Spring break learning

March 10-14

2025

The Department of Curriculum & Instruction

First Grade Standards-Aligned Tasks

Hello Students,

This resource packet includes multiple tasks that you can work on during Spring Break. Each task can be completed over multiple days and is sequenced to support your current learning. The use of manipulatives is encouraged. Virtual manipulatives can be found here: https://www.didax.com/math/virtual-manipulatives.html

All of these resources are grade-specific and aligned to the Tennessee State Standards for Mathematics.

Use the table of contents on this page to navigate through the project packet.

Day 1

First Grade Math Standards-Aligned Learning: Counting On to Add

Grade Level Standard(s)	**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 = 13 OR 6 + 6 + 1 = 12 + 1). **1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.
Teacher Support Option	Assist student by reading the directions to each activity. Student will need a partner for Activity 1. Ask students to explain their work to you.
Materials Needed	Pencil, Recording Sheet Optional: Students may need objects to help them count. (ex. Cotton balls, paper clips or dried beans)
Question to Explore	What number did you use to count on? Why? Does using a 5 group help when you add? Why or Why not?
Student Directions	Please see each activity for individual directions.

> **Check Understanding**
> Show how you can count on to find $7 + 2$.

Counting On Match

What You Need

- Recording Sheet

What You Do

1. Take turns. Pick a model on the **Recording Sheet.** Tell a number story.

2. Draw a line from the model to the number sentence.

3. Your partner solves the problem and fills in the number sentence.

4. Check your partner's answer.

> 3 balls and 2 balls.
> How many balls in all?
> I can count on.
> 3, then 4, 5.
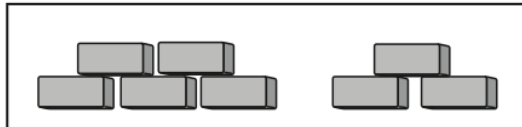> $3 + 2 = 5$
> 5 balls in all.

Go Further!

Pick a number sentence on the Recording Sheet. Tell a different number story. Have your partner solve the problem. Check your partner's answer.
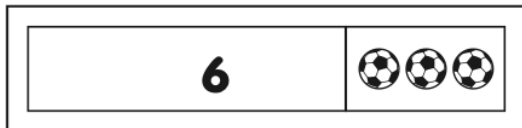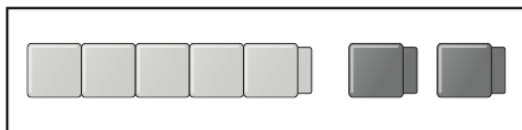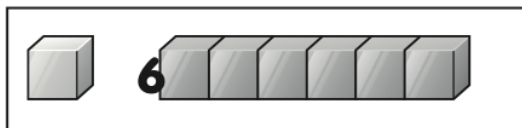
Counting On Match

Model	Number Sentence
	_____ = 5 + 2
6 ⚽⚽⚽	6 + 3 = _____
	5 + 3 = _____
6	_____ = 6 + 2
7 🍎🍎	6 + 1 = _____
	7 + 2 = _____
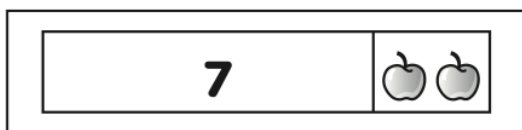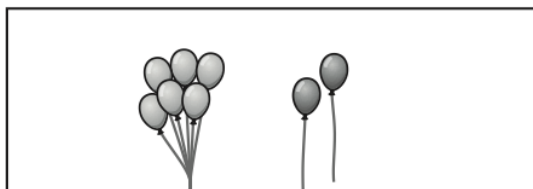
Activity 2

Problem **How many butterflies are there in all?**

4 🦋

1 🦋

4 + 1 = _____

Show your work.

Try It **How many flowers are there in all?**

2 🌼

3 🌸

2 + 3 = _____

6

Day 1 continued

First Grade Math Standards-Aligned Learning: Number Partners 6,7,8 and 9

Grade Level Standard(s)	**1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract (students need not use formal terms for these properties). **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 = 13 OR 6 + 6 + 1 = 12 + 1). **1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10. **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g., 8 + ?= 11, 5 = ? – 3, 6 + 6 = ?).
Teacher Support Option	Assist student by reading the directions to each activity. Student will benefit from a partner for both activities.
Materials Needed	Pencil, recording sheet, connecting cubes or other available objects for students to count. (i.e. cotton balls, paper clips or dried beans) • Virtual connecting cubes can be found at: http://www.didax.com/apps/unifix/ • Virtual counters can be found at: http://www.didax.com/apps/two-color-counters/
Question to Explore	What number partners make a 6? 7? 8? 9? What strategies do use to help you add numbers?
Student Directions	Please see each activity for individual directions.

Activity 1

Addition to 7

What You Need

- 7 connecting cubes of one color
- 7 connecting cubes of another color
- Recording Sheet

Check Understanding

Find $4 + 3 = ?$. Tell how you found the missing number.

What You Do

1. Take turns. Pick a problem on the **Recording Sheet.**

2. Solve the problem and fill in the addition sentence.

3. Your partner uses cubes to check your answer.

Example

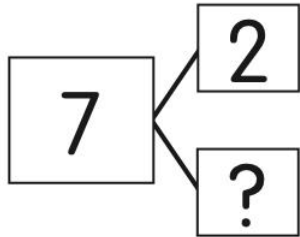$$6 + 1 = ?$$

$$6 + 1 = 7$$

I can count on to find the total.

Go Further!

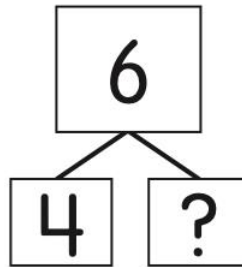Write a subtraction sentence for each problem.

Operations and Algebraic Thinking

Partner A _____

Partner B _____

Addition to 7

Write Addition Sentences

7 | 2 | ?

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

6 | 4 | ?

____ + ____ = ____

____ + ____ = ____

3 | 4 | ?

____ + ____ = ____
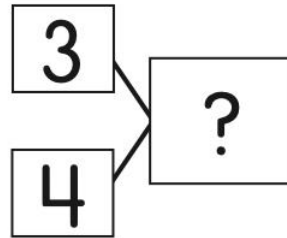
Activity 2

Number Bonds for 8 and 9
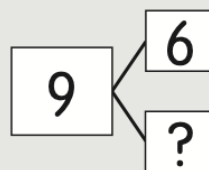
What You Need

- 9 counters
- Recording Sheet

Check Understanding
If you know $3 + 5 = 8$, what other addition fact do you know?

What You Do

1. Take turns. Pick a number bond on the **Recording Sheet.**

2. Write two addition sentences for the number bond.

3. Your partner uses counters to check your answers.

Example

$$9 \begin{cases} 6 \\ ? \end{cases}$$

$6 + ? = 9$

$6 + 3 = 9$

$3 + 6 = 9$

What strategy can you use to find the missing number?

Go Further!

Write 2 subtraction sentences for each number bond.
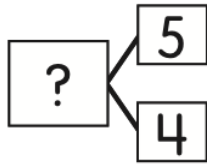
Partner A _____

Partner B _____

Number Bonds for 8 and 9

Write Number Sentences

9 9 ?

___ + ___ = ___

___ + ___ = ___

0 ? 8

___ + ___ = ___

___ + ___ = ___

? 5 4
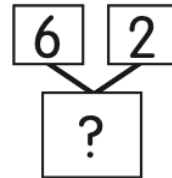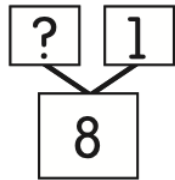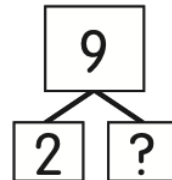
___ + ___ = ___

___ + ___ = ___

6 2 ?

___ + ___ = ___

___ + ___ = ___

? 1 8

___ + ___ = ___

___ + ___ = ___

9 2 ?

___ + ___ = ___

___ + ___ = ___

Operations and Algebraic Thinking
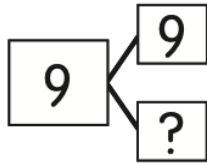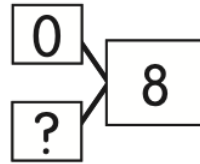
Day 2

First Grade Math Standards-Aligned Learning: Let's Make a Ten

Grade Level Standard(s)	**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 = 13 OR 6 + 6 + 1 = 12 + 1).
Teacher Support Option	Assist student by reading the directions to each activity. Student will benefit from a partner in Activity 1.
Materials Needed	Pencil, recording sheet, number cards (attached), crayon or colored pencil
Question to Explore	What patterns do you see in the addition chart? How can you use the addition chart to add? Why do you think knowing how to make a ten is important?
Student Directions	Please see each activity for individual directions.

Activity 1

Match to Make 10

> **Check Understanding**
> What are two numbers that add to 10? Tell how you know.

What You Need

- Number Cards 0–10
- Recording Sheet

What You Do

1. Put all cards facedown in rows. Take turns. Turn over two cards.

2. If the numbers do not make 10, put the cards facedown.

3. If the numbers make 10, both players write the number sentence on the **Recording Sheet.**

4. The player whose cards made 10 keeps both cards.

5. Play until there are no cards left. The player with more cards wins.

9
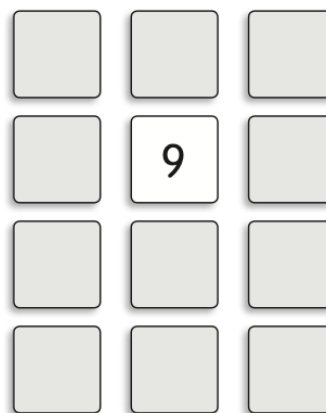
If I turn over 9, what other card makes 10?

Go Further!

Turn over a card. Tell the number you need to add to make 10. Your partner checks.

Player A _____

Player B _____

Match to Make 10

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

Operations and Algebraic Thinking

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

Activity 2

Directions: Shade in the 10's in the table with a crayon or colored pencil. What do you notice about where these 10's are in the table?

+	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

Write two number sentences with 10 as the sum using the addition chart.

_____ + _____ = _____   _____ + _____ = _____

16

Problem   Think about ways to solve the problem.

Jen has cards with numbers 1 to 9.
She adds two of the cards to get 10.
What are different ways to make 10?

| 1 | 2 | 3 | 4 | 5 |

| 6 | 7 | 8 | 9 |

? ? 10
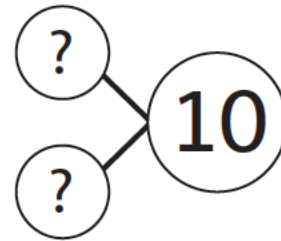
Show your work.

Day 2 continued

First Grade Math Standards-Aligned Learning: What is the Addend?

Grade Level Standard(s)	**1.OA.B.4** Understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. For example, to solve 10 – 8 = __, a student can use 8 + __ = 10. **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g., 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?).
Teacher Support Option	Assist student by reading the directions to each activity. Student will benefit from a partner for Activity 2.
Materials Needed	Pencil, recording sheet, counters • Virtual counters can be found at: http://www.didax.com/apps/two-color-counters/
Question to Explore	How can I represent my number story? What number sentence can I write? What picture can I draw? What addend is missing?
Student Directions	Please see each activity for individual directions.

Activity 1

Solve the following problem. Write a number sentence, draw a picture and write a statement with your answer. (Students can use counters if needed)

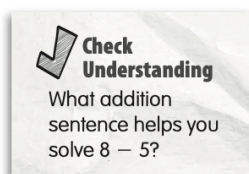*9 children were in the class. How many boys and how many girls could have been in the class?*

Activity 2

**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 $\boxed{9}$

$\boxed{4}\ \boxed{?}$
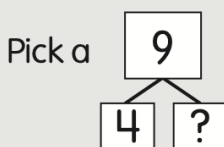
Solve the addition.

$4 + \underline{5} = 9$

Use the addition to subtract.

$9 - 4 = \underline{5}$

Go Further!

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

19

Partner A _____

Partner B _____

Missing Addend Number Bonds

Find the Missing Number

$6 + \underline{\hphantom{000}} = 7$

$7 - 6 = \underline{\hphantom{000}}$

$\underline{\hphantom{000}} + 4 = 6$

$6 - 4 = \underline{\hphantom{000}}$

$\underline{\hphantom{000}} + 1 = 5$

$5 - 1 = \underline{\hphantom{000}}$

$4 + \underline{\hphantom{000}} = 8$

$8 - 4 = \underline{\hphantom{000}}$

$5 = \underline{\hphantom{000}} + 3$

$\underline{\hphantom{000}} = 5 - 3$

$9 = 2 + \underline{\hphantom{000}}$

$\underline{\hphantom{000}} = 9 - 2$

20
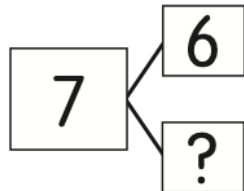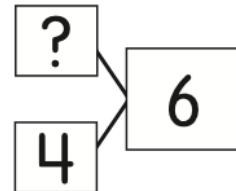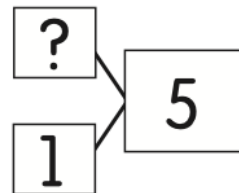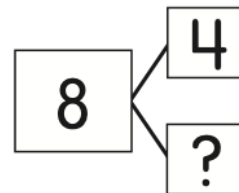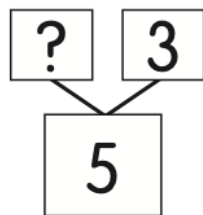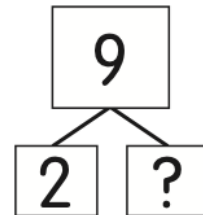
Day 3

First Grade Math Standards-Aligned Learning: Is it Equal?

Grade Level Standard(s)	**1.OA.D.7** Understand the meaning of the equal sign (e.g., 6 = 6; 5 + 2 = 4 + 3; 7 = 8 – 1). Determine if equations involving addition and subtraction are true or false.
Teacher Support Option	Assist student by reading the directions to each activity.
Materials Needed	Pencil, recording sheet for activity 2 and 3,
Question to Explore	How can you prove two number sentences are equal? What strategies did you use to add each number sentence?
Student Directions	Please see each activity for individual directions.

Activity 1

Compare the number of circles in each box. If they are equal, write a number sentence. For example:
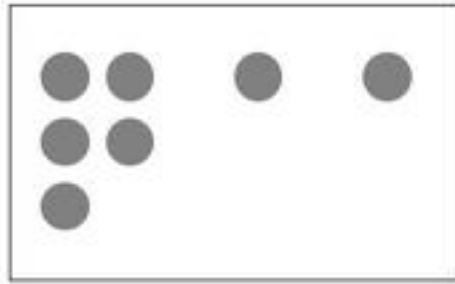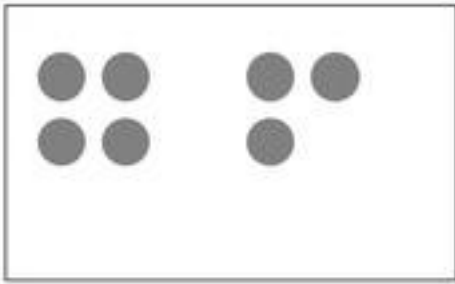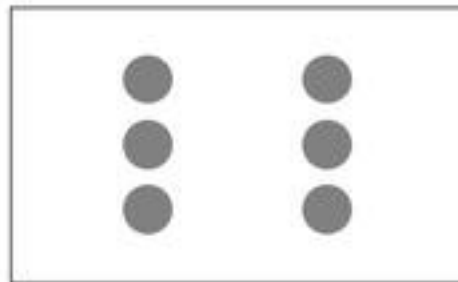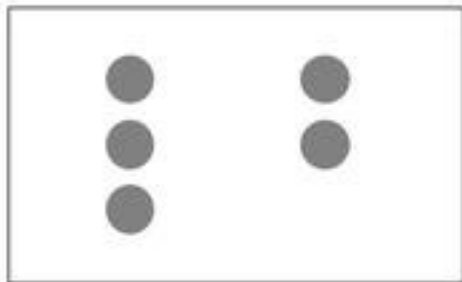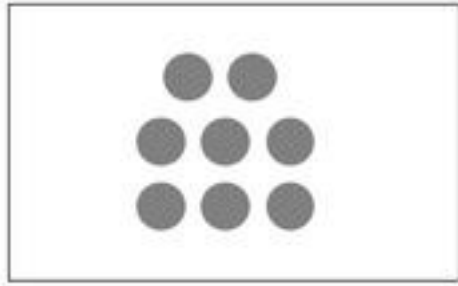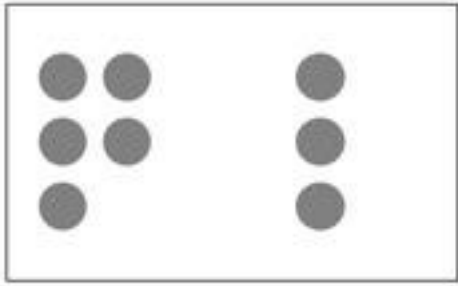
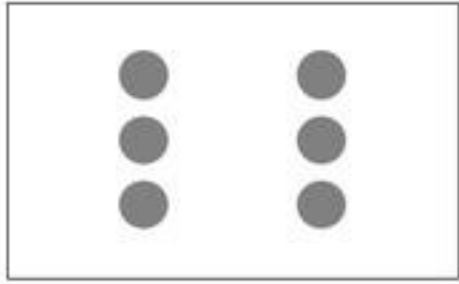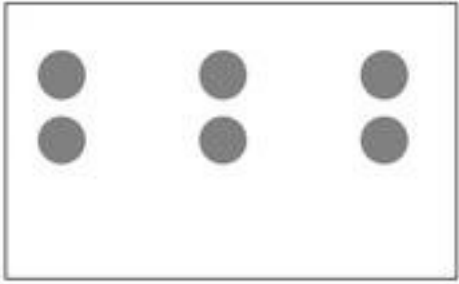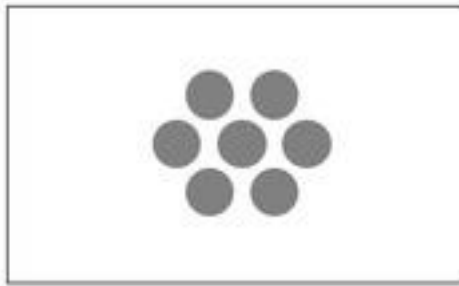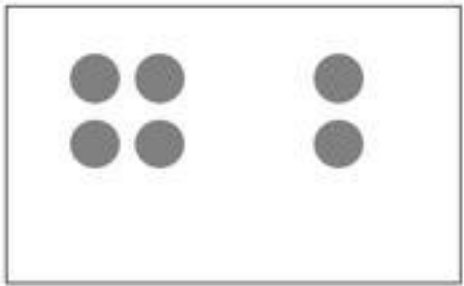$$4 + 3 = 5 + 1 + 1$$

If they are not equal, write "**not equal**."

a.

b.

c.

d.

e.

f.

23

Use Vocabulary for *Equal*

Check Understanding

Write a true number sentence using $5 + 1$.

What You Need

• Recording Sheet

What You Do

1. Read the problem.

2. Use the words and numbers from the bank to complete the sentences. Words and numbers can be used more than once or not at all.

$2 + 2$ is <u>equal</u> to $1 + 3$.

3. Take turns to fill in the blanks.

4. Read the sentences aloud. Do they make sense?

5. Fix any mistakes.

6. Complete the problem.

Go Further!

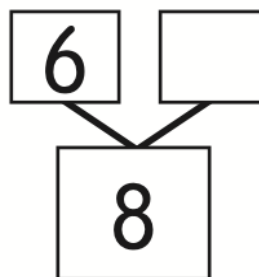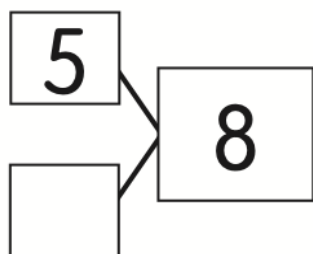Write another true number sentence.
Tell your partner why it is true.

Partner A _____

Partner B _____

Use Vocabulary for *Equal*

Bank			
same as	true	=	2
equal	total	+	3

Find partners with equal totals.

5

8

6

8

The _____ is 8.

5 + _____ and 8 are _____.

The sign for equal is _____.

6 + 2 is the _____ 5 + _____.

8 − _____ = 6 is a _____ number sentence.

Activity 3

Ready® **Center Activity 1.19** ★★★

True Number Sentences

> **Check Understanding**
> Use 2 + 8 in a true number sentence.

What You Need

• Recording Sheet

What You Do

1. Take turns. Pick a letter on the **Recording Sheet.**

2. Fill in the missing numbers in each number bond. Both number bonds will have equal totals.

3. Write a true number sentence using the number bond partners.

4. Repeat until all the letters are used.
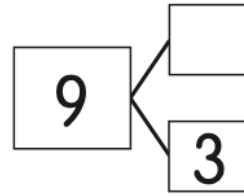
> $1 + 3 = 2 + 2$
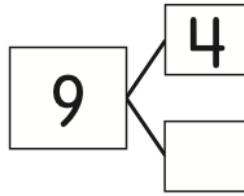> is a true number sentence.

Go Further!

Fix the number sentence to make it true.

$$5 + 1 = 2 + 6$$

True Number Sentences

A

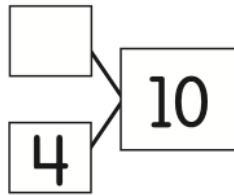9 ⟨ 4 / ☐   9 ⟨ ☐ / 3

_____ + _____ = _____ + _____
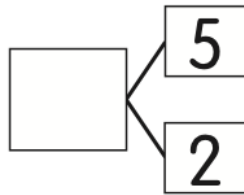
B

☐ / 4 ⟩ 10   ☐ / ☐ ⟩ 10

_____ + _____ = _____ + _____

C

☐ ⟨ 5 / 2   7 ⟨ ☐ / 3

_____ + _____ = _____ + _____

D

1 / 7 ⟩ ☐   ☐ / 4 ⟩ ☐

_____ + _____ = _____ + _____
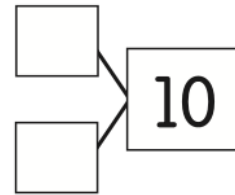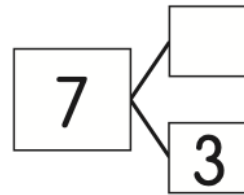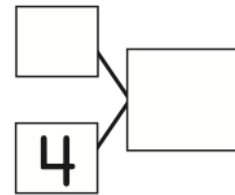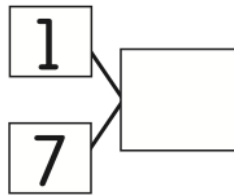
Day 3 continued

First Grade Math Standards-Aligned Learning: Seeing Double

Grade Level Standard(s)	**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 = 13 OR 6 + 6 + 1 = 12 + 1). **1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.
Teacher Support Option	Assist student by reading the directions to each activity. Student would benefit from a partner with activity 2.
Materials Needed	Pencil, recording sheet, number cube, different color counters, game board • Virtual number cubes can be found here: http://www.didax.com/apps/dice/
Question to Explore	How do knowing your doubles facts help you solve a number sentence with doubles plus 1? Why do you think doubles are easy to remember?
Student Directions	Please see each activity for individual directions.

Activity 1

Abel said,

How 6 + 6 should be 11:

Because 5 + 5 is 10 and 6 is one more than 5 and 11 is one more than 10. That's why 6 + 6 should be 11.

Rula said,

How 6 + 6 should be 12:

Because 5 + 5 is 10 and the sixes don't have room to get in and it's two sixes right, so that is why 6 + 6 should be 12.

Who is right?

Doubles and Doubles Plus 1

What You Need

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

Check Understanding

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

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?

30

Player A _____

Player B _____

Doubles and Doubles Plus 1

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

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.