

Grade 1 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the bottom of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.



Explore Counting to 120



Learning Target

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

SMP 1, 2, 3, 4, 5, 6, 7, 8

How can you count on a 120 chart?

Fill in the missing numbers.

Try It



Math Toolkit

- base-ten blocks

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 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 | |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | | 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 | | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

Connect It

Write the missing numbers.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 31 | 32 | 33 | | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | |
| 51 | 52 | 53 | 54 | 55 | | 57 | 58 | 59 | 60 |

| | | | | | | | | | |
|-----|-----|-----|-----|----|----|-----|-----|-----|-----|
| 81 | 82 | 83 | 84 | 85 | 86 | | 88 | 89 | 90 |
| 91 | | 93 | 94 | 95 | 96 | 97 | 98 | 99 | |
| 101 | 102 | 103 | 104 | | | 107 | 108 | 109 | 110 |

3 Write the missing numbers.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 21 | 22 | | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | | 38 | 39 | 40 |

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 91 | 92 | 93 | 94 | | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | | 104 | 105 | 106 | 107 | 108 | 109 | |
| 111 | 112 | 113 | 114 | 115 | | | 118 | 119 | 120 |

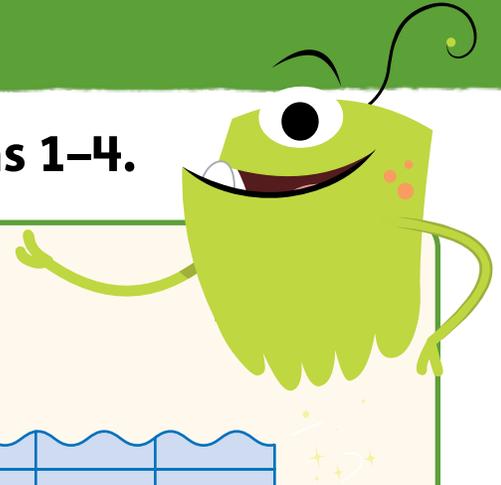
| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

Fill in the blanks.

- 6 Count by ones: 97, _____, _____, _____, 101
- 7 Count by ones: 69, _____, _____, _____, 73
- 8 Count by ones: 80, _____, 82, _____, _____
- 9 1 more than _____ is 111.
- 10 1 more than 119 is _____.

Practice Counting to 120

Look at the Example. Then solve problems 1–4.



Example

Count by ones. Use the chart.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 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 |

1 more than 80 is 81. 1 more than 87 is 88.

Count by ones: 78, 79, 80, 81, 82

1 Fill in the blanks. Use the chart.

1 more than 65 is _____.

1 more than 72 is _____.

2 Fill in the blanks. Use the chart.

Count by ones: 66, _____, 68, _____, _____

Count by ones: _____, 86, _____, 88, _____

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

3 Fill in the blanks. Use the chart.

1 more than 95 is _____. 1 more than 105 is _____.

1 more than 99 is _____. 1 more than 109 is _____.

1 more than 111 is _____. 1 more than 115 is _____.

4 Fill in the blanks. Use the chart.

Count by ones: 97, _____, 99, _____, _____, 102

Count by ones: _____, 103, 104, _____, _____

Count by ones: 115, _____, _____, 118, _____

**Pietro has these star stickers in his collection.
How many star stickers does he have?**



Model It

Count the stars.



Count the groups of 10 and then count on.

11 groups of 10 is _____.

Add _____ more ones.

Pietro has _____ star stickers.

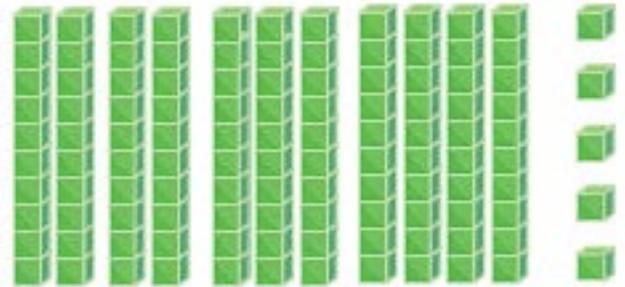
Connect It

- Buzz counts by ones from 110 like this:
111, 112, 114, 115. Is he right? How do you know?

Apply It

- Find the number pictured here.

_____ groups of 10 and _____ ones
Circle the total on the chart.



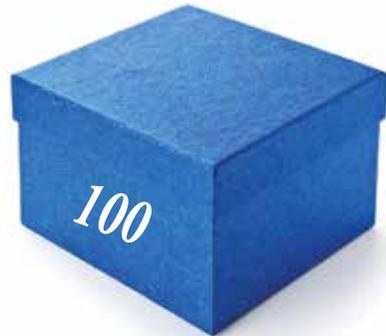
| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

- 4 Gina counts these baseballs.
How many baseballs does she count?



_____ baseballs

- 5 There are 100 shells in a box.
There are more outside the box.
How many altogether?



_____ shells

- 6 There are 110 pencils in a box.
There are more outside the box.
How many altogether?



_____ pencils

Explore Comparing Numbers



Learning Target

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

SMP 1, 2, 3, 4, 5, 6, 7

Rosa carries 24 books. Ryan carries 37 books. Who carries more books? Who carries fewer?

Try It



Math Toolkit

- Draw using base 10 -ten blocks

Rosa

Ryan

Write the names.

_____ carries more books than _____.

_____ carries fewer books than _____.



Connect It

There are 28 soccer balls.

There are 31 footballs.

Draw to compare the number of balls.

soccer balls

footballs



Fill in the blanks.

There are more _____ than _____.

There are fewer _____ than _____.

3 Solve the problem.

**There are 34 apples. There are 27 bananas.
Draw to compare the number of fruits.**



apples

bananas

Fill in the blanks.

There are fewer _____ than _____.

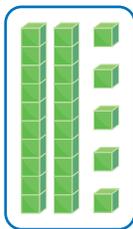
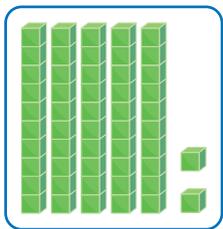
There are more _____ than _____.

Nora picks 52 apples. Nick picks 25 apples.

Who picks more apples?

Model It

Compare. 52 25



| Tens | Ones |
|------|------|
| 5 | 2 |

| Tens | Ones |
|------|------|
| 2 | 5 |

Compare tens.

5 tens is **greater than** 2 tens.

You can use the **greater than symbol** ($>$):

5 tens $>$ 2 tens

52 25

_____ picks more apples than _____.

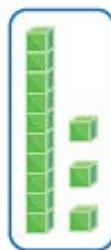
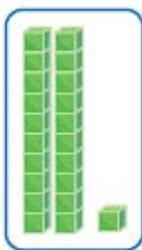


Connect It

- 1 How did using base-ten blocks help you compare 52 and 25 to find the greater number?

Apply It

- 2 Dave has 13 crayons. Ari has 21 crayons. Compare. 21 13



| Tens | Ones |
|------|------|
| 2 | 1 |

| Tens | Ones |
|------|------|
| 1 | 3 |

_____ tens is greater than _____ ten.

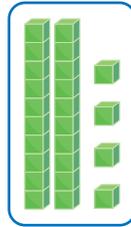
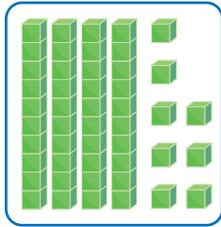
$$21 \bigcirc 13$$



4 Roberto has 48 fish. Rena has 24 fish.

Who has more fish?

Compare. 48 ○ 24



| Tens | Ones |
|------|------|
| 4 | 8 |

| Tens | Ones |
|------|------|
| 2 | 4 |

_____ tens is greater than _____ tens.

48 ○ 24

_____ has more fish than _____.

5 Compare 45 and 63.

Which number is greater?

| Tens | Ones |
|------|------|
| 4 | 5 |

| Tens | Ones |
|------|------|
| 6 | 3 |

_____ tens is greater than _____ tens.

_____ ○ _____



Grade 1 Reading

Student At-Home Activity Packet 3

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Children may need the support of an adult or older student to complete these lessons, unless they can read independently. A teacher will also be in touch soon to assist your child throughout the week.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

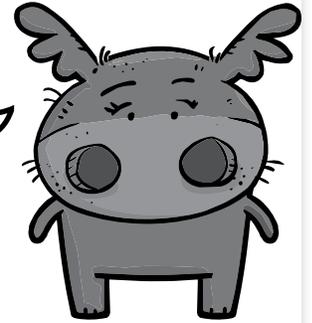
Flip to see the Grade 1
Reading activities
included in this packet!



Listen and Learn

Describing Setting

The **setting** is where and when a story takes place, or happens. Details in the story tell you about the setting.



Here are some questions you can ask about the setting of a story:

- ▶ Where does the story take place?
- ▶ When does the story take place?

Think about:

| | |
|--------------------|-----------------|
| season of the year | time of day |
| now or long ago | day of the week |

- ▶ What does the setting look like?

Understanding where and when a story happens helps you to make connections between important story details.



Lan and the Pangolins



by Eva Stewart





Lan was helping at the animal rescue center. The center was near a hot, huge jungle. It was where Lan's dad worked. He took care of animals that were hurt. Animals stayed at the center while they got better.

Now Lan was cleaning up. She heard a door slam. Her dad ran in. He was holding two strange animals.



“What are they?” Lan asked, with surprise.

“They are pangolins,” said her dad. “A mother and baby. The mother needs help.”

The mother pangolin’s leg was hurt. Lan’s dad wrapped its leg. The pangolin looked at Lan with bright eyes. Lan had never seen a pangolin before.





The mother pangolin's leg was better in three days. But the pangolins did not move or eat much. Their eyes were no longer bright.

“What is wrong?” Lan asked her dad.

“Pangolins do not like being inside,” he said. “We will take them back to the jungle tonight. Most pangolins are awake then.”



Lan and her dad waited until night came. Lan's dad carried the pangolins in a cage. They crossed a red bridge over a rushing river. "We must go deep into the jungle," her father said. "Pangolins live there."

The air felt wet and hot. Lan stopped to take a drink. Lan saw moonlight shining on the tangled vines and tall trees.





Lan and her dad kept walking. They passed a pond. “We cannot leave the pangolins here,” her dad said. “They will not be safe.”

They saw some big rocks. “The pangolins cannot live here,” Lan’s dad said. “There is nothing to eat.”





They walked more. Finally, Lan saw a fallen tree. “The pangolins could stay there,” she said. “There will be bugs for them to eat.”

“Yes,” her dad said. “And there is a stream. They will have water to drink.”





“This is the perfect spot!” Lan said. She let the pangolins out of the cage. The baby climbed on the mother’s tail. They crawled under the fallen tree together.

Lan was sad to say goodbye. But she was happy the pangolins had a home.



Question 1 (for p. 1 of passage)

Which picture shows the setting of the animal shelter?

a.



b.



c.



Question 2 (for p. 2 of passage) Why was Lan surprised?

- a. Lan had not seen a mother and baby before.
- b. Lan had not seen this kind of animal before.
- c. Lan had not seen a hurt animal before.

Question 3 (for p. 3 of passage)

How do the pangolins feel after being inside for a few days? Complete the sentence.

The pangolins feel _____ when they are inside.

- a. sad
- b. shy
- c. safe

Question 4 (for p. 4 of passage)

Which key detail tells you how the jungle setting feels?

- a. There are tall trees and vines.
- b. They crossed a bridge.
- c. The air is hot and wet.

Question 5 (for p. 5 of passage)

Why do Lan and her dad pass by the rocks instead of letting the pangolins go there?

- a. There is no food.
- b. It is not safe there.
- c. The animals need water.

Question 6 (for p. 6 of passage)

Why is the fallen tree a good place for the pangolins to live?

a.



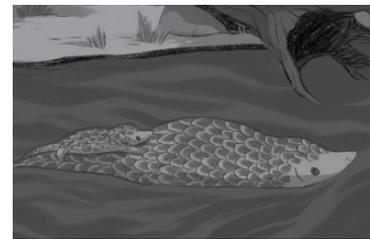
There is food and water.

b.



There is a tree to climb on.

c.



There is a stream to swim in.

Question 7 (for p. 7 of passage)

What do Lan and her dad do last in the story? Choose the event.

First

They help two pangolins at the rescue center.

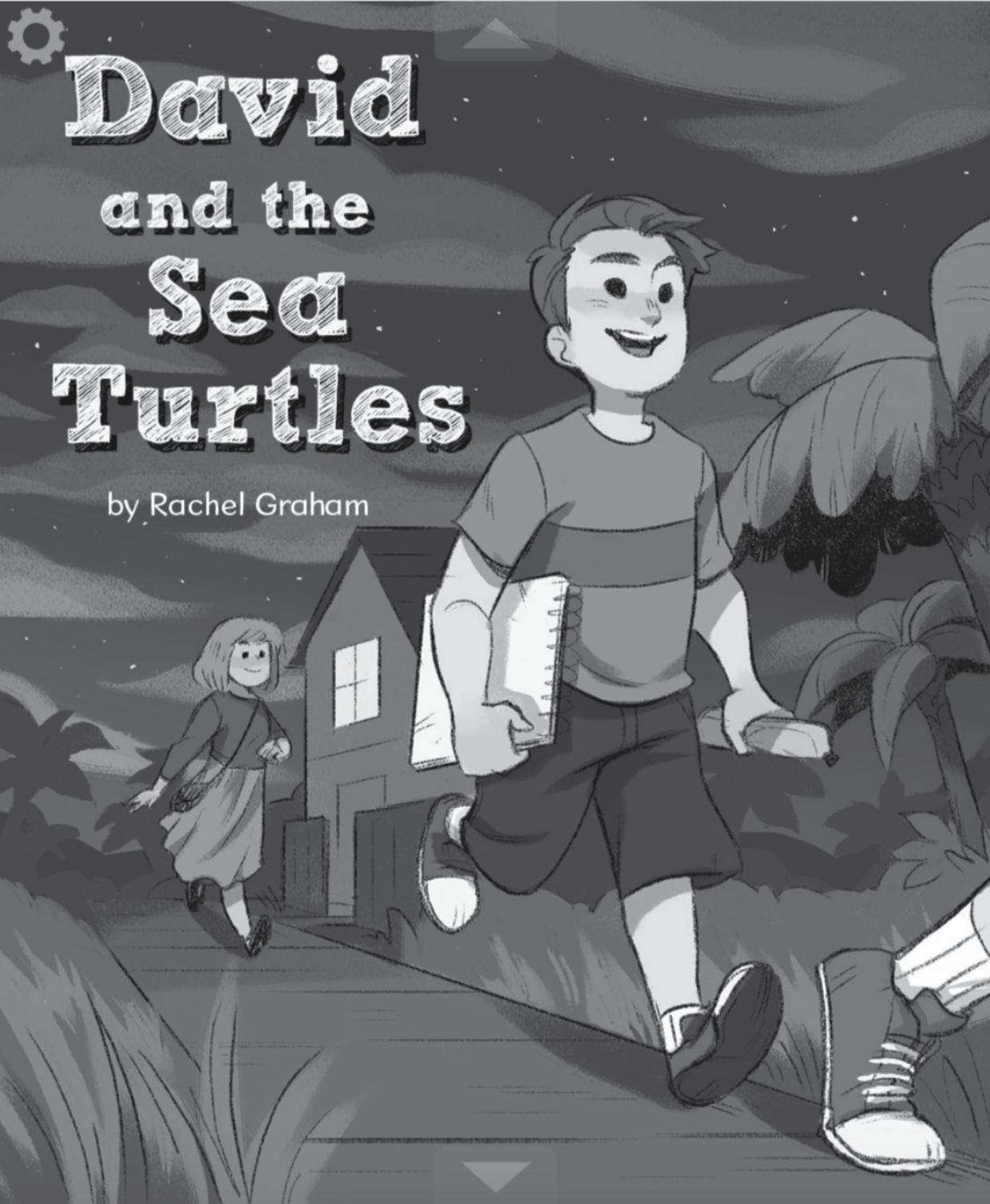
Next

They look for a good pangolin home in the jungle.

Last

?

- a. They leave the pangolins high in a tree.
- b. They leave the pangolins in the perfect spot.
- c. They leave the pangolins in the cage.





David wanted to go to the beach with his friends. They wanted to see the baby sea turtles come out of their eggs. David's parents said he could go.

They went to the beach when it was still dark. They waited for sunrise. David knew that the turtle eggs open when the sun comes up.





David walked up a hill made of sand. It felt soft and wet on his feet. He had paper and pens. He wanted to make a picture as he sat. Then he saw a hole in the sand. He knew there were eggs in the hole.

David could not see the water. It was too dark. But he could smell it. He could hear it. The water was loud when it hit the sand.





The sun came up a little. David could see the water. Birds flew in the sky nearby.

Suddenly, a turtle dug out of the sand. David made pictures as more turtles came out. Ten, fifteen, twenty ... so many babies.





David heard a loud noise. He saw a bird. It flew down. It wanted to eat a turtle!

David ran closer. He wanted to help, but he did not want to get in the way. He was glad when the bird left.

The turtles swam into the sea. David still had his turtle drawings.



Question 1 (for p. 1 of passage)

When does this part of the story take place? Complete the sentence.

The story takes place at the beach before the _____ is up.

- a. sun
- b. moon
- c. sea

Question 2 (for p. 1 of passage) Why are David and his friends at the beach?

- a. They like to help the turtles look for food.
- b. They want to watch the turtles leave their eggs.
- c. They hope to swim in the water with the turtles.

Question 3 (for p. 2 of passage) Where are the eggs buried?

a.



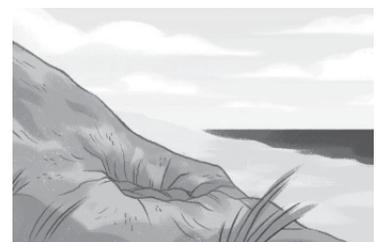
The eggs are buried in the ocean.

b.



The eggs are buried in the grass.

c.



The eggs are buried in the sand.

Question 4 (for p. 2 of passage) How does the beach sound in this part of the story?

- a. The sky is sunny.
- b. The sand is dry.
- c. The water is loud.

Question 5 (for p. 3 of passage) How is the beach different in this part of the story?

Complete the sentence: There is more _____ on the beach now.

- a. grass
- b. light
- c. sand

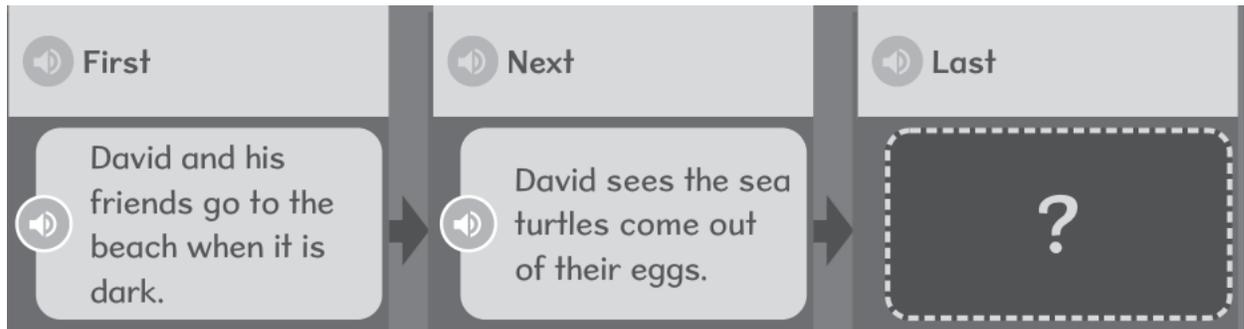
Question 6 (for p. 3 of passage) How does David keep track of what he sees?

- a. David makes pictures.
- b. David writes words.
- c. David digs sand.

Question 7 (for p. 4 of passage) What do the details on this page tell you about the setting?

- a. It is not safe for the turtles.
- b. It is a good home for the turtles.
- c. It has a lot of food for the turtles.

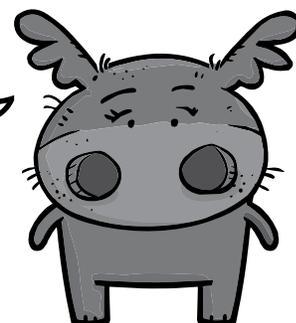
Question 8 (for p. 4 of passage) What happens last in the story? Choose the event.



- a. David keeps the birds away from the turtles.
- b. The turtles go to the sea and swim away.
- c. A bird takes a baby turtle to the sea.

Finding Word Meanings

When you read a hard word, you can ask questions to figure out its **meaning**.



Read the example. Then ask the questions below:

You can grow **crops** such as onions, lettuce, and carrots in a garden.



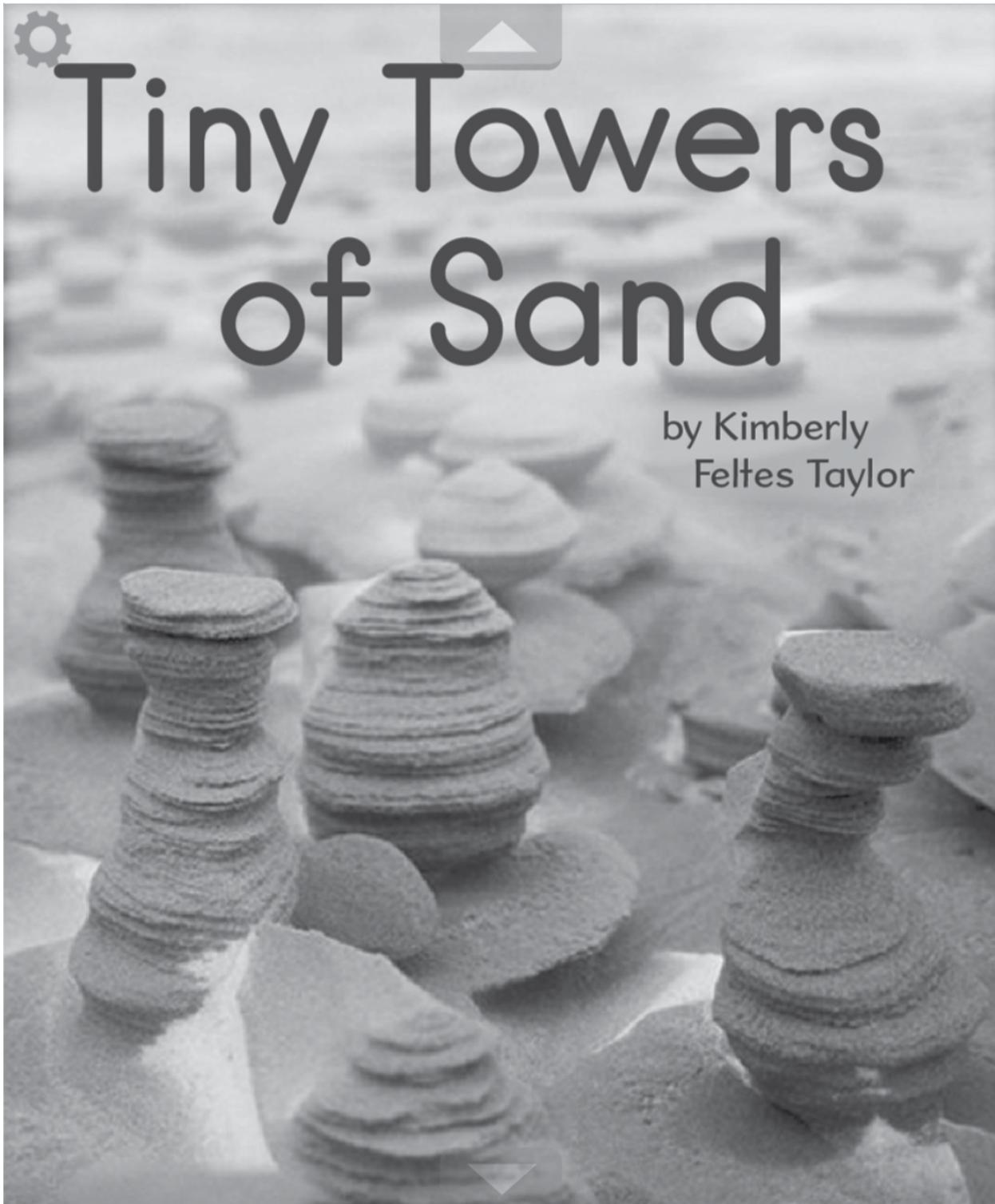
- ▶ What clues can I find in the words around the new word?
- ▶ What do the pictures show about the word?
- ▶ What do I already know about the word or the topic?
- ▶ Does the meaning I find make sense in the sentence?

Finding the meanings of new words can help you understand what you read.



Tiny Towers of Sand

by Kimberly
Felted Taylor





Some people live near a special lake. They found a surprise on the beach.

The sand was in different shapes. Some sand looked like little towers. These shapes stayed for one day. Then they were gone.



Strange towers showed up in St. Joseph.





The Shapes Appear

The sand shapes showed up in the winter.
They looked like art. It looked like someone had
cut or carved the small shapes out of rocks.
But this art was made of sand!



The beach was full of sand shapes.





What made these shapes? The sand was wet. It got very cold outside.

The water in the sand turned to ice. The ice held up the shapes. They were made of frozen sand!



This beach is made of frozen sand.





Later, it got warmer. Some of the ice in the sand thawed. The ice turned back to water. The sand got soft and loose.

The sand came free of the shapes. The wind took that sand away. But some of the ice stayed. Those shapes were still hard. They looked like art.



Blowing wind helped make these shapes.





The Shapes Disappear

It got warmer and warmer. The ice all turned to water. The sand all came free. The shapes fell. Then they were gone.

But the shapes could show up again. All you need is sand, cold, and wind!



The shapes fell when the air got warm.



Question 1 (for p. 1 of passage) Where could you see the shapes?

- a. in the sand
- b. in the water
- c. in the sky

Question 2 (for p. 2 of passage) Which words help you explain what appear means?

- a. out of
- b. was made
- c. showed up

Question 3 (for p. 2 of passage) The word **carve** means the same thing as which other word?

- a. art
- b. cut
- c. small

Question 4 (for p. 3 of passage) Which word helps explain what **frozen** means?

- a. outside
- b. beach
- c. ice

Question 5 (for p. 4 of passage) Look at what the word **frozen** means. Which phrase tells what the word **thaw** means? Choose the correct meaning.

| Word | Meaning |
|--------|--------------------|
| frozen | hard from the cold |
| thaw | ? |

- a. to make into art
- b. to soften with heat
- c. to dry up and go away

Question 6 (for p. 4 of passage) Which word tells the meaning of **loose**?

- a. those shapes
- b. still hard
- c. came free

Question 7 (for p. 5 of passage) Which word helps you understand what **disappear** means?

- a. gone
- b. turned
- c. warmer

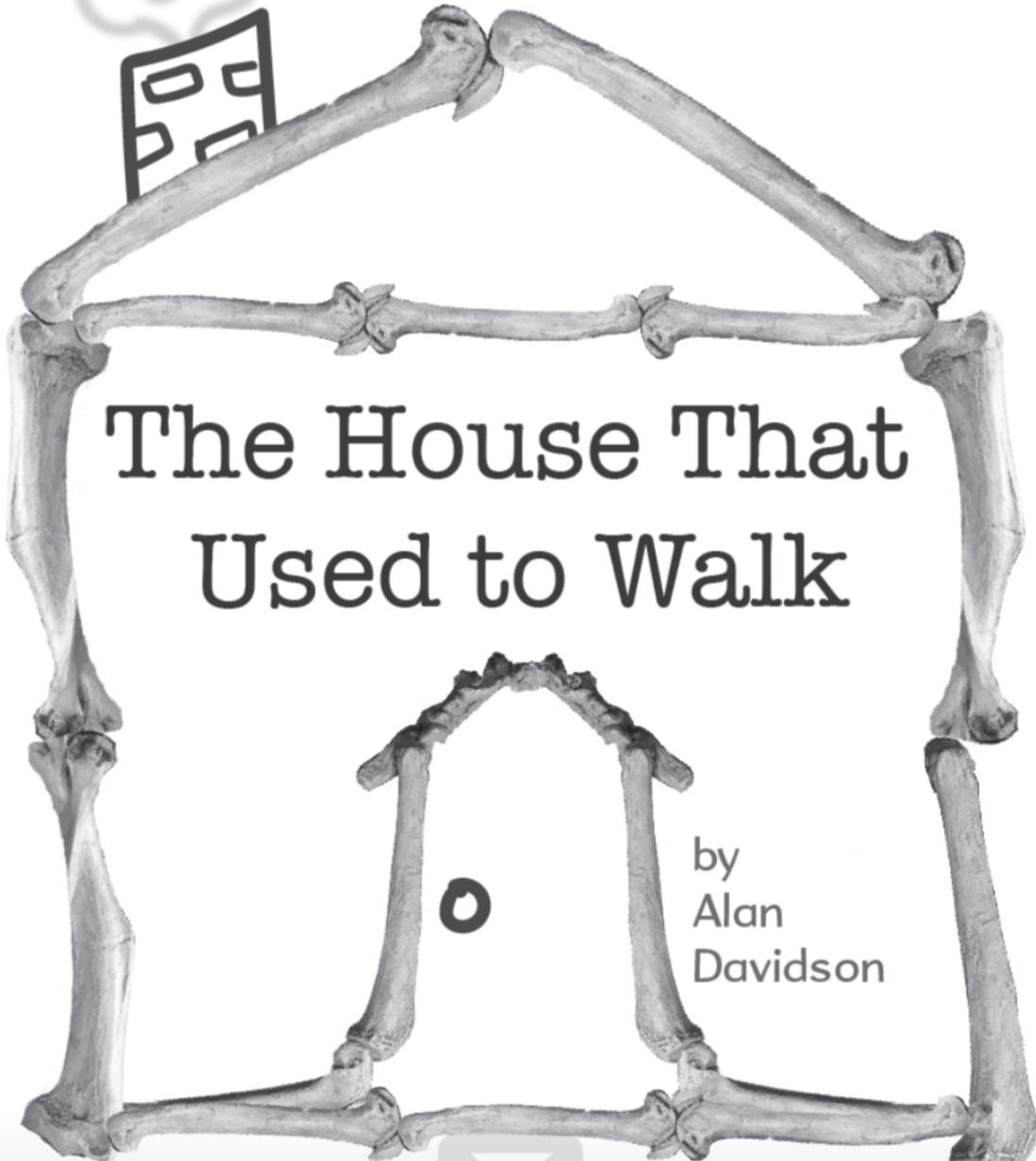
Question 8 (for p. 5 of passage)

What important facts did you learn from this text? Complete the sentences.

In the winter, water froze in the sand and made it (1) _____. The wind blew some sand away. The sand that was left made (2) _____ that looked like art.

- 1.
 - a. wet
 - b. hard
 - c. sharp

- 2.
 - a. beaches
 - b. shapes
 - c. lakes



The House That Used to Walk

by
Alan
Davidson





One day, Thomas Boylan found a fossil. He found it near his home in Wyoming. It looked like a huge bone. It was a dinosaur fossil. The fossil was hard like a rock.

Thomas kept the fossil. He looked for more. He kept those, too. Soon, Thomas had hundreds of dinosaur fossils.



Thomas found fossils in Como Bluff, Wyoming.





Thomas had a plan for these fossils. He would build a dinosaur **skeleton**. Thomas thought people would come to see it. They would buy gas at his gas station. Then Thomas would make more money.

Thomas kept finding fossils of bones for 17 years. His pile of bones got bigger and bigger.



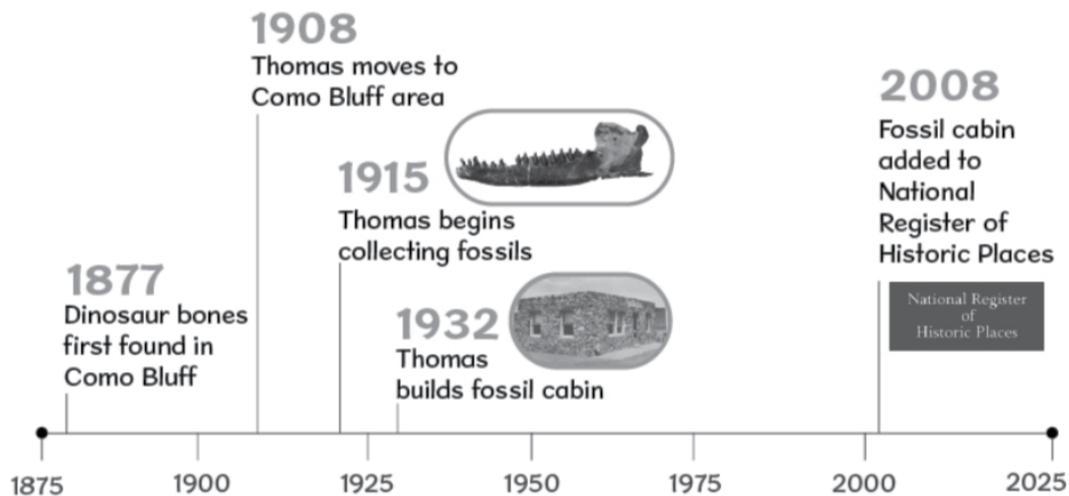
The fossils Thomas found were just like these.





An expert looked at the fossils. He gave Thomas bad news. The bones were from many dinosaurs. But there was not a complete set of bones for any one of them. Thomas could not build one whole dinosaur skeleton.

So Thomas made a new plan. He would build a house made of dinosaur bones.





Thomas built the house in 1932. He used 5,796 dinosaur fossils to make the walls. These fossils weighed about the same as 30 cars!

People were curious about the house. They came to visit. Those visitors told other people. More people came. More people paid for gas, too. Thomas made more money.



The house became a fossil museum.





Thomas called the house a fossil cabin.
One postcard called the house “The Strangest
Building in the World.”

Another card called it “The House That
Used to Walk.” The bones had walked long ago,
when the dinosaurs walked.



Visitors could buy and send postcards like this.





Visitors cannot go inside “The House That Used to Walk” anymore. But the house is still standing. It is almost 100 years old.

Long ago, dinosaurs walked the earth for 165 million years. Will the house last that long? We’ll have to wait and see.



The house still stands in Wyoming.



After you read "The House That Used to Walk" together, draw a picture of your favorite part. Write sentences to tell why it is your favorite part.

 Draw or write.

