

Math Worksheet

Name _____

Date _____

N1.1.1c Read numbers to 100.

1 4 5 7 8 11 14 17 18 20
21 24 25 26 29 30 31 37 38 40
42 43 44 47 48 50 51 55 58 60
61 62 65 66 69 70 72 73 75 80
83 84 86 88 89 90 92 95 97 99
100

N1.1.2 Compare the value of two numbers (>, <, =) to 100.


1. **5** ○ **8** 2. **17** ○ **16** 3. **21** ○ **12**
 4. **33** ○ **33** 5. **56** ○ **59** 6. **61** ○ **61**
 7. **75** ○ **70** 8. **81** ○ **100** 9. **90** ○ **90**
 10. **99** ○ **61**

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N1.1.4 Count and group objects in ones and tens.

1. 

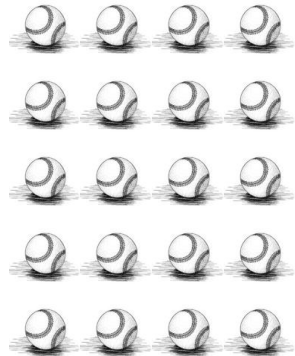
_____ tens and _____ ones =

2. 


_____ tens and _____ ones =

3. 


_____ tens and _____ ones =

4. 

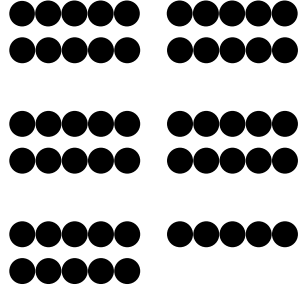
_____ tens and _____ ones =

5. 

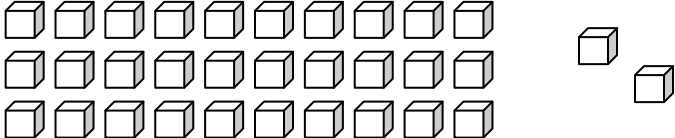
_____ tens and _____ ones =

6. 

_____ tens and _____ ones =

7. 

_____ tens and _____ ones =

8. 

_____ tens and _____ ones =


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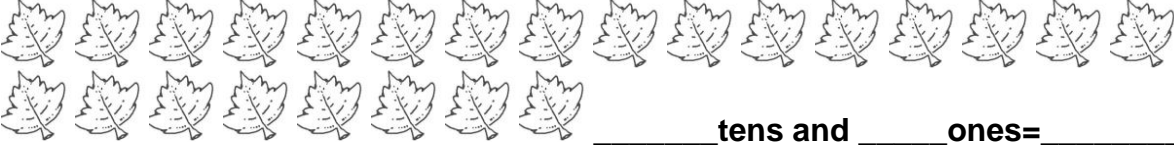
N1.1.4 Count and group objects in ones and tens. (continued)

9.



_____ *tens* and _____ *ones* = _____

10.



_____ *tens* and _____ *ones* = _____

N1.1.5a Give value of penny, nickel, dime and quarter.
(May use real or play money for clarification.)

































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N1.1.5b Know relationship of coins and show different combinations of coins that equal the same value.

- **Instructions:** Color in the oval bubble under to the coin (or coins) which equals the coins on the left. (May use real or play money for clarification.)

1.			 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
2.			 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
3.			 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
4.			 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
5.			 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
6.			 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>

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N1.1.5b Know relationship of coins and show different combinations of coins that equal the same value. (continued)

7.



8.



9.



10.



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N1.2.1a Solve basic addition facts to 20.

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

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

$$3. \begin{array}{r} 0 \\ +0 \\ \hline \end{array}$$

$$4. \begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

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

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

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

$$8. \begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$9. \begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

$$10. \begin{array}{r} 6 \\ +8 \\ \hline \end{array}$$

N1.2.1b Solve basic subtraction facts to 20.

$$1. \begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$2. \begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$

$$3. \begin{array}{r} 10 \\ -0 \\ \hline \end{array}$$

$$4. \begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

$$5. \begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$6. \begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

$$7. \begin{array}{r} 17 \\ -8 \\ \hline \end{array}$$

$$8. \begin{array}{r} 11 \\ -9 \\ \hline \end{array}$$

$$9. \begin{array}{r} 13 \\ -7 \\ \hline \end{array}$$

$$10. \begin{array}{r} 16 \\ -16 \\ \hline \end{array}$$

N1.2.6a Solve addition problems with one and two digit numbers.

$$1. \begin{array}{r} 20 \\ +5 \\ \hline \end{array}$$

$$2. \begin{array}{r} 13 \\ +6 \\ \hline \end{array}$$

$$3. \begin{array}{r} 32 \\ +2 \\ \hline \end{array}$$

$$4. \begin{array}{r} 67 \\ +0 \\ \hline \end{array}$$

$$5. \begin{array}{r} 88 \\ +2 \\ \hline \end{array}$$

$$6. \begin{array}{r} 32 \\ +17 \\ \hline \end{array}$$

$$7. \begin{array}{r} 23 \\ +22 \\ \hline \end{array}$$

$$8. \begin{array}{r} 50 \\ +19 \\ \hline \end{array}$$

$$9. \begin{array}{r} 78 \\ +10 \\ \hline \end{array}$$

$$10. \begin{array}{r} 60 \\ +40 \\ \hline \end{array}$$

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N1.2.6b Solve subtraction problems with one and two digit numbers.

$$1. \begin{array}{r} 13 \\ - 2 \\ \hline \end{array}$$

$$2. \begin{array}{r} 25 \\ - 5 \\ \hline \end{array}$$

$$3. \begin{array}{r} 46 \\ - 0 \\ \hline \end{array}$$

$$4. \begin{array}{r} 75 \\ - 1 \\ \hline \end{array}$$

$$5. \begin{array}{r} 99 \\ - 4 \\ \hline \end{array}$$

$$6. \begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$$

$$7. \begin{array}{r} 54 \\ - 42 \\ \hline \end{array}$$

$$8. \begin{array}{r} 62 \\ - 31 \\ \hline \end{array}$$

$$9. \begin{array}{r} 70 \\ - 30 \\ \hline \end{array}$$

$$10. \begin{array}{r} 85 \\ - 14 \\ \hline \end{array}$$

N1.2.7 Add three one-digit numbers in a column.

$$1. \begin{array}{r} 3 \\ 4 \\ + 1 \\ \hline \end{array}$$

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

$$3. \begin{array}{r} 0 \\ 6 \\ + 6 \\ \hline \end{array}$$

$$4. \begin{array}{r} 7 \\ 8 \\ + 3 \\ \hline \end{array}$$

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

$$6. \begin{array}{r} 8 \\ 9 \\ + 4 \\ \hline \end{array}$$

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

$$8. \begin{array}{r} 9 \\ 9 \\ + 9 \\ \hline \end{array}$$

$$9. \begin{array}{r} 6 \\ 5 \\ + 8 \\ \hline \end{array}$$

$$10. \begin{array}{r} 6 \\ 8 \\ + 8 \\ \hline \end{array}$$

Math Worksheet

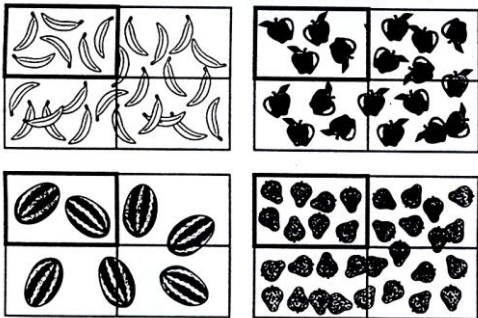
Name _____

Date _____

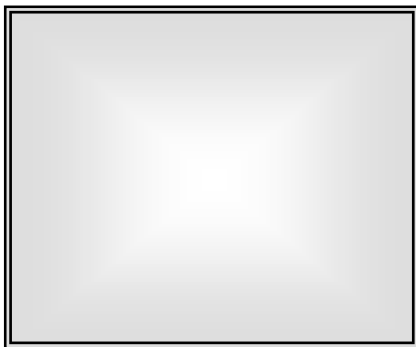
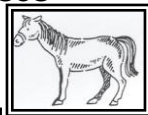
N1.3.1 Make reasonable estimates when comparing larger or smaller numbers when given oral problems with pictures or model cues.

- Bubble the correct answer. ●

1. Using estimation, bubble in the fruit that has the largest amount in the boxes.

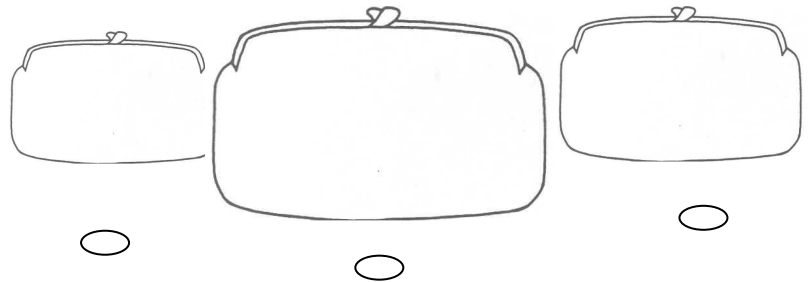


3. Estimate how many horses will fit in the corral.



- about 12
- about 42
- about 82

2. Estimate which purse would hold the fewest pennies. ●



4. Estimate the number of crayons.



- about 105
- about 75
- about 45

5. Estimate the number of smiley faces.



- about 20
- about 50
- about 100

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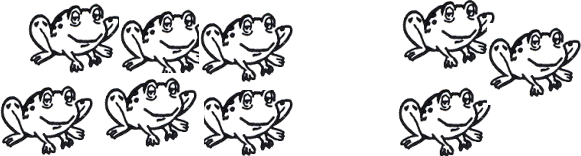
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Algebra


A1.1.1 Solve and or explain story problems using addition and subtraction number sentences when presented with pictures and/or manipulatives.

o Teacher reads problems to students from checklist.

1. 
 _____ + _____ = _____

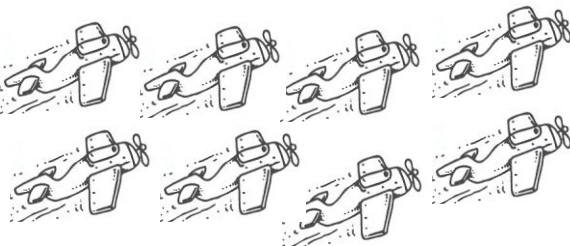
2. 
 _____ + _____ = _____

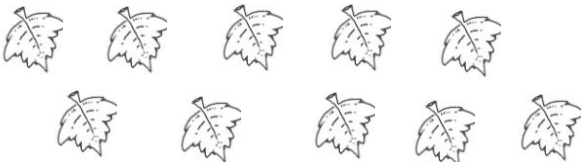
3. 
 _____ + _____ = _____

4. 
 _____ + _____ = _____

5. 
 _____ + _____ = _____

6. 
 _____ - _____ = _____

7. 
 _____ - _____ = _____

8. 
 _____ - _____ = _____

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Statistics Data, Analysis and Probability

S1.1.1 Sort objects common attributes and describe the categories.

Given attribute blocks or object manipulatives, student can sort by:

Color _____ **Object Category/Shape** _____ **Size** _____

S1.1.2 Create graphs (bar, tally charts, pictographs) by sorting objects/pictures by common attributes. Student can use classroom assignment, work sheet, or teacher-created graphing worksheet. (Student may use the grid below and modify or add to it as needed.)

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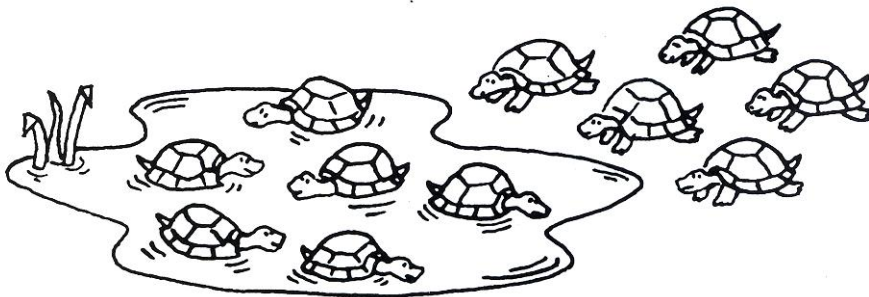
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Mathematical Reasoning

R1.1.1 Determine which approach will be taken to solve a problem.

1. Five turtles walk to the pond. Six turtles are already in the pond.. Which number sentence shows how many in all? (Teacher reads to student.)



$6 + 2 = 8$



$3 + 6 = 9$



$5 + 6 = 11$



$6 + 6 = 12$



2. Antonio had 6 caps. He got 3 more. Which number sentence shows how many he has now? (Teacher reads to student.)



$6 + 9 = 3$



$9 + 6 = 3$



$6 + 3 = 9$



$9 + 3 = 6$



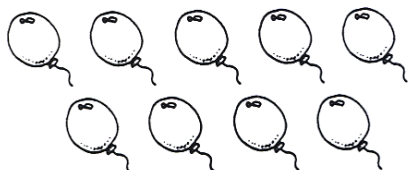
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R1.1.1 Determine which approach will be taken to solve a problem. (continued)

3. Susan had five balloons. Jill had nine balloons.
How many more balloons did Jill have? (Teacher reads to student.)



$5 + 4 = 9$



$9 - 5 = 4$



$9 - 4 = 5$



NH



4. David had eight balls. He lost four of them. Which number sentence shows how many he has now? (Teacher reads to student.)



$8 - 7 = 1$



$8 - 4 = 4$



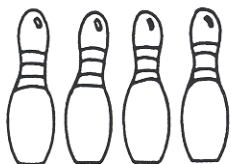
$4 - 1 = 2$



$8 + 1 = 7$



5. There were 6 bowling pins standing. Two got knocked down. Which number sentence shows how many are still standing? (Teacher reads to student.)



$6 + 2 = 8$



$4 - 2 = 2$



$3 + 3 = 6$



$6 - 2 = 4$



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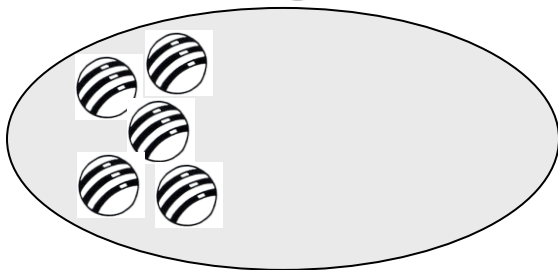
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R1.1.2a Create an addition number sentence using drawings or manipulatives.

-  Teacher reads word problems.
-  Student draws picture and completes number sentence.

1. Draw  to complete.



Benjamin throws 5 balls in the water then throws in 3 more. How many balls are in the water?


_____ + _____ = _____

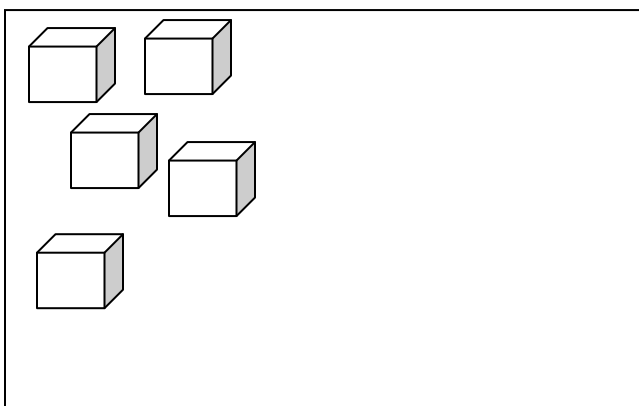
2. Draw  to complete.



Susie put 6 pennies in her purse on Monday then 4 more on Tuesday. How many pennies does she have now?

_____ + _____ = _____

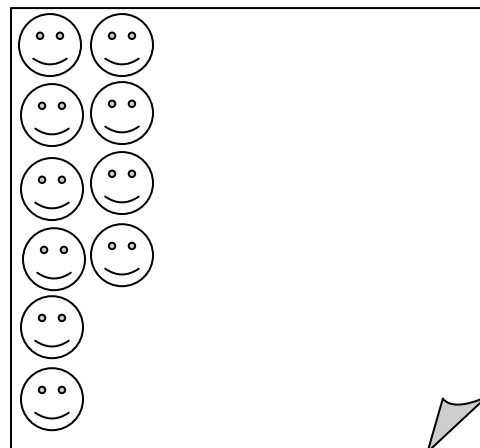
3. Draw  to complete.



There are five blocks in the box. If you put in 6 more blocks, how many blocks will be in the final box?

_____ + _____ = _____

4. Draw  to complete.



Mrs. Jones has 10 Happy Face stickers. She finds four more. How many stickers does she have now?

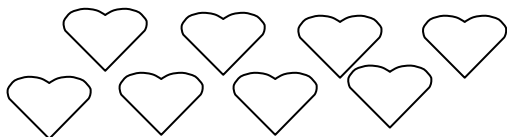
_____ + _____ = _____

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R1.1.2a Create an addition number sentence using drawings or manipulatives. (continued)

Teacher reads word problems.**Student draws picture and completes number sentence.**5. Draw  to complete.**Kenneth and Monique made 8 paper Valentine hearts before lunch and 8 more after lunch. How many Valentine hearts have they made?** $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$


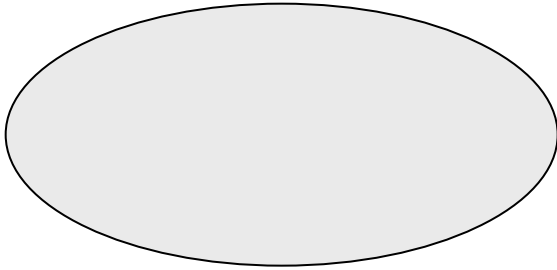
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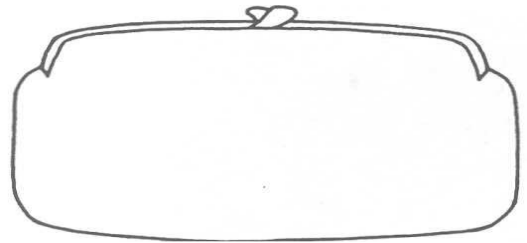
R1.1.2b Create a subtraction number sentence using drawings or manipulatives.

- Teacher reads the word problems.
- Student draws picture and completes the number sentence.

1. Draw  in pool, use **X** to take away.

Benjamin has 5 beach balls in the pool.
His brother takes 2 of them into the house.
How many are left in the pool?

_____ - _____ = _____

2. Draw  's in purse, use **X** to take away.

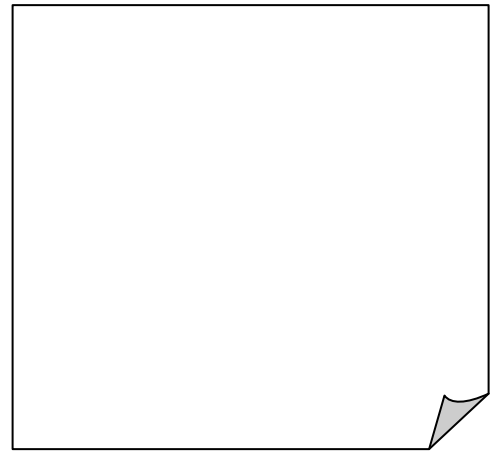
Susie has 9 pennies in her purse. She
spent 5 pennies on bubble gum. How
many pennies does she have left?

_____ - _____ = _____

3. Draw  in box, use **X** to take away.

12 blocks are in the box. Eric takes 6 out of the box.
How many blocks are still in the box?

_____ - _____ = _____

4. Draw  on sticker sheet, use **X** to take away.

Mrs. Jones has 15 Happy Face stickers.
She gives away 7 stickers. How many
stickers does she have left?

_____ - _____ = _____

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R1.1.2b Create a subtraction number sentence using drawings or manipulatives. (continued)

5. Draw  below, use **X** to take away.

Kenneth and Monique made 18 paper Valentine hearts before lunch.
They gave 8 hearts to Allen and Barbara. How many hearts do they have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

R1.2.1 Explain appropriate operation and number sentence in addition and subtraction word problems.

1. **Mark has 9 cards.
Tim has 5 cards.
How many do they
Have altogether?**

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2. **Jenny had 8 cookies.
She gave 3 to Tina.
How many does she
have left?**

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

3. **Nick had 10 fish.
He gave 6 away.
How many fish are left?**

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4. **Lori has 5 birds.
Kim has 2 more.
How many birds does
Kim have?**

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

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R1.2.1 Explain appropriate operation and number sentence in addition and subtraction word problems. (continued)

5. **Sally had 8 ribbons. She gave 2 to Maria. How many does Sally have now?**

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

6. **There were 2 birds in the tree. 3 more birds flew to the tree. How many birds are in the tree now?**

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

7. **Juan had 10 pennies. His dad gave him 5 more. How many pennies does Juan have now?**

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

8. **15 mustangs were running in the prairie. 8 stopped to drink at the river. How many kept running?**

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

9. **Karissa picked 12 strawberries. She ate 6 on her way home. How many strawberries did she have left?**

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

10. **Ira's pet store sold 9 goldfish in the morning, and 9 in the afternoon. How many goldfish were sold that day?**

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$