Popp’s Ferry Elementary

First Grade

Math Take Home Packet

Week of April 27, 2020

Name:_________________________
Explore Together
Understand Length Measurement

How do you measure length?

**Length** tells you how long an object is. You can find the length of a pencil.

Think You can use tiles to measure length. Line up the edge of the first tile with the edge of the pencil. Count the tiles. There are 10 tiles.

The pencil is ____ tiles long.

Talk About It
Do the tiles need to be the same size? Why or why not?
Measure the length two ways.

Use \[\text{stick} \rightarrow \text{line up the}\] then use \[\text{clips} \rightarrow \text{line up the}\]

Count:

about \(_6\)

about \(_2\)

Measure the length two ways.

about \(_\) about \(_\)

Talk About It

Do you need more \[\text{stick}\] or \[\text{clips}\] to measure the crayon? Why?
**Understand Length Measurement**

**2 Explain**  Buzz says this string is 8 cm long. Boom says that is wrong. How does Boom know?

**3 Reason**  Boom uses 8 squares to measure a ribbon. Did Boom measure the right way? Why or why not?

**4 Analyze**  Boom says that his leaf is 4 cm long. Do you agree? Why or why not?
Think about measuring length.

A: Use □ and □. Circle the correct answer.

Does it take more □ or more □ to measure the worm?

Does it take fewer □ or fewer □ to measure the ladybug?

B: Draw a pencil. Measure it with □ and □.

about _____ □          about _____ □
Complete each number bond.
Write two addition sentences.

Find Sums to 5

Name Monday

5 \[\_ + \_ = \_\]
\[\_ + \_ = \_\]

1 \[\_ + \_ = \_\]
\[\_ + \_ = \_\]

2 \[\_ = \_ + \_\]
\[\_ = \_ + \_\]

3 \[\_ = \_ + \_\]
\[\_ = \_ + \_\]

0 \[\_ + \_ = \_\]
\[\_ + \_ = \_\]

4 \[\_ = \_ + \_\]

5 \[\_ + \_ = \_\]
Complete each number bond.
Write two addition sentences.

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Find Sums of 6 and 7

Name: Monday
Look at the Example. Then solve.

Example  Use tiles to measure the length of the brush. Line up the edge of the first tile with the edge of the brush.

Count the tiles.

The brush is ___ tiles long.

The brush is ___ tiles long.

The pencil is ___ tiles long.
The ribbon is ____ tiles long.

The spoon is ____ tiles long.

Buzz and Boom measure a pencil.
Buzz says the tiles have to be the same size.
Boom says the tiles can be different sizes.
Who is right? Circle.

Buzz       Boom
Complete each number bond. Write two addition sentences.

\[
\begin{array}{c|c|c|c|c|c|c|c}
8 & \quad & \quad & + & \quad & \quad & = & \quad \\
1 & \quad & \quad & + & \quad & \quad & = & \quad \\
\hline
7 & 2 & = & \quad & \quad & + & \quad \\
\hline
5 & 3 & = & \quad & \quad & + & \quad \\
\hline
8 & \quad & \quad & + & \quad & \quad & = & \quad \\
1 & \quad & \quad & + & \quad & \quad & = & \quad \\
\end{array}
\]
Complete each number bond.
Write one or two addition sentences.

10
\[ \_\_ = \_\_ + \_\_ \]
9
\[ \_\_ = \_\_ + \_\_ \]

6
\[ \_\_ = \_\_ + \_\_ \]
4
\[ \_\_ = \_\_ + \_\_ \]

10
\[ \_\_ + \_\_ = \_\_ \]
0
\[ \_\_ + \_\_ = \_\_ \]

8
\[ \_\_ = \_\_ + \_\_ \]
10
\[ \_\_ = \_\_ + \_\_ \]

\[ \_\_ + \_\_ = \_\_ \]
7
3
\[ \_\_ + \_\_ = \_\_ \]

\[ \_\_ + \_\_ = \_\_ \]
10
5
Look at the Example. Then solve.

Example  Measure length with tiles and paperclips.
How long is this pencil?

about 12 □  about 6 □

The pencil is about □ and about □.
The crayon is about ____ and about ____.

This string is about ____ and about ____.

Buzz measures the length of a marker.
First he uses ____.
Then he uses ____.
What does he use more of? Circle.
more ____ more ____
Complete each number sentence.

1 1 + 8 = ____  
2 3 = ____ + 0  
3 4 + ____ = 7

4 2 + ____ = 7  
5 0 + 4 = ____  
6 6 + 2 = ____

7 ____ = 6 + 0  
8 ____ + 4 = 9  
9 ____ = 2 + 1

10 0 + 1 = ____  
11 ____ = 1 + 6  
12 10 = 5 + ____

13 ____ + 1 = 8  
14 2 + ____ = 2  
15 1 + 1 = ____

16 5 = 4 + ____  
17 10 = 0 + ____  
18 ____ + 3 = 5

19 ____ = 3 + 3  
20 1 + 3 = ____  
21 ____ = 5 + 3

22 4 + 6 = ____  
23 9 = 3 + ____  
24 4 + 2 = ____
Find Patterns with Sums to 10—Repeated Reasoning

Name: [Blank]

Complete each number sentence.
Look for patterns.

1 + 0 = ____
2 + 1 = ____

0 + 0 = ____
1 + 1 = ____
2 + 2 = ____

0 + 1 = ____
1 + 2 = ____
2 + 3 = ____

3 + 2 = ____
4 + 3 = ____
5 + 4 = ____

3 + 3 = ____
4 + 4 = ____
5 + 5 = ____

3 + 4 = ____
4 + 5 = ____
5 + 6 = ____

Talk About It

How can you use the total of 4 + 4 to find 4 + 5?
How can you use the total of 4 + 4 to find 4 + 3?
Look at the Example. Then solve.

**Example**  Boom says the marker is 6 long.
Circle why he is wrong.

- The tiles are not the same size.
- You cannot measure with tiles.

1. **Explain**  Buzz says the marker is 4 long.
Circle why he is wrong.

- The clips overlap.
- The clips are not the same size.

2. **Reason**  Boom says the boat is 9 long.
Do you agree? Why or why not?
3. **Analyze** Who measured the right way? Circle.
   - Carlos
   - Eve

   About ______

4. **Analyze** Who measured the right way? Circle.
   - Matt
   - Ann

   About ______

5. **Reason** Boom says the ribbon is 5 long.
   Tell why this is wrong.
Complete each number bond.

- \(6\) \(\begin{array}{c}5 \\ \end{array}\)
- \(1\) \(\begin{array}{c}6 \\ \end{array}\)
- \(1\) \(\begin{array}{c}8 \\ \end{array}\)
- \(4\) \(\begin{array}{c}4 \\ \end{array}\)
- \(4\) \(\begin{array}{c}9 \\ \end{array}\)
- \(10\) \(\begin{array}{c}6 \\ \end{array}\)
- \(4\) \(\begin{array}{c}7 \\ \end{array}\)
- \(8\) \(\begin{array}{c}3 \\ \end{array}\)
- \(6\) \(\begin{array}{c}3 \\ \end{array}\)

**Talk About It**

How do the numbers you add change across each row? How do the totals change across each row?
Complete each number bond. Write one or two subtraction sentences.

\[
\begin{array}{c|c}
5 & 4 \\
3 & 5 \\
\hline
3 & 2 \\
4 & 0 \\
\hline
3 & 0 \\
2 & 4 \\
\hline
5 & 1 \\
0 & 1 \\
\end{array}
\]
Find Patterns in Addition—Repeated Reasoning

Add.

1. \(6 + 2 = \) \(_____\) \hspace{1cm} \(2 + 6 = \) \(_____\)

2. \(4 + \) \(_____\) \(= 9\) \hspace{1cm} \(_____ + 4 = 9\)

3. \(_____ + 9 = 10\) \hspace{1cm} \(9 + _____ = 10\)

4. \(4 + 3 = \) \(_____\) \hspace{1cm} \(3 + 4 = \) \(_____\)

5. \(7 + _____ = 9\) \hspace{1cm} \(2 + _____ = 9\)

6. \(5 + 1 = \) \(_____\) \hspace{1cm} \(1 + _____ = 6\)

Talk About It

What happens when the numbers you add are the same but the order of the numbers is different?
Find Patterns in Subtraction—Repeated Reasoning

Subtract.

1. $6 - 6 = \underline{\hspace{2cm}}$
2. $7 - 7 = \underline{\hspace{2cm}}$
3. $8 - 8 = \underline{\hspace{2cm}}$
4. $10 - 0 = \underline{\hspace{2cm}}$
5. $9 - 0 = \underline{\hspace{2cm}}$
6. $8 - 0 = \underline{\hspace{2cm}}$
7. $1 - 1 = \underline{\hspace{2cm}}$
8. $2 - 2 = \underline{\hspace{2cm}}$
9. $3 - 3 = \underline{\hspace{2cm}}$
10. $6 - 0 = \underline{\hspace{2cm}}$
11. $7 - 0 = \underline{\hspace{2cm}}$
12. $5 - 0 = \underline{\hspace{2cm}}$
13. $4 - 4 = \underline{\hspace{2cm}}$
14. $5 - 5 = \underline{\hspace{2cm}}$
15. $9 - 9 = \underline{\hspace{2cm}}$
16. $3 - 0 = \underline{\hspace{2cm}}$
17. $4 - 0 = \underline{\hspace{2cm}}$
18. $2 - 0 = \underline{\hspace{2cm}}$

Talk About It

Circle all the facts that subtract 0. What do you notice about the numbers you find? What do you notice about the facts that are not circled?