



# 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.

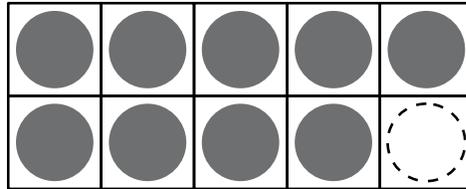
Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 1 Math  
concepts covered in  
this packet!

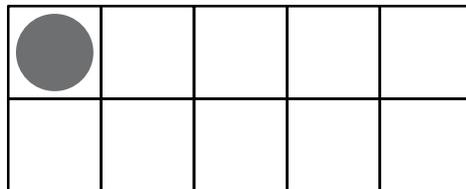


**Draw counters to make 10. Then complete the equation.**

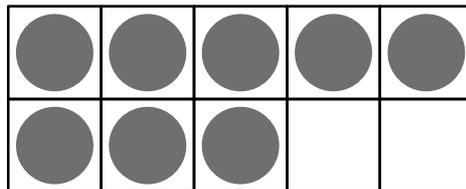
$10 = 9 + \underline{1}$



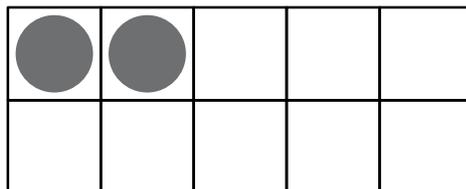
$10 = 1 + \underline{\quad}$



$10 = 8 + \underline{\quad}$

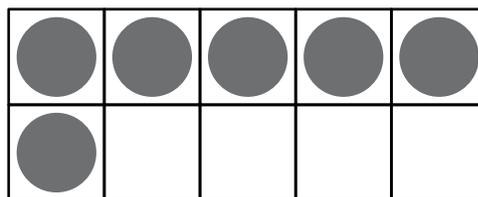


$10 = 2 + \underline{\quad}$

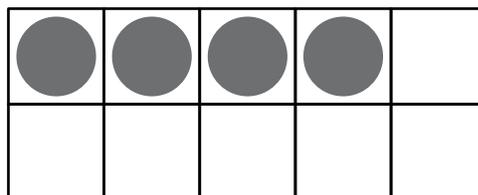


Name \_\_\_\_\_

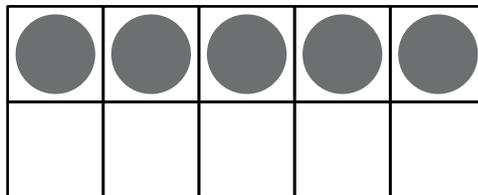
$10 = 6 + \underline{\quad}$



$10 = 4 + \underline{\quad}$



$10 = 5 + \underline{\quad}$



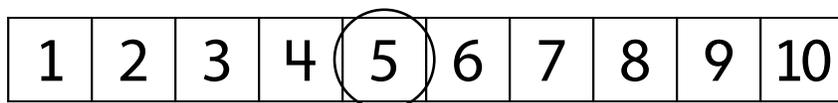
**Solve each problem.**

- 1** Marai sees 8 dogs at the park.

Some dogs go home.

Now Marai sees 5 dogs.

How many dogs go home?



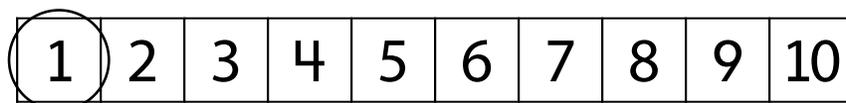
$$5 + \underline{\quad} = 8 \qquad 8 - \underline{\quad} = 5$$

       dogs go home.

- 2** Ben has 7 hats. 1 hat is red.

The rest are blue.

How many hats are blue?



$$7 = 1 + \underline{\quad} \qquad 7 - \underline{\quad} = 1$$

       hats are blue.

**3** Asia has 7 books. She buys more books.

Now Asia has 9 books.

How many books does she buy?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$7 + \underline{\quad} = 9$

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

Asia buys        books.

**4** Jake has 8 games. He gives some away.

Now he has 3 games.

How many games does Jake give away?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{\quad} = 8$

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

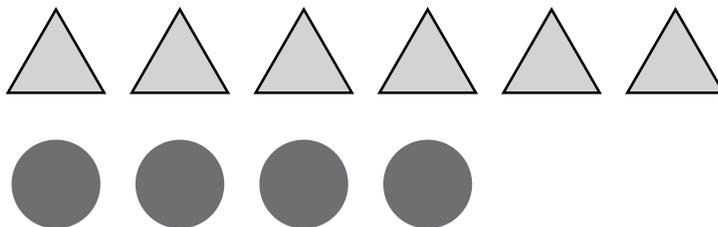
Jake gives        games away.

**Solve the subtraction problems.**

- 1** There are 6 triangles. There are 4 circles.  
How many more triangles are there?

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

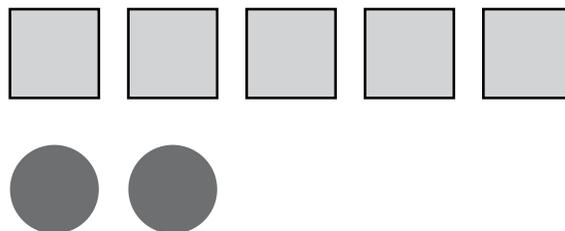
$\underline{\quad}$  more triangles



- 2** There are 5 squares. There are 2 circles.  
How many more squares are there?

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

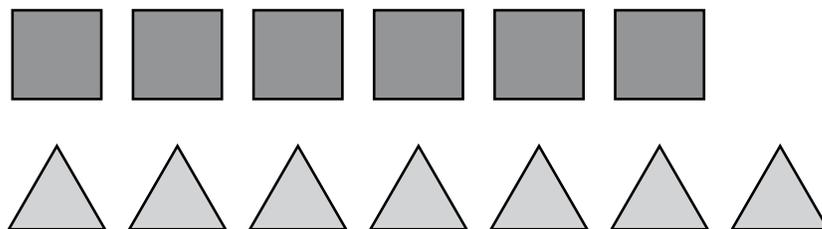
$\underline{\quad}$  more squares



- 3** There are 7 triangles. There are 6 squares.  
How many more triangles are there?

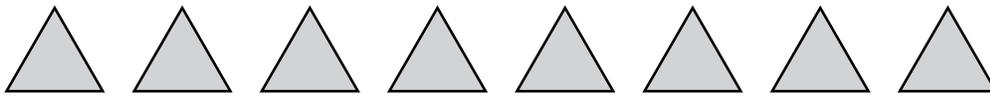
$7 - 6 = \underline{\quad}$

$\underline{\quad}$  more triangle



- 4** There are 8 triangles and 5 circles.

How many fewer circles than triangles are there?

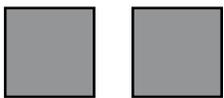
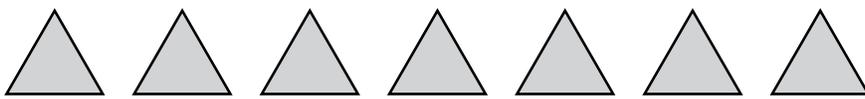


$$8 - 5 = \underline{\quad}$$

       fewer triangles

- 5** There are 2 squares and 7 triangles.

How many fewer squares than triangles are there?



$$7 - 2 = \underline{\quad}$$

       fewer squares

Choose a number from the box to complete the equation.

**Example**

0      1      2

$$2 + 0 = \underline{1} + 1$$

**1** 0      1      2

$$2 + 1 = 1 + \underline{\quad}$$

**2** 1      2      3

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

**3** 1      2      3

$$3 + 2 = 4 + \underline{\quad}$$

**4** 0      1      2

$$6 + 0 = 5 + \underline{\quad}$$

**5** 4      5      6

$$3 + 3 = \underline{\quad} + 0$$

**6** 2      3      4

$$4 + 3 = 5 + \underline{\quad}$$

**7** 0      1      2

$$6 + 1 = 7 + \underline{\quad}$$

**8** 1      2      3

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

**9** 0      1      2

$$1 + 8 = 7 + \underline{\quad}$$

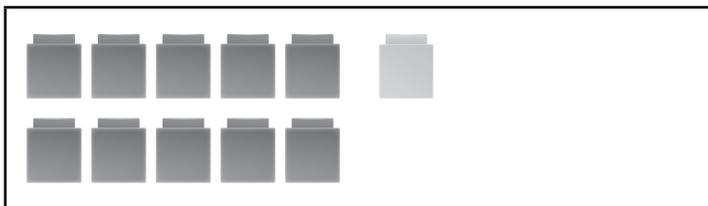
**Draw lines to match the numbers.**



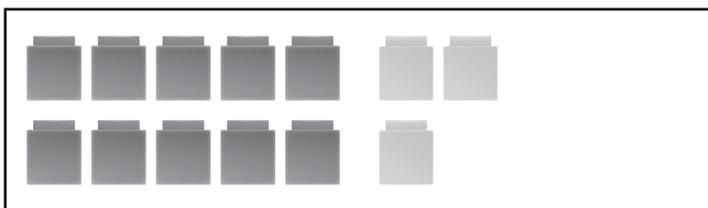
11



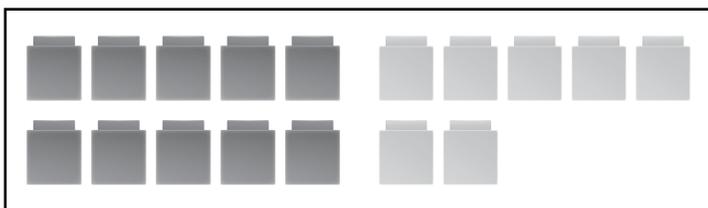
17



15



18



13

**Draw lines to match the numbers.**

1 ten and 4 ones

12

1 ten and 9 ones

16

1 ten and 2 ones

14

1 ten and 6 ones

11

1 ten and 1 one

19

**Discuss It**

What is the same about each teen number? What is different?

**Add.**

**1**  $9 + 3 = \underline{12}$

**2**  $3 + 9 = \underline{\quad}$

**3**  $8 + 6 = \underline{\quad}$

**4**  $6 + 8 = \underline{\quad}$

**5**  $4 + 9 = \underline{\quad}$

**6**  $5 + 7 = \underline{\quad}$

**7**  $6 + 7 = \underline{\quad}$

**8**  $7 + 8 = \underline{\quad}$

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

**10**  $9 + 8 = \underline{\quad}$

**11**  $6 + 3 + 4 = \underline{\quad}$

**12**  $5 + 9 + 1 = \underline{\quad}$

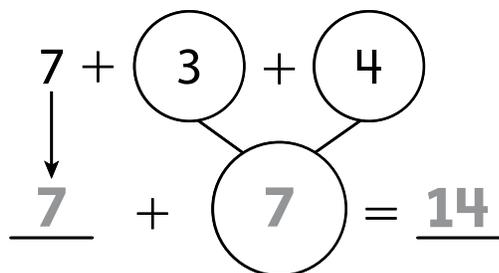
**Discuss It**

Explain how you solved Problem 11.

# Adding Three Numbers

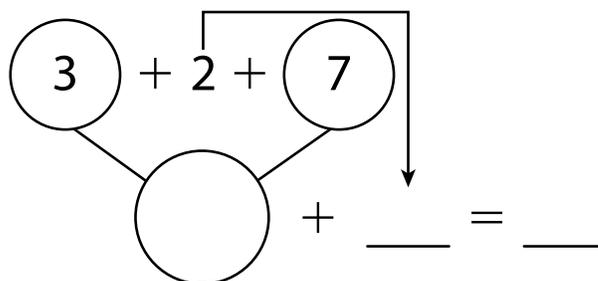
Name \_\_\_\_\_

**1** Find  $7 + 3 + 4$ .



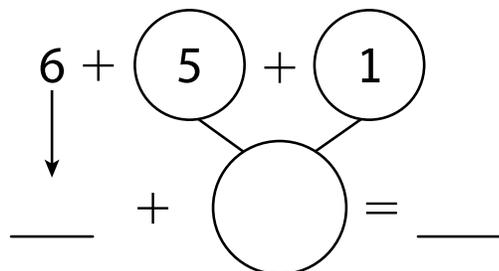
$$7 + 3 + 4 = \underline{14}$$

**2** Find  $3 + 2 + 7$ .



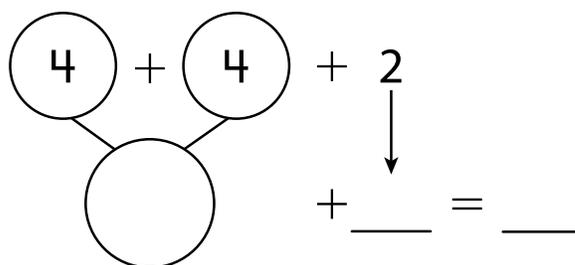
$$3 + 2 + 7 = \underline{\quad}$$

**3** Find  $6 + 5 + 1$ .



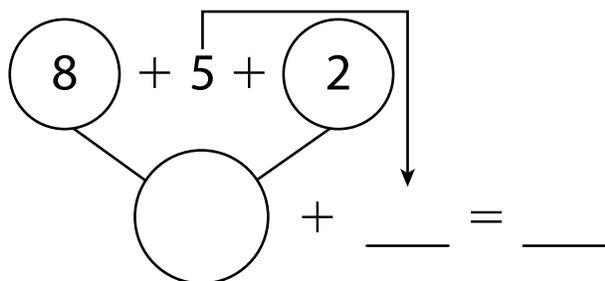
$$6 + 5 + 1 = \underline{\quad}$$

**4** Find  $4 + 4 + 2$ .



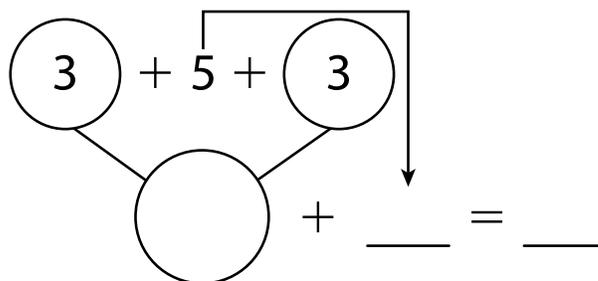
$$4 + 4 + 2 = \underline{\quad}$$

**5** Find  $8 + 5 + 2$ .



$$8 + 5 + 2 = \underline{\quad}$$

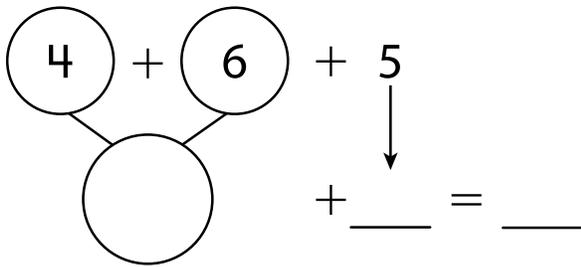
**6** Find  $3 + 5 + 3$ .



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

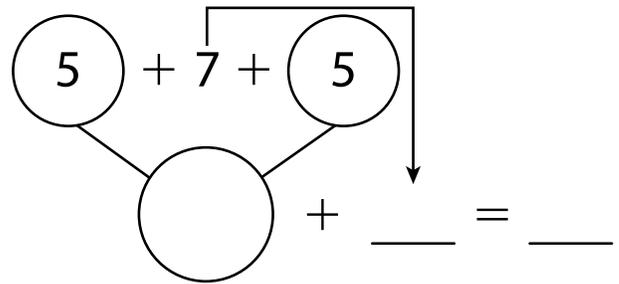
Name \_\_\_\_\_

**7** Find  $4 + 6 + 5$ .



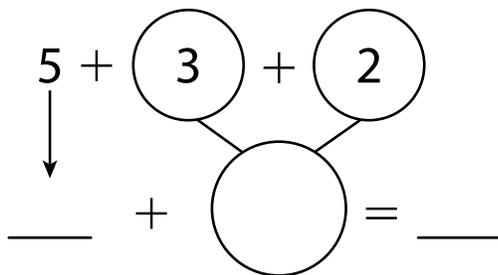
$$4 + 6 + 5 = \underline{\quad}$$

**8** Find  $5 + 7 + 5$ .



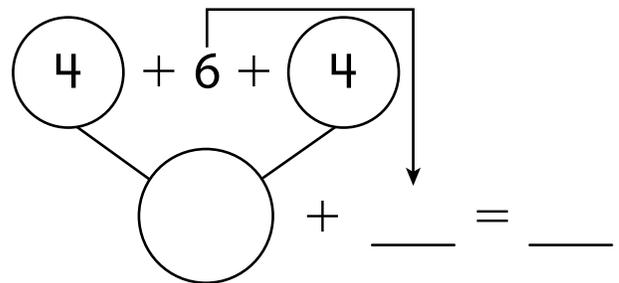
$$5 + 7 + 5 = \underline{\quad}$$

**9** Find  $5 + 3 + 2$ .



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

**10** Find  $4 + 6 + 4$ .

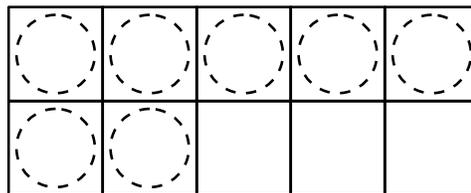
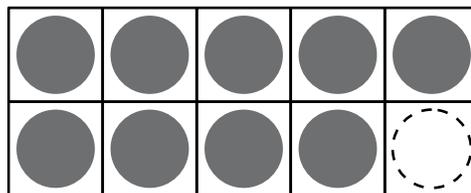


$$4 + 6 + 4 = \underline{\quad}$$

**11** When solving  $4 + 6 + 4$ , Ava adds  $4 + 6$  first. Rico adds  $4 + 4$  first. Who is correct? Why?

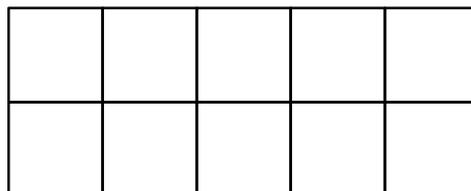
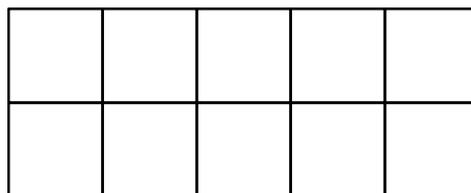
**1** Find the missing number.

$$17 - \underline{\quad} = 9$$



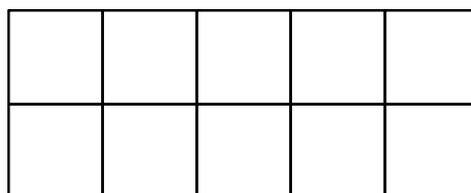
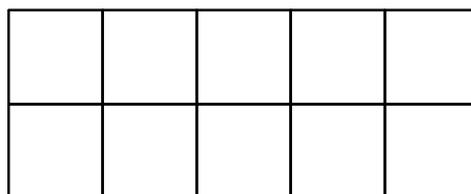
**2** Find the missing number.

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



**3** Find the missing number.

$$15 - \underline{\quad} = 6$$



Name \_\_\_\_\_

- 4** Find the missing number.

$$7 = \underline{\quad} - 7$$



- 5** Find the missing number.

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

- 6** Find the missing number.

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

- 7** Find the missing number.

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

- 8** Find the missing number.

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

- 9** Find the missing number.

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

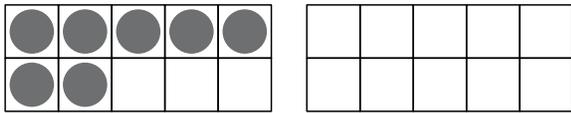
- 10** Find the missing number.

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

### Discuss It

- 11** How did you use the 10-frames to find the missing number in Problem 4?

- 1** Amy has some crayons.  
She finds 7 more crayons.  
Now she has 18 crayons.  
How many crayons did she have at the start?



$$\underline{11} + 7 = 18$$

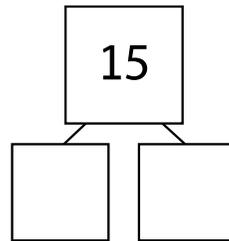
\_\_\_\_\_ crayons

- 3** Marco has 16 flowers.  
He gives some to Alex.  
Now Marco has 8 flowers.  
How many did he give to Alex?

$$16 - \underline{\quad} = \underline{\quad}$$

\_\_\_\_\_ flowers

- 2** There are 15 fish in a tank.  
7 of the fish are orange.  
The rest are white.  
How many are white?



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

\_\_\_\_\_ white fish

- 4** There are 12 bagels in a box.  
Some bagels are eaten.  
Now there are 4 bagels.  
How many bagels were eaten?

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

\_\_\_\_\_ bagels

Name \_\_\_\_\_

- 5** Mica eats 4 fewer pretzels than Wyatt.  
Wyatt eats 14 pretzels.  
How many pretzels did Mica eat?

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

\_\_\_\_\_ pretzels

- 6** Pete reads for 9 minutes.  
The next day he reads for 6 minutes.  
How many minutes did he read altogether?

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

\_\_\_\_\_ minutes



# Grade 1 Reading

## 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.

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!



# Cow Tales

## King of the Trail

by Yehudi Mercado





Claire's hard feet slide on the rocks. She is so tired! She and the other cows have walked on the trail for weeks. They still have many, many miles to go.

"No," Claire says. She sits.





A large bull stops. He is the leader of the cows. They call him the King.

A small dog named Lady stops next to the King. Her job is to keep the cows moving. “Why did we stop?” the dog asks.





The King says, “This cow stopped.”

“That’s Claire,” says Lady. “She does not listen. She does what she wants. She should start moving.”

The King stands next to Claire. He looks into her eyes. “You must move now.”

“No,” Claire says. “This trail is too long. The rocks hurt my feet.”





Just then, a map blows in the wind. Claire looks at the map. She points to the end of the trail. “Is that a field?” she asks.

“Yes. It is a field with sweet, soft grass,” the King says.

Claire thinks about the field. It would be nice to walk on that soft grass!





The King says more. “I have changed my mind, Claire. Don’t get up,” he says.

“Why not?” Claire asks. She seems mad.

“Why not?” Lady asks. She seems unhappy.

“We need to keep going.”





“You should stay, Claire,” says the King.  
“Then, I can have your grass and mine. Please sit longer.”

“No,” Claire says. She gets up. “My feet are rested now.”

The King smiles. Lady smiles. The cows keep going on their long trip.



**Question 1** (for p. 1 of passage)

Who is Claire?

- a. a person
- b. a horse
- c. a cow

**Question 2** (for p. 2 of passage)

Think about the text. Which picture shows the leader of the cows?



**Question 3** (for p. 3 of passage)

What does Lady say about Claire?

- a. Claire will not move on the rocks.
- b. Claire cannot go on such a long trail.
- c. Claire does not follow directions.

**Question 4** (for p. 3 of passage)

What does the King want Claire to do? Complete the sentence.

The King wants Claire to \_\_\_\_\_.

- a. move
- b. stop
- c. rest

**Question 5** (for p. 4 of passage)

Why does Claire like the field?

- a. There is good food.
- b. The grass is soft.
- c. The wind blows there.

**Question 6** (for p. 5 of passage)

What does the King tell Claire to do now?

- a. get up
- b. stay sitting
- c. feel less angry

**Question 7** (for p. 6 of passage)

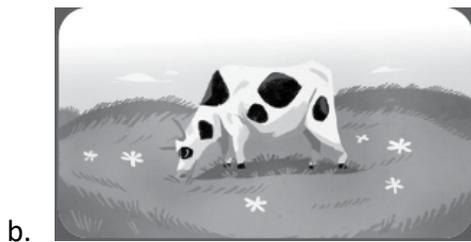
Why does the King smile?

- a. Claire gives him grass.
- b. Claire needs rest.
- c. Claire stands up.

**Question 8** (for p. 6 of passage)

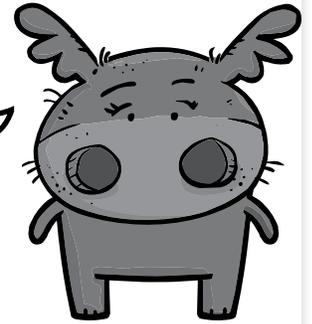
Look at what happens in the beginning and middle of the story. What happens at the end?  
Choose the picture.

 Beginning	 Middle	 End
		



# Describing Connections

To **connect** means to fit together. Events and ideas in informational text can connect in different ways.



## Here are two kinds of connections:

- ▶ Events follow each other in time order:

1. New leaves grow in spring.

2. Flowers bloom in summer.

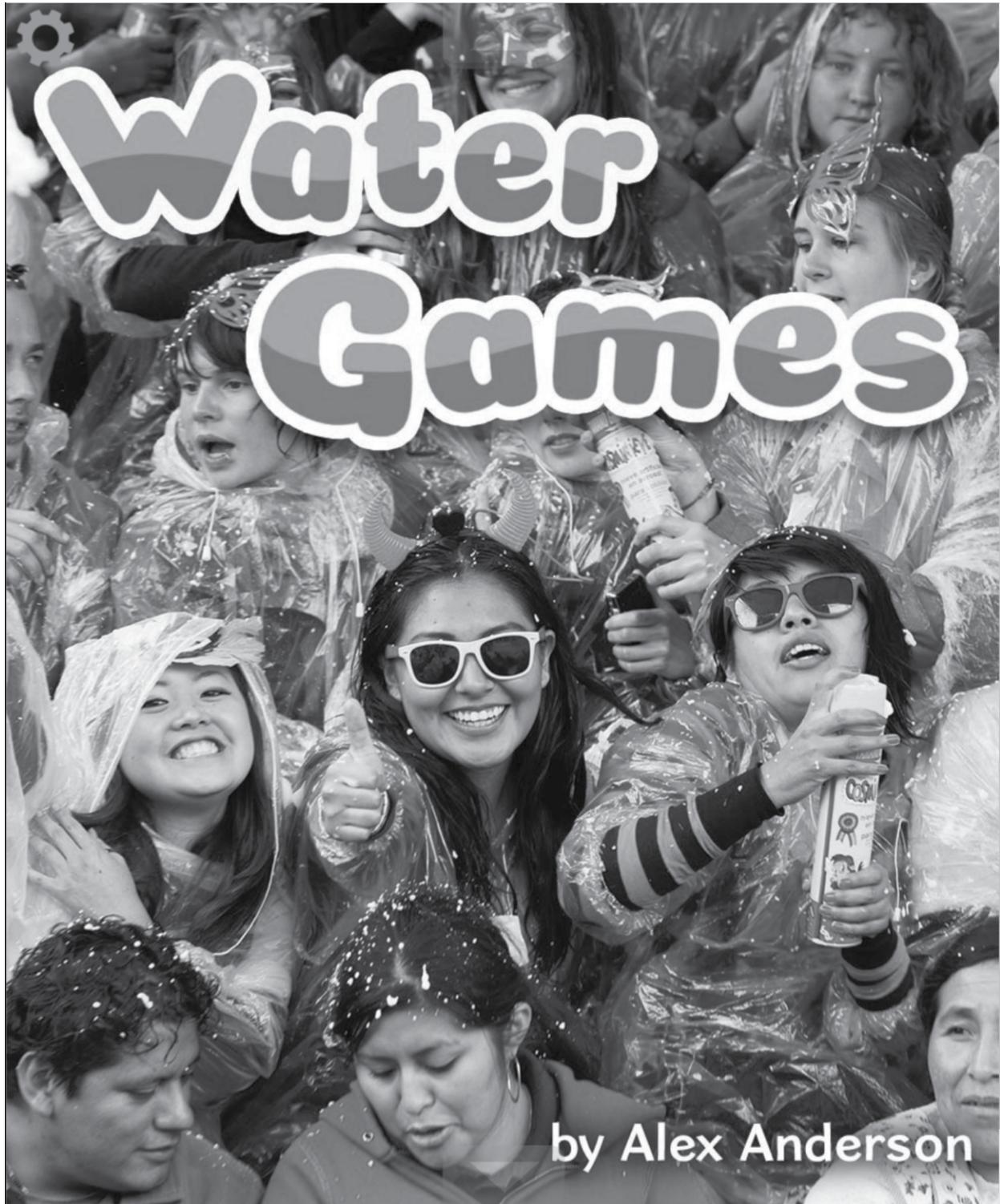
- ▶ One event or idea causes another:

1. A lot of rain falls at once.



2. Rivers rise and flood.

Describing connections between events and ideas helps you understand and remember key details.



# Water Games

by Alex Anderson



# Water, Water Everywhere

It's Carnival!

These South Americans are having a water fight. Water balloons fly through the air. They splash when they hit people.

People spray water from hoses. It is hard to stay dry. Some people wear rain ponchos or use umbrellas.



The crowd sprays water.





## Watering the Earth

These South Americans cheered for water when they planted long ago. A planting festival began. People sang and danced. They thanked the earth for the food that grew.

People planted and watered seeds. They hoped for rain to help the seeds grow.



People watered the earth at planting festivals.





## Party Time

Water was a big part of the planting festival. Later, people started new traditions based on the planting festival. What was at the center of these traditions? Water!



Splashing people with water is a new tradition.





Some of these new traditions are part of Carnival. South Americans dress up in colorful costumes and masks. They march in parades. They play cheerful music.

Many people dance and sing. And what about the water? People play water games at Carnival, too.



People wear colorful costumes during Carnival.





## More Than Water

Water games are a fun part of Carnival. But the games have changed over time. Now there is more than water. People spray colored foam. They throw flour or paints into crowds. And the next day, they do it all over again!



Lots of people spray foam instead of water.



**Question 1** (for p. 1 of passage)

Why do people use umbrellas and ponchos?

- a. They are in South America.
- b. They are in a water fight.
- c. They are in a rain storm.

**Question 2** (for p. 2 of passage)

Look at the picture and the text. What happened during the planting festival? Choose the correct picture.



**Question 3** (for p. 2 of passage)

What did people want to happen after the planting festival?

- a. They hoped the rain would fill pots.
- b. They hoped the dirt would stay dry.
- c. They hoped the seeds would grow.

**Question 4** (for p. 3 of passage)

How are the old and new traditions alike? Complete the sentence.

The planting festival and new Carnival traditions both used \_\_\_\_\_.

- a. seeds
- b. water
- c. plants

**Question 5** (for p. 4 of passage)

How is Carnival different from the planting festival?

- a. Water activities are part of Carnival.
- b. Costumes are part of Carnival.
- c. People are part of Carnival.

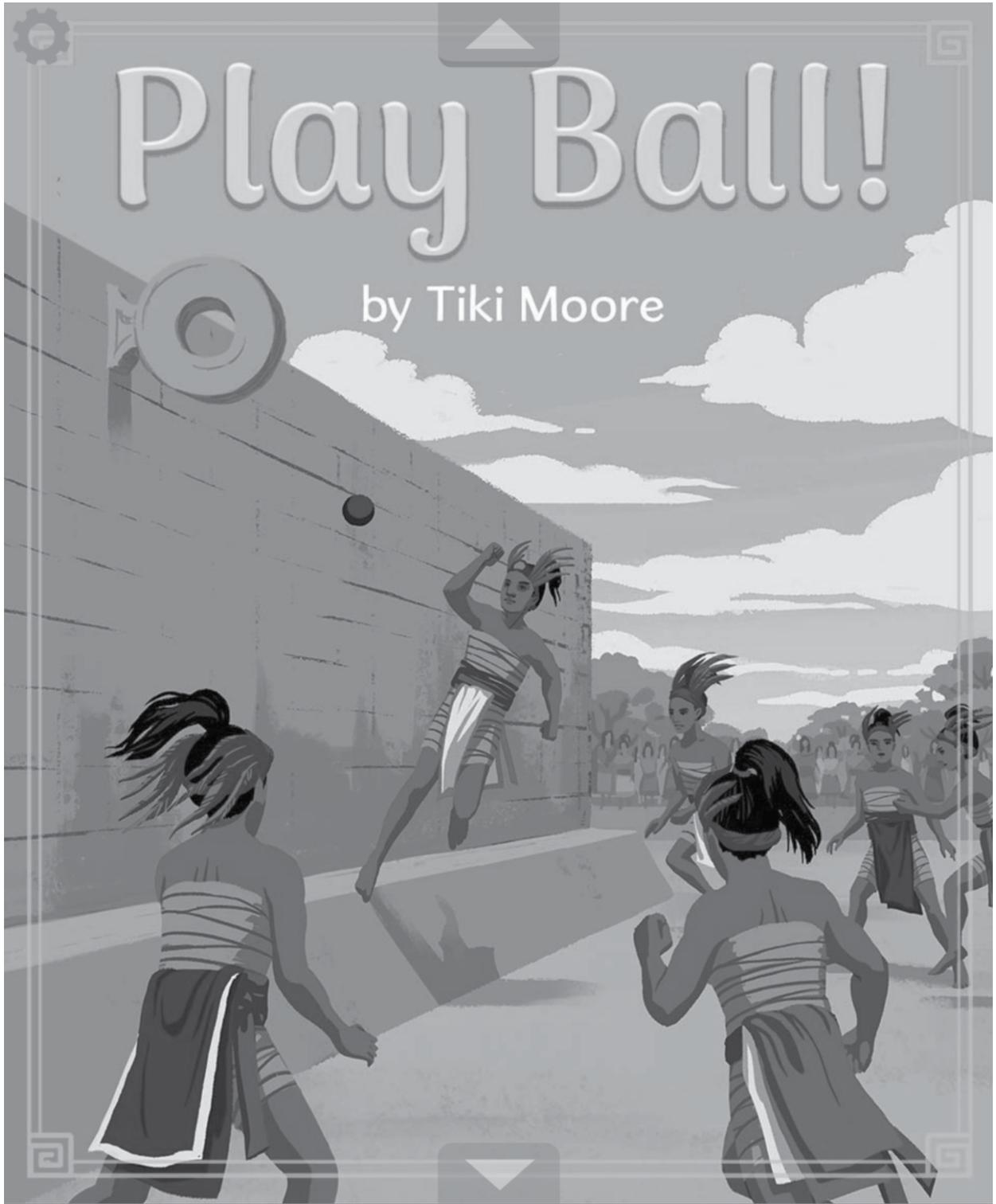
**Question 6** (for p. 5 of passage)

Water was part of the planting festival. Water is part of Carnival. How are these ideas connected?

- a. The planting festival led to some Carnival traditions.
- b. The planting festival was more fun than Carnival.
- c. Carnival uses water more than the planting festival.

# Play Ball!

by Tiki Moore





## A Very Old Game

Long ago, people in Mexico and Central America liked exciting ball games. They made up a ball game thousands of years ago. It was called Pok-ta-Pok. It was a little like basketball and a little like soccer.



A game of Pok-ta-Pok





Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter “I.” It had tall stone walls on each side.



Two very old Pok-ta-Pok courts





## A Heavy Ball and a High Hoop

Pok-ta-Pok was hard to play! The rubber ball was heavy. The court had two hoops, like a basketball court. But the hoops were made of stone. The hoop was 20 feet high. That is as tall as a giraffe!



A stone Pok-ta-Pok hoop





## No Hands or Feet

The rules also made Pok-ta-Pok hard to play. Players could not kick the ball. They could not throw the ball. So players needed other moves to get the ball in the hoop.

Players bumped the ball with their hips. They used their knees. They had to keep trying!



A player hitting the ball with his hip





The games were long. Some games lasted for days! The team that got the ball through the hoop the most times won.



A player happy to get the ball through the hoop



**Question 1** (for p. 1 of passage)

What game does the picture show? Complete the sentence.

This picture shows the game of \_\_\_\_\_.

- a. basketball
- b. soccer
- c. Pok-ta-Pok

**Question 2** (for p. 1 of passage)

Why did people long ago make up Pok-ta-Pok?

- a. They liked exciting ball games.
- b. They liked playing basketball.
- c. They liked playing soccer.

**Question 3** (for p. 2 of passage)

Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter "I." It had tall stone walls on each side.



Two very old Pok-ta-Pok courts

This picture shows old Pok-ta-Pok courts. Which answer shows the shape of the courts?



**Question 4** (for p. 3 of passage)

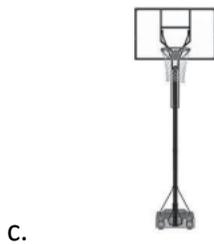
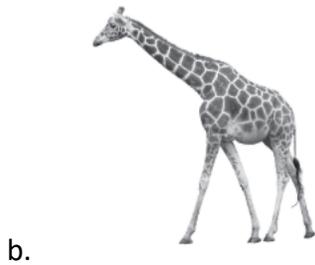
What does the text say about the Pok-ta-Pok ball? Complete the sentence.

The ball was \_\_\_\_\_.

- a. stone
- b. heavy
- c. tall

**Question 5** (for p. 3 of passage)

Which picture shows how tall the Pok-ta-Pok hoops were?



**Question 6** (for p. 4 of passage)

What are things that Pok-ta-Pok players could not do?

- a. Players could not kick or throw the ball.
- b. Players could not use their knees or hips.
- c. Players could not bump or move other players.

**Question 7** (for p. 5 of passage)

What happened when a team got the ball through the hoop the most times?

- a. The team won the game.
- b. The other team got the ball.
- c. The game kept going for days.

**Question 8** (for p. 5 of passage)

Pok-ta-Pok had many rules. The games lasted a long time. How are these ideas connected?

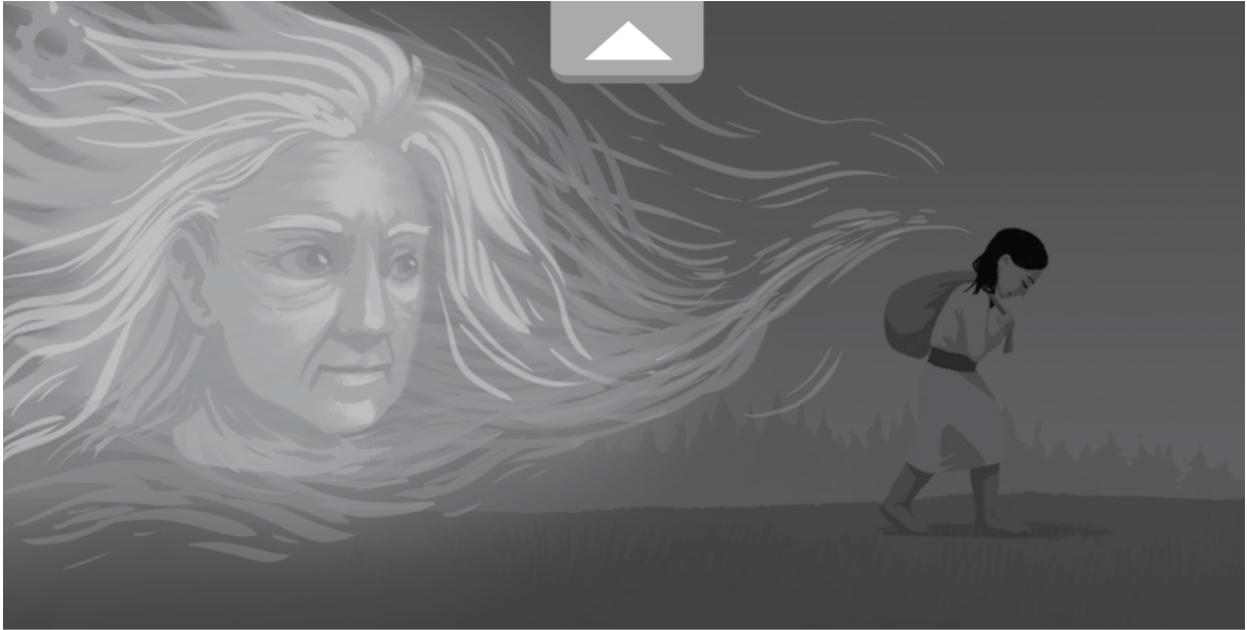
- a. Pok-ta-Pok was just like soccer.
- b. Pok-ta-Pok was a boring ball game.
- c. Pok-ta-Pok was hard to play.



# The Pueblo Girl Scatters the Stars

by Alicia Zadrozny





The lost girl had been walking for hours.  
She moved her bag from shoulder to shoulder.

“It’s as heavy as a sack of corn,” she said.

“Take this bag,” the mother of all people  
had told her. “Do not open it. You will find your  
tribe by the great river. Give the bag to the  
elders. Then you will learn its secret.”





The girl walked for many days. Her feet ached. She missed her tribe. But mostly she thought about the bag.

One night, the girl sat by a stream. She held the bag in her lap.

“I know I’m not supposed to...” she whispered. Then she untied the bag anyway.





The girl opened the bag. Tiny objects rolled and scattered everywhere. Were they pebbles? Seeds? The girl didn't have time to find out. The tiny objects moved so fast!

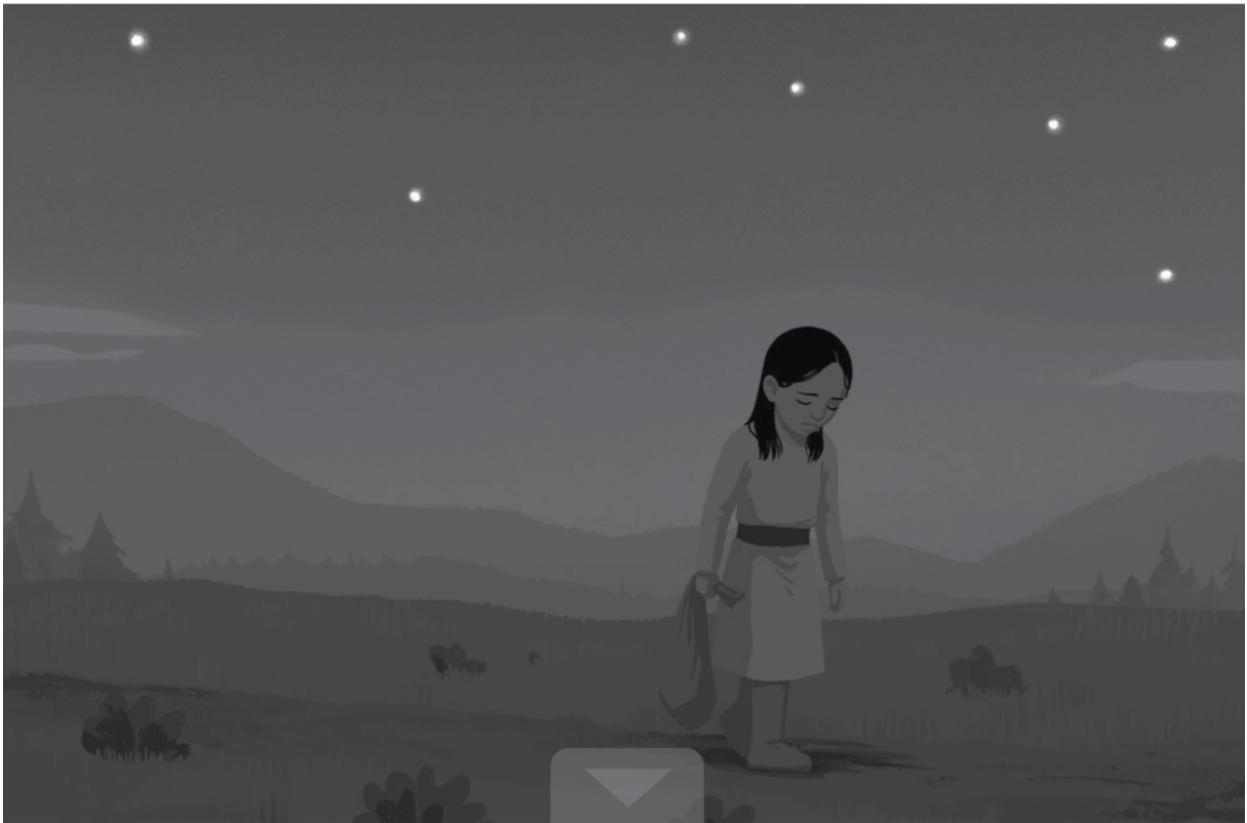
“Oh, no!” the girl cried, as she chased the tiny, **mysterious** things. She grabbed a handful of them. The rest flew away into the sky. They lit up the night. They were stars!





The girl stuffed one handful of stars back into the bag. She kept walking.

All through that night, the girl thought about what she had done. She felt so much **shame**. Never once did she look up at the bright, twinkling lights.





Finally, the girl found her tribe at the river.  
She quickly gave the bag to an elder.

“This bag is from Our Mother,” she said. “I did not listen to her instructions. I lost so many stars.”

The elder was kind. He said, “You cannot ever lose the stars. They are always with us.”

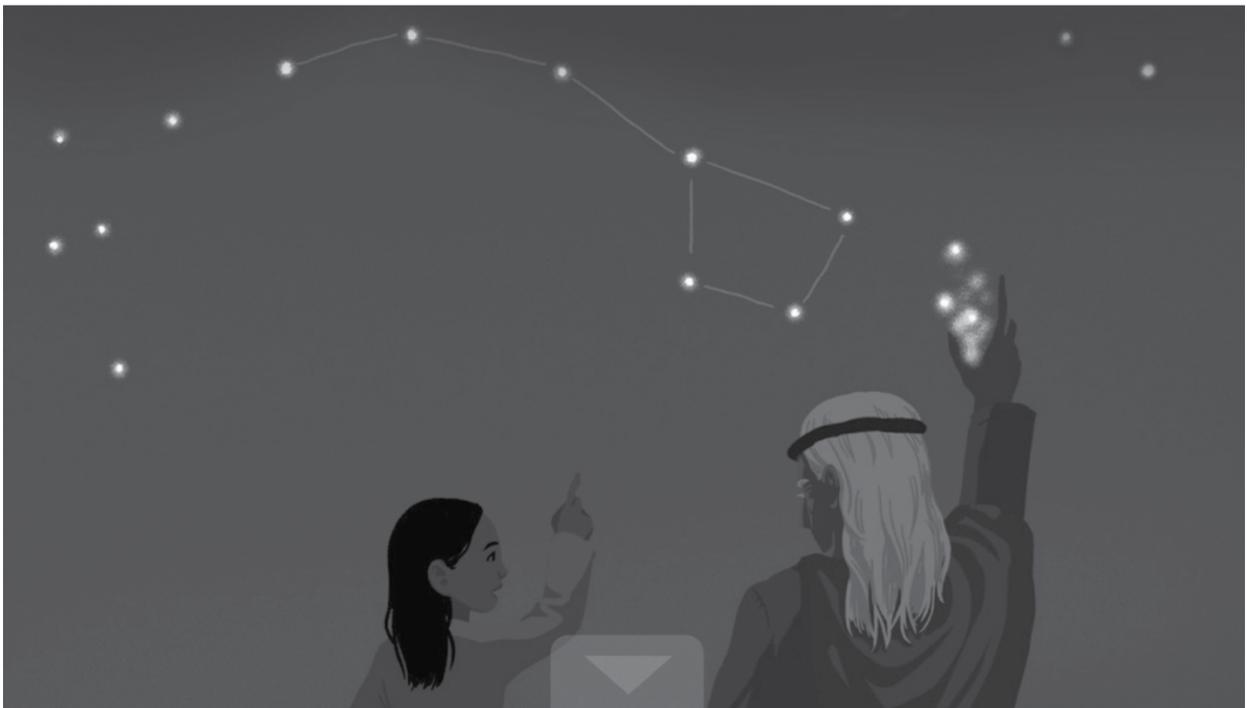




The elder opened the bag. He tossed the rest of the tiny stars into the sky. They hung in the shape of a pot.

“We will name it Big Dipper,” he said.

From then on, the girl always looked up at the stars. And she tried to name them, each and every one.



After you read "The Pueblo Girl Scatters the Stars" together, have the child draw a picture of their favorite part.

 **Draw or write.**

