UCPS
UNION COUNTY PUBLIC SCHOOLS

1st Grade
Week 1

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Estimados Padres de Familia,

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro (EmpowerED (Portal Familiar Empoderado) en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917 .

¡Esperamos que se mantengan seguros y a salvo!

Additional Print Resources- March 2020
Week 1- 1st Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, and discovery learning below. These lessons and activities are intended to provide you with 30-40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 1	Day 2	Day 3	Day 4	Day 5
Lesson: Independent Reading and Response Language Activity: Choose 1 Activity	Lesson: Independent Reading and Response Language Activity: Choose 1 Activity	Lesson: Independent Reading and Response Language Activity: Choose 1 Activity	Lesson: Independent Reading and Response Language Activity: Choose 1 Activity	Lesson: Independent Reading and Response Language Activity: Choose 1 Activity

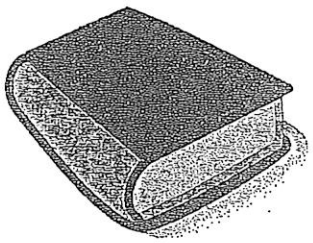
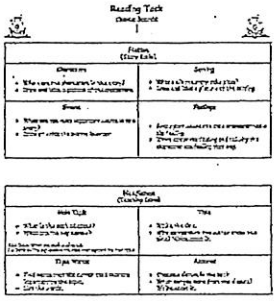
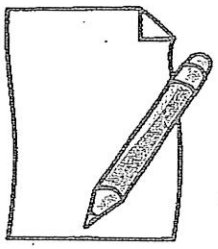
Math

Day 1	Day 2	Day 3	Day 4	Day 5
Lesson: Using Doubles and Near Doubles to solve Apply It: Chose an extension activity	Lesson: Adding in Any Order with Near Doubles Apply It: Chose an extension activity	Lesson: Making a Ten to Add Apply It: Chose an extension activity	Lesson: Understanding of Missing Addends Apply It: Chose an extension activity	Lesson: Counting On to Subtract Apply It: Chose an extension activity

Discovery Time

Day 1	Day 2	Day 3	Day 4	Day 5
Bird Journal and Riddle	Bird Journal and A Busy Bird	Bird Journal and Birdwatching with Mom	Bird Journal and What Is a Bird?	Bird Journal and Bird Beaks

Independent Reading

1. Read for 20 minutes.	
2. Choose 1 of your books.	
3. Pick a task.	
4. Do the task.	

Reading Task

Choice Boards

Fiction (Story Books)	
Characters • Who were the characters in this story? • Draw and label a picture of the characters.	**Setting** • Where did the story take place? • Draw and label a picture of the setting.
Events • What are the most important events in this story? • Draw or write the events in order.	**Feelings** • Find a part where the main character had a big feeling. • Write about the feeling and tell why the character was feeling that way.

Nonfiction (Teaching Books)	
Main Topic • What is the book all about? • What are the key details? Main Topic- What the book is all about. Key Details- The big ideas in the book that support the main topic.	**Title** • Write the title. • Why do you think the author chose this title? Write about it.
Topic Words • Find words that the author used that are important to the topic. • List the words.	**Pictures** • Choose a picture in the book. • What can you learn from the picture? Write about it.

Daily Language Activity

Week 1: Choose one activity to do each day.

Rhyme Memory Match	Compound Word Hunt	Choose and Chat	Making Words
Making More Words	Making Playdough	Making a Cake	CVC Word Memory

PA.007

Rhyme

Rhyme Memory Match

Objective

The student will recognize rhyming words.

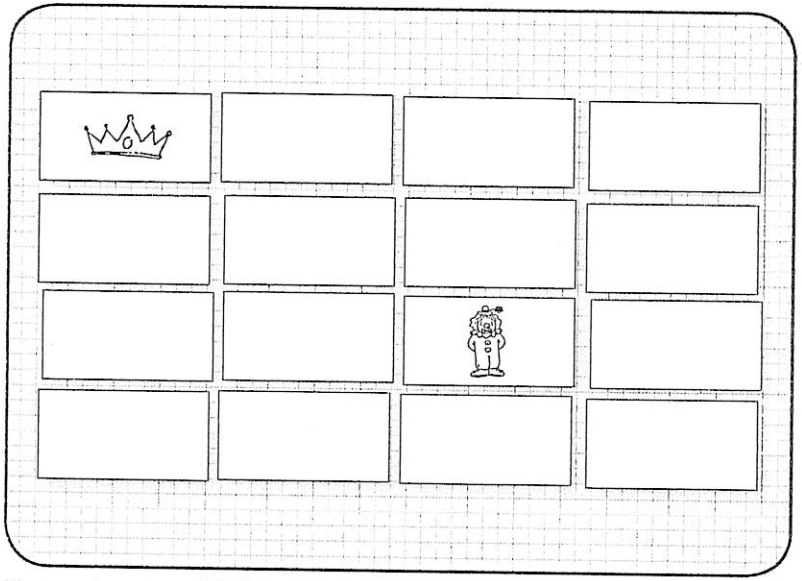
Materials

- Rhyming picture cards (Activity Master PA.007.AM1a - PA.007.AM1g)
  Select target rhymes.

Activity

Students match rhyming pairs of picture cards.

1. Place the rhyming picture cards face down in rows.
2. Taking turns, students select two cards, name the picture on each (e.g., "crown, clown"), and determine if there is a match.
3. If there is a match, pick up the cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all rhyming pairs are made.
5. Peer evaluation



Extensions and Adaptations:

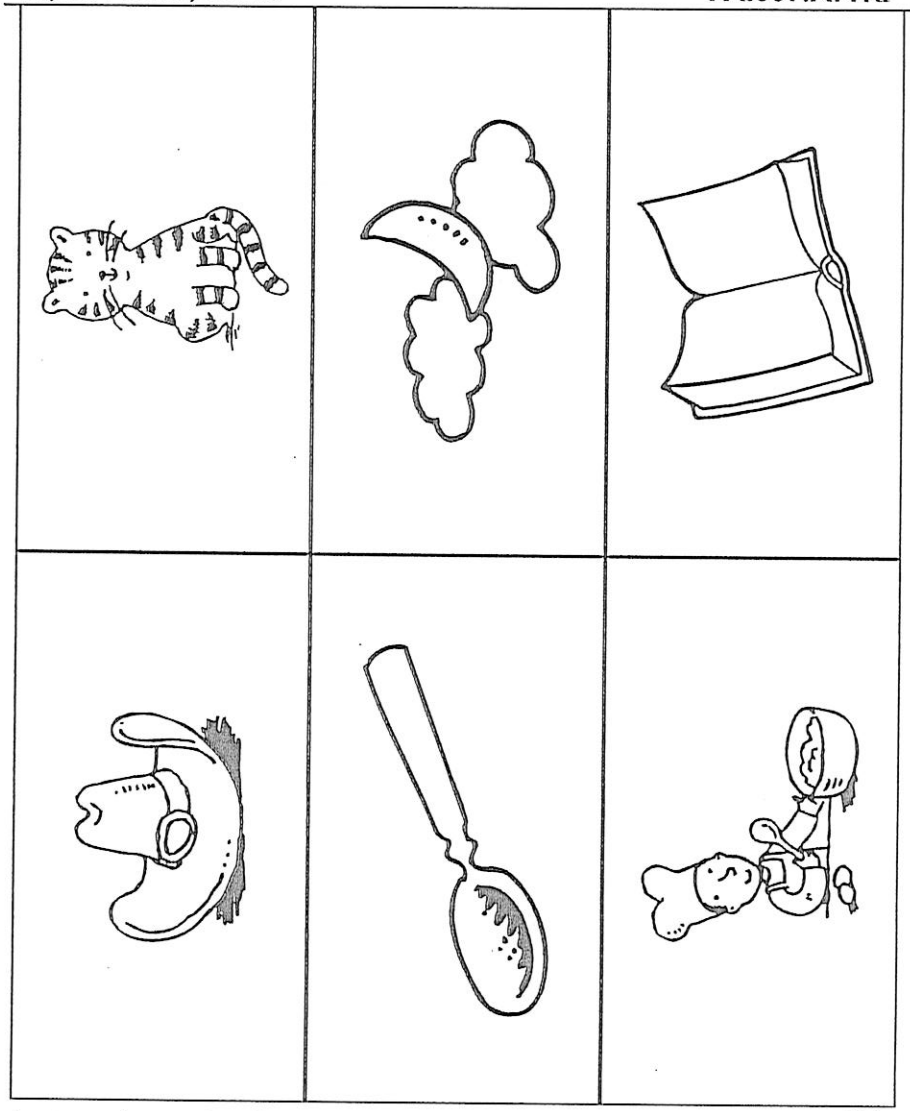
- Sort cards on a pocket chart and review rhyming pairs.
- Play using initial sound picture cards (Activity Master PA.007.AM2a - PA.007.AM2e).

©2005 The Florida Center for Reading Research (Revised, 2008)

Phonological Awareness

Rhyme Memory Match

PA.007.AM1a



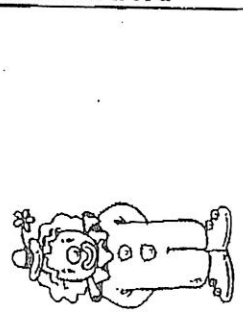
rhyming picture cards: cat, moon, book, hat, spoon, cook

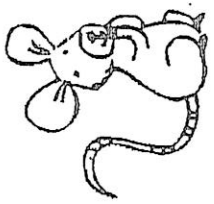
©2005 The Florida Center for Reading Research (Revised, 2008)

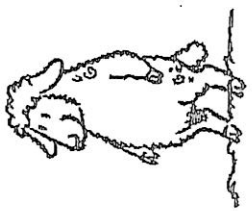
Phonological Awareness

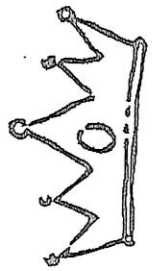
PA.007.AM1d

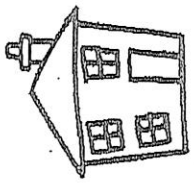
Rhyme Memory Match

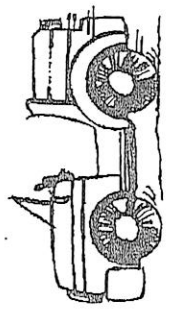












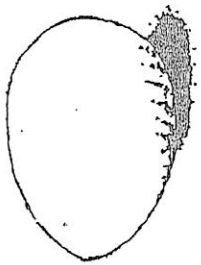
rhyming picture cards: clown, mouse, sheep, crown, house, jeep

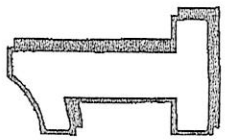
©2009 The Florida Center for Reading Research (Revised, 2009)

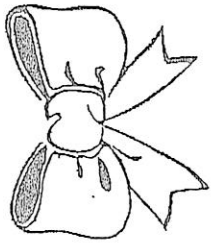
Phonological Awareness

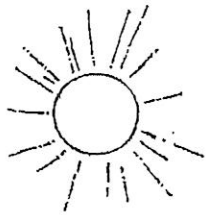
Rhyme Memory Match

PA.007.AM1e









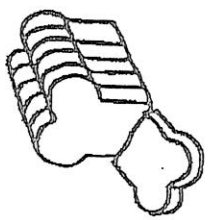
rhyming picture cards: egg, one, bow, leg, sun, toe

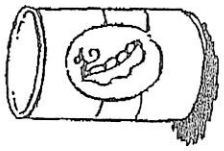
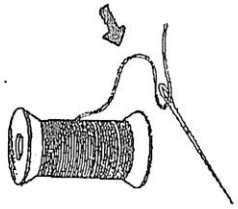
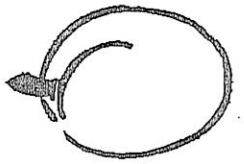
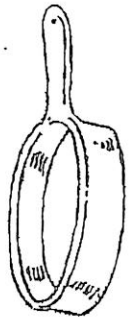
©2009 The Florida Center for Reading Research (Revised, 2009)

Phonological Awareness

PA.007.AM1b

Rhyme Memory Match



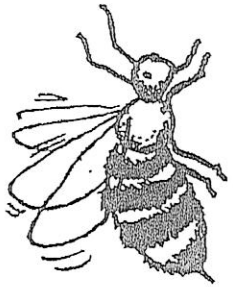
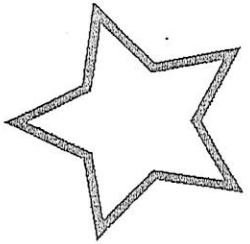
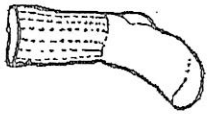
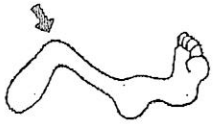
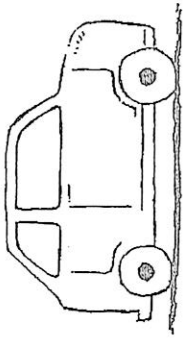
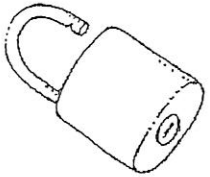
rhyming picture cards: bread, beach, can, thread, peach, pan

©2005 The Florida Center for Reading Research (Revised, 2008)

Phonological Awareness

Rhyme Memory Match

PA.007.AM1c

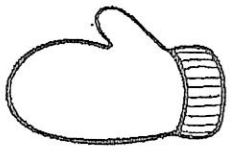
rhyming picture cards: bee, star, sock, knee, car, lock

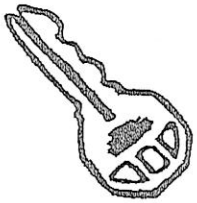
©2005 The Florida Center for Reading Research (Revised, 2008)

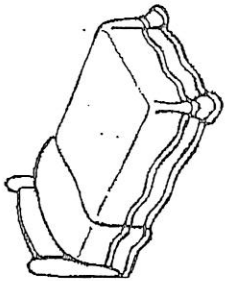
Phonological Awareness

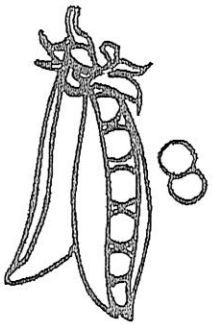
PA.007.AM1f

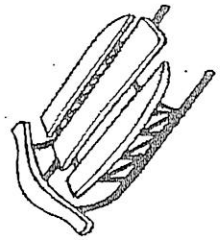
Rhyme Memory Match











rhyming picture cards: mitten, key, bed, kitten, pea, sled

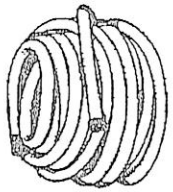
Kit Student Center Activities: Phonological Awareness

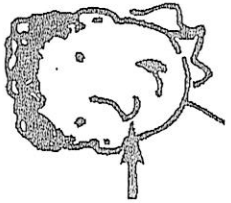
©2003 The Florida Center for Reading Research (Revised, 2008)

Phonological Awareness

Rhyme Memory Match

PA.007.AM1g





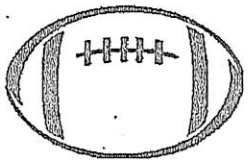
rhyming picture cards: pie, dish, hose, tie, fish, nose

©2003 The Florida Center for Reading Research (Revised, 2008)

Kit Student Center Activities: Phonological Awareness

Compound Words: Cut apart the picture cards and word cards. Keep them separated. Place the picture cards face down and scatter the word cards face up. Choose a picture card, then find the two word parts that make the compound word. Example:

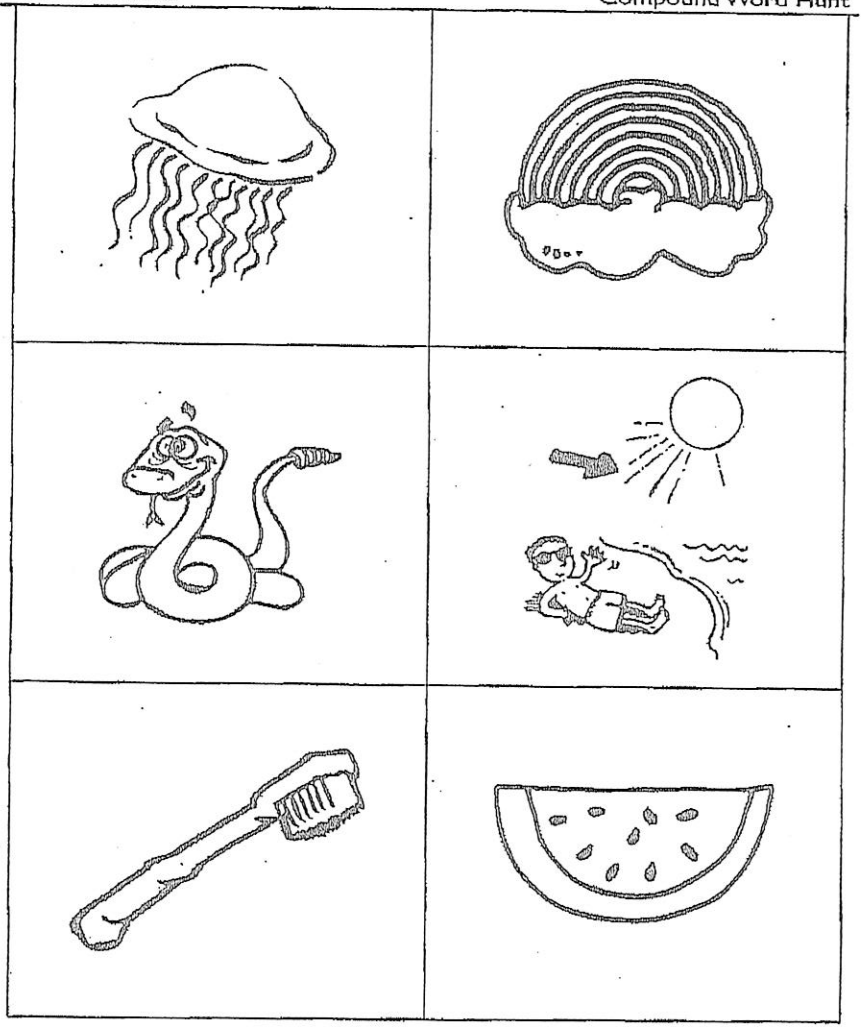
Foot ball



Write the words that you make here:

V.009.AM2b

Compound Word Hunt



picture cards: jellyfish, rainbow, rattlesnake, sunlight, toothbrush, watermelon

©2005 The Florida Center for Reading Research (Revised 2008)

Vocabulary

V.009.AM1c

Compound Word Hunt

rattle	snake
sun	light
tooth	brush
water	melon

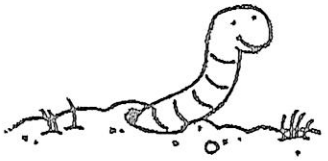
compound word cards

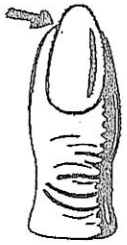
©2005 The Florida Center for Reading Research (Revised, 2008)

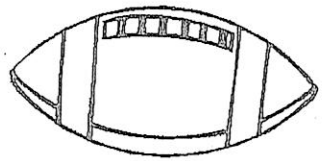
Vocabulary

Compound Word Hunt

V.009.AM2a







picture cards: airplane, birdhouse, cowboy, earthworm, fingernail, football

©2005 The Florida Center for Reading Research (Revised, 2008)

Vocabulary

V.009.AM1a

Compound Word Hunt

air	plane
bird	house
cow	boy
earth	worm

compound word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Vocabulary

Compound Word Hunt

V.009.AM1b

finger	nail
foot	ball
jelly	fish
rain	bow

compound word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Name _____

Choose and Chat | Choose an object in your house. Write 4 words that describe the object.

_____
object

Describing Words

1. _____
2. _____
3. _____
4. _____

_____
object

Describing Words

1. _____
2. _____
3. _____
4. _____

_____
object

Describing Words

1. _____
2. _____
3. _____
4. _____

_____
object

Describing Words

1. _____
2. _____
3. _____
4. _____

Making Words

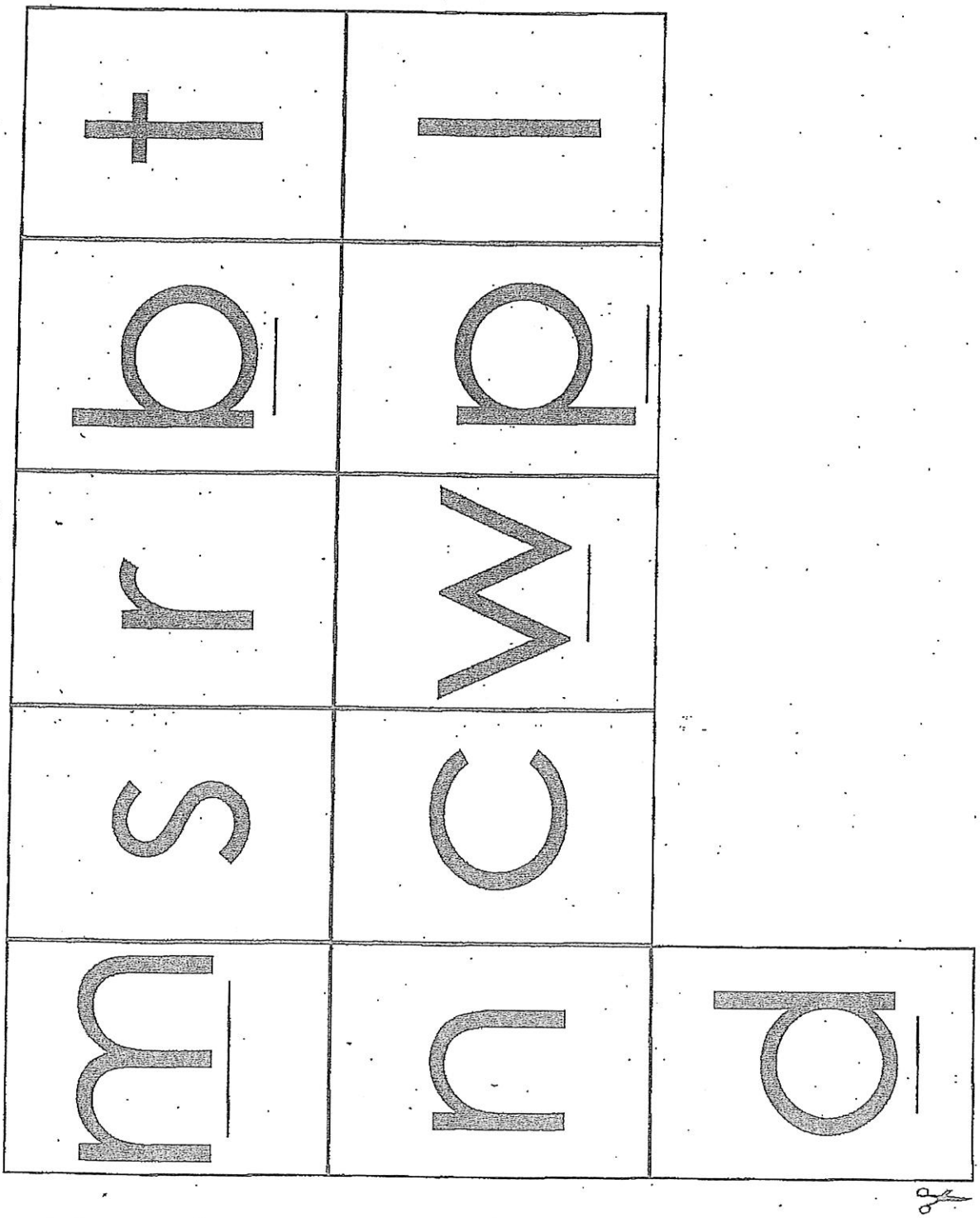
Cut apart the letter cards and the word chunk cards. Choose a word chunk card and place one letter at the beginning. If it makes a word write that word. Keep going until you have made all the words you can. Then choose another word chunk card and make more words.

_____ell	____an
____ag	____ed
____ot	____ip

Making Words Word Chunk Cards

an	ed	ip
ell	ag	ot

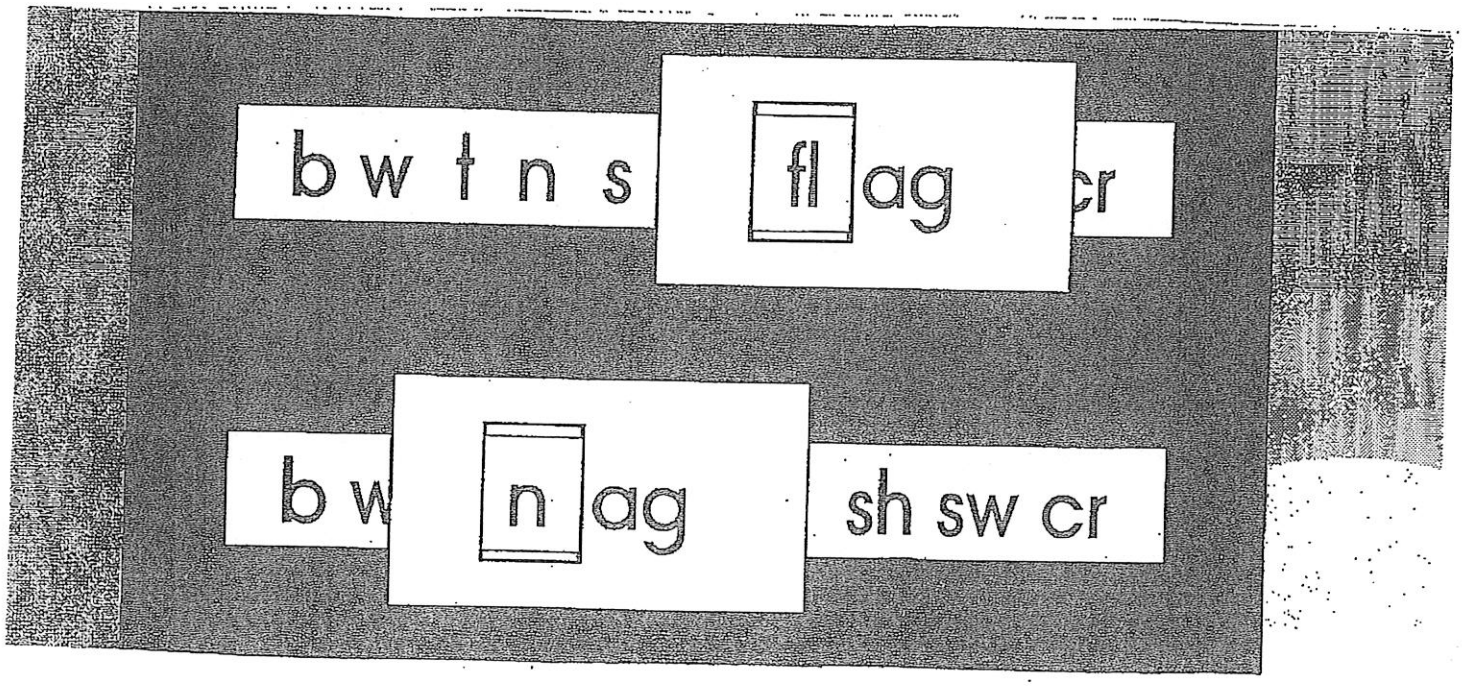
Making Words Letter Cards

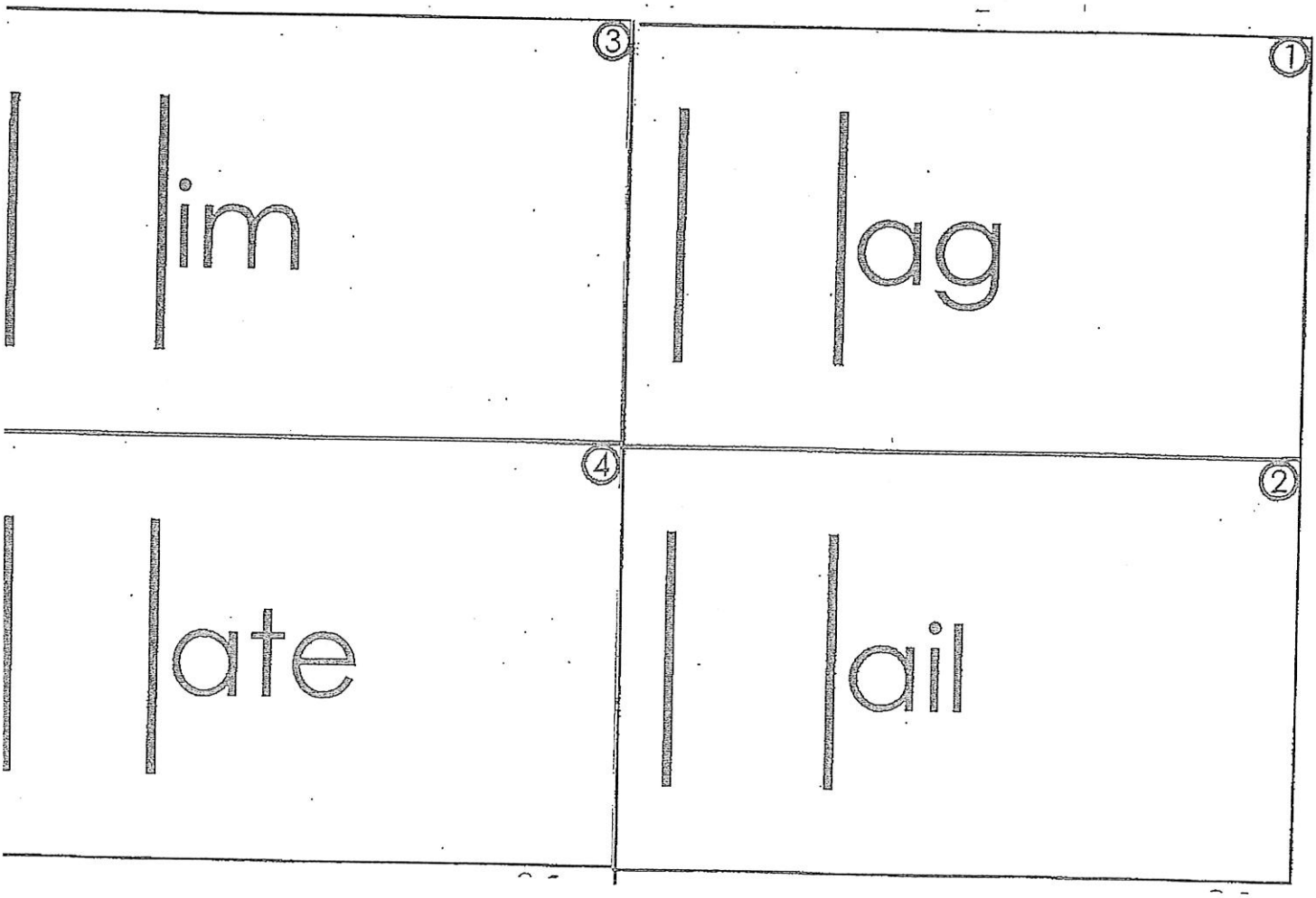


2005 The Florida Center for Reading Research (Revised July 2007)

Making More Words

Cut out the letter card strips and the word chunk cards. Insert the letter card strip into the word chunk and slide it until you make a word. Make a list of the words as you make them. Choose 3 words and write a sentence with each word.





b w t n s br fl sh sw cr ①

n m s t w p f sn tr qu ②

d h r T br gr sl sw tr wh ③

d g l k r cr gr pl sk st ④

Making More Words Name_____

Write a word in each box.

Write the 3 sentences here.

1-_____

_____

2-_____

_____

3-_____

_____

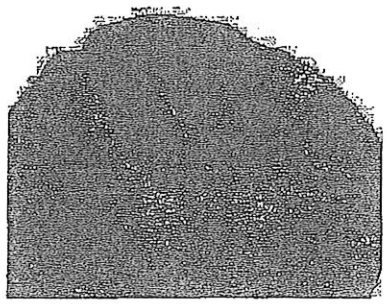
How to Make Play Dough

You will need:

measuring cups
4 plastic containers

Ingredients:

1 cup warm water
3 cups flour
1 ½ cups salt
¼ cup vegetable oil
food coloring



Steps:

1. Work with an adult. Mix these ingredients together in a bowl—water, flour, salt, and oil.
2. Add more flour if the mixture is too sticky. Knead the dough until it feels soft and smooth.
3. Divide the dough into four parts. Add 4 to 6 drops of food coloring to each part. Knead the coloring into the dough.
4. Store the play dough in airtight containers. It will keep for several weeks.

©Curriculum Associates, LLC Copying is not permitted.

Making a cake

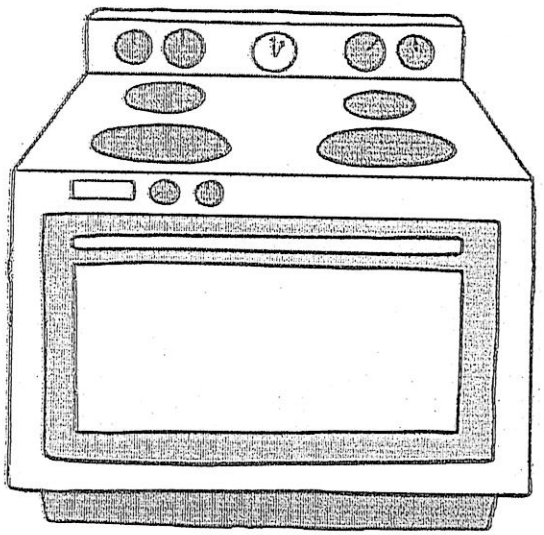
Cut apart cards. Put them in order of how to make a cake. Glue each picture on the papers provided (front and back) and write what to do in each step of making the cake. (Included are 2 blank sheets of paper.)

Picture	Words

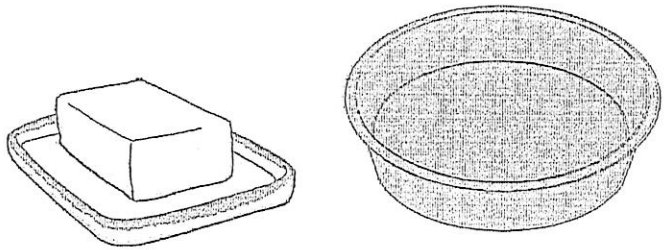
Making a Cake

Step-by-Step

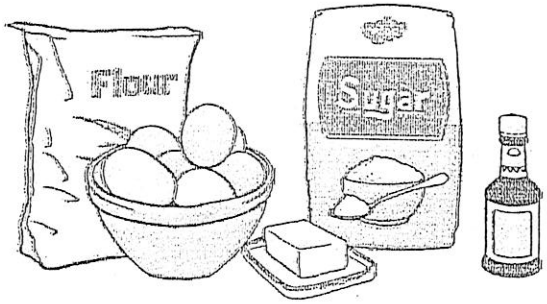
1.



2.

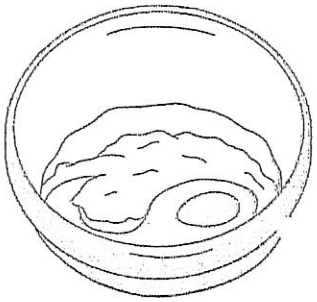


3.



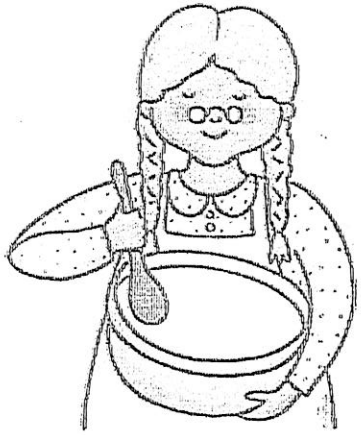
Making a Cake

4.



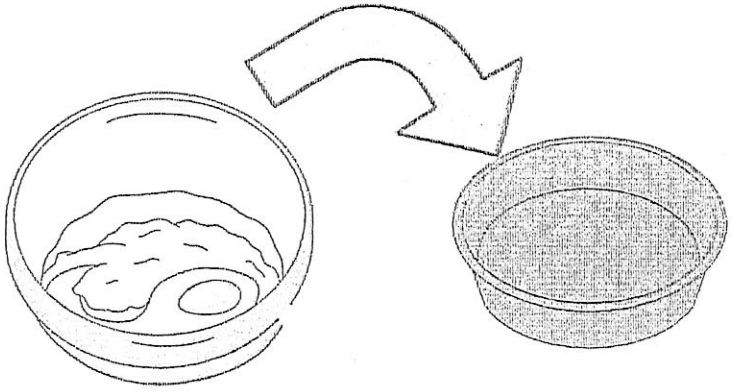
Making a Cake

5.



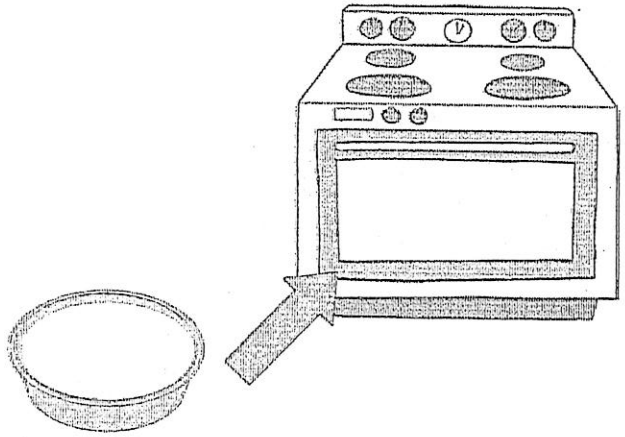
Making a Cake

6.



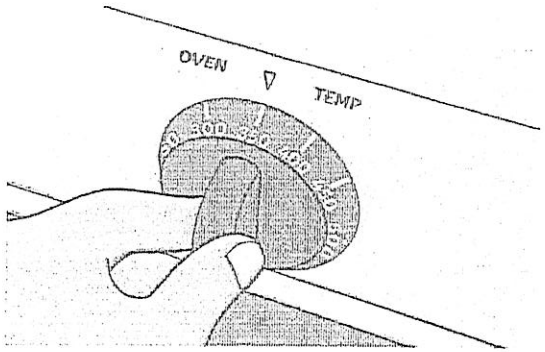
Making a Cake

7.



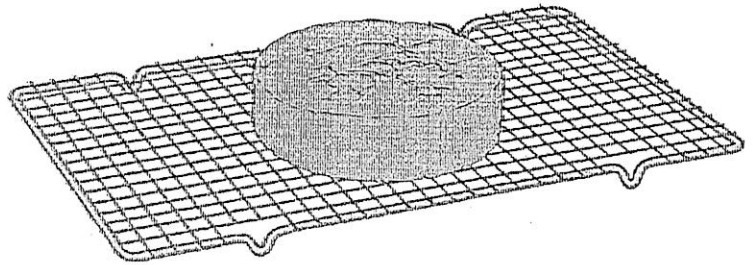
Making a Cake

8.



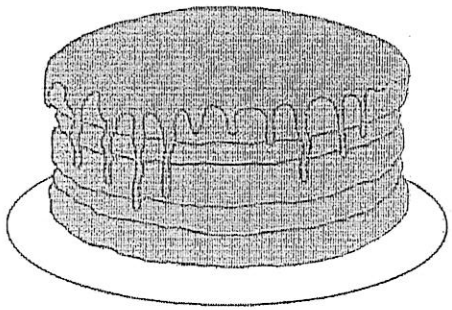
Making a Cake

9.



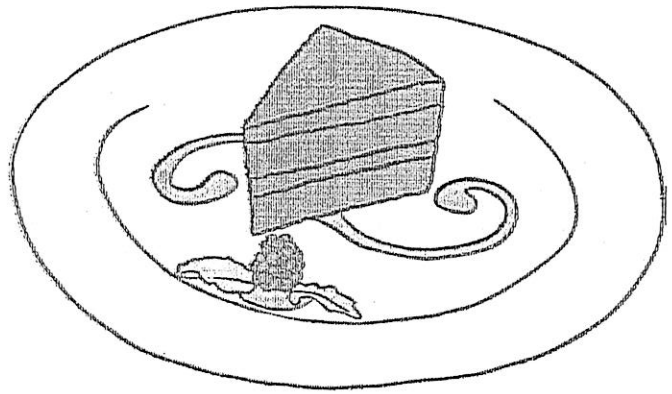
Making a Cake

10.



Making a Cake

11.



man

net

map

hug

dog

pig

cup

hot

dig

pot

tap

bin

rat

red

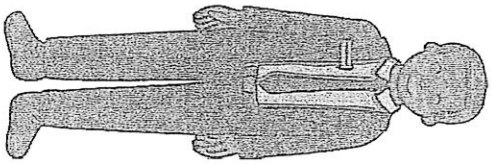
hat

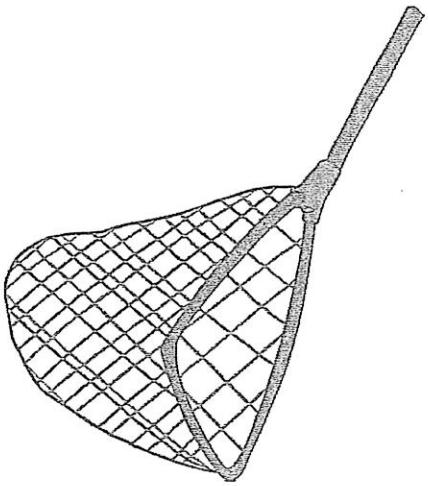
wet

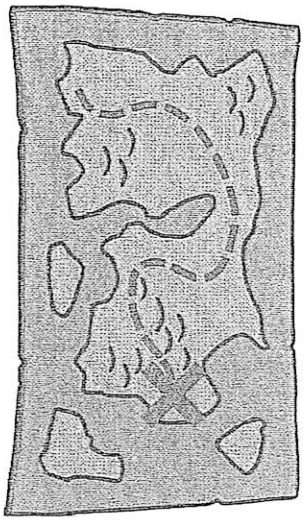
log

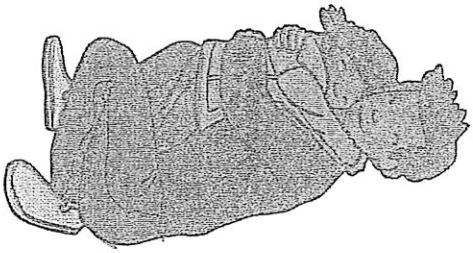
leg

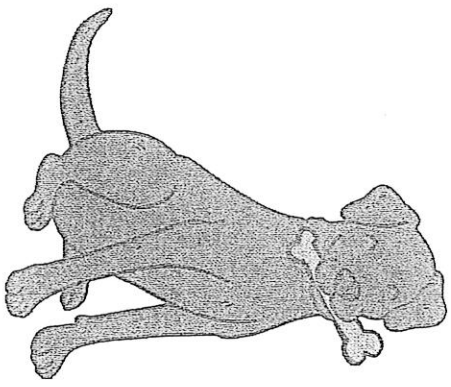
twinkl.com

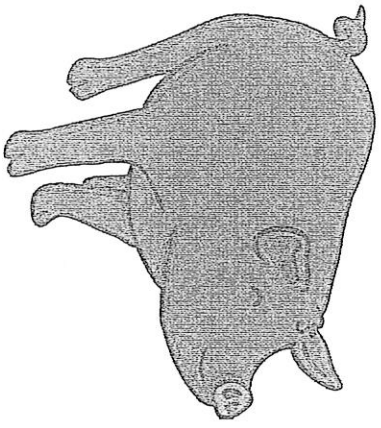


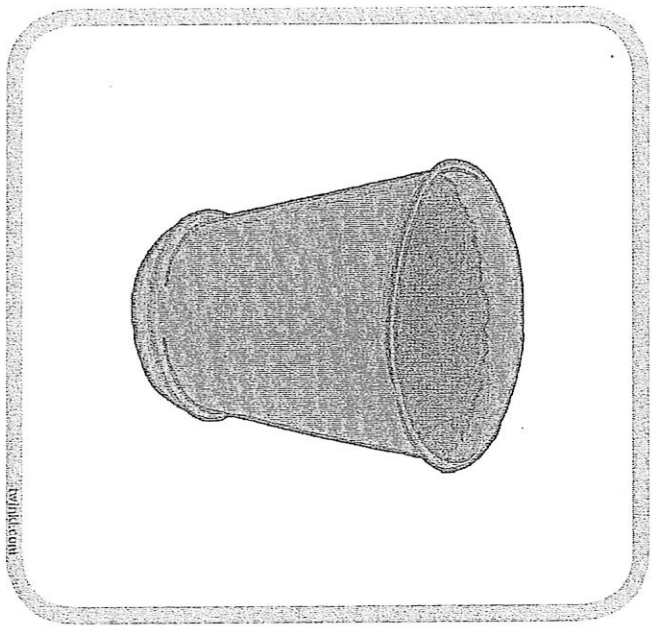


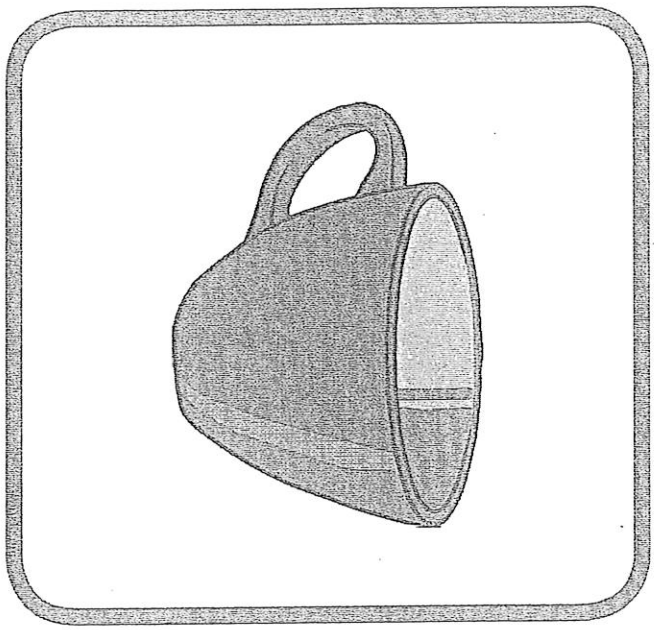


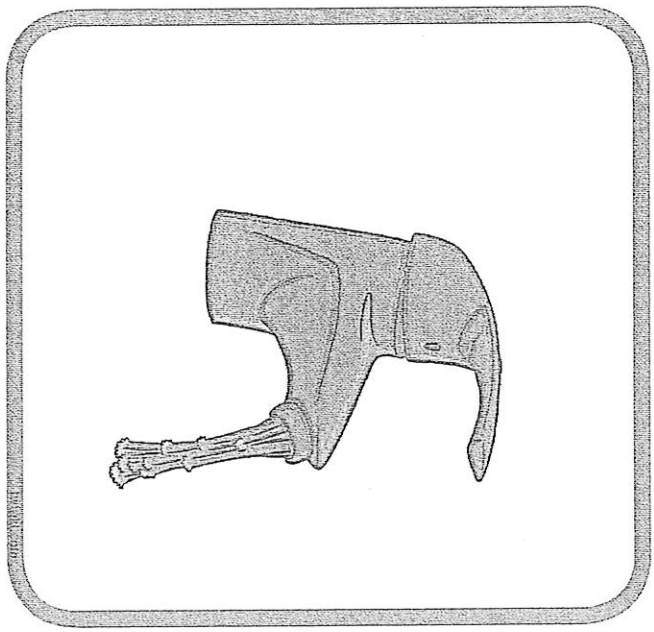


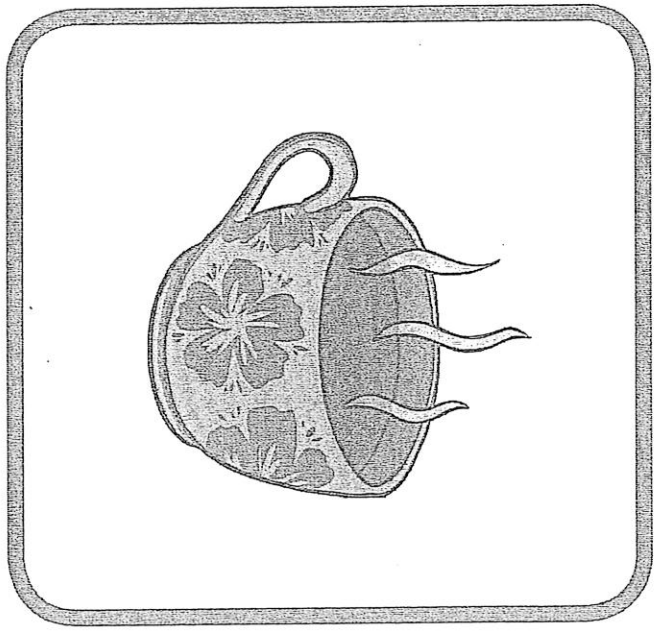


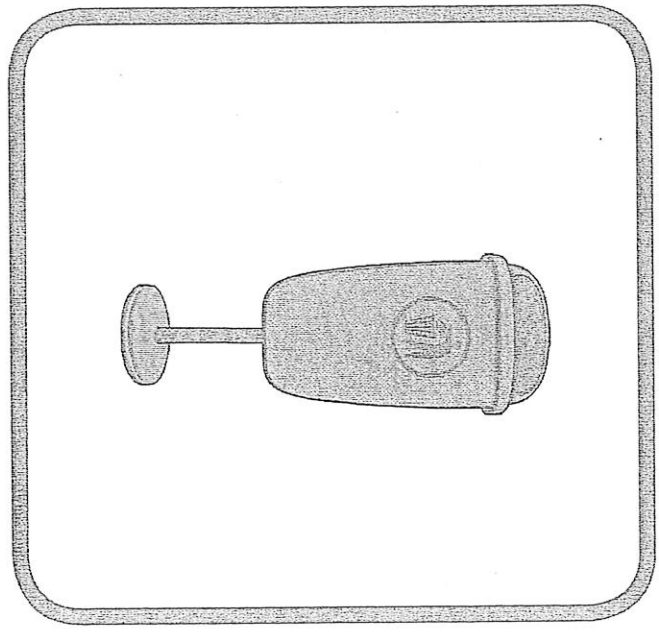


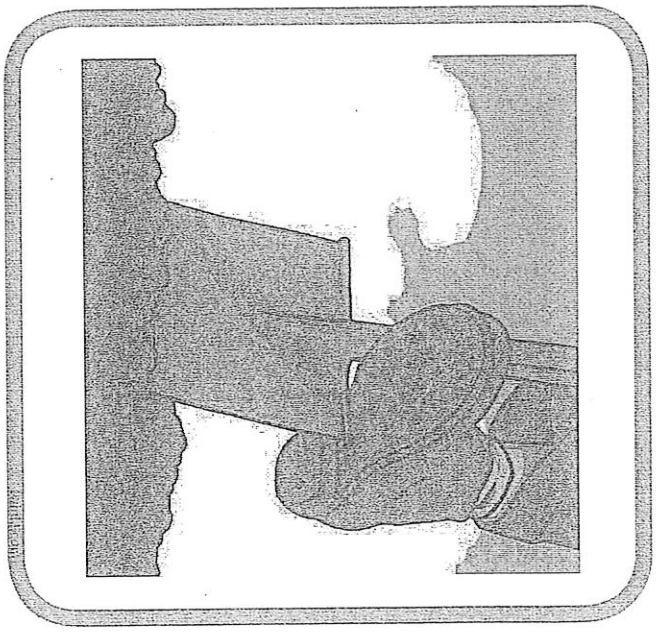


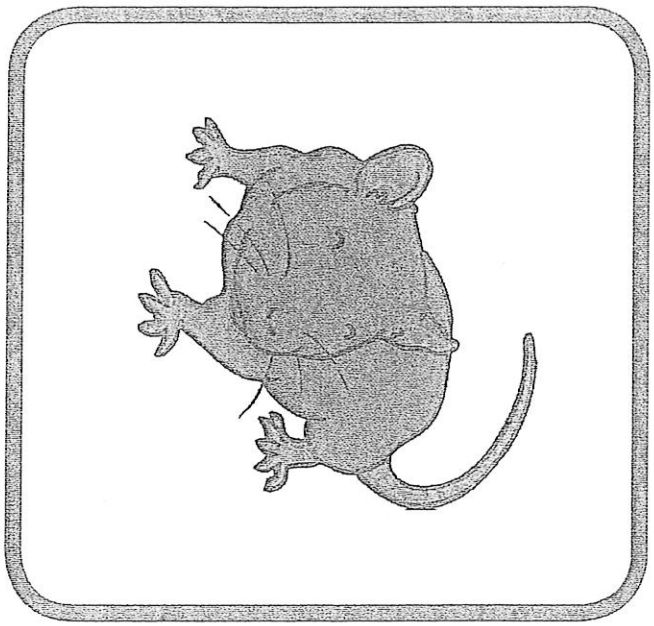


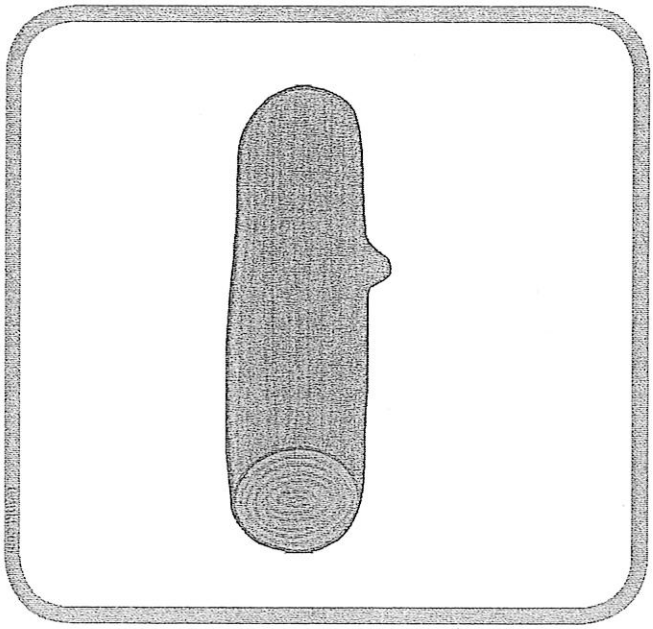


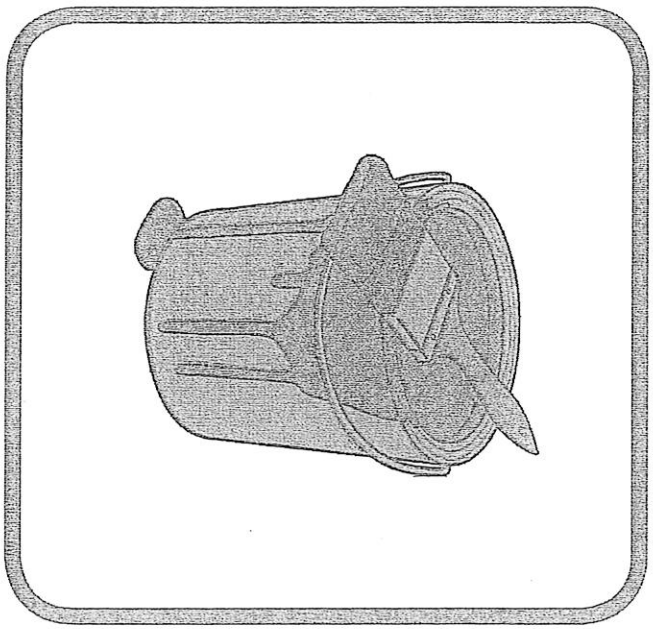


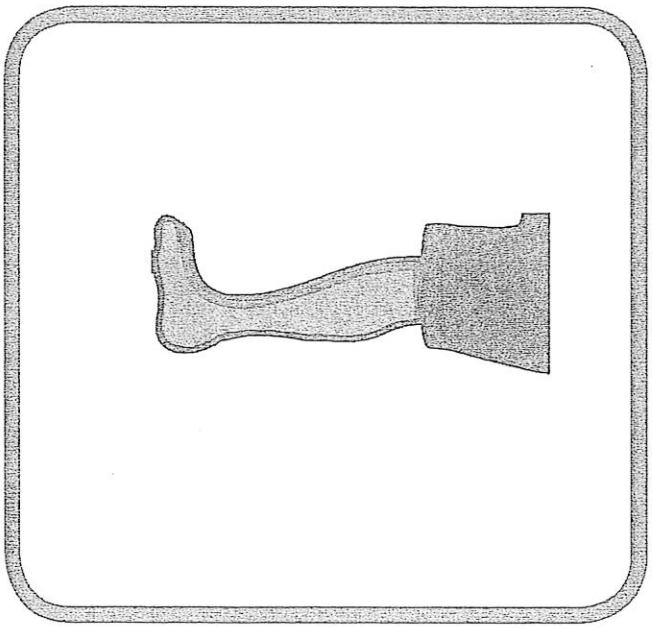


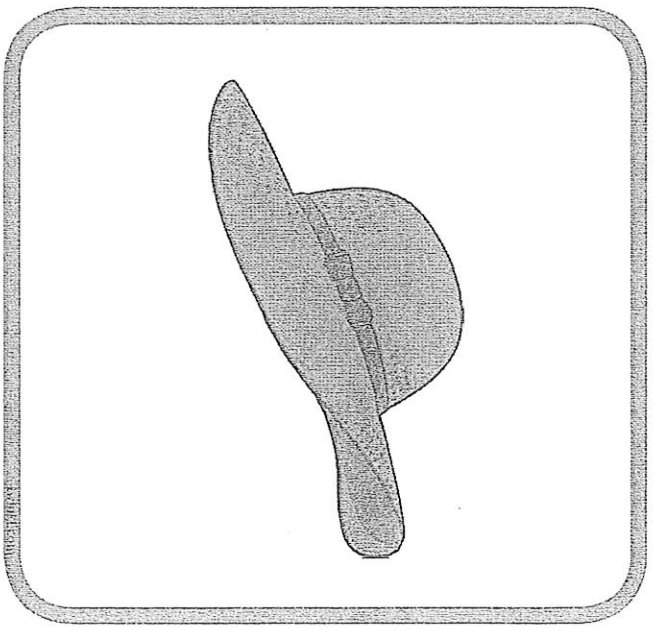












Discovery Time, Directions for Parents & Families

Parents & Families-

Here are our suggestions for **"Bird" Discovery Time** each day:

1. Text: There is a story, poem, or informational text to read with your child.
2. Activity: Help your child complete the questions/activity that goes with the text.
3. Bird Watching: We suggested that your child engage in bird watching for a few minutes. Depending on your situation, this may be looking through windows in your home or sitting in your backyard. Your child can use the Bird Watch Tally Sheet to record observations.
4. Bird Journal: Have your child complete one page of the journal each day. As your child learns more about birds, the drawings should get more and more detailed. ***When the journal is finished, your child might continue adding pages to record birds observed in your yard. Alternately, your child could make a bird project-- draw a bird poster, paint a bird picture, mold a bird with playdough, etc.***

Discovery Time:

1. Read and solve this riddle:

We are animals.

We can be big or small.

We can be different colors.

Some of us fly. Some of us run. Some of us swim.

We hatch from eggs.

We all have wings.

We have beaks.

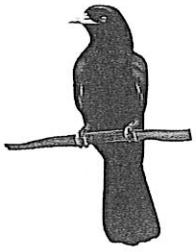
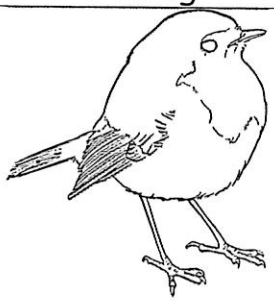
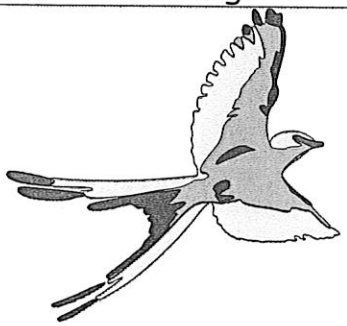
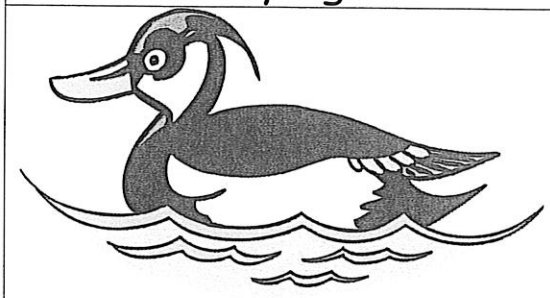
We have feathers.

What are we?

1. Write your answer: _____

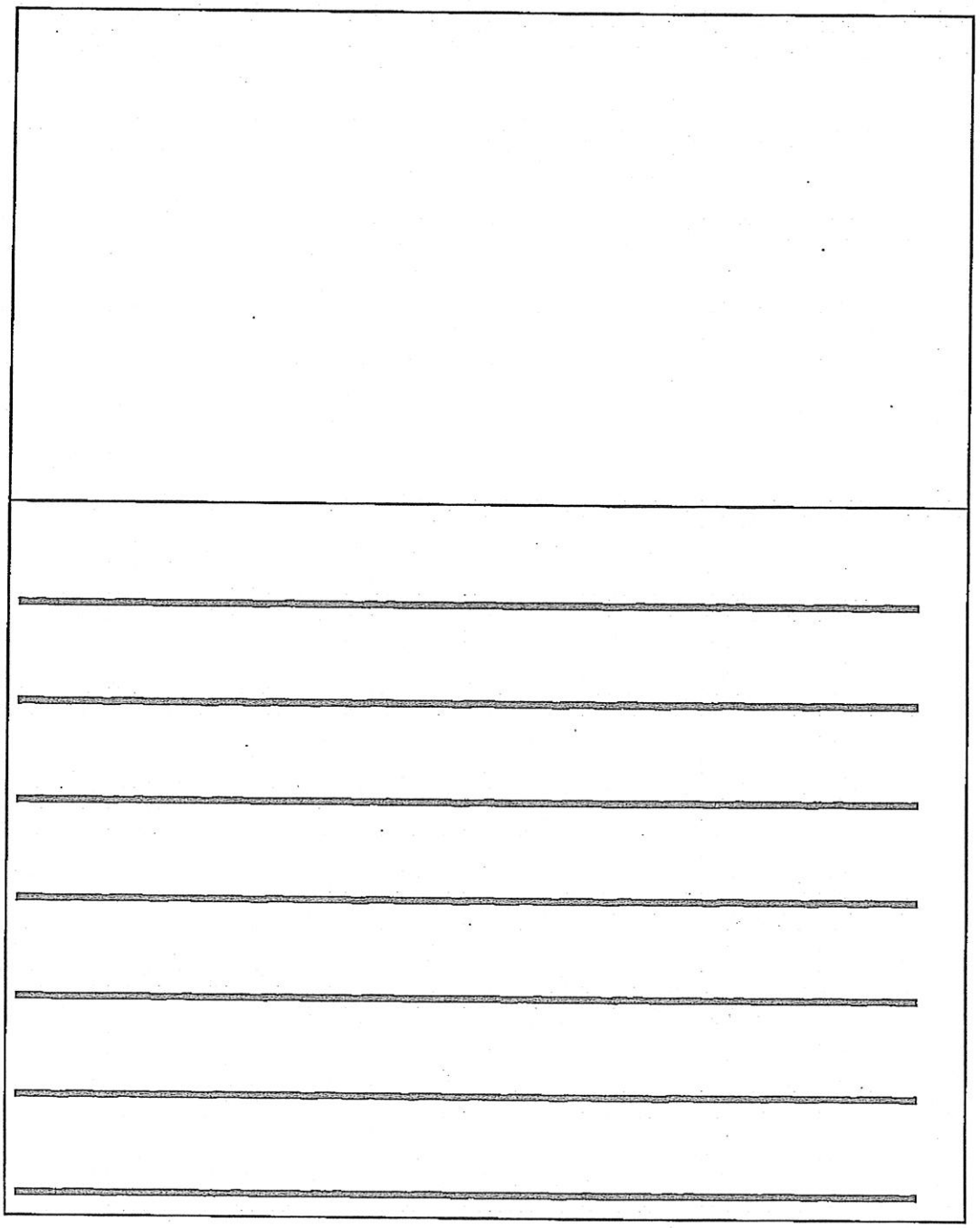
2. Underline the words in the riddle that helped you.

Bird Watch Tally

Description	Tallies	Total
 Sitting		
 Walking		
 Flying		
 Swimming		

Discovery Time:

3. Think about a time when you saw a bird. Write about it below.



Birds Research Notebook - Cover

Name: _____

Birds Research Notebook - Page 1

W.1.8, L.1.1f

I think all birds:

I wonder ...

Birds Research Notebook - Page 2

W.1.8, L.1.1f

My Bird Sketch: Draft 1

- Draw and label your sketch with the words: **feet, beak, feathers**

Bird Name

Birds Research Notebook - Page 3

W.1.8, L.1.1f

My Bird Sketch: Draft 2

- Draw and label your sketch with the words: **feet, beak, feathers**

Bird Name

Birds Research Notebook - Page 4

W.1.8, L.1.1f

My Bird Sketch: Draft 3

- Draw and label the **beak** on your sketch.
- Add a caption that describes the **beak**.

Bird Name

What does the beak look like?

Birds Research Notebook - Page 5

W.1.8, L.1.1f

My Bird Sketch: Draft 4

- Draw and label the **feathers** on your sketch.
- Add a caption that describes the **color of the feathers.**

Bird Name

_____

What do the feathers look like?

_____

_____

Birds Research Notebook - Page 6

W.1.8, L.1.1f

My Bird Sketch: Draft 5

- Draw and label the **feet** on your sketch.
- Add a caption that describes the **feet**.

Bird Name

_____

What do the feet look like?

_____

_____

Birds Research Notebook - Page 7

W.1.8, L.1.1f

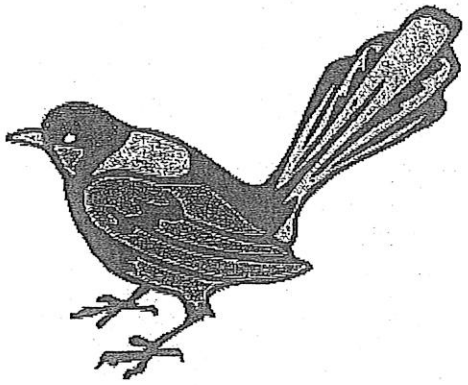
My Bird Final Draft

Label your sketch with the words: **feet, beak, feathers**

Bird Name

A Busy Bird

by ReadWorks



Carlos walked outside. He looked at his favorite tree. He saw a bird in the tree.

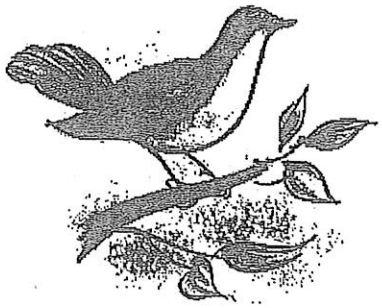
The bird was busy. The bird had twigs in its beak. The bird put the twigs on a branch. Then the bird flew away.

It came back with more twigs. The twigs were in a pile. The pile was getting bigger. Carlos thought for a minute. Then he knew what he saw. The bird was building a nest!

ReadWorks.org · © 2013 ReadWorks®, Inc. All rights reserved.

Name: _____ Date: _____

1. What animal did Carlos see in his favorite tree?

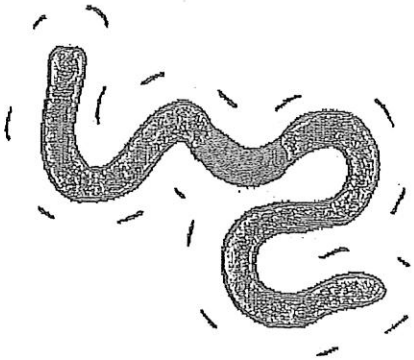


a bird

a cat

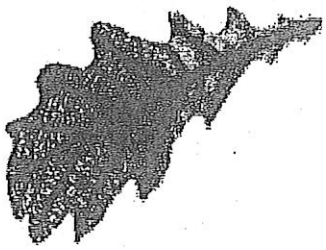
2. What did the bird have in its beak?

twigs

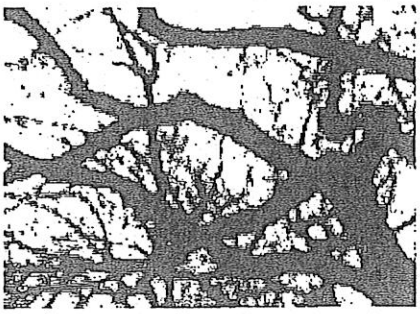


worms

3. Where does the bird put the twigs in its beak?



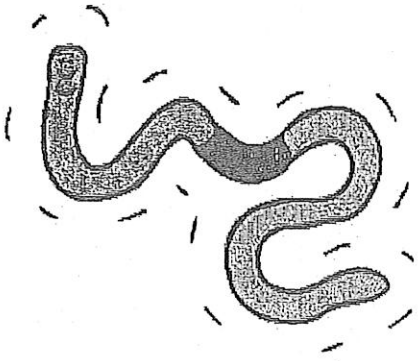
on a leaf



on a branch

4. What did the bird fly away to get?

more twigs



worms

5. What was the bird building in the tree?

6. What did you learn from "A Busy Bird"?

7. Draw a picture of Carlos, the bird, and the tree at the *end* of the passage.

ReadWorks.org · © 2020 ReadWorks®, Inc. All rights reserved.

Discovery Time:

1. Read this story:

Birdwatching with Mom

Gabe and his mom were sitting at the window. They liked to watch the birds at the bird feeder.

They saw big birds. They saw small birds.

They saw brown birds. They saw colorful birds. Then they saw a bright red bird.

"What kind of bird is that," asked Gabe.

"It is a cardinal," said mom. "A cardinal is a songbird. It has a special song that it sings. I know that this one is a male, because it is bright red. The females are grayish brown."

"It is eating the bird feed," said Gabe.

"Cardinals are omnivores," said mom. "They eat both plants and animals. So you will see them eating seeds from the bird feeder. You will also see them eating insects from the yard.

"I'm going to go draw a picture of a cardinal for my bird journal," said Gabe.

Discovery Time:

2. Answer these questions:

Who was in this story? _____

_____

What were they doing? _____

_____

What new kind of bird did they see? _____

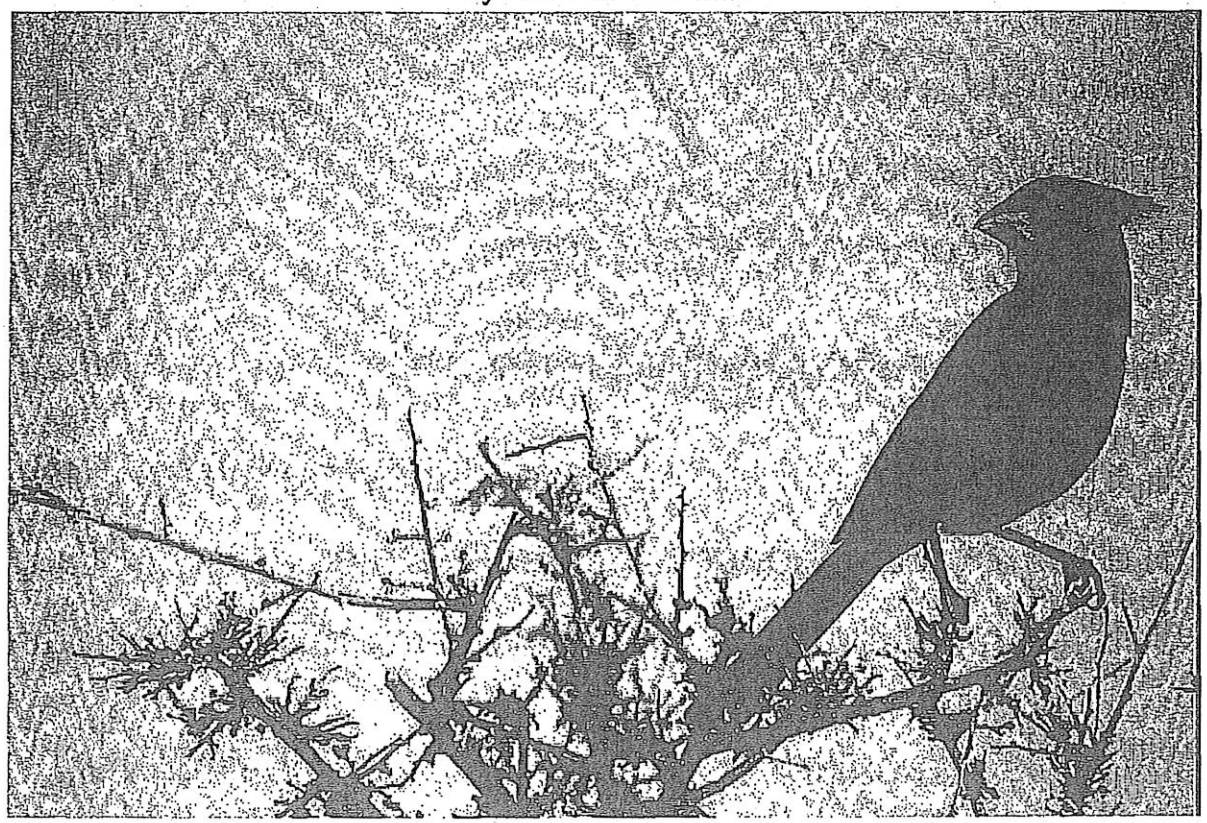
What color is a male cardinal? _____

What do cardinals eat? _____

_____

What Is a Bird?

by Rachelle Kreisman



A bird is an animal with feathers and wings. Most birds can fly. Birds have two legs. They can walk, run, or hop.

All birds have a backbone. It is also called a spine. Birds have many hollow bones. Hollow bones have empty space inside. They make a bird's body lighter. That helps birds fly.

Birds are warm-blooded. They make their own body heat.

Birds lay eggs. The shells are hard. Birds keep the eggs warm. How? They sit on them until the eggs hatch! Then the bird takes care of its chicks.

ReadWorks.org · © 2014 ReadWorks®, Inc. All rights reserved.

Name: _____ Date: _____

1. What makes a bird's body lighter?

A. two legs

B. feathers and wings

C. hollow bones with empty space

2. How does the text describe birds?

A. Birds are colorful and noisy, and they are messy pets.

B. Birds are cold-blooded and have scales.

C. Birds have feathers, wings, two legs, and a backbone.

3. Baby birds are called chicks, and they come from bird eggs. What part of the text tells us that this is true?

A. Birds have many hollow bones.

B. When a bird's eggs hatch, the bird has chicks to take care of.

C. Birds keep their eggs warm by sitting on them.

4. What is "What Is a Bird?" mainly about?

A. how birds have babies

B. the characteristics of birds

C. bird backbones

ReadWorks.org · © 2020 ReadWorks®, Inc. All rights reserved.

5. What do birds have that help them walk, run, or hop?

Birds have

6. What did you learn from "What Is a Bird"?

7. **Class Discussion Question:** Use information from the text to explain how birds keep their eggs warm.

8. Draw a picture of a bird.

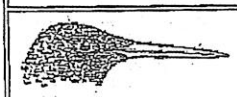
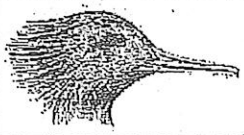
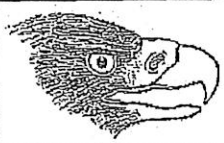
ReadWorks.org · © 2020 ReadWorks®, Inc. All rights reserved.

Discovery Learning

Bird Beaks

Did you ever wonder why there are so many types of bird beaks or bills? The most important function of a bird bill is feeding, and it is shaped according to what a bird eats. The bill is one of the characteristics used to identify birds. You can learn about bird behavior by looking at the bill and thinking about what it eats. Then you may think about where it lives, and so on. Below are some common bill shapes and a description of the food they are especially adapted to eat.

After reviewing this material try the Beaks to Eats Activity

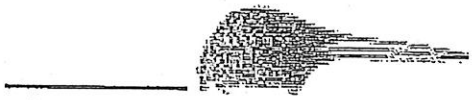
	A cone shaped bill is found in many birds such as finches and grosbeaks. It is a strong beak used for cracking seeds.
	Thin, slender, pointed beaks are found mainly in insect eaters. They are used to pick insects off leaves, twigs, and bark. This warbler is a good example.
	Woodpeckers have strong beaks which taper to the tip, forming a chisel for pecking holes in trees for food or nests. Most feed on insects which live under the bark.
	Hummingbirds have long, tubular bills that resemble straws, which they use to sip nectar from flowers.
	Mergansers, specialized for eating fish, have sharp tooth-like structures on the edge of the bill to hold fish tightly.
	Hawks, owls, and other birds of prey which catch and kill live prey have sharp, "hooked" beaks. These are used to bite the skull or neck and also to tear the body into pieces small enough to swallow.
	The edges of a Mallard's bill are fringed to strain plants, seeds, and small animals from mud and water.
	Beaks which are flat and wide at the base are found in birds which catch insects in flight, such as flycatchers. These birds also often have "whiskers," which are actually modified feathers, at the corners of the mouth, which effectively widens the mouth opening, allowing more effective capture of prey.

Fernbank Science Center, 156 Heaton Park Dr., Atlanta, GA 30307
Phone: 678-874-7102 Fax:678-874-7110
fernbank@fernbank.edu

Discovery Learning,

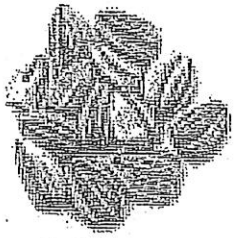
Please match the following bird beaks to the type of food they are are designed to eat. (In the space provided place the letter of the food type beside the bird that has the beak to eat it)

A

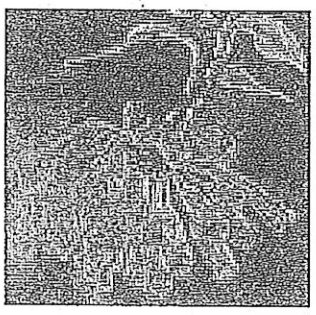


B

C



D



First Grade Week 1

Daily Math Directions: (The math block should take approximately 40 minutes to complete.)

1. Complete each lesson
2. Complete an extension activity if you finish before the 40 minute block. When completing the extension activities, materials can be substituted for items around the home. (Ex. counters/cubes-pennies, buttons, cereal, dry beans, colored paper cut into squares)

Day 1-Using Doubles and Near Doubles	Day 2-Adding in Any Order with Near Doubles	Day 3-Making a Ten to Add	Day 4-Understanding of Missing Addends	Day 5-Counting On to Subtract
Pgs. 5-6 Use what you know about doubles to solve.	Pgs. 7-8 Use the blocks. Complete the addition equations.	Pgs. 9-10 Fill in the number bonds to make a ten. For example: 9+5=_ 9+1=10 and 10+4=14 so, 9+5=14	Pgs. 11 Use addition to help you subtract. Start with the first equation to solve the missing addends.	Pgs. 12-13 Use addition to help you subtract. Start by counting on and then solve a subtraction equation.

Extension Activities:

1. Number Cards: Use number cards to create a deck of cards. Make a pile with all the cards face down. Pull two cards from the deck.
   - Add the cards together to practice math facts. (Cards 0-10)
   - Subtract the lowest number to practice subtraction facts. (Cards 0-19)
   - Use the numbers to create your own word problems.
   - Find a partner and whoever pulls the card with the greater value keeps both cards. Keep playing until all the cards are gone. The player with the most cards wins the game.

2. Dot Card Activities:
   - Students can use dot cards to practice memorizing patterns. Hold up the card for 5 seconds and put the card face down. If you answer correctly, you can keep the card. Keep practicing until you can recall the number of dots on each of the cards.
   - Use two dot cards to practice addition facts by adding on. Start with the card that has the greater number of dots and add the other card.

3. Extension Center Activities: Choose one you need additional practice working on

4. Math Fact Sort:
   - Use the cards to sort the math facts in the correct category.
   - Create your own category or practice math facts

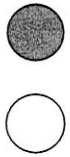
Day 1

Using Doubles and Near Doubles Name _____

Use what you know about doubles to solve.

Example

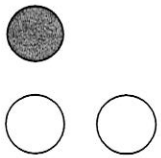
1 black sticker. 1 white sticker.
How many stickers in all?



1 + 1 = 2

2 stickers

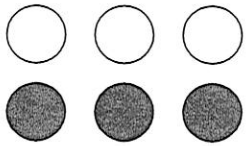
1 1 black sticker. 2 white stickers.
How many stickers in all?



1 + 2 = ____

____ stickers

2 3 white stickers. 3 black stickers.
How many stickers in all?



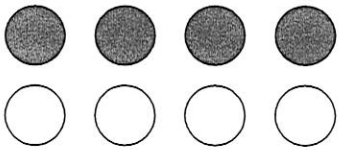
3 + 3 = ____

____ stickers

© 2020 Curriculum Associates, LLC. All rights reserved.

Using Doubles and Near Doubles *continued* Name _____

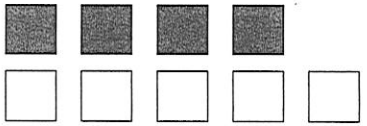
3 4 black stickers. 4 white stickers.
How many stickers in all?



4 + 4 = ____

____ stickers

4 4 black squares.
5 white squares.
How many squares in all?



4 + 5 = ____

____ squares

Discuss It

How is 3 + 3 like 3 + 4? How is it different?

© 2020 Curriculum Associates, LLC. All rights reserved.

Day 1

Doubles and Doubles Plus 1

Check Understanding

There are 5 footballs. The number of baseballs is double the number of footballs. How many baseballs?

What You Need

- number cube (1–6)
- 9 game markers of one color
- 9 game markers of another color
- Game Board
- Recording Sheet

What You Do

1. Take turns. Roll the number cube. Find the number next to your toss.
2. Double that number or add the double and 1 more. Write your addition sentence on the **Recording Sheet.**
3. Cover the answer on the **Game Board** with a marker. If that number is taken, your turn ends.
4. Play until all the numbers are covered.

Toss	Number
1	2
2	4
3	3
4	1
5	5
6	Lose Turn

Go Further!

Roll the number cube. How much is 1 less than double the number?

©Curriculum Associates, LLC
Copying permitted for classroom use.

Player A _____

Player B _____

Doubles and Doubles Plus 1

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

©Curriculum Associates, LLC
Copying permitted for classroom use.

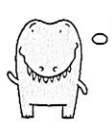
Day 1

***Ready*® Center Activity 1.04 ★★ Recording Sheet** Player A _____

Player B _____

Doubles and Doubles Plus 1

Player A	Player B



If the double is taken, I can try the double and 1 more.

©Curriculum Associates, LLC
Copying permitted for classroom use.

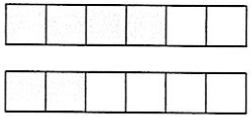
Day 2

Adding in Any Order with Near Doubles

Name _____

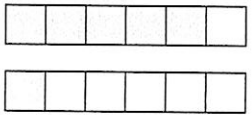
Use the blocks. Complete the addition equations.

Example



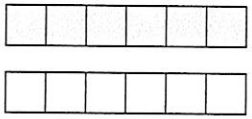
$4 + \underline{2} = 6$

$2 + \underline{4} = 6$

1 

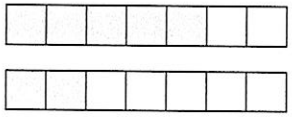
$5 + \_\_\_\_ = 6$

$1 + \_\_\_\_ = 6$

2 

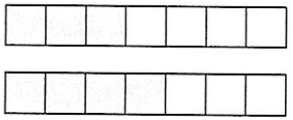
$6 + \_\_\_\_ = 6$

$0 + \_\_\_\_ = 6$

3 

$5 + \_\_\_\_ = 7$

$2 + \_\_\_\_ = 7$

4 

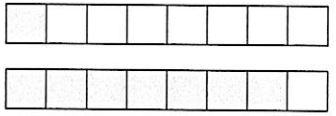
$3 + \_\_\_\_ = 7$

$4 + \_\_\_\_ = 7$

© 2020 Curriculum Associates, LLC. All rights reserved.

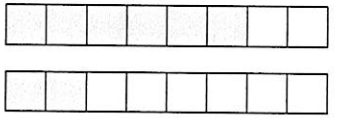
Adding in Any Order with Near Doubles *continued*

Name _____

5 

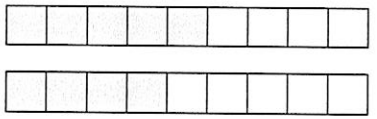
$1 + \_\_\_\_ = 8$

$7 + \_\_\_\_ = 8$

6 

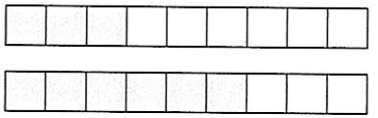
$6 + \_\_\_\_ = 8$

$2 + \_\_\_\_ = 8$

7 

$5 + \_\_\_\_ = 9$

$4 + \_\_\_\_ = 9$

8 

$3 + \_\_\_\_ = 9$

$6 + \_\_\_\_ = 9$

© 2020 Curriculum Associates, LLC. All rights reserved.

Day 2

Doubles and Doubles Plus 1

Check Understanding

There are 6 footballs. The number of baseballs is double the number of footballs. How many baseballs?

What You Need

- number cube (1–6)
- 9 game markers of one color
- 9 game markers of another color
- Game Board
- Recording Sheet

What You Do

1. Take turns. Roll the number cube. Find the number next to your toss.
2. Double that number or add the double and 1 more or 1 less. Write your addition sentence on the **Recording Sheet.**
3. Cover the answer on the **Game Board** with a marker. If that number is taken, your turn ends.
4. Play until all the numbers are covered.

Toss	Number
1	2
2	4
3	3
4	1
5	5
6	Lose Turn

Go Further!

Roll the number cube. How much is 1 less than and 1 more than double the number?

©Curriculum Associates, LLC
Copying permitted for classroom use.

Player A _____

Player B _____

Doubles and Doubles Plus 1

3	9	5
7	1	8
3	7	2
5	10	9

©Curriculum Associates, LLC
Copying permitted for classroom use.

Day 2

***Ready*® Center Activity 1.04 ★★★ Recording Sheet** Player A _____

Player B _____

Doubles and Doubles Plus 1

Player A	Player B

If the double is taken, I can try the double and 1 more or 1 less.

©Curriculum Associates, LLC
Copying permitted for classroom use.

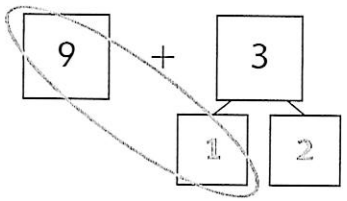
Day 3

Making a Ten to Add

Name _____

Fill in the number bonds to make a ten.

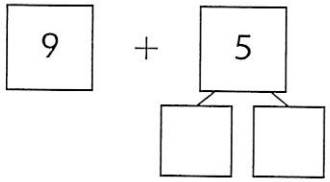
1 Find 9 + 3.



10 + 2 = ____

9 + 3 = ____

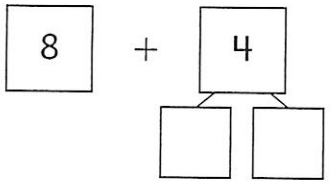
2 Find 9 + 5.



10 + 4 = ____

9 + 5 = ____

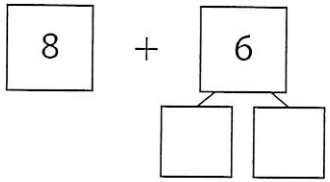
3 Find 8 + 4.



10 + 2 = ____

8 + 4 = ____

4 Find 8 + 6.



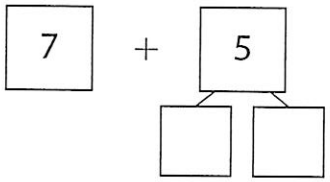
10 + 4 = ____

8 + 6 = ____

© 2020 Curriculum Associates, LLC. All rights reserved.

Name _____

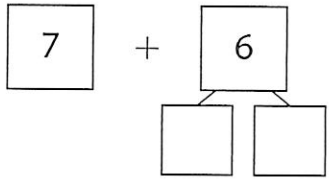
5 Find 7 + 5.



10 + 2 = ____

7 + 5 = ____

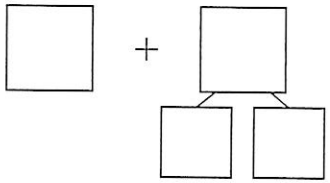
6 Find 7 + 6.



10 + 3 = ____

7 + 6 = ____

7 Find 7 + 4.



10 + 1 = ____

7 + 4 = ____

Discuss It

How does making a ten help you add two numbers?

© 2020 Curriculum Associates, LLC. All rights reserved.

Day 3

Ready® **Center Activity 1.08** ★★

Make Ten to Add

Check Understanding
Make 10 to find 8 + 5.

What You Need

- 9 connecting cubes of one color
- 9 connecting cubes of another color
- Recording Sheet
- Addition Cards

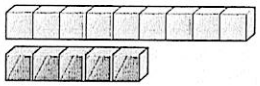
What You Do

1. Take turns. Pick a card.
2. Make a cube train for each number. Use one color for the first number. Use another color for the second number.
3. Move some cubes from one train to the other train to make 10.
4. Complete the addition sentences on the **Recording Sheet.** Circle the number added to 10. If your circled number is greater than your partner's, you win the turn.

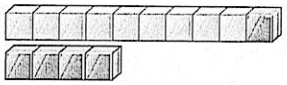
Example

Pick 9 + 5.

Make two cube trains.



Make 10.



9 + 5 = 14

10 + (4) = 14

Go Further!

Add 8 and 4. Do not use cubes. Tell how to make 10 to find the total. Then find 9 and 4.

©Curriculum Associates, LLC
Copying permitted for classroom use.

Ready® **Center Activity 1.08** ★★ **Recording Sheet** Player A _____

Player B _____

Make Ten to Add

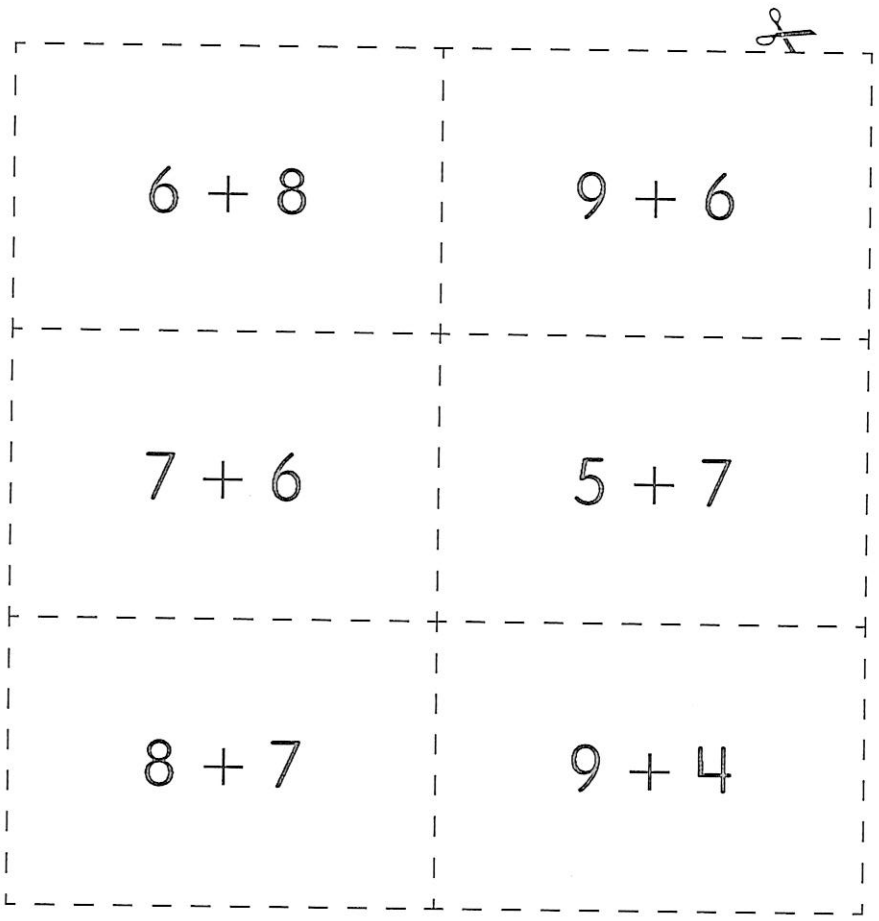
Player A	Player B
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____

I can add cubes to the greater number to make 10.

©Curriculum Associates, LLC
Copying permitted for classroom use.

Day 3

Ready® Center Activity 1.08 ★★ **Addition Cards**



©Curriculum Associates, LLC
Copying permitted for classroom use.

Day 4

Understanding of Missing Addends

Name _____

Use addition to help you subtract.

1 Find $6 - 5$.

$5 + \underline{1} = 6$

$6 - 5 = \_\_\_\_$

2 Find $7 - 6$.

$6 + \_\_\_\_ = 7$

$7 - 6 = \_\_\_\_$

3 Find $5 - 2$.

$2 + \_\_\_\_ = 5$

$5 - 2 = \_\_\_\_$

4 Find $6 - 4$.

$4 + \_\_\_\_ = 6$

$6 - 4 = \_\_\_\_$

5 Find $8 - 4$.

$4 + \_\_\_\_ = 8$

$8 - 4 = \_\_\_\_$

6 Find $9 - 7$.

$7 + \_\_\_\_ = 9$

$9 - 7 = \_\_\_\_$

7 Write an addition equation that helps you find $6 - 3$. Then complete the subtraction equation.

$\_\_\_\_ + \_\_\_\_ = \_\_\_\_$

$6 - 3 = \_\_\_\_$

Discuss It

How can an addition equation help you solve a subtraction equation?

© 2020 Curriculum Associates, LLC. All rights reserved.

Day 4

Missing Addend Trains

Check Understanding

Show how to find 4 + ? = 7. Then tell how that helps you find 7 − 4 = ?.

What You Need

- 7 connecting cubes
- Number Cards 4–7
- Recording Sheet

What You Do

1. Take turns. Pick a card. Mark this number as the total in one of the boxes on the **Recording Sheet.**
2. Write the total in the addition sentence.
3. Your partner uses the known cubes and finds the hidden cubes to complete the addition sentence.
4. Use your partner's addition sentence to complete the subtraction sentence.

Example

Pick [6].

Write 6 in the total. [6]

____ + ____ = 6

Find hidden cubes and complete addition.

2 + 4 = 6

Use addition to complete subtraction.

6 − 2 = 4

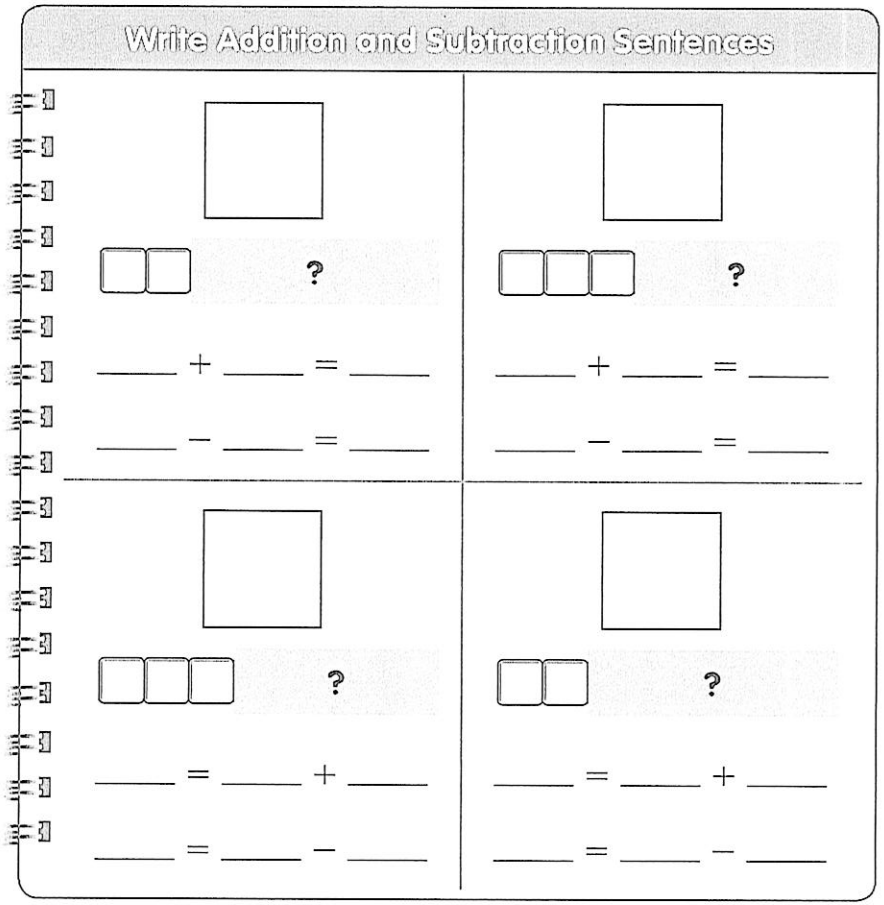
Go Further!

Make up and solve your own hidden cubes problems.

©Curriculum Associates, LLC
Copying permitted for classroom use.

Missing Addend Trains

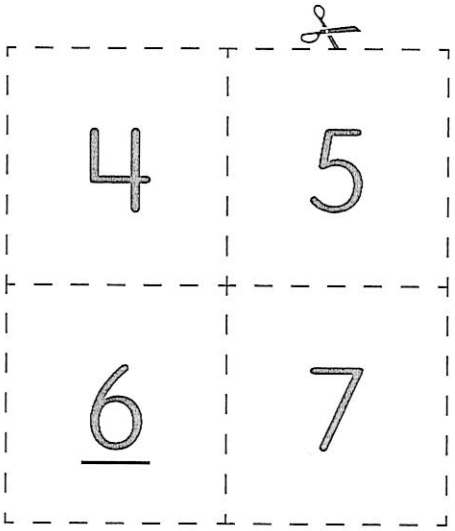
Write Addition and Subtraction Sentences



©Curriculum Associates, LLC
Copying permitted for classroom use.

Day 4

***Ready*® Center Activity 1.13 ☆☆ Number Cards 4–7**



©Curriculum Associates, LLC
Copying permitted for classroom use.

Day 4

***Ready*® Center Activity 1.12 ★★**

Missing Addend Number Bonds

Check Understanding
What addition sentence helps you solve 8 − 5?

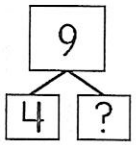
What You Need

- 9 counters
- Recording Sheet

What You Do

1. Take turns. Pick a number bond on the **Recording Sheet.**
2. Solve the addition sentence.
3. Your partner uses the addition sentence to solve the subtraction sentence.
4. Use counters to check your partner's answer.

Example

Pick a 

Solve the addition.

4 + 5 = 9

Use the addition to subtract.

9 − 4 = 5

Go Further!

Pick a number bond. Tell an addition story and a subtraction story for your number sentences.

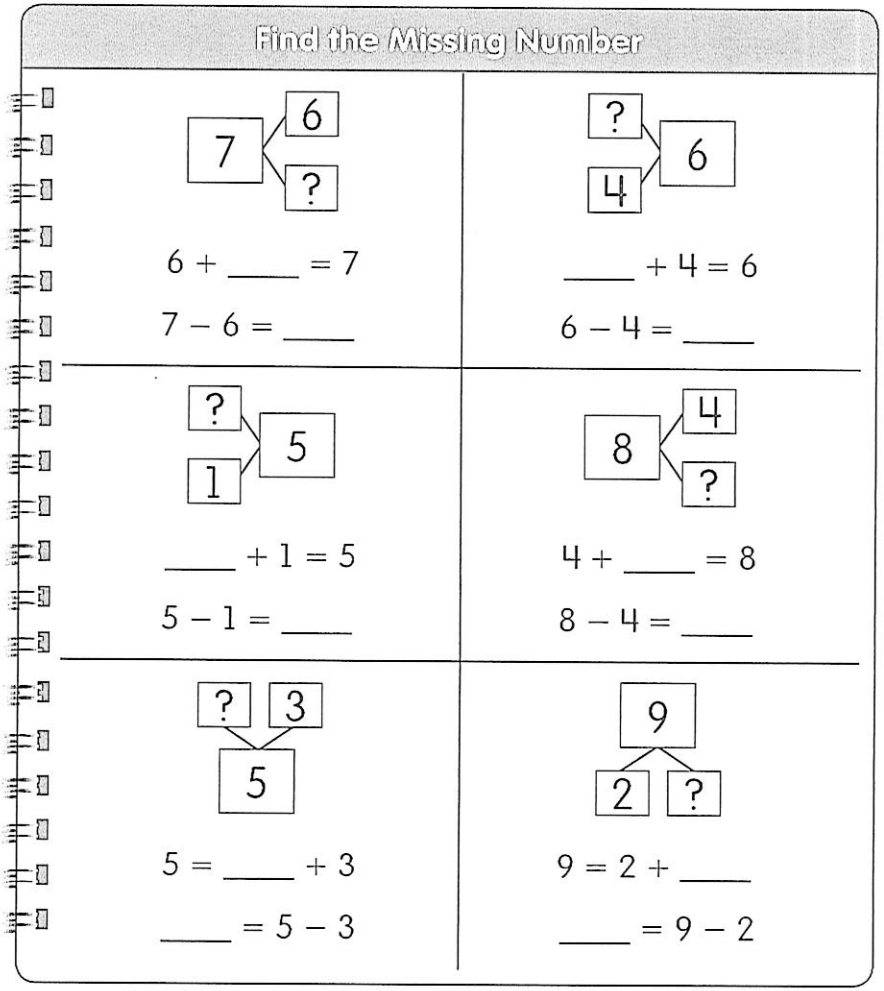
©Curriculum Associates, LLC
Copying permitted for classroom use.

***Ready*® Center Activity 1.12 ★★ Recording Sheet** Partner A _____

Partner B _____

Missing Addend Number Bonds

Find the Missing Number



©Curriculum Associates, LLC
Copying permitted for classroom use.

Day 5

Counting On to Subtract

Name _____

Example

Find 5 − 3.

Start at 3. Count on to 5.

1	2	3	4	5	6	7	8	9	10

3 + 2 = 5 5 − 3 = 2

1 Find 6 − 4.

1	2	3	4	5	6	7	8	9	10

4 + ____ = 6 6 − 4 = ____

2 Find 7 − 3.

1	2	3	4	5	6	7	8	9	10

3 + ____ = 7 7 − 3 = ____

3 Find 8 − 6.

1	2	3	4	5	6	7	8	9	10

6 + ____ = 8 8 − 6 = ____

© 2020 Curriculum Associates, LLC. All rights reserved.

Name _____

4 Find 9 − 8.

1	2	3	4	5	6	7	8	9	10

8 + ____ = 9 9 − 8 = ____

5 Find 6 − 5.

1	2	3	4	5	6	7	8	9	10

5 + ____ = 6 6 − 5 = ____

6 Find 9 − 4.

1	2	3	4	5	6	7	8	9	10

4 + ____ = 9 9 − 4 = ____

7 Find 8 − 2.

1	2	3	4	5	6	7	8	9	10

2 + ____ = 8 8 − 2 = ____

Discuss It

How is solving 6 − 4 the same as solving 9 − 4?
How is it different?

© 2020 Curriculum Associates, LLC. All rights reserved.

Day 5

***Ready*® Center Activity 1.03 ★★**

Count On to Subtract

Check Understanding

Find 8 − 6. Which number do you count on from to subtract?

What You Need

- 2 game markers
- Game Board
- Recording Sheet

What You Do

1. Take turns. Pick a number path on the **Recording Sheet.**
2. Count on from the circled number to subtract. Show your count.
3. Write the answer. Move that number of spaces on the **Game Board.**
4. The first player to reach the end wins.

Example

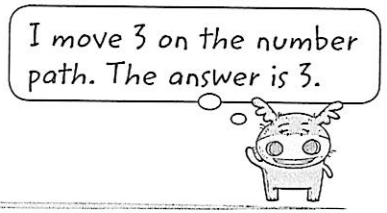
Pick a number path.

5 (6) 7 8 9

Count on to subtract.

5 (6) 7 8 9

9 − 6 = 3



Go Further!

Circle the number you count on from in each subtraction sentence.

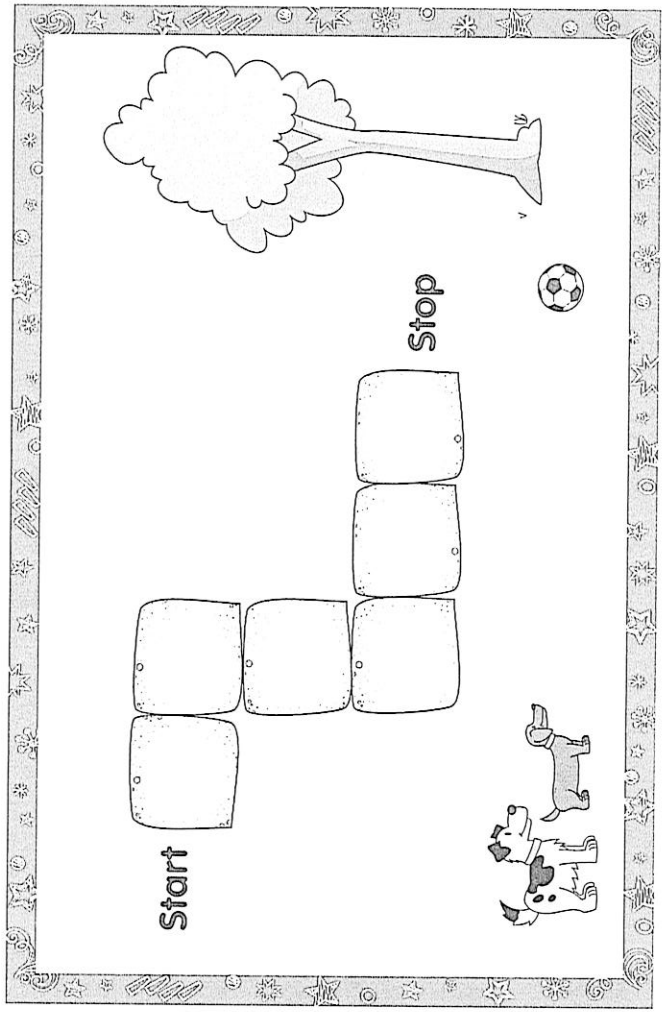
©Curriculum Associates, LLC
Copying permitted for classroom use.

***Ready*® Center Activity 1.03 ★★ Game Board**

Player A _____

Player B _____

Count On to Subtract



©Curriculum Associates, LLC
Copying permitted for classroom use.

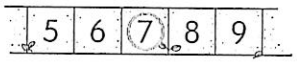
Day 5

***Ready*® Center Activity 1.03 ★★ Recording Sheet** Player A _____

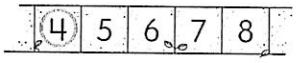
Player B _____

Count On to Subtract

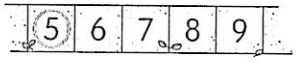
Write a Subtraction Sentence



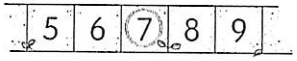
9 − 7 = ____



7 − 4 = ____

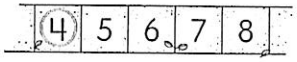


8 − 5 = ____



____ = 8 − 7

____ = 7 − 6



6 − 4 = ____

©Curriculum Associates, LLC
Copying permitted for classroom use.

Math Fact Sort

More than 10	Less than 10	Equal to 10
8 + 3	6 + 3	5 + 5
	5 + 2	

Materials: set of Math Fact Sort cards

1. Work with a partner. Place the three header cards in a row. Put all the other cards facedown in a stack.
2. Take turns to turn over a card from the stack and decide where it belongs. Explain your thinking.
3. Keep taking turns until you have sorted all the cards.
4. Draw or write about how you sorted the cards.

©K-5MathTeachingResources.com

Math Fact Sort Cards: Set 1

More than 10	Less than 10	Equal to 10
6 + 5	4 + 5	0 + 10
5 + 6	4 + 4	1 + 9

©K-5MathTeachingResources.com

Math Fact Sort Cards: Set 1

7 + 4	3 + 3	2 + 8
6 + 6	3 + 4	3 + 7
8 + 3	5 + 2	4 + 6

©K-5MathTeachingResources.com

Math Fact Sort Cards: Set 1

4 + 7	4 + 3	5 + 5
9 + 2	5 + 4	6 + 4
3 + 8	6 + 2	7 + 3

Math Fact Sort Cards: Set 1

6 + 5	2 + 2	8 + 2
7 + 7	2 + 3	9 + 1
8 + 8	4 + 2	10 + 0

©K-5MathTeachingResources.com

Math Fact Sort Cards: Set 2

Doubles	Near Doubles	Count On
2 + 2	2 + 3	4 + 2
3 + 3	3 + 4	5 + 3

©K-5MathTeachingResources.com

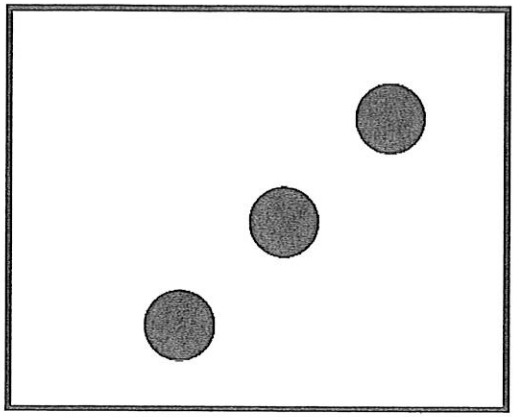
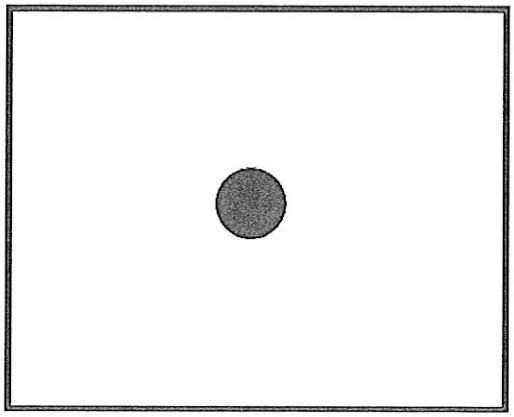
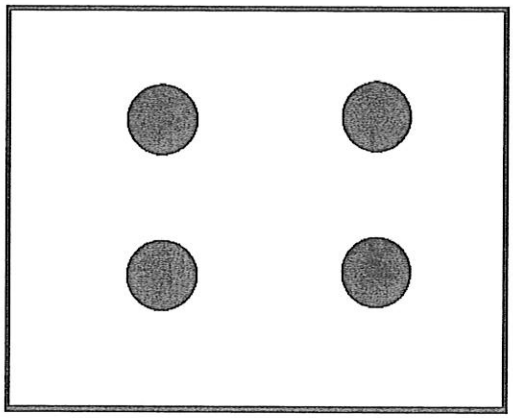
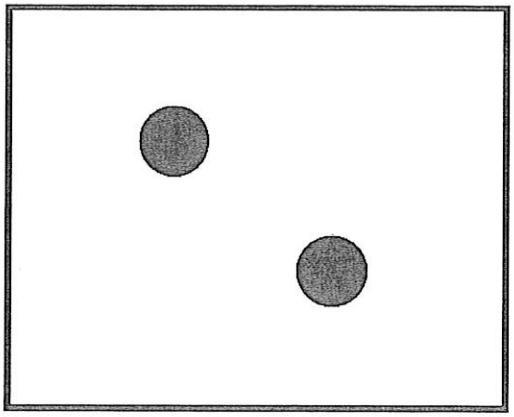
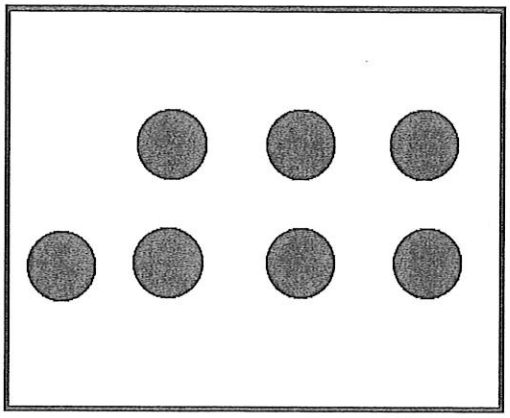
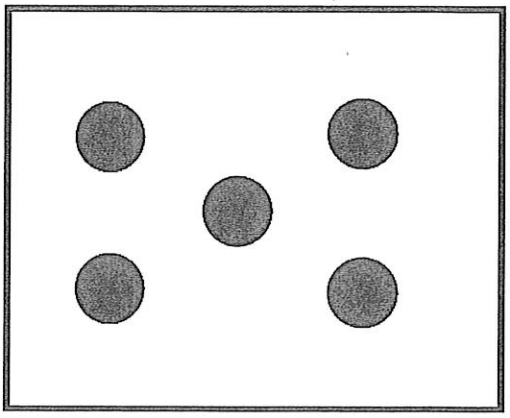
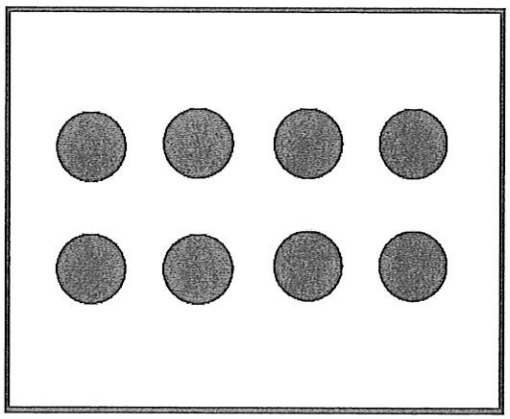
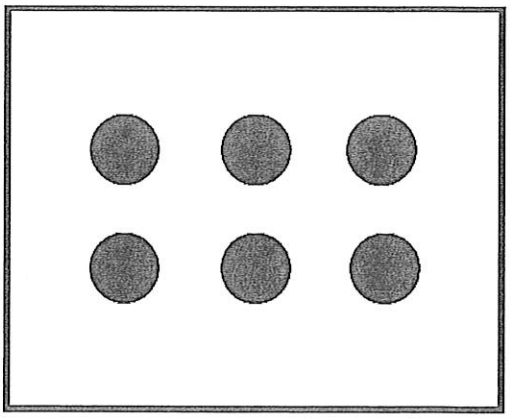
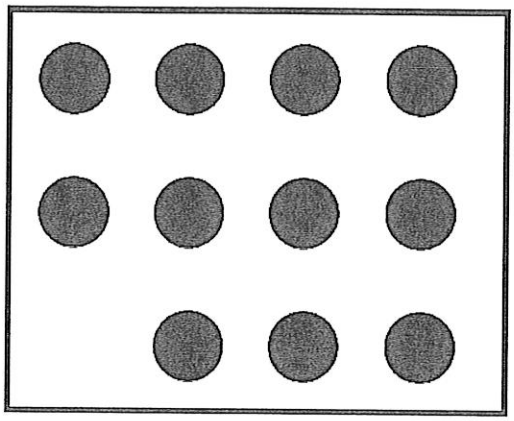
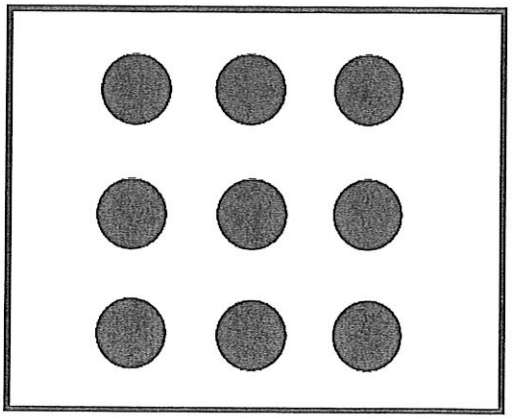
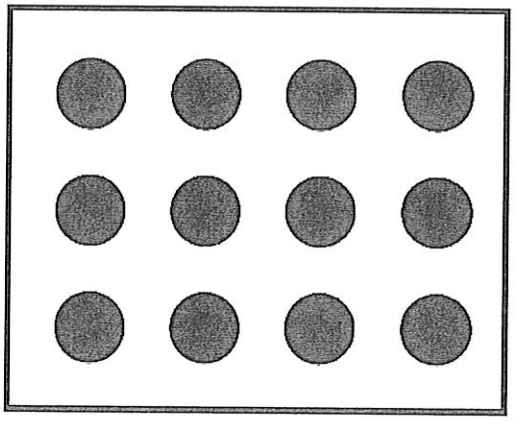
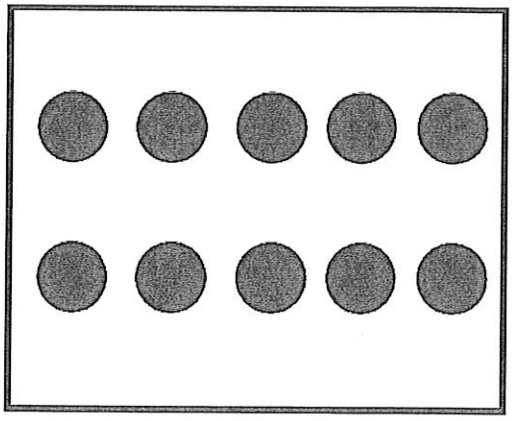
Math Fact Sort Cards: Set 2

4 + 4	4 + 5	6 + 1
5 + 5	5 + 6	7 + 3
6 + 6	4 + 5	3 + 2

Math Fact Sort Cards: Set 2

7 + 7	6 + 7	8 + 2
8 + 8	7 + 8	7 + 1
9 + 9	8 + 9	9 + 3

BK-Brilliant Teaching Resources.com

1	6
2	7
3	8
4	9
5	10

11	16
12	17
13	18
14	19
15	0