

Here's a preview of next year. These lessons help you step up to Grade 1.

STEP UP to Grade 1

STEP UP Lessons

- 1 Introducing Addition Expressions and Equations **1.OA.C.6** 851
- 2 Facts with 5 on a Ten-Frame **1.OA.C.6** 855
- 3 Add in Any Order **1.OA.B.3** 859
- 4 Introducing Subtraction Expressions and Equations **1.OA.C.6** 863
- 5 Think Addition to Subtract **1.OA.B.4, 1.OA.C.6, 1.OA.D.8** 867
- 6 Add Three Numbers **1.OA.B.3, 1.OA.A.2** 871
- 7 Count by 10s to 120 **1.NBT.A.1, 1.NBT.B.2c** 875
- 8 Count by 1s to 120 **1.NBT.A.1** 879
- 9 Tens and Ones **1.NBT.B.2** 883
- 10 1 More, 1 Less; 10 More, 10 Less **1.NBT.B.3, 1.NBT.C.5** 887



Name _____



Your bag has 2 different colors of connecting cubes. Take out a handful of cubes. Make sure to get some cubes of each color. How can you use numbers to show how many cubes you picked in all? Show how.



Step Up to Grade 1

Lesson 1

Introducing Addition Expressions and Equations

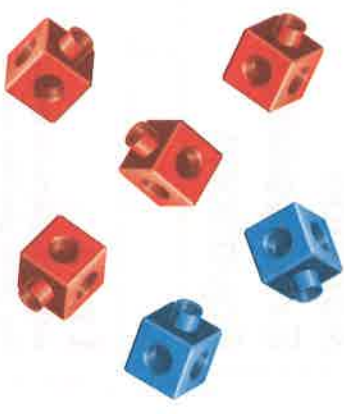
I can ...

write equations to show the parts and the whole.

Content Standard 1.OA.C.6
Mathematical Practices MP.2, MP.4



Kenny picked 4 red cubes. Then he picked 2 blue cubes.



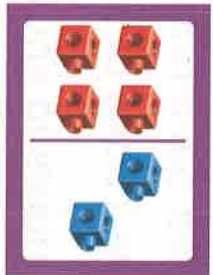
You can describe the parts as 4 and 2 and write $4 + 2$.



plus

The parts are 4 and 2.

You can **add** the parts to find the **sum**. 4 and 2 is 6 in all.



6 is the sum of 4 and 2.

You can write an **equation** to show the parts and the whole.

$$\begin{array}{r} 4 \\ + \\ 2 \\ \hline 6 \end{array} = \underline{\quad}$$

4 plus 2 equals 6.

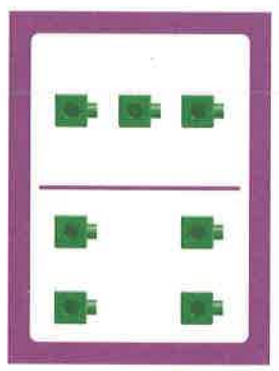
Do You Understand?

Show Me! What can you do to find how many there are in all?

Guided Practice

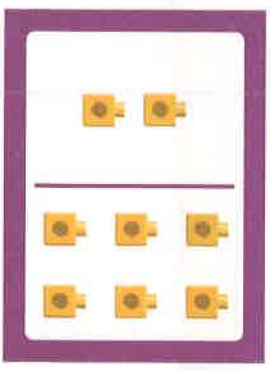
Use the model. Write the parts. Then write an equation.

1.



$$\begin{array}{r} 3 \\ + \\ 4 \\ \hline \end{array} = \underline{\quad}$$

2.



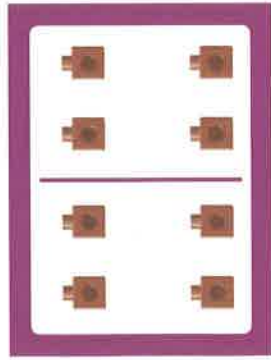
$$\begin{array}{r} \quad \\ + \\ \quad \\ \hline \end{array} = \underline{\quad} + \underline{\quad}$$

Name _____

Independent Practice

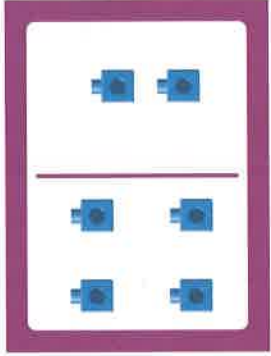
Use the model. Write the parts. Then write an equation.

3.



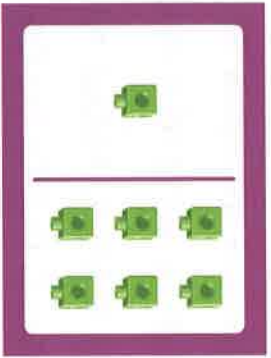
$$\begin{array}{r} + \\ \hline \\ + \\ \hline \\ = \\ \hline \end{array}$$

4.



$$\begin{array}{r} + \\ \hline \\ + \\ \hline \\ = \\ \hline \end{array}$$

5.



$$\begin{array}{r} + \\ \hline \\ + \\ \hline \\ = \\ \hline \end{array}$$

6. Higher Order Thinking Jim

picked up 9 rocks. He picked up 4 of them on his way to school.

He picked up the rest on his way home. How many rocks did Jim pick up on his way home?

Draw a picture to solve.

Then write an equation.

$$\begin{array}{r} + \\ \hline \\ + \\ \hline \\ = \\ \hline \end{array}$$

7. **MP.2 Reasoning** Ben found

4 orange leaves.

Then he found 3 yellow leaves.

How many leaves did Ben find in all?

Draw a picture to show the story.

Then write an equation.



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

8. **Higher Order Thinking** Draw a picture to

show an addition story about red worms and brown worms. Write an equation to tell how many worms there are in all.

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

9. **Assessment** Ava drew 9 apples.

3 of them are green. The others are red. How many red apples did she draw?

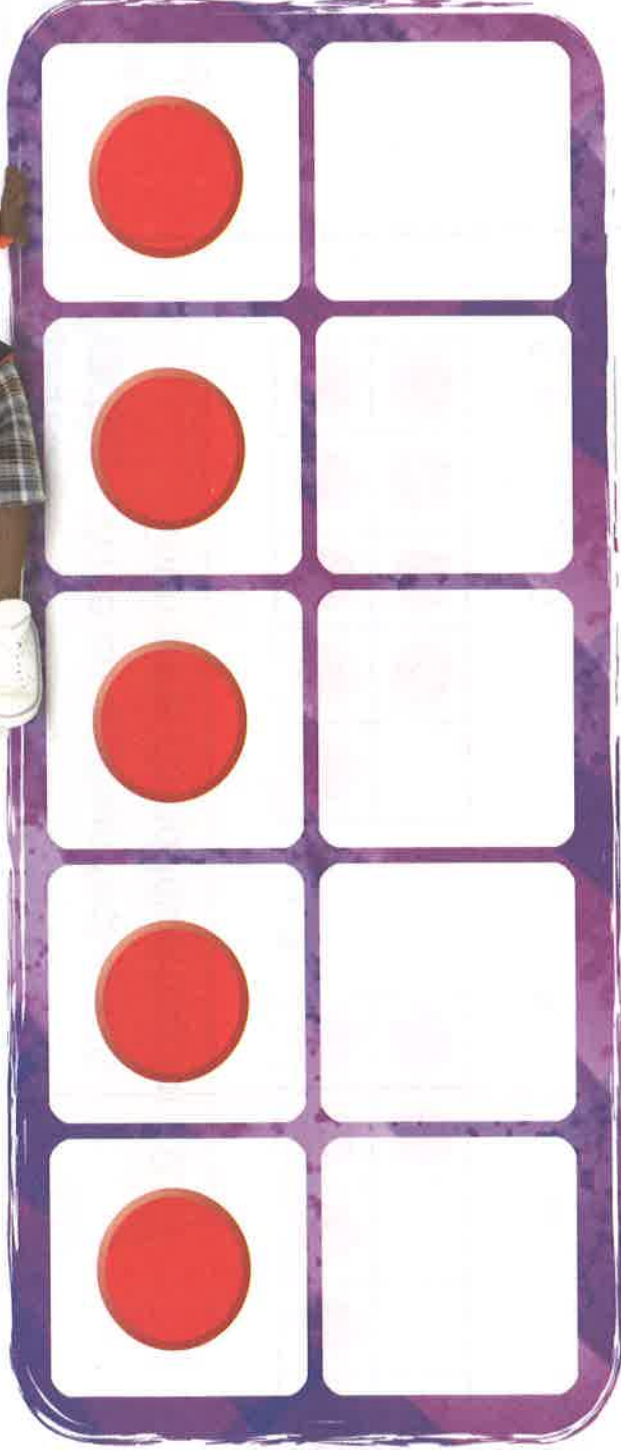
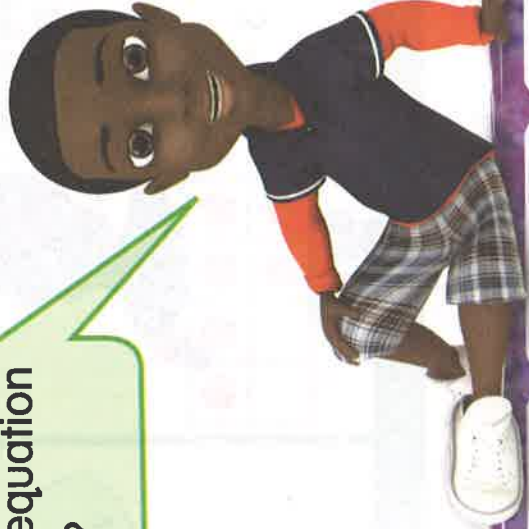
Which equation matches this story?

- A** $9 + 3 = 12$
- B** $4 + 5 = 9$
- C** $3 + 6 = 9$
- D** $3 + 3 = 6$

Name _____



Put some counters on the bottom row of the ten-frame. What addition equation can you write to match the counters?



___ + ___ = ___

Step Up to Grade 1

Lesson 2

Facts with 5 on a Ten-Frame

I can ...

use a ten-frame to help solve addition facts with 5 and 10.

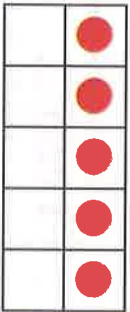
Content Standard 1.OA.C.6
Mathematical Practices MP.3, MP.4, MP.7



Solve

You can use a ten-frame to show an addition fact with 5.

$$5 + 3 = ?$$



Start with 5.
Then add 3 more.

5 and 3 more is 8.

There are 8 counters in the ten-frame.

$$5 + 3 = 8$$



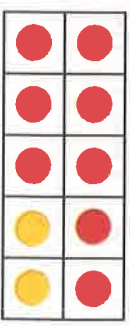
The ten-frame shows another addition fact. You have 8. Make 10.

2 boxes are empty. Add 2.



8 plus 2 more is 10.

$$8 + 2 = 10$$



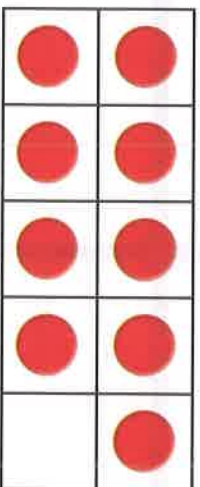
Do You Understand?

Show Me! How does a ten-frame help you add $5 + 4$?

Guided Practice

Look at the ten-frames. Write an addition fact with 5. Then write an addition fact for 10.

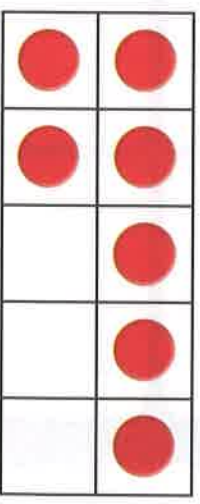
1.



$$5 + 4 = 9$$

$$9 + 1 = 10$$

2.



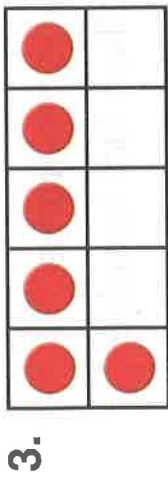
$$5 + 5 = 10$$

$$5 + 5 = 10$$

Name _____

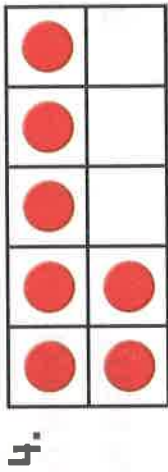
Independent Practice Look at the ten-frames. Write an addition fact with 5.

Then write an addition fact for 10.



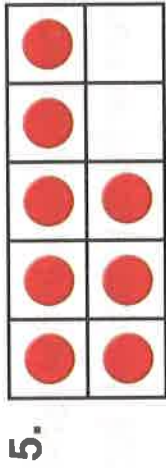
$5 + \underline{\quad} = \underline{\quad}$

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



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

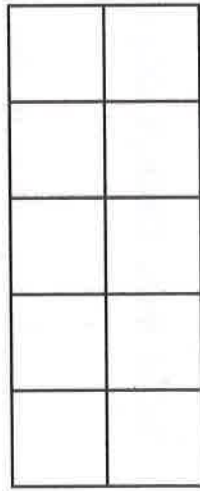
$\underline{\quad} + \underline{\quad} = 10$



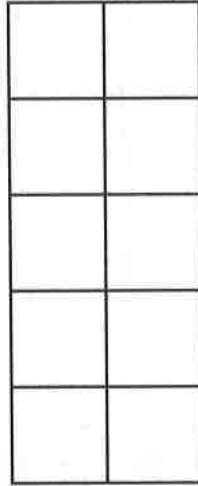
$5 + \underline{\quad} = \underline{\quad}$

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

6. Higher Order Thinking Using 2 colors, draw counters in the ten-frames to match the addition equations. Then write the missing numbers.



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



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



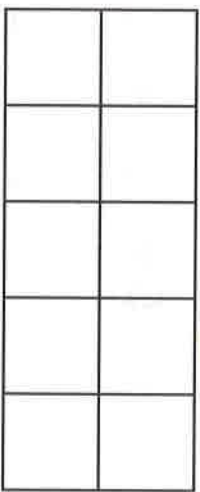
Which number will make 10?

7. **MP.4 Model** A team has 5 softballs.

The coach brings 3 more. How many softballs does the team have now?

Draw counters in the ten-frame.

Then write an addition fact to solve.



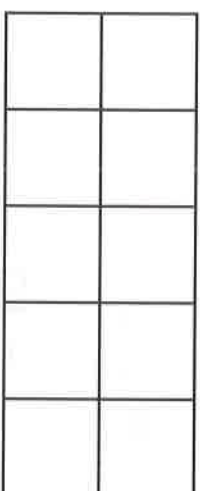
$\underline{\quad} + \underline{\quad} = \underline{\quad}$ softballs

8. **MP.4 Model** Marcia reads 5 books.

Tanya reads 2 books. How many books did the girls read in all?

Draw counters in the ten-frame.

Then write an addition fact to solve.



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

9. **Higher Order Thinking** Write a new story about adding to 10 in the ten-frame in Item 7. Then write an equation for your story.

+ _____ = _____

10. **Assessment** Scott's team has 5 footballs. Scott's coach brings some more. Scott's team now has 10 footballs.

Which addition fact shows how many footballs Scott's coach brought?

- (A) $5 + 5 = 10$
- (B) $10 + 5 = 15$
- (C) $7 + 3 = 10$
- (D) $10 + 7 = 17$

Name _____



Write an addition equation for the green and yellow cubes in each cube tower. How are the addition equations the same? How are they different?



$$+ \quad =$$



$$+ \quad =$$

Step Up to Grade 1

Lesson 3

Add in Any Order

I can ...

use the same addends to write two different equations with the same sum.

Content Standard 1.OA.B.3
Mathematical Practices MP.2, MP.3, MP.4, MP.7



Solve



You can change the order of the addends. The sum is the same.



4 and 2 is 6.



2 and 4 is 6.

$$4 + 2 = 6$$

$$2 + 4 = 6$$

You can write 2 addition equations.



4 plus 2 equals 6.

2 plus 4 equals 6.

$$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

Do You Understand?

Show Me! How can you use cubes to show that $5 + 3$ is the same as $3 + 5$?

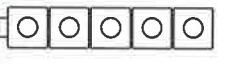
Guided Practice

Color to change the order of the addends. Then write the addition equations.

1.



$$3 + 2 = 5$$



$$+ =$$

2.



$$+ =$$



$$+ =$$

Name _____



Independent Practice

Write the sum. Then change the order of the addends. Write the new addition equation.

3. $2 + 6 = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

4. $3 + 6 = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

5. $\underline{\quad} = 1 + 7$
 $\underline{\quad} = \underline{\quad} + \underline{\quad}$

6. $4 + 3 = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

7. $4 + 5 = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

8. $4 + 2 = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$



Number Sense Use the numbers on the cards to write 2 addition equations.

9. $\boxed{1} \quad \boxed{6} \quad \boxed{5}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

10. $\boxed{7} \quad \boxed{9} \quad \boxed{2}$
 $\underline{\quad} = \underline{\quad} + \underline{\quad}$
 $\underline{\quad} = \underline{\quad} + \underline{\quad}$

Math Practices and Problem Solving

Solve each problem below.

11. **MP.4 Model** Rico and Nate collect 3 cans on Monday. On Tuesday, they collect 7 more. How many cans did they collect in all?

Draw a picture. Then write 2 different addition equations.

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

12. **Higher Order Thinking**
Draw a picture of 4 fish.
Make some blue.
Make the rest red.
Write 2 addition equations to tell about the picture.

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

13. **Assessment** Look at the 2 addition equations. Which is the missing addend?

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

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

- (A) 6
- (B) 7
- (C) 8
- (D) 9

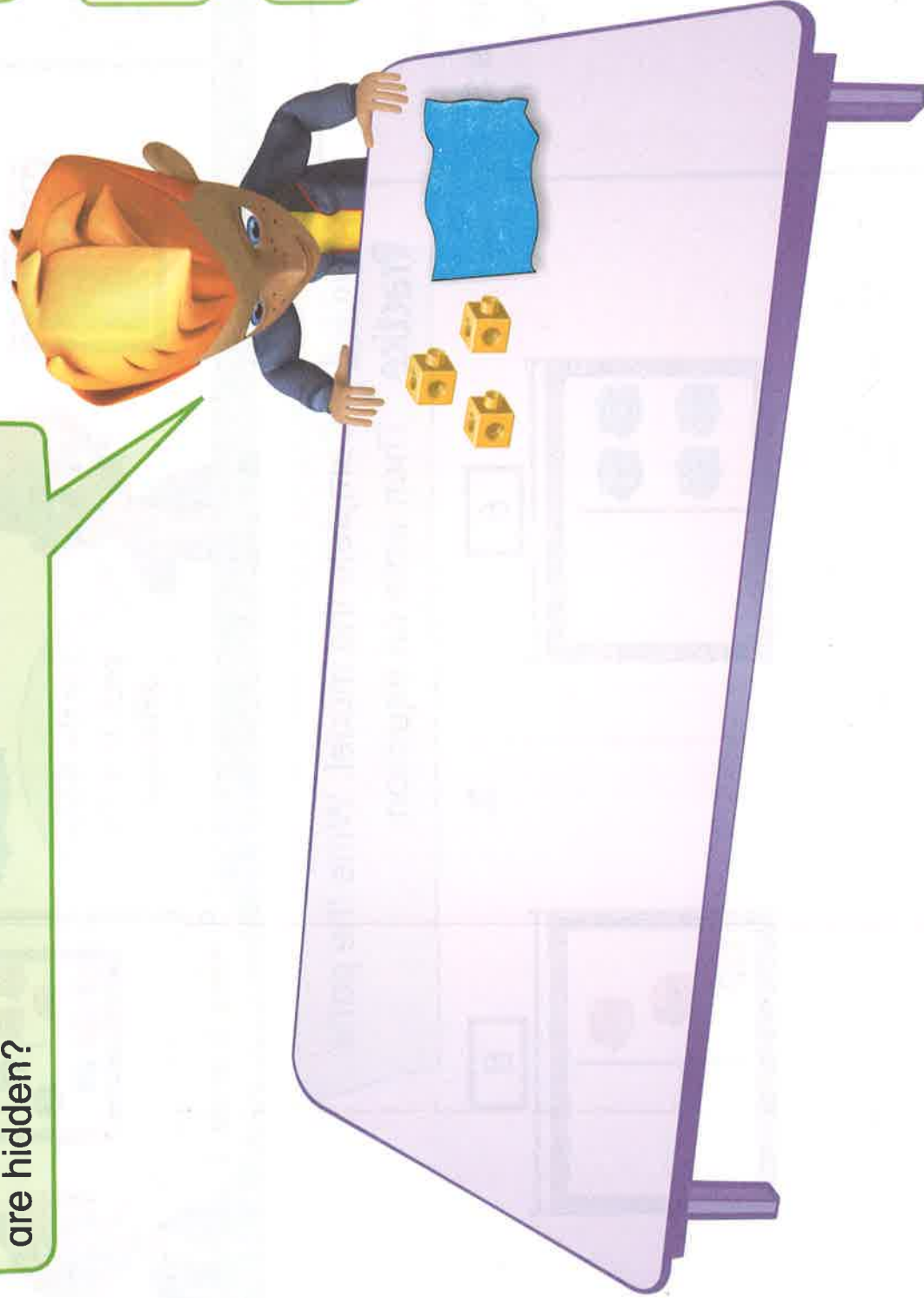
Both addition equations have a 2 and a 8.



Name _____



Alex has 5 connecting cubes on the table. He hides some cubes. How can you use numbers to show how many cubes are hidden?



Step Up to Grade 1

Lesson 4

Introducing Subtractions and Equations

I can ...

write equations to find the missing part of a whole.

Content Standard 1.OA.C.6
Mathematical Practices MP.2,
MP.4

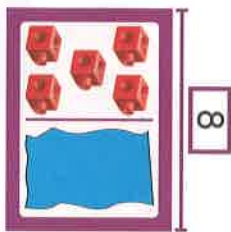
Alex has 8 cubes.
He hides some cubes.



5 is the part you see.
What is the hidden part?



You can describe the whole as 8 and one of the parts as 5. Find the hidden part by writing $8 - 5$.



You can **subtract** to find the **difference**. $8 - 5$ is 3.



3 is the hidden part. It is the difference.



You can write an equation.
 $8 - 5 = 3$



8 minus 5 equals 3.



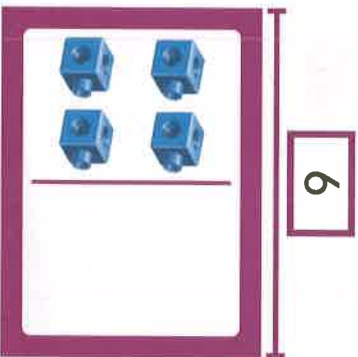
Do You Understand?

Show Me! The whole is 9. One of the parts is 3. How can you find the difference?

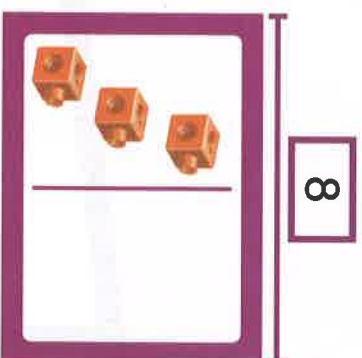
Guided Practice

Complete the model. Write the parts. Then write an equation.

1.



2.



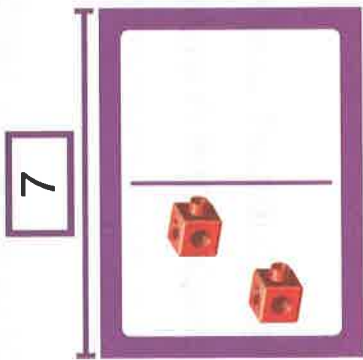
$$6 - 4 = \underline{\quad}$$

$$6 - 4 = 2$$

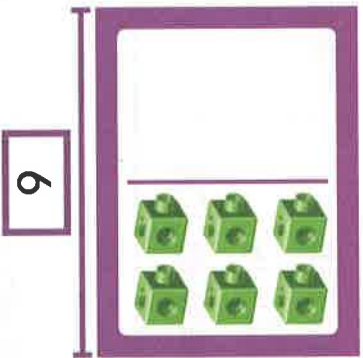
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Name _____

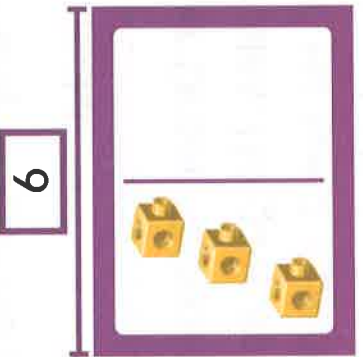
Independent Practice Complete the model. Write the parts. Then write a subtraction sentence.

3. 

_____ = _____

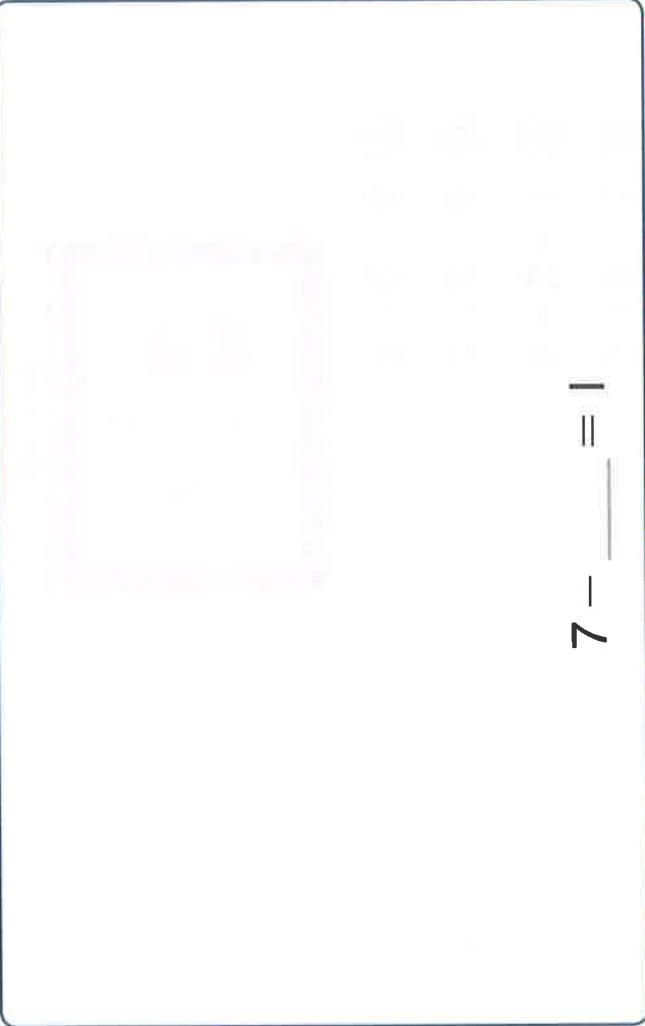
4. 

_____ = _____

5. 

_____ = _____

6. Higher Order Thinking There are 7 kittens in all. 1 is inside a basket. The rest are outside. How many kittens are outside the basket? Draw a picture to show the story. Then write the missing part.



7 - _____ = 1

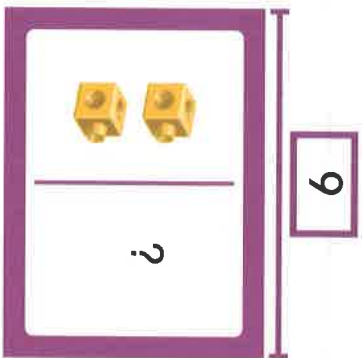
Math Practices and Problem Solving

Solve each problem below.

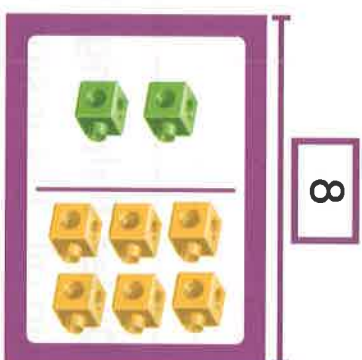
7. **MP.2 Reasoning** Lena has 8 rocks. She drops 4 of the rocks into a pond. How many rocks does Lena have now?
_____ rocks

8. **MP.1 Make Sense** Tony picks 7 flowers. He gives 4 flowers to his sister. How many flowers does Tony still have?
_____ flowers

9. **Higher Order Thinking** Rob has 9 marbles. He gave some marbles to a friend. He has 2 marbles left. How many marbles did Rob give to his friend? Choose the subtraction sentence that matches the story.



10. **Assessment** Write a subtraction story and a subtraction sentence about the model.



- (A) $9 - 3 = 6$
- (B) $9 - 2 = 7$
- (C) $7 - 3 = 4$
- (D) $7 - 2 = 5$

_____ - _____ = _____

Name _____



Jenna has 6 beach balls. 4 of them blow to the other side of the pool. How many does she have left?

How can you use an addition fact to find the answer to

$6 - 4 = \underline{\quad}$? Use counters to help you solve the problem.



Step Up to Grade 1

Lesson 5

Think Addition to Subtract

I can ...

use addition facts I know to help me solve subtraction problems.

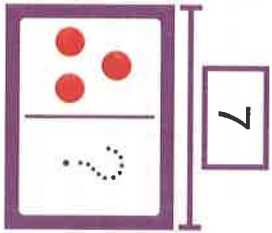
© **Content Standards** 1.OA.B.4,
1.OA.C.6, 1.OA.D.8
Mathematical Practices MP.2,
MP.4, MP.5, MP.7



$\underline{\quad} + \underline{\quad} = \underline{\quad}$ So, $\underline{\quad} - \underline{\quad} = \underline{\quad}$

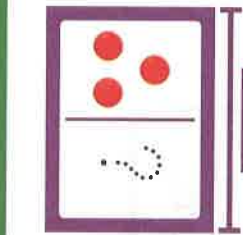
You can use addition to help you subtract.

$$7 - 3 = \boxed{?}$$



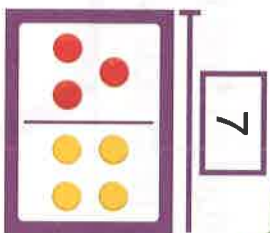
$$3 + \boxed{?} = 7$$

What can I add to 3 to make 7?



$$3 + \boxed{4} = 7$$

The missing part is 4.



Think of the addition fact to solve the subtraction equation.

$$7 - 3 = \boxed{4}$$

$$3 + 4 = 7$$



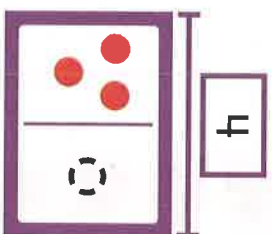
Do You Understand?

Show Me! How can an addition fact help you solve $7 - 6$?

Guided Practice

Think addition to help you subtract. Draw the missing part. Then write the numbers.

1.

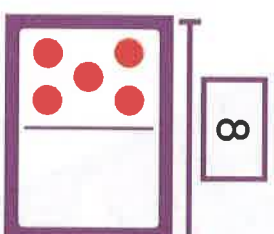


$$4 - 3 = ?$$

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

So, $4 - 3 = \underline{\quad}$.

2.



$$8 - 5 = ?$$

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

So, $8 - 5 = \underline{\quad}$.

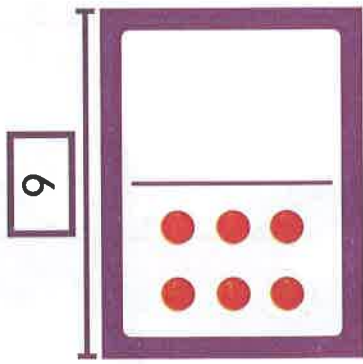
Name _____



Tools Assessment

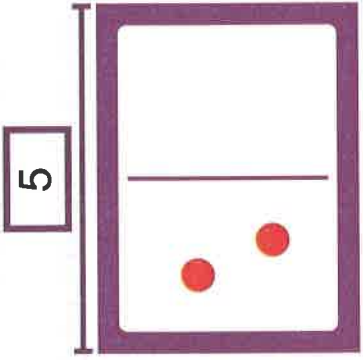
Independent Practice

Think addition to help you subtract. Draw the missing part. Then write the numbers.



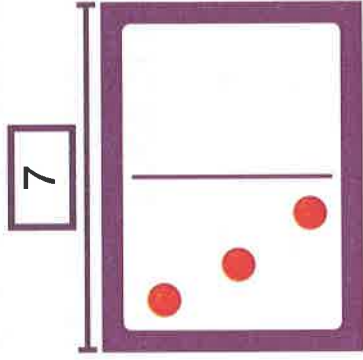
$$6 + \underline{\quad} = 9$$

So, $9 - 6 = \underline{\quad}$.



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

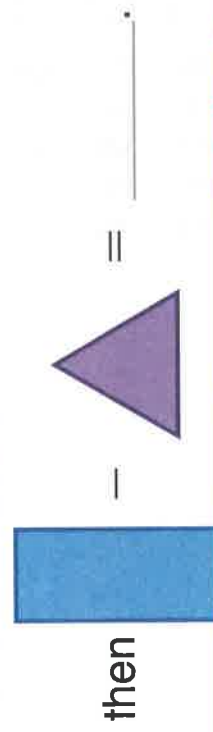
So, $5 - 2 = \underline{\quad}$.



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

So, $7 - 3 = \underline{\quad}$.

6. **Higher Order Thinking** Draw the shape to complete the equation.



Write an addition and a subtraction equation to solve.

7. **MP.5 Use Tools** Claire needs 9 tickets to get on a ride.

She has 4 tickets. She needs some more tickets.

How many tickets does Claire still need? You can use tools to solve.

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

_____ tickets

8. **Higher Order Thinking** Erin has a

box that holds 8 crayons. 2 crayons are inside the box. She uses addition to find how many are missing. Is

Erin correct?

Explain.

8 + 2 = 10
10 crayons are missing.

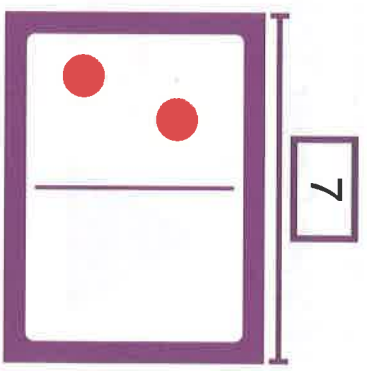
Which tool could help you solve this problem?



9. **Assessment** Which addition facts

can help you solve the problem? Choose all that apply.

$7 - 2 = ?$



- $5 + 2 = 7$
- $3 + 4 = 7$
- $2 + 5 = 7$
- $6 + 1 = 7$

Name _____



Carlos made stacks of 6 books, 4 books, and 6 books. How can you use addition to find the number of books in all 3 stacks?

Write 2 different equations to show how many books in all.



Step Up to Grade 1

Lesson 6 Add Three Numbers

I can ...

find different strategies to add three numbers.

Content Standards 1.OA.B.3,
1.OA.A.2
Mathematical Practices MP.2,
MP.3, MP.4, MP.7



Solve

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

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

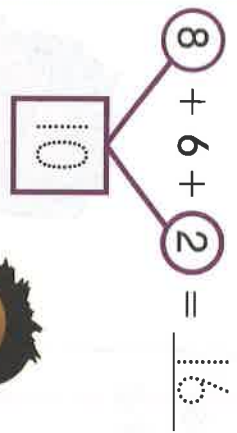
You can add 3 numbers.

$$8 + 6 + 2$$

Pick 2 numbers to add first.



You can make 10.

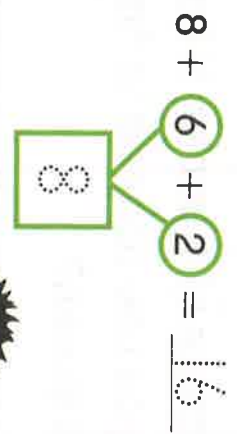


$$8 + 2 = 10$$

$$10 + 6 = 16$$



You can make a double.

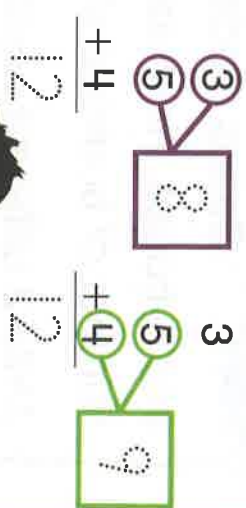


$$6 + 2 = 8$$

$$8 + 8 = 16$$



You can add any 2 numbers first.



The sums are the same.



Do You Understand?

Show Me! Why can you pick any 2 numbers to add first when you add 3 numbers?

Guided Practice

Add the circled numbers first. Write their sum in the box. Then write the sum of all 3 numbers.

1. $2 + 7 + 3 = 12$



2. $6 + 5 + 4 = \underline{\quad}$



$$2 + 7 + 3 = 12$$



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



Name _____

Independent Practice Circle 2 numbers to add first. Write their sum in the box at the right. Then write the sum of all 3 numbers.

3.
$$\begin{array}{r} 6 \\ 5 \\ + 1 \\ \hline \square \end{array}$$

4.
$$\begin{array}{r} 5 \\ 4 \\ + 8 \\ \hline \square \end{array}$$

5.
$$\begin{array}{r} 2 \\ 7 \\ + 4 \\ \hline \square \end{array}$$

6.
$$\begin{array}{r} 7 \\ 2 \\ + 7 \\ \hline \square \end{array}$$

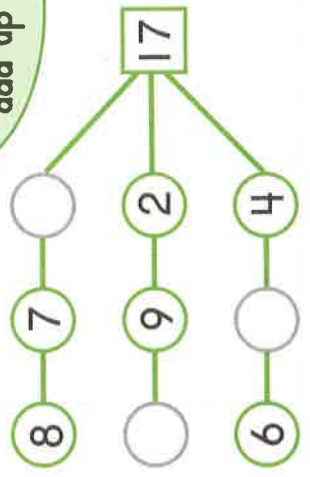
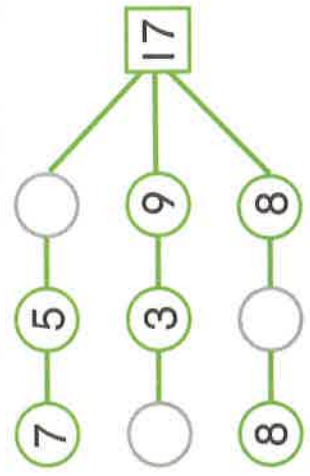
7.
$$\begin{array}{r} 5 \\ 3 \\ + 7 \\ \hline \square \end{array}$$

8.
$$\begin{array}{r} 4 \\ 6 \\ + 4 \\ \hline \square \end{array}$$



Each branch has 3 numbers that add up to 17.

9. Number Sense Find the missing numbers. The numbers on each branch add up to 17.



10. **MP.7 Look for Patterns** Oscar puts 9 books on a shelf and 3 books on another shelf. Then he puts 1 book on the last shelf. How many books did Oscar put on all three shelves?

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

_____ books

Can you break the problem into simpler parts?



11. **Higher Order Thinking** Explain how to add $9 + 6 + 1$. Use pictures, numbers, or words.

12. **Assessment** Andre buys 7 pencils, 5 markers, and 3 pens. He wants to know how many items he bought in all. He added $7 + 3$ first. What should Andre add next? Explain.



Name _____



Solve

Step Up to Grade 1

Lesson 7

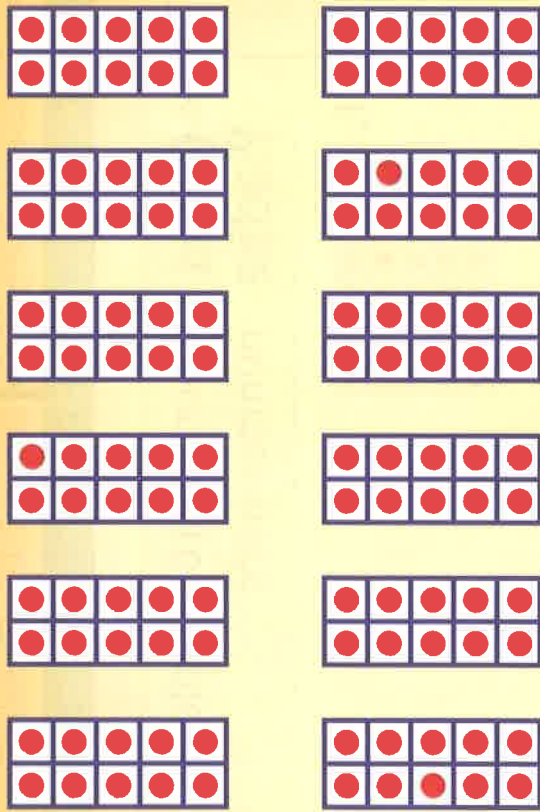
Count by 10s to 120

Marta put counters on some ten-frames. What is an easy way to count how many counters there are in all? Count how many and write the number.

I can ...

count by 10s to 120.

© Content Standards 1.NBT.A.1,
1.NBT.B.2c
Mathematical Practices MP.1,
MP.2, MP.7, MP.8



_____ counters in all.



Let's count by 10s.

1 ten	2 tens	3 tens	4 tens	5 tens	6 tens	7 tens	8 tens	9 tens	10 tens
10	20	30	40	50	60	70	80	90	100
ten	twenty	thirty	forty	fifty	sixty	seventy	eighty	ninety	one hundred

11 tens is 110. One hundred ten

12 tens is 120. One hundred twenty



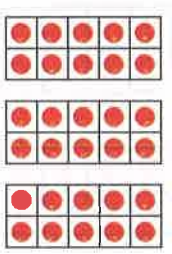
Do You Understand?

Show Me! When might it be better to count by 10s instead of by 1s?

★ Guided Practice

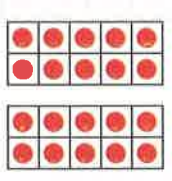
Count by 10s. Write the numbers and the number word.

1.



30 tens

2.



20 tens

30

thirty

20

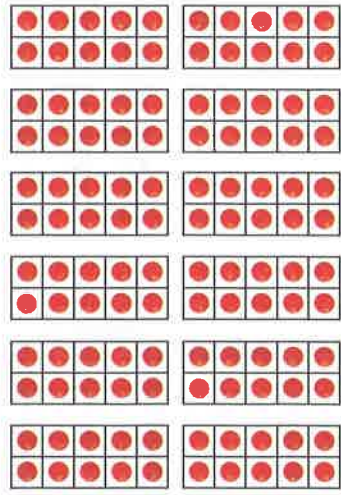
twenty

Name _____

Independent Practice

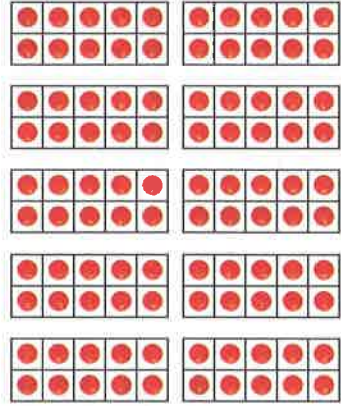
Count by 10s. Write the numbers and the number word.

3.



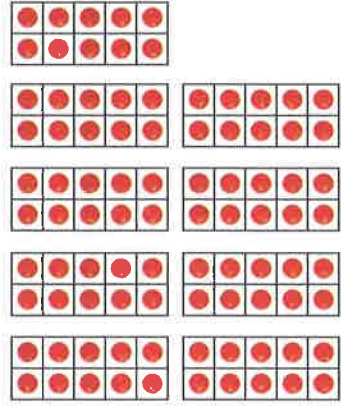
_____ tens

4.



_____ tens

5.



_____ tens

Write the missing numbers.

6. Higher Order Thinking

Mike writes a pattern.

He forgets to write some numbers.

What numbers did Mike forget to write?

10, 20, 30, _____, _____, 60, 70, _____, 90, _____, 110, 120

What is Mike's pattern?



Draw counters in the ten-frames to solve each problem below. Then write the numbers and the number word.

7. **MP.2 Reasoning** Leah has 4 boxes. 10 books are in each box. How many books does Leah have in all?

_____ tens

8. **MP.1 Make Sense** Bo has 6 boxes. There are 10 books in each box. How many books does Bo have in all?

_____ tens

9. **Higher Order Thinking** Cory counts by 5s to 50. Kobe counts by 10s to 50. Write the numbers Cory says.

5, _____, _____, _____, _____,
_____, _____, _____, _____, 50

Write the numbers Kobe says.

10, _____, _____, _____, 50

What numbers do both boys say?

10. **Assessment** Marisol has some books. She puts them in piles of 10. Which number does NOT show how many books Marisol could have?

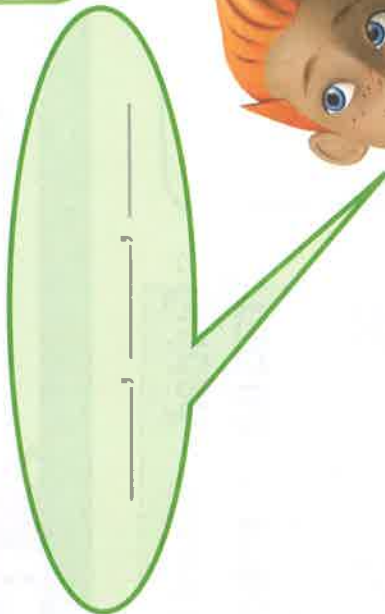
- (A) 30
- (B) 40
- (C) 45
- (D) 50

Name _____



Jada and Alex take turns counting by 1s. Jada counts from 98 up to 100. Now, it's Alex's turn to keep counting. Say the next 3 numbers Alex should count. Tell how you know you're right.

98, 99, 100



Step Up to Grade 1

Lesson 8

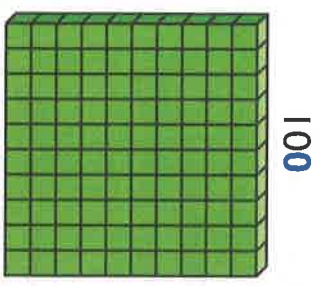
Count by 1s to 120

I can ...
count by 1s to 120.

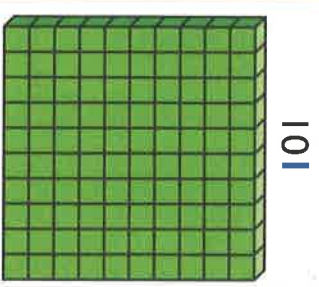
© Content Standards 1.NBT.A.1
Mathematical Practices MP.2,
MP.6, MP.7



This block shows 100. You say one hundred for this number.



The next number you say is one hundred one because you have 1 hundred and 1 one.



When you count forward, you keep counting by 1s.

101, 102, 103, 104, 105



105 means 1 hundred and 5 ones. You say one hundred five.

When you count higher, you start with the words one hundred.

116, 117, 118, 119, 120



116 is one hundred sixteen.

Do You Understand?

Show Me! How would you say and show 110 when you count? What number comes next?

Guided Practice

Count forward by 1s. Write the numbers.

1. 98, 99, 100, 101, 102

2. _____, _____, 93, _____, 95

3. 112, _____, _____, 115, _____

Name _____

Independent Practice ☆ Count forward by 1s. Write the numbers.

4. 97, _____, _____, _____, 101

5. _____, 104, _____, _____, 107

6. _____, 117, _____, 119, _____

7. _____, 101, 102, _____, _____

8. _____, _____, 111, _____, 113

9. 111, _____, _____, 114, _____



Use the clues to find each mystery number.

10. Number Sense Clue 1: The number comes after 112. Clue 2: The number comes before 116.
The mystery number might be: _____, _____, _____

Clue 3: The number has 4 ones.
Circle the mystery number.

11. Number Sense Clue 1: The number comes before 120. Clue 2: The number comes after 114.
The mystery number might be: _____, _____, _____

Clue 3: The number has 7 ones.
Circle the mystery number.

12. **Vocabulary** Marta is counting to 120. She says the number that is one **more** than 117. What number does she say?



14. **MP.2 Reasoning** Savannah hikes 1 mile every day. After hiking on Monday, she has hiked 102 miles. After hiking on Friday, how many miles will she have hiked?
 _____ miles

15. **Higher Order Thinking** Pick a number greater than 100 and less than 116. Write the number in the box. Then write the three numbers that come before it and the number that comes after it.

_____, _____, _____, , _____, _____

13. In this chart, Manuel writes the numbers 105 to 111 in order. Then he spills water on it. Some numbers rub off. Help Manuel fill in the missing numbers.

105		107	108			111
-----	--	-----	-----	--	--	-----

Think about the days and the numbers you count on.



16. **Assessment** Which shows the correct order for counting forward by 1s? Choose all that apply.

- 100, 101, 103, 102
 115, 116, 117, 118
 104, 105, 106, 107
 115, 116, 119, 120

Name _____



Guess how many cubes are in your bag. Then empty the bag in the space below. Without counting each cube, guess how many cubes there are. Write each guess. Now count the cubes and write the total number of cubes.



Step Up to Grade 1

Lesson 9 Tens and Ones

I can ...

count and write numbers by tens and ones.

© Content Standards 1.NBT.B.2
Mathematical Practices MP.2,
MP.4

Guess 1: _____ cubes

Guess 2: _____ cubes

Actual number:

_____ cubes



Solve

35 stands for 3 tens and 5 ones.



35

The 3 in 35 is the tens digit. The 5 in 35 is the ones digit.



35 has 2 digits.

Tens Ones



3 tens

Tens Ones

3

5

35

You can use a model to show the tens and ones.



The tens digit goes on the left. The ones digit goes on the right.

Do You Understand?

Show Me! How are these numbers alike? How are they different?

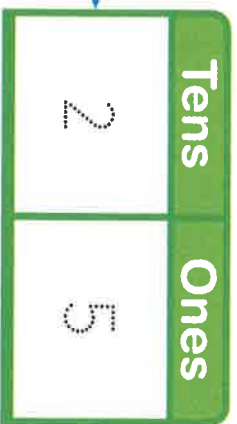
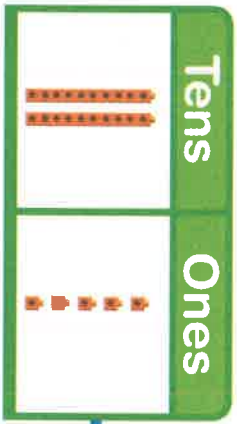
46

64

Guided Practice

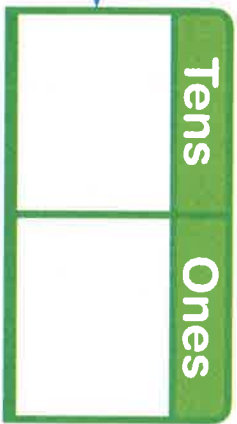
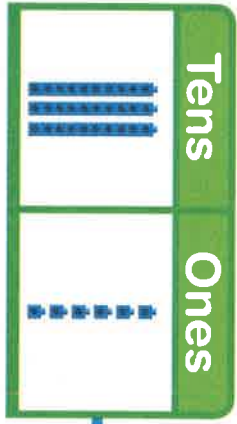
Count the tens and ones. Then write the numbers.

1.



25

2.



Name _____

Independent Practice ☆ Count the tens and ones. Then write the numbers.



3.

Tens	Ones
	
	
Tens	Ones

4.

Tens	Ones
	
	
Tens	Ones

5.

Tens	Ones
	
	
Tens	Ones



Draw a picture to solve.
Write the number.

6. **Higher Order Thinking** Mary has a number. It has the same number of tens and ones. What could Mary's number be?

7. **MP.4 Use Tools** Sam has juice boxes at his party.

There are 4 packages of 10 and 8 extra juice boxes.

How many juice boxes are there in all?

Write the number of tens and ones. Then write the total number of juice boxes.

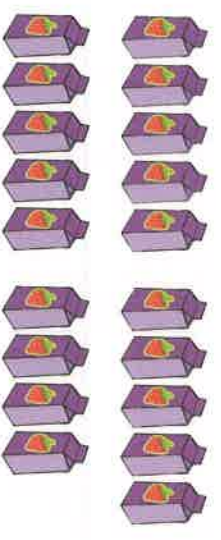
Tens	Ones

_____ juice boxes

8. **Higher Order Thinking** Draw a picture to show a number greater than 25 and less than 75. Then write the number.

My number is _____.

9. **Assessment** There are 19 juice cartons. Which model shows the number of juice cartons?



Tens	Ones
1	9

Tens	Ones
3	4

Tens	Ones
2	9

Tens	Ones
9	1

Name _____



How can you use place-value blocks to find the number that comes after 12? What about the number that comes before 12? Show your work. Write the numbers.



Step Up to Grade 1

Lesson 10

1 More, 1 Less;
10 More, 10 Less

I can ...

find numbers that are more or less than a given number.

Content Standards 1.NBT.B.3,
1.NBT.C.5
Mathematical Practices MP.2,
MP.5, MP.6, MP.8

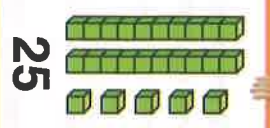


The number after 12 is _____.

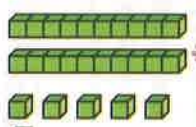
The number before 12 is _____.

Show 1 more.

1 more than 25 is 26.



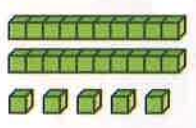
25



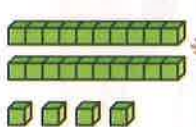
26

Show 1 less.

1 less than 25 is 24.



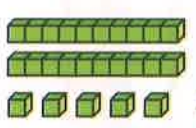
25



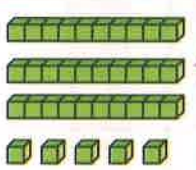
24

Show 10 more.

10 more than 25 is 35.



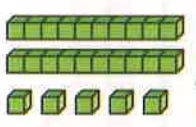
25



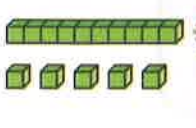
35

Show 10 less.

10 less than 25 is 15.



25



15

Do You Understand?

Show Me! How can you find 10 more than a number?

Guided Practice

Complete each sentence. Use place-value blocks if needed.

1. **34**

1 more than 34 is 35.

1 less than 34 is 33.

10 more than 34 is 44.

10 less than 34 is 24.

2. **14**

1 more than 14 is _____.

1 less than 14 is _____.

10 more than 14 is _____.

10 less than 14 is _____.

Independent Practice Complete each sentence. Use place-value blocks if needed.

3. **71**
I more than 71 is _____.
I less than 71 is _____.
10 more than 71 is _____.
10 less than 71 is _____.

4. **50**
I more than 50 is _____.
I less than 50 is _____.
10 more than 50 is _____.
10 less than 50 is _____.

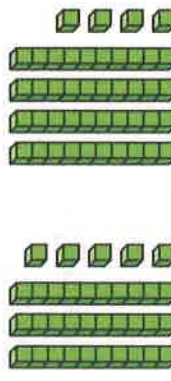
5. **19**
I more than 19 is _____.
I less than 19 is _____.
10 more than 19 is _____.
10 less than 19 is _____.

6. **49**
I more than 49 is _____.
I less than 49 is _____.
10 more than 49 is _____.
10 less than 49 is _____.

7. **85**
I more than 85 is _____.
I less than 85 is _____.
10 more than 85 is _____.
10 less than 85 is _____.

8. **42**
I more than 42 is _____.
I less than 42 is _____.
10 more than 42 is _____.
10 less than 42 is _____.

9. **Higher Order Thinking** Circle the picture that shows 10 more than 34. Explain how you know.

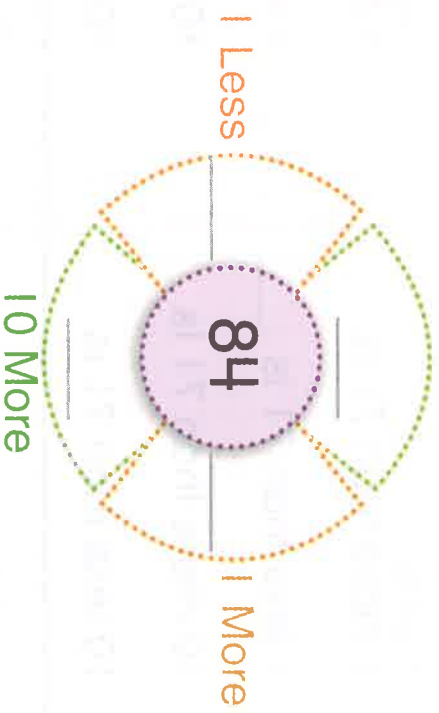


Math Practices and Problem Solving

Solve each problem below.

10. **MP.8 Generalize** Marlon wants to write instructions to tell his friend how to find 10 more than any number. What instructions should Marlon write?

11. **Number Sense** Fill in the missing numbers. Use place-value blocks to help you.



12. **Higher Order Thinking** Write and solve a riddle for a number greater than 70 and less than 90. Use “1 more than” and “1 less than” or “10 more than” and “10 less than” as clues.

Clues: _____

13. **Assessment** Match each number with its description.

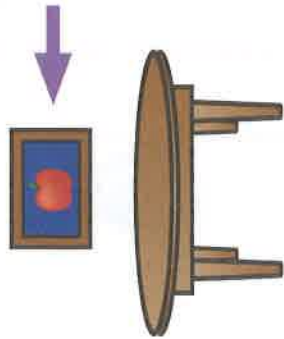
- | | |
|----|-----------------|
| 38 | 10 more than 23 |
| 3 | 1 less than 19 |
| 18 | 1 more than 37 |
| 33 | 10 less than 13 |
| 65 | 10 more than 55 |

My number is _____.

Glossary

A

above



add

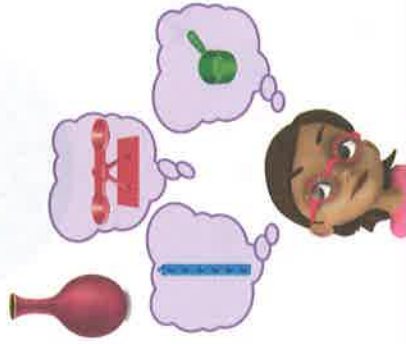


$$3 + 2 = 5$$

addition sentence

3 and 5 is 8.

attribute

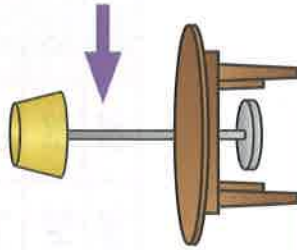


B

balance scale



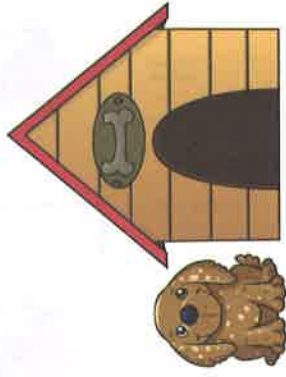
behind



below



beside



break apart



$$6 - 3 = 3$$

C

capacity



category



||



|||

chart



||



|||

circle



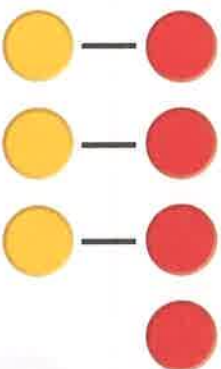
classify



column

1	2	3	4	5
11	12	13	14	15
21	22	23	24	25
31	32	33	34	35

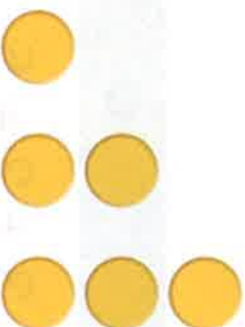
compare



cone



count



cube



cylinder



D

decade

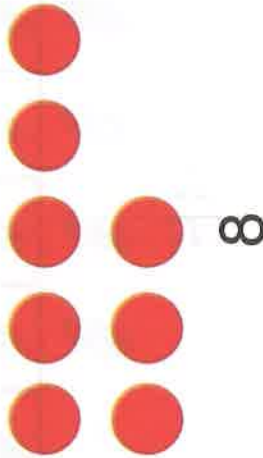
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

difference

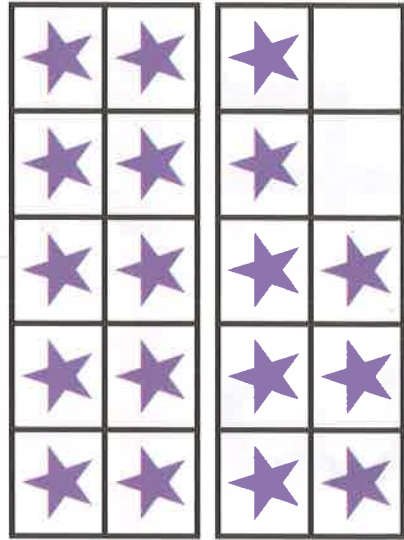
↓
 $8 - 3 = 5$

E

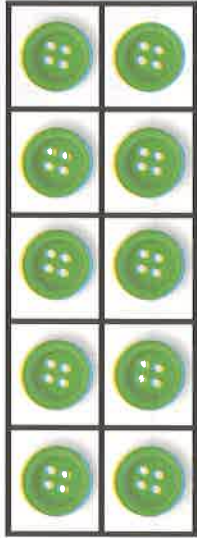
eight



eighteen

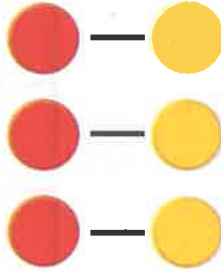


eleven



||

equal



equal sign (=)

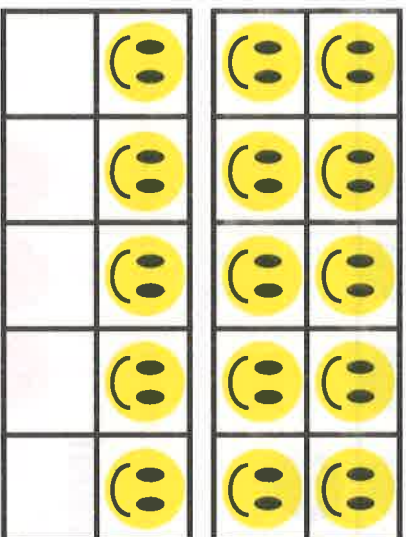
↓
 $4 + 3 = 7$

equation

$5 + 3 = 8$ →
→ $8 = 8$

F

fifteen



15

five



5

flat surface

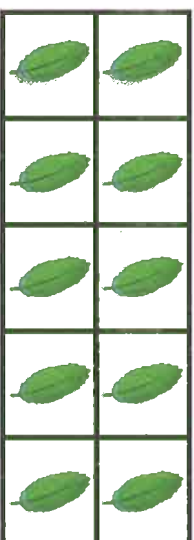


four



4

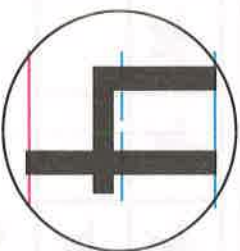
fourteen



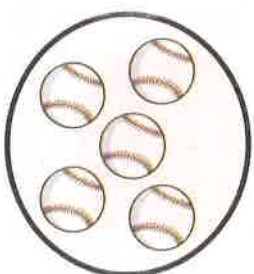
14

G

greater than



group

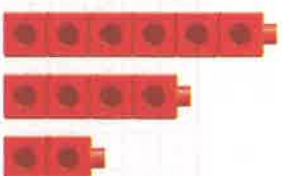


H

heavier



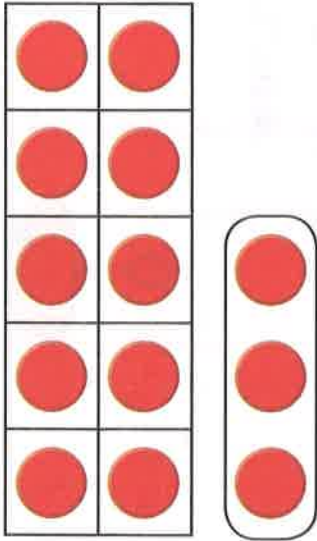
height



hexagon



How many more?



hundred chart

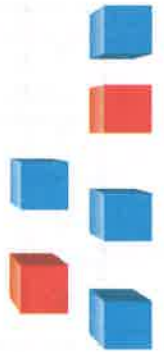
column

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

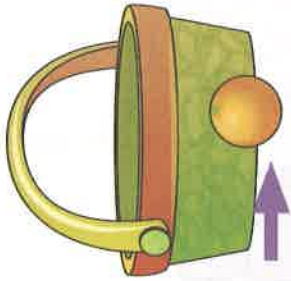
row

I

in all

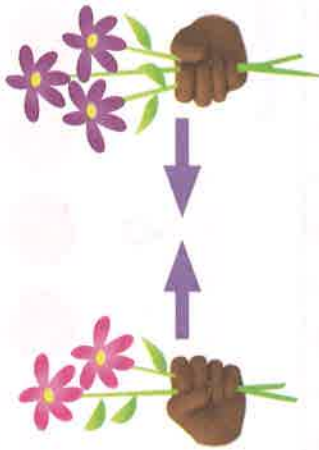


in front of



J

join



L

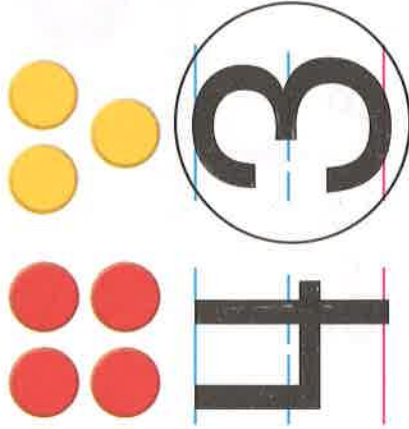
left



length



less than



lighter



longer

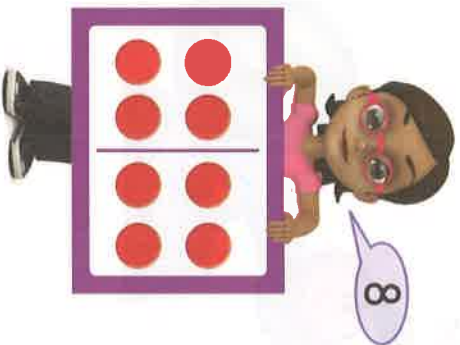


M

minus sign (-)

$$8 - 3 = 5$$

model

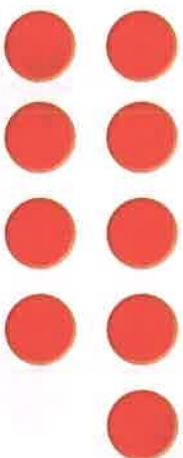


N

next to

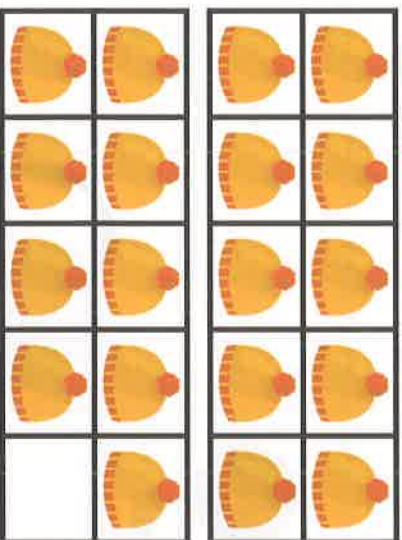


nine



9

nineteen



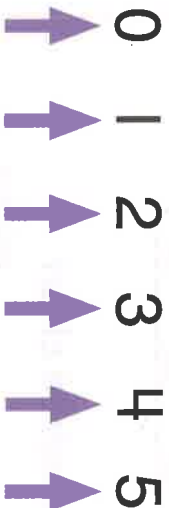
19

none



0

number



one



ones

5	6	7	8	9	10
15	16	17	18	19	20
25	26	27	28	29	30

operation

$$4 \oplus 2 = 6$$

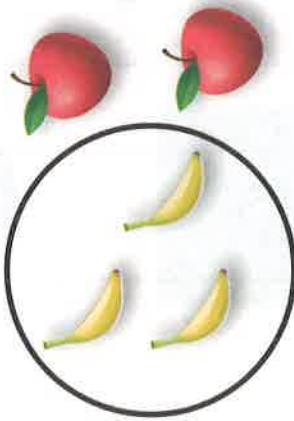
$$4 \ominus 2 = 2$$

order

0 → 1 → 2 → 3 → 4 → 5

P

part



pattern

10 20 30 40 50

plus sign (+)



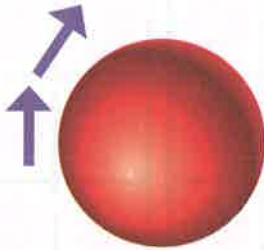
$$3 + 1 = 4$$

R

rectangle



roll

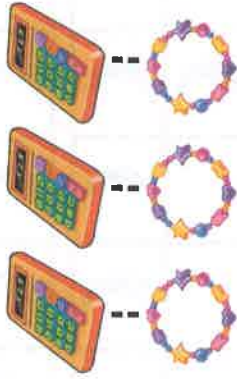


row

1	2	3	4	5
11	12	13	14	15
21	22	23	24	25
31	32	33	34	35

S

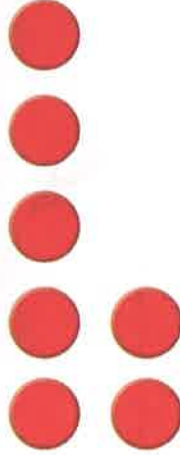
same number as



separate

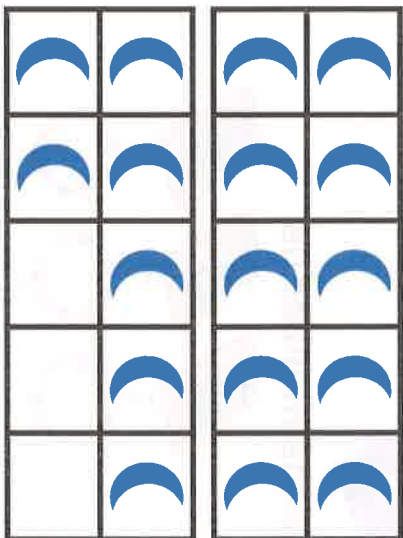


seven



7

seventeen

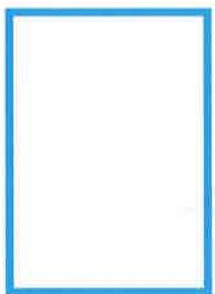


17

shorter



side

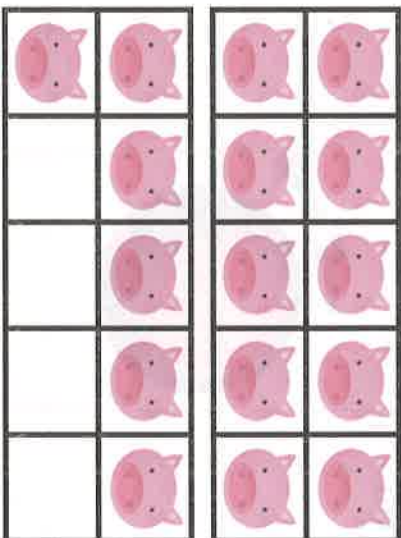


six



6

sixteen

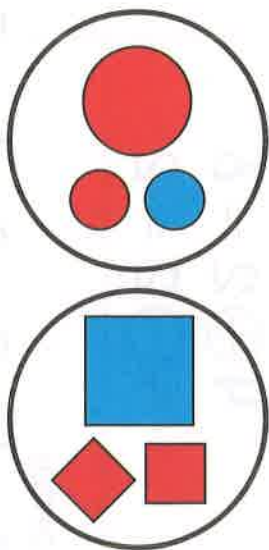


16

slide



sort



sphere



square



stack



subtract



$$3 - 1 = 2$$

subtraction sentence

4 take away 3 is 1.

sum

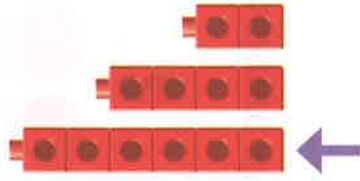
$$2 + 3 = 5$$

T

take away



taller



tally mark

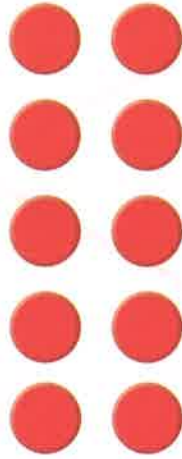


||



|||

ten

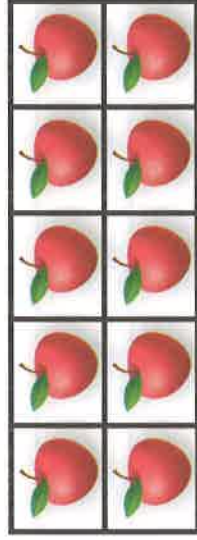


10

tens

5	6	7	8	9	10
15	16	17	18	19	20
25	26	27	28	29	30

thirteen



13

three

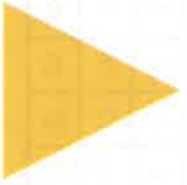


3

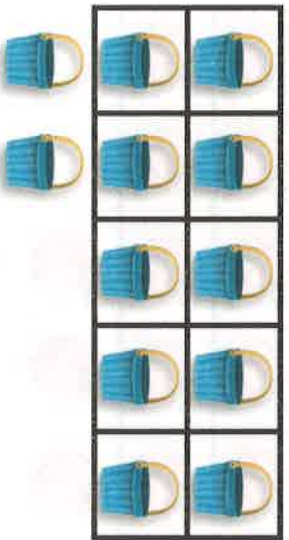
three-dimensional shape



triangle

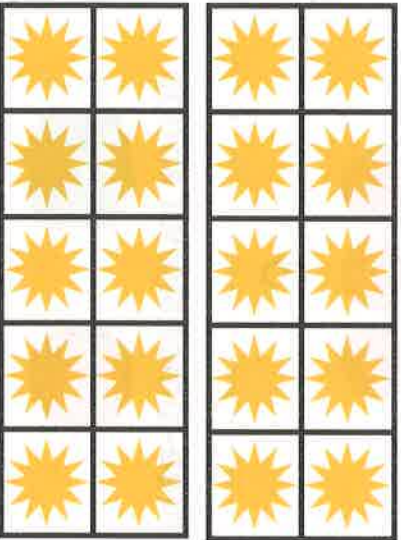


twelve



12

twenty



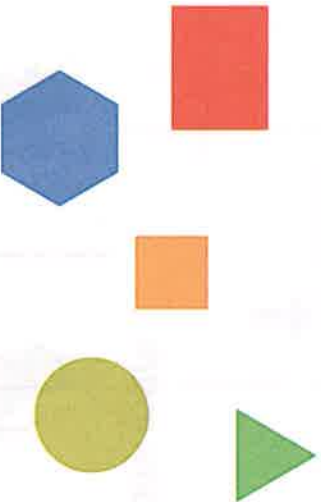
20

two



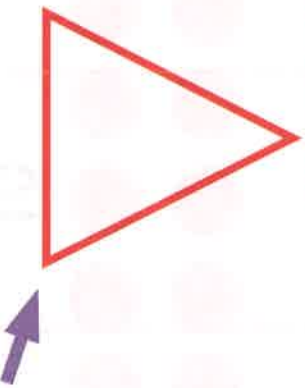
2

two-dimensional shape



V

vertex/verices



W

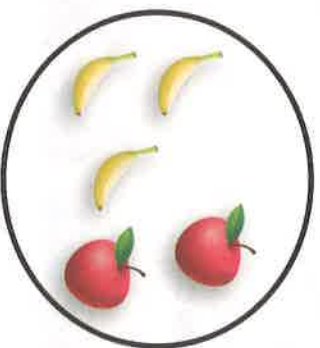
weighs



weight



whole

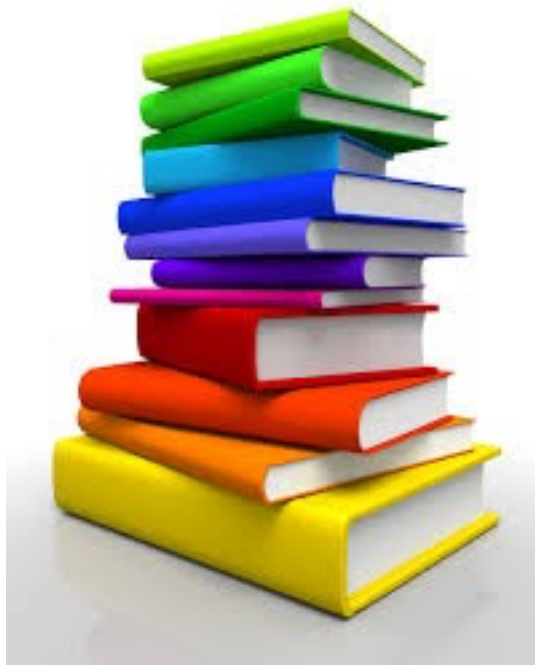


Z

zero

0

Summer Reading List Recommendations for Kindergarteners going into First Grade



Recommended by Educational World

Take aim at the "Summer Slide" and get your students excited about reading with these titles picked specifically for kids at the kindergarten reading level.



Astronauts Are Sleeping

by Natalie Standiford, Allen Garns (illus.)

Inspired by a description of astronauts asleep aboard the space shuttle, *ASTRONAUTS ARE SLEEPING* is a bedtime book that is at once a reverie and a visual tour de force. A bright, eager voice describes three sleeping astronauts whizzing around the earth in a space capsule and asks the thought-provoking question, "What do the astronauts see in their dreams?" Magnificent pastels show planets that are breathtaking, astronauts who are alive, and a galaxy that is lush, deeply textured, and beautiful to look at. And happily, readers do discover what the astronauts are seeing in their dreams: They are seeing their homes on earth and memories of their happy childhoods.



Chicka Chicka ABC

by Bill Martin, John Archambault, Lois Ehlert (illus.)

"A told B, and B told C, I'll beat you to the top of the coconut tree." Rascally A entices the whole alphabet up the tree, but the tree cannot handle the weight. All the lowercase letters come crashing to the ground. Uppercase letters rush in to comfort the little ones, and all is well -- for a while -- in this irresistible, award-winning alphabet book. Ehlert's bright, graphic illustrations join the foot-tapping rhyme.



The Chicken Sisters

by Laura Joffe Numeroff, Sharleen Collicott (illus.)

When the big bad wolf moves into town, he thinks the three chicken sisters next door will be easy prey. But his tactics backfire when he comes face to face with the eccentric threesome, who knit, bake, and sing him to distraction, sending him running home to his mother.



The Leaf Men

by William Joyce

The brave good bugs march off to save the garden. First, they must fight the evil Spider Queen before summoning the Leaf Men to save the day...but what about the mystery of the Long-Lost Toy? Here is ancient elfin magic, epic adventure, and a bugle salute to the power of memory, loyalty, and love as resounding as Robin Hood's call to his Merry Men!



Market Day

by Eve Bunting, Holly Berry (illus.)

The finest lace from Donegal...sweet clover honey to melt in your mouth...a penny poke of gob stoppers from the sweetie stall...your future glimpsed in a crystal ball.... Hurry along! Thursday has arrived, and the streets of this tiny Irish village are chock-full of fun. What will you buy with your Market Day penny today?



Mouse Mess

by Linnea Asplind Riley

This giggle-inspiring story rhymes its way into the affections of all who read it. When a hungry little mouse goes in search of a snack, you should never underestimate the huge mess that follows in his wake. This delightful read-aloud with its paintbox-bright illustrations is sure to become a classic.



My Many Colored Days

by Dr. Seuss, Steve Johnson (illus.), Lou Fancher (illus.)

Accompanying a manuscript Dr. Seuss wrote in 1973 is a letter outlining his hopes of finding "a great color artist who will not be dominated by me." The late Dr. Seuss saw his original text about feelings and moods as part of the "first book ever to be based on beautiful illustrations and sensational color." The quest for an artist has finally ended -- after the manuscript languished for more than two decades -- at the paintbrushes of husband-and-wife team Steve Johnson and Lou Fancher, whose stunning, expressive paintings reveal such striking images as a bright red horse kicking its heels, a cool and quiet green fish, a sad and lonely purple dinosaur, and an angrily howling black wolf. Using a spectrum of vibrant colors and a menagerie of animals, this unique book does for the range of human moods and emotions what OH, THE PLACES YOU'LL GO! does for the human life cycle. Here is a wonderful way for parents to talk with children about their feelings. With Johnson and Fancher's atmospheric, large-scale paintings bursting off the pages, Dr. Seuss's vision is brought to life. This rare and beautiful book is bound to appeal to both the innocent young and the most sophisticated seniors.



Prairie Primer A to Z

by Caroline Stutson, Susan Condie Lamb (illus.)

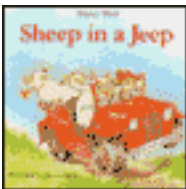
Join a young boy for a year on the prairie. From A to Z, each letter brings to life elements of days gone by -- "J" for Jacks, "K" for Knickers, and "L" for Lunch pails packed for school. With a lyrical text and rich illustrations, this is a wonderful way to learn the alphabet and a heartwarming tribute to life at the start of the 20th century.



The Scrambled States of America

by Laurie Keller

At the first annual states party, Virginia and Idaho hatch a plan to swap spots so each can see another part of the country. Before the party is over, all the states decide to switch places. In the beginning, every state is happy in its new location. But soon things start to go wrong. Will the states ever unscramble and return to their proper places? This clever story -- starring all 50 states -- is chock-full of introductory facts and madcap humor. Young readers can identify their favorite states by color, size, and shape. Learning about geography has never been as easy -- or as much fun.



Sheep in a Jeep

by Nancy Shaw, Margot Apple (illus.)

With very few words (sheep, jeep, thud, mud, heap, cheap), a tableau unfolds in which five silly yet distinctive sheep futilely attempt to ride in their jeep. Amusing details -- such as the tattoos on the

pigs' arms -- abound in the pictures. Apple's expressive illustrations and Shaw's minimal text make this an extremely clever read-aloud.



The Very Hungry Caterpillar

by Eric Carle

A caterpillar hatches out of his egg and is very hungry. On his first day, he eats through one piece of food; on his second, two; and so on. Little holes cut in the pages allow toddlers to wiggle their fingers through the food, just like the caterpillar. Vivid and colorful illustrations and ingenious layered pages help preschoolers learn the days of the week, how to count, and how a caterpillar turns into a butterfly.



Visiting the Art Museum

by Laurene Krasny Brown, Marc Brown (illus.)

This wonderful offering from Laurene Krasny Brown and her husband -- and kids' fave -- Marc Brown presents a highly palatable introduction to art. The fun, silly illustrations with reproductions of real works intermingled invite readers to follow a family through an art museum. On this tour they see examples of various art styles from primitive through 20th century pop art.



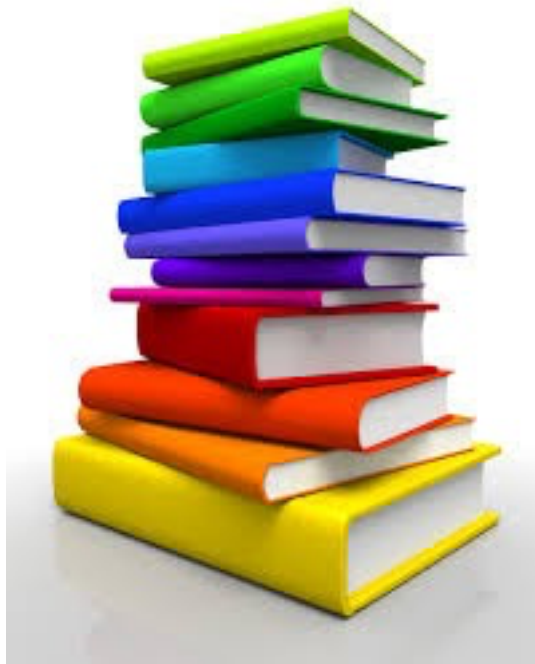
Zin! Zin! Zin! A Violin

by Lloyd Moss, Marjorie Priceman (illus.)

In this combination counting book and spirited tribute to classical music, the clever, rhythmic verse echoes the sounds that the various instruments in the orchestra create, from the mournful trombone to the swinging trumpet to the sharp violin.

Mo Williems Gerald and Piggie books and Pigeon books

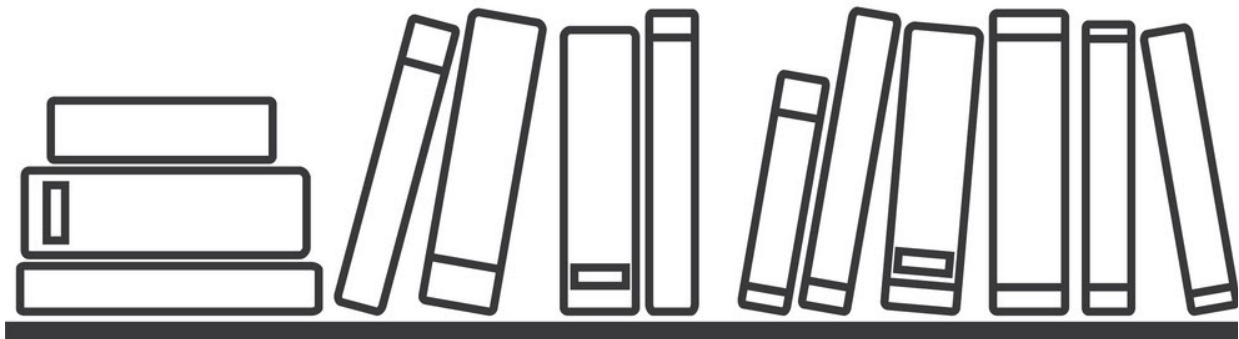
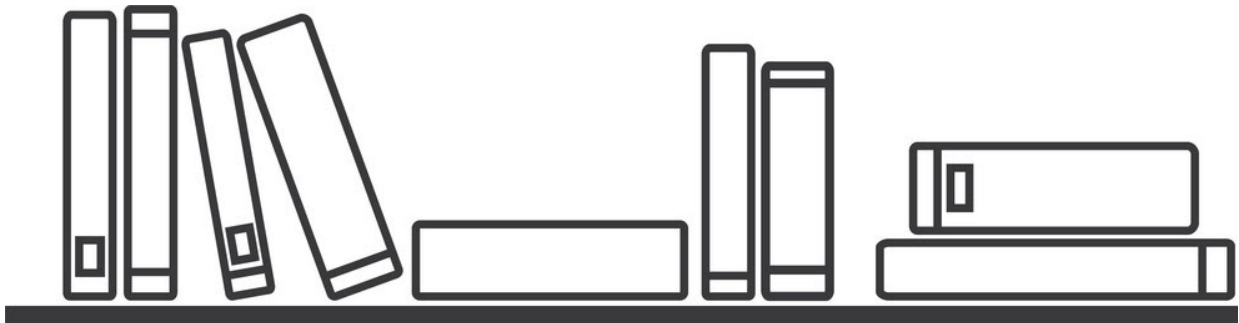
Summer Reading List
Log
for
Kindergarteners going into
First Grade



Name: _____

Summer Reading Log

Each time you read a book, color in a book on the shelf.



Print multiple sheets if needed.

The following writing prompts can be used for any grade. Your child should have a notebook just for writing. Once a week, your child should write in their writing journal. Have them copy the writing prompt in their notebook and allow them to write. Please see the attached editing rubrics that may help them self-edit their work per grade. They can share their writing with you each evening. I can not wait to see all of their writing in September.

Note: You can change the writing prompts as well for example:

#10. Write about 3 places you would like to travel someday. What do these three places have in common? You can change it to....

Write about a place you would like to travel to someday? Give at least three details why you would like to travel to this place.

Kindergarten and 1st grade must have 2-3 sentences in response to their writing prompt.

Random Writing Prompts

#1. Imagine a giant box is delivered to your front doorstep with your name on it. What's inside and what happens when you open it?

#2. Write a short story about what it might be like if you woke up one morning with a mermaid tail.

#3. Which is better, winter or summer? Write about the reasons why you think winter or summer is better.

#4. Write about what it would be like if you had an alligator as a pet.

#5. If you had \$1,000, what would you buy and why?

#6. Write a story using these 5 words: apple, train, elephant, paper, banjo

#7. What do you want to be when you grow up and why?

#8. Who is your favorite person on the planet? What do you like most about that person?

#9. If you could have any secret super power, what would you want it to be and why?

#10. Write about 3 places you would like to travel someday. What do these three places have in common?

#11. Write about a time you felt really happy. What happened? What made you feel happy?

- #12. Imagine what would happen if someone shrunk you down to be only 1" tall. How would your life change?
- #13. If you were in charge of the whole world, what would you do to make the world a happier place?
- #14. Write a story about what it would be like to climb to the very top of the highest mountain in the world.
- #15. If you were in charge of planning the school lunch menu, what foods would you serve each day?
- #16. What are some of your favorite animals? What do you like about them?
- #17. Imagine that dogs take over the world. What do they make the humans do?
- #18. Write a story about flying to outer space and discovering a new planet.
- #19. You are a mad scientist and have invented a new vegetable. What is it called? What does it look like? What does it taste like? Most importantly: Is it safe to eat?
- #20. You go to school one morning to discover your best friend has been turned into a frog by an evil witch! How do you help your friend?
- #21. Describe what it is like when trees lose all of their leaves in the autumn season.
- #22. Write about your favorite sport and why you like it so much.
- #23. Imagine what it might be like to live on a boat all the time and write about it.
- #24. If you had one wish, what would it be?
- #25. Write about what you might do if you have the superpower to become invisible.
- #26. You are walking through the forest when one of the trees starts talking to you. What does it say? What do you do?
- #27. The weather forecast is calling for a blizzard in the middle of the summer. What do you do?
- #28. What types of transportation will people have in the future?

#29. What were some of your favorite toys when you were very little? Do you still enjoy playing with them?

#30. What would a day in your life be like if you were a movie star?

#31. Imagine you've invented a time machine! What year do you travel to?

#32. What are your favorite things to do over summer vacation?

#33. What is your favorite holiday and why?

#34. If you could meet any fictional character from a book, who would it be?

#35. You are writing a travel guide for kids visiting your city. What places do you think they should visit?

#36. What is a food you hate? Write about it!

#37. Imagine what it would be like if there was no electricity. What would be different in your daily routine?

#38. You are building a new city! What types of things do you think your city needs? How will you convince people to move to your new city?

#39. What is your favorite movie? Write your review of the movie and why you think people should watch it.

#40. Imagine you get a magic sweater for your birthday. What happens when you wear the sweater? What do you do with these new found magical powers?

#41. You are the security guard at the zoo and someone has stolen a rhinoceros! How do you track down the thief?

#42. You have been invited to have lunch with the queen. What foods do you eat and what topics do you and the queen discuss?

#43. If you could design a school uniform, what types of clothes would you suggest? What colors would they be?

#44. Imagine you are a reporter interviewing a celebrity about their life. What questions do you ask?

#45. You are running a lemonade stand. Describe the steps for how you make lemonade and the types of customers you see during the day.

#46. Write a story about being the ruler of an underwater world.

#47. Write an acrostic poem for the word "treehouse".

#48. You decide to grow a sunflower, but the sunflower grows so tall it reaches up to the sky! Write about what happens when you decide to climb to the top. What do you discover?

#49. Imagine you look out the window and it is raining popsicles from the sky! Write a story about the experience.

#50. If you could be any animal, which one would you be and why?

Name _____



B E G I N N I N G



Writer's Rubric

	Needs Guidance	Developing Skills	Meets Standards	Exceeds standards
Student begins sentence with a capital letter.	1	2	3	4
Student ends sentence with appropriate punctuation.	1	2	3	4
Student has spaces between words.	1	2	3	4
Writing is neat.	1	2	3	4
Student uses best guess spelling.	1	2	3	4

Comments/Goals

Total: