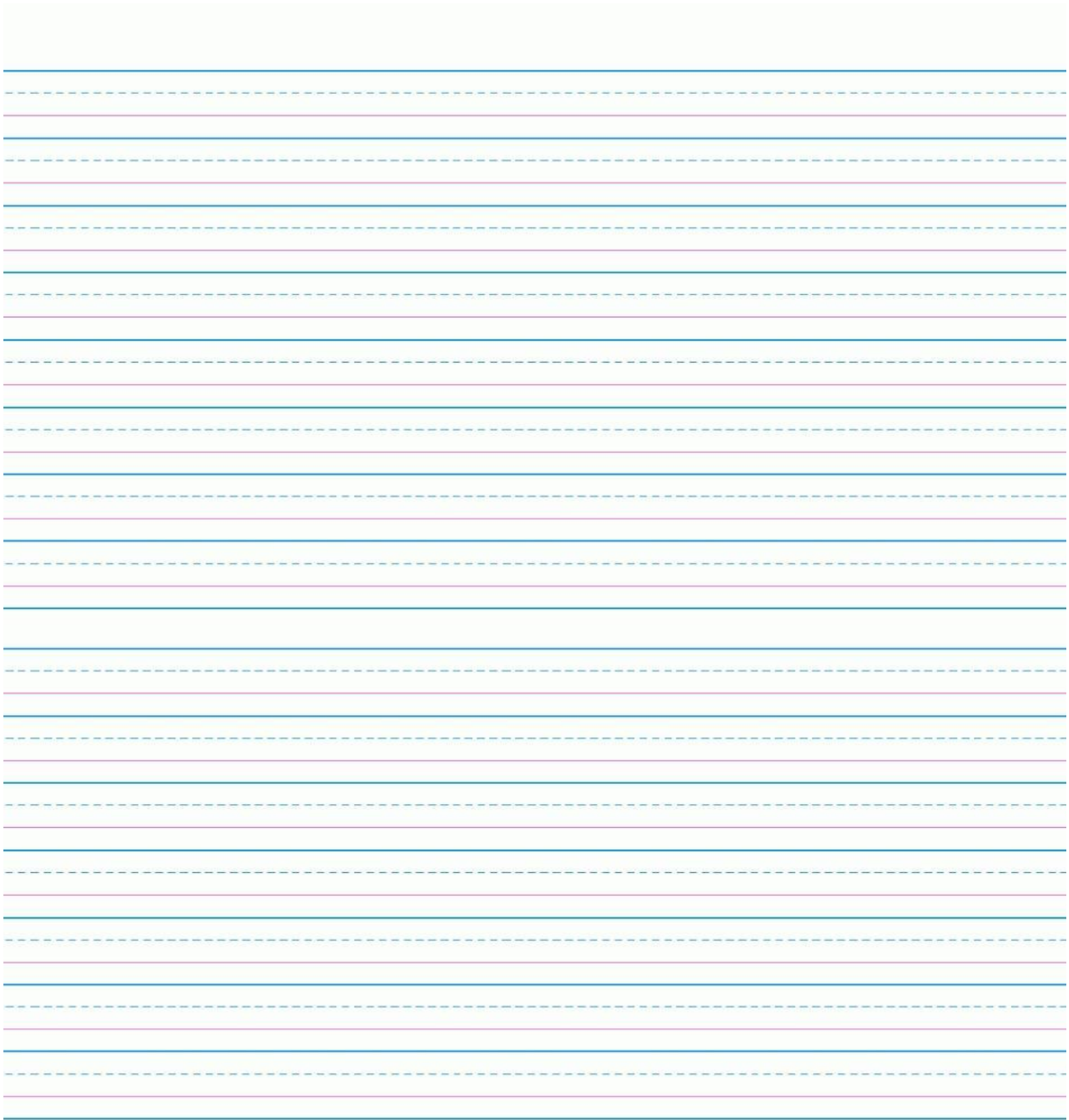
Guided Reading

Name: _____

Date: _____

Book Title: _____

A large, empty rounded rectangular box with a thin black border, intended for students to write their thoughts or notes about the book.A series of horizontal writing lines for notes. Each line set consists of a solid blue top line, a dashed blue middle line, and a solid pink bottom line. There are ten such sets of lines stacked vertically, providing a structured area for writing.



Wednesday

Name _____

Date _____



*Write the missing number. Pay attention to the addition or subtraction sign.

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

Name _____

Date _____

1. Match the pictures with the number sentences.

a. $13 - 8 = 5$



b. $14 - 8 = 6$



c. $17 - 8 = 9$



d. $18 - 8 = 10$



e. $16 - 8 = 8$



Make a math drawing of a 5-group row and some ones to solve the following problems. Write the addition sentence that shows how to add the parts after subtracting 8 or 9.

2. $11 - 8 = \underline{\quad}$

3. $12 - 8 = \underline{\quad}$

4. $15 - 8 = \underline{\quad}$

5. $19 - 8 = \underline{\quad}$

6. $16 - 8 = \underline{\quad}$

7. $16 - 9 = \underline{\quad}$

8. $14 - 9 = \underline{\quad}$

9. Show how to make ten and take from ten to solve the two number sentences.

a. $6 + 8 = \underline{\quad}$

|

b. $14 - 8 = \underline{\quad}$

Name _____

Date _____

Draw 5-group rows, and cross out to solve. Complete the number sentences. Write the 2+ addition sentence that helped you add the two parts.

1. $14 - 8 = \underline{\quad}$

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

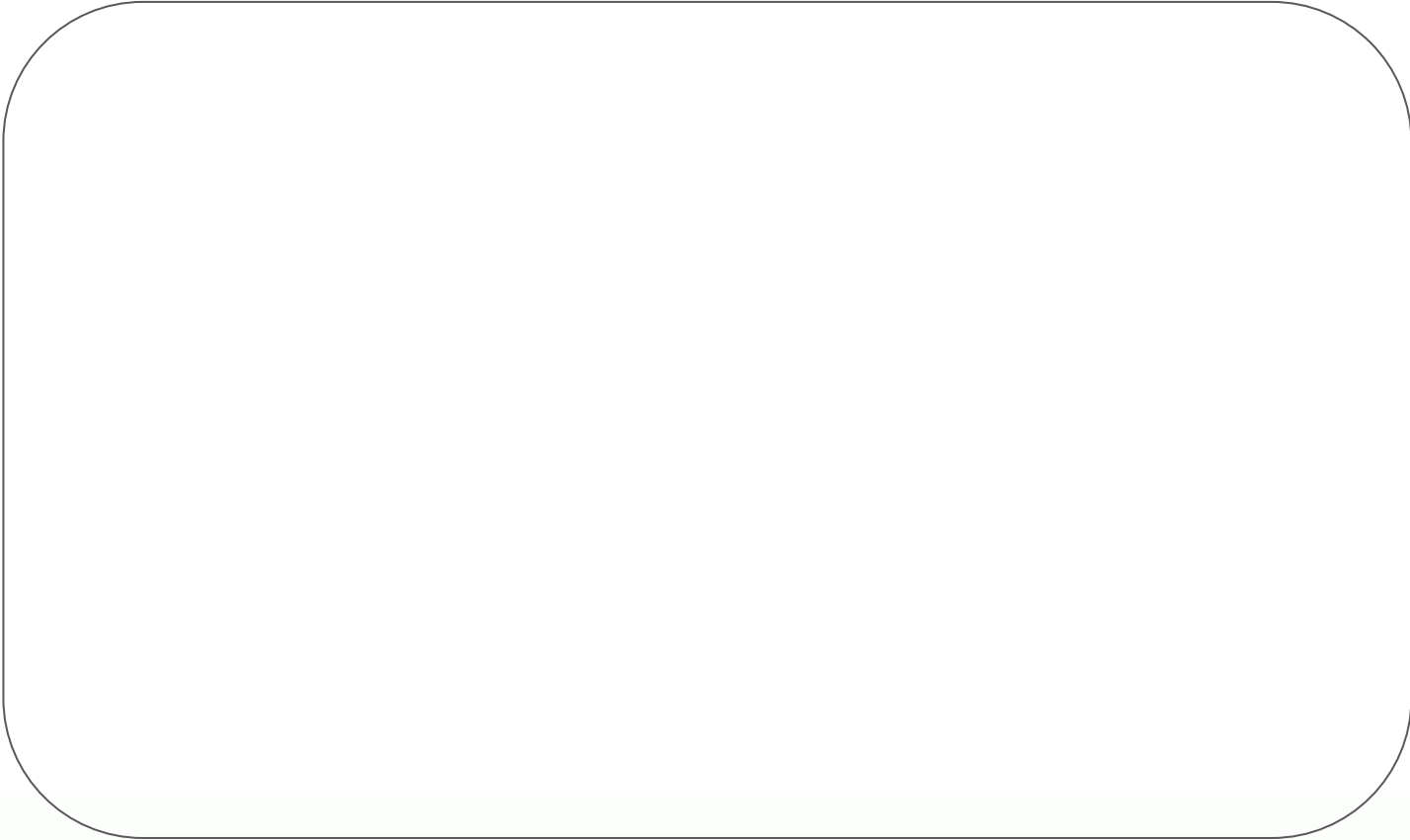
2. $17 - 8 = \underline{\quad}$

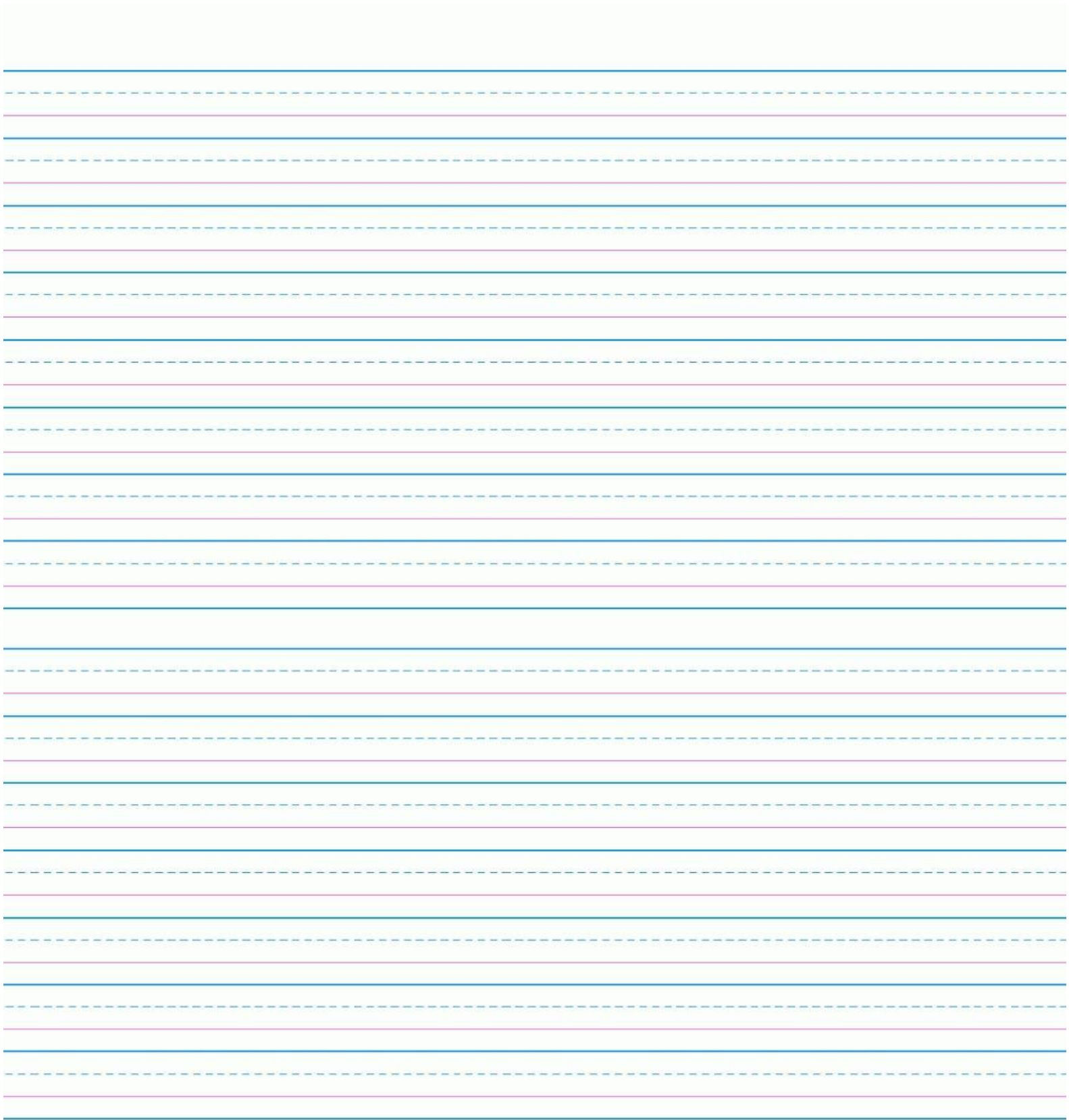
$$2 + \underline{\quad} = \underline{\quad}$$

Name: _____

Date: _____

Book Title: _____

A series of horizontal writing lines. The top line is a solid blue line. Below it is a dashed blue line. The background of the writing area is light green. The lines are repeated down the page.

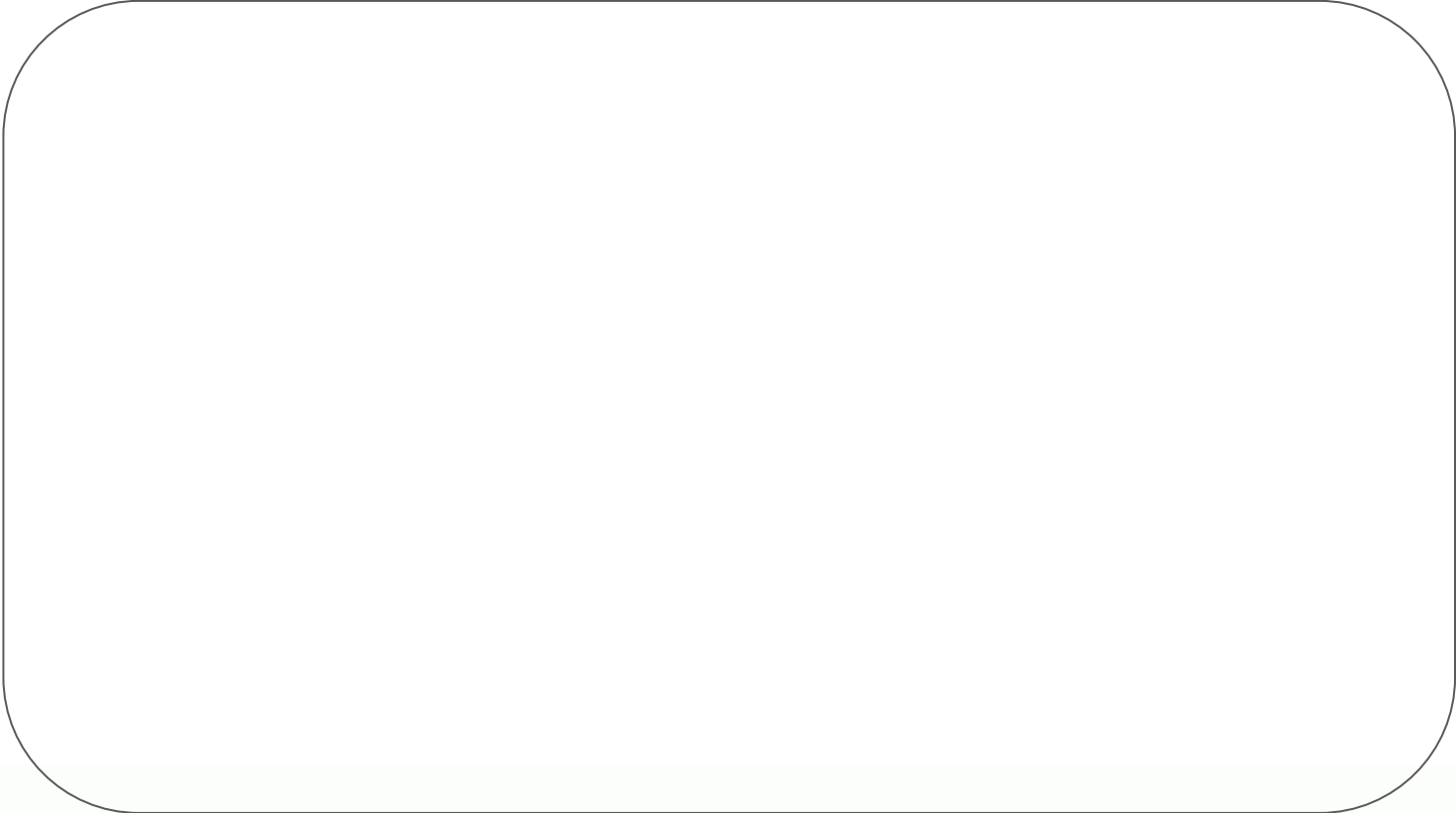


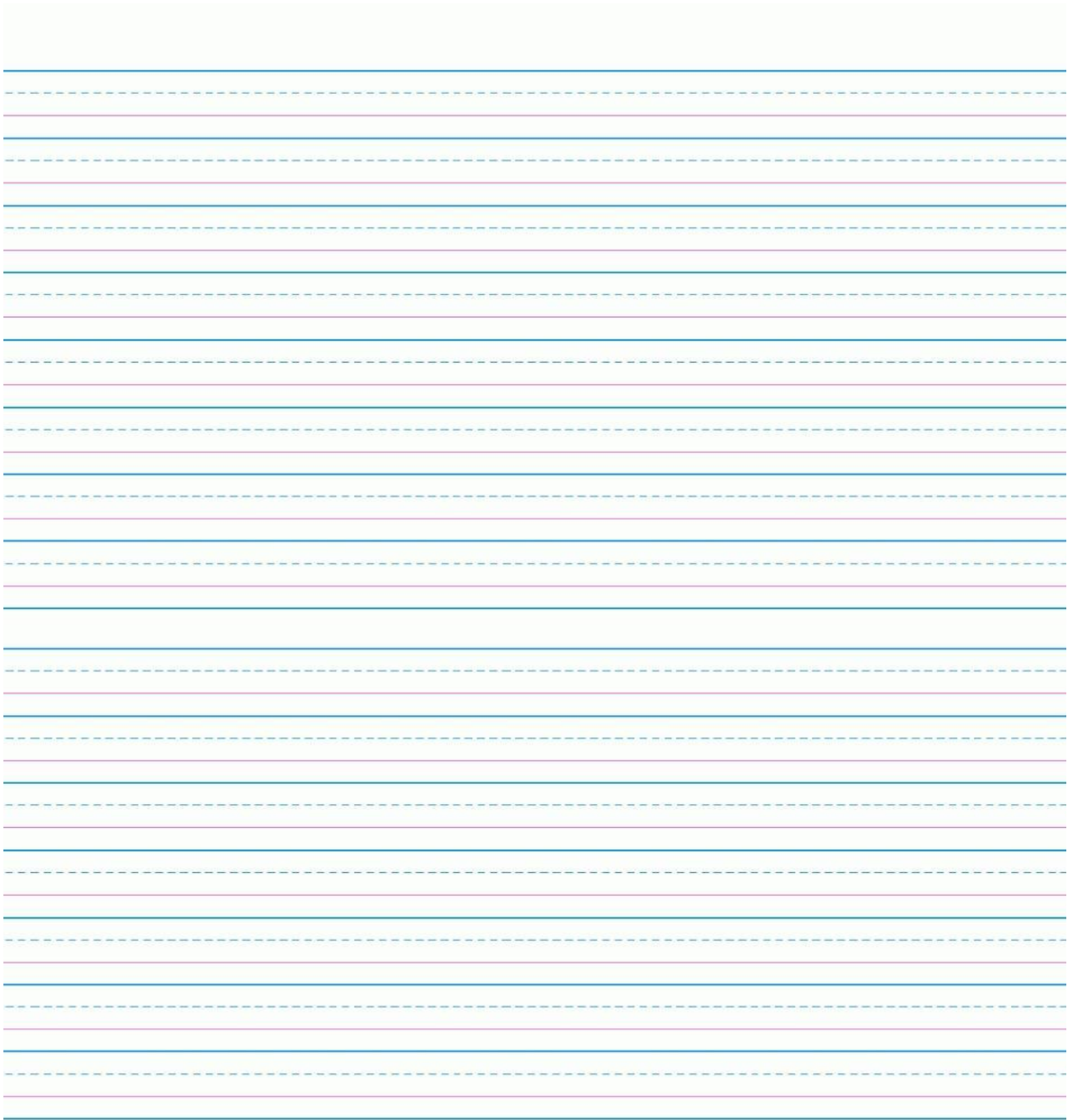
Guided Reading

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Date: _____

Book Title: _____





Thursday

Name _____

Date _____

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 15 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

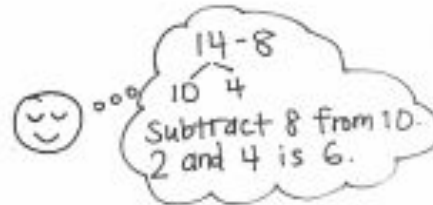
Name _____

Date _____

Use a number bond to show how you used the take from ten strategy to solve the problem.

1. Kevin had 14 crayons. Eight of the crayons were broken. How many of his crayons were not broken?

$$14 - 8 = \underline{\quad}$$



Kevin had crayons that were not broken.

Use number bonds to show your thinking.

2. $17 - 8 = \underline{\quad}$

3. $18 - 8 = \underline{\quad}$

Count on to solve.

4. $13 - 8 = \underline{\quad}$

5. $15 - 8 = \underline{\quad}$

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

Complete the subtraction sentences by using the take from ten and count on strategies. Check the strategy that seemed easiest to you.

6. a. $12 - 8 = \underline{\quad}$ b. $8 + \underline{\quad} = 12$ take from ten
 \wedge count on

7. a. $11 - 8 = \underline{\quad}$ b. $8 + \underline{\quad} = 11$ take from ten
 \wedge count on

8. a. $16 - 8 = \underline{\quad}$ b. $8 + \underline{\quad} = 16$ take from ten
 \wedge count on

Did you use a different strategy?

9. a. $19 - 8 = \underline{\quad}$ b. $8 + \underline{\quad} = 19$ take from ten
 \wedge count on

Did you use a different strategy?

Name _____

Date _____

Complete the subtraction sentences by using the take from ten strategy and count on.

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

1. a. $11 - 8 = \underline{\quad}$



b. $8 + \underline{\quad} = 11$

2. a. $15 - 8 = \underline{\quad}$



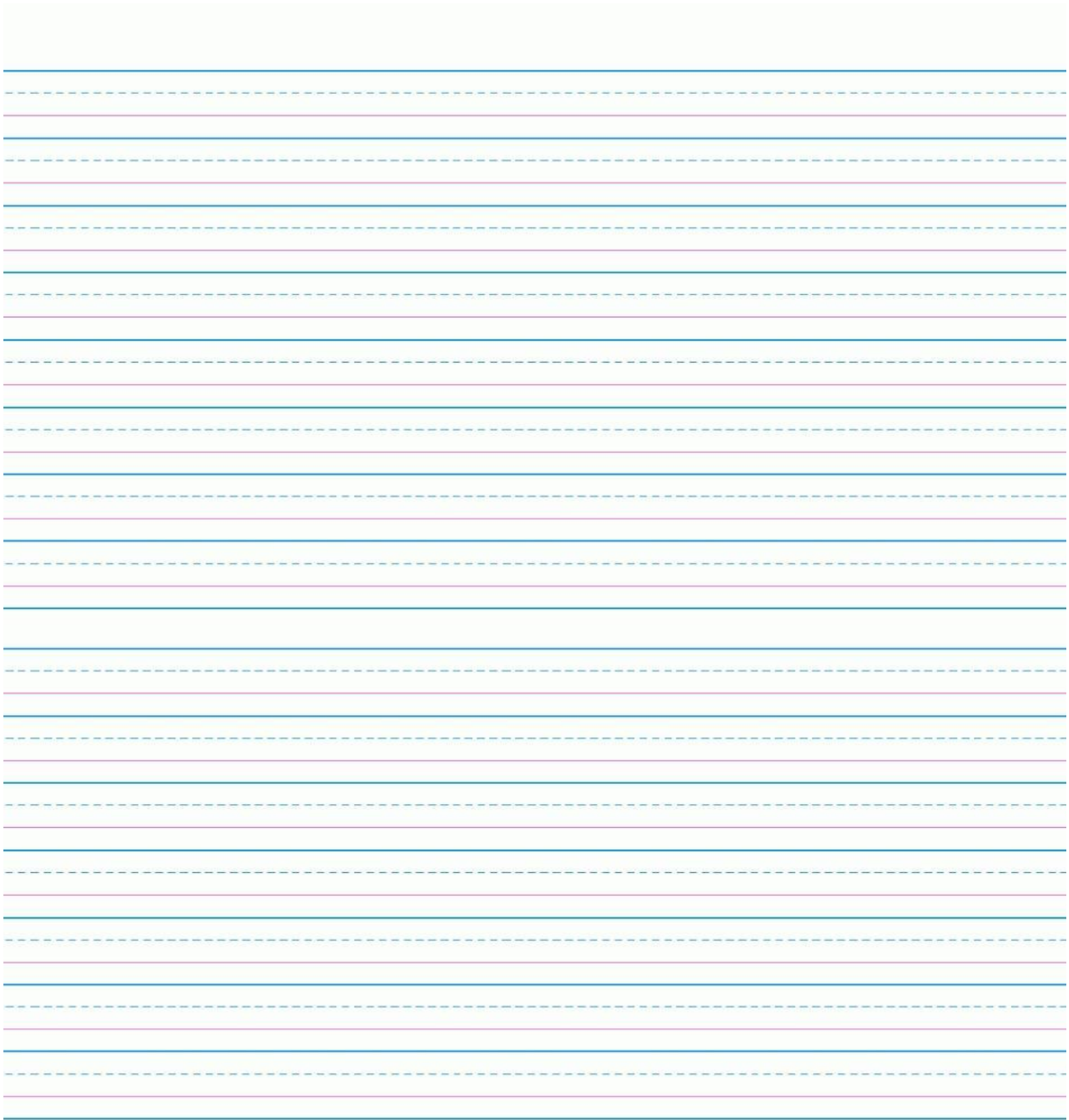
b. $8 + \underline{\quad} = 15$

Name: _____

Date: _____

Book Title: _____





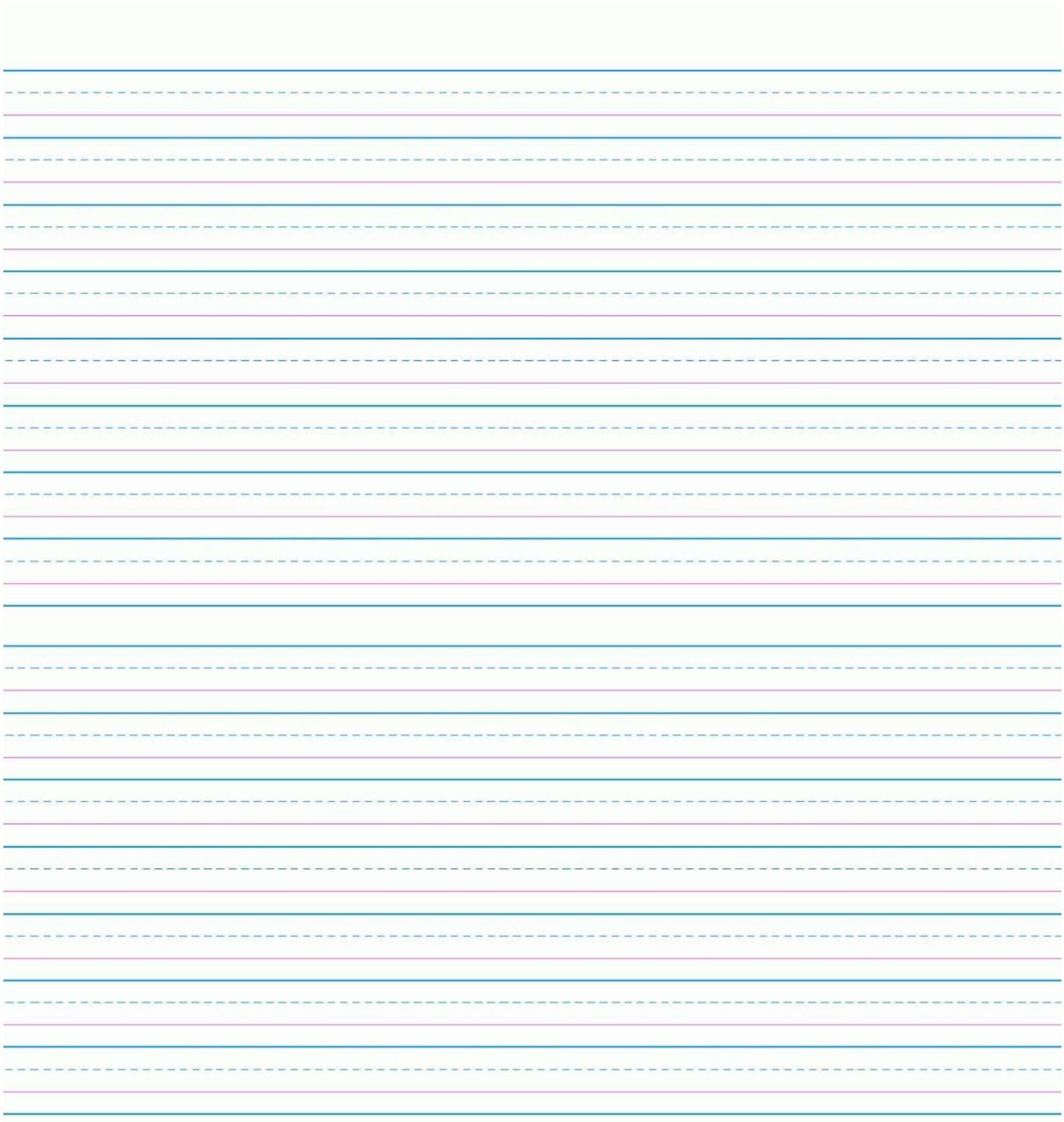
Guided Reading

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Book Title: _____

A large, empty rounded rectangular box with a thin black border, intended for students to write notes or draw related to their reading.A series of horizontal lines for handwriting practice. Each set consists of a solid blue top line, a dashed blue middle line, and a solid pink bottom line. There are ten such sets of lines stacked vertically.



Friday

Name _____

Date _____

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$


$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

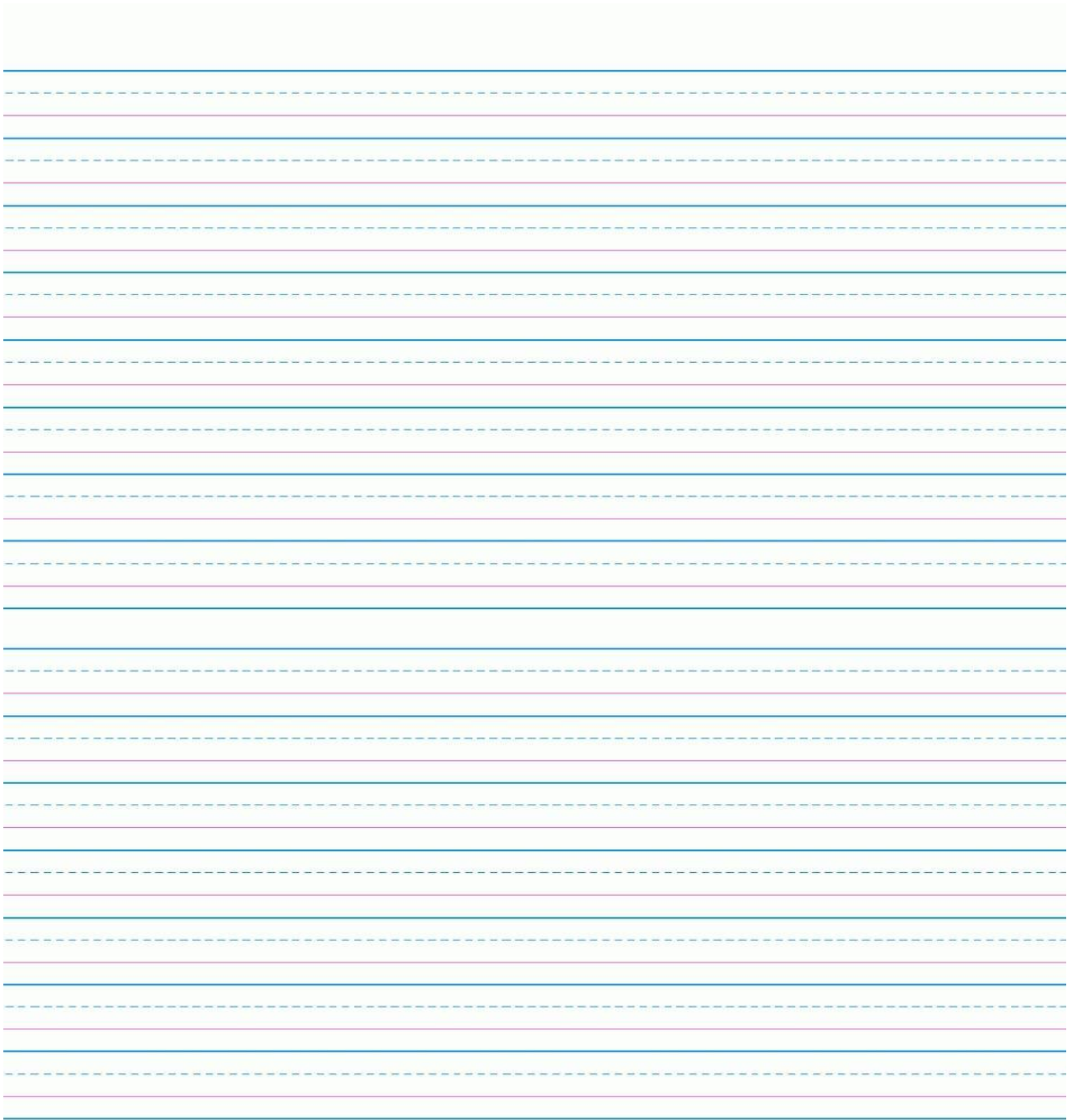
$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

Name: _____

Date: _____

Book Title: _____

A large, empty rounded rectangular box with a thin black border, intended for drawing or writing.A series of horizontal writing lines. The background is light green. Each line set consists of a solid blue top line, a dashed blue middle line, and a solid pink bottom line. There are ten such sets of lines.



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