Grade 1 Mathematics
Student At-Home Activity Packet 2

This At-Home Activity Packet includes 38 pages of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes two pages of practice problems each day.

Encourage your student to do the best they can with this content— the most important thing is that they continue developing their mathematical fluency and skills.
Read the math story. Make a simple math drawing with labels. Circle 10 and solve.

1. Toby has ice cream money. He has 2 dimes. He finds 4 more dimes in his jacket and 8 more on the table.

How many dimes does Toby have?

_______ + _______ + _______ = _______

10 + _______ = _______

Toby has ______ dimes.
Lesson 2  
G:1 M:2  
EXIT TICKET

Name:_____________________________ Date:__________
Complete: □ Class:______________

1. Circle the numbers that make ten. Draw a picture and complete the number sentences to solve.

a. \(8 + 2 + 3 = \) ______
   
   ______ + ______ = ______

   10 + ______ = ______

b. \(7 + 4 + 3 = \) ______
   
   ______ + ______ = ______

   10 + ______ = ______
Kayla has 9 apples, and Ethan has 5 apples.

How many apples do Kayla and Ethan have in all?

Kayla

9 + 5 = ______

10 + ______ = ______

Kayla and Ethan have _____ apples.
Draw and circle to show how to make ten to solve. Complete the number sentences.

1. Tammy has 4 books and John has 9 books. How many books do Tammy and John have altogether?

   ______ + ______ = ______

   ______ + ______ = ______

   Tammy and John have ______ books.
Solve. Make math drawings using the ten-frame to show how you made 10 to solve.

**EXAMPLE**

\[
\begin{align*}
9 + 2 &= 11 \\
1 + 1 \\
10 + 1 &= 11
\end{align*}
\]

1. \(6 + 9 = \_\_\_\_
\)

\[
\begin{align*}
10 + \_\_\_\_ &= \_\_\_\_\\n\end{align*}
\]
2. ______ = 4 + 9

_______ + _______ = _______
Solve. Use number bonds to show your thinking. Write the bond for the related 10+ fact.

1. $9 + 5 = \underline{\hspace{2cm}}$ 
   $5 + 9 = \underline{\hspace{2cm}}$

2. Solve. Draw a line to match the related facts. Write the related 10+ fact.
   a. $9 + 7 = \underline{\hspace{2cm}}$ 
      $\underline{\hspace{2cm}} = 9 + 8$

   b. $\underline{\hspace{2cm}} = 6 + 9$ 
      $7 + 9 = \underline{\hspace{2cm}}$ 
      $10 + 6 = 16$

   c. $8 + 9 = \underline{\hspace{2cm}}$ 
      $9 + 6 = \underline{\hspace{2cm}}$
Mr. Sawicki sees some pets at a pet store. He sees 8 hamsters and 3 rabbits.

How many pets does he see in all?

$$\begin{array}{cc}
H & R \\
\hline
\end{array}$$

$$\underline{_____} + \underline{_____} = \underline{_____}$$

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

Mr. Sawicki sees _____ pets in all.
Draw, label, and circle to show how you made ten to help you solve. Write the number sentences you used to solve.

1. Nick picks some peppers. He picks 5 green peppers and 8 red peppers.

   How many peppers does he pick in all?

   8 and _____ make _____.

   10 and _____ make _____.

   Nick picks _____ peppers.
Make math drawings using the ten-frame to solve. Rewrite as a 10+ number sentence.

1. \(6 + 8 = \) 

   \[
   10 + \underline{\phantom{0}} = \underline{\phantom{0}}
   \]

2. \(\underline{\phantom{0}} = 4 + 8\)

   \[
   \underline{\phantom{0}} + \underline{\phantom{0}} = \underline{\phantom{0}}
   \]
Lesson 10
G:1 M:2
EXIT TICKET

Name:___________________________________ Date:_____________
Complete: □ Class:_____________

Solve. Use number bonds or 5 group drawings if needed. Write the equal 10+ number sentence.

a. 9 + 5 = _______

10 + ______ = _______

b. 8 + 4 = _______

10 + ______ = _______

c. 7 + 6 = _______

10 + ______ = _______
1. James has 16 grapes. 10 are in a bowl and 6 are on the ground. James eats 9 grapes from the bowl.

How many grapes does James have left?

James has ______ grapes left.
Make a simple math drawing. Cross out from the 10 ones to show what happens in the story.

1. There were 16 books on the table. 10 books were about dinosaurs. 6 books were about fish. A student took 9 of the dinosaur books.

   How many books were left on the table?

There were ________ books left on the table.
Kayla has 13 stickers in her sticker book. 10 stickers are on the first page and 3 stickers are on the second page. She gives her sister 9 stickers from the first page.

How many stickers does Kayla have left?

Kayla has _____ stickers left.

_____ – _____ = _____
Solve. Fill in the number bond. Use 5 group rows and cross out to show your work.

1. Gabriela has 4 hair clips in her hair and 10 hair clips in her bedroom. She gives 9 of the hair clips in her room to her sister.

How many hair clips does Gabriela have now?

Gabriela has ______ hair clips.
Lesson 14
G:1 M:2

Subtract from 10

ZEARN STUDENT NOTES

Name: ___________________________  Date: ____________
Complete: ☐  Class: ____________

SHOW YOUR WORK

14 – 9 = _______
Lesson 14  
G:1 M:2  
EXIT TICKET

Name: ____________________________  Date: __________
Complete: ☐  Class: __________

Draw and circle 10. Solve and make a number bond.

1. 17 – 9 = ______
2. 14 – 9 = ______

3. 15 – 9 = ______
4. 18 – 9 = ______
Lesson 15
G:1 M:2
Subtract from 10 Again!
ZEARN STUDENT NOTES

Name: ___________________________________  Date: ____________
Complete: ☐  Class: ____________

SHOW YOUR WORK

13 – 9 = _______
Lesson 15  
G:1 M:2

EXIT TICKET

Name:____________________________________  Date:______________
Complete: □  Class:______________

Draw 5 group rows and cross out to solve. Complete the number sentences.

1. 17 – 9 = ______

2. 19 – 9 = ______
Complete the subtraction sentences by using both the count on and take from ten strategies.

1. a. $13 - 9 = \underline{\hspace{1cm}}$  
   b. $13 - 9 = \underline{\hspace{1cm}}$

2. a. $17 - 9 = \underline{\hspace{1cm}}$  
   b. $17 - 9 = \underline{\hspace{1cm}}$
Lesson 17
G:1 M:2
Subtract 8
ZEARN STUDENT NOTES

Name: ____________________________  Date: ____________
Complete: □  Class: ____________

1

SHOW YOUR WORK

11 - 8 = ________

\[ \begin{array}{c}
\_ \\
\_
\end{array} \]
1. Draw and circle 10. Then, subtract.

   a. \(12 - 8 = \) ____
   b. \(14 - 8 = \) ____

2. Use a number bond to break apart the teen number. Then, subtract.

   \(15 - 8 = \) _____
Draw 5 group rows and cross out to solve. Complete the number sentences. Write the 2+ addition sentence that helped you add the two parts.

1. $14 - 8 = _____$

   $2 + _____ = _____$

2. $17 - 8 = _____$

   $2 + _____ = _____$
12 – 7 = _____

\/

_____    _____
1. Solve the problems below. Use drawings or number bonds.

   a. $14 - 9 = \underline{\hspace{1cm}}$
   
   b. $14 - 7 = \underline{\hspace{1cm}}$
   
   c. $14 - 8 = \underline{\hspace{1cm}}$

   d. $16 - 7 = \underline{\hspace{1cm}}$
   
   e. $16 - 9 = \underline{\hspace{1cm}}$
   
   f. $16 - 8 = \underline{\hspace{1cm}}$
Maya counted 9 frogs swimming in a pond and some frogs sitting on lily pads. She counted 14 frogs in all.

How many frogs did she count sitting on lily pads?

Maya counted _______ frogs sitting on the lily pads.
1. Some students in Mrs. See’s class are walkers. There are 17 students in her class in all. If 8 students ride the bus, how many students are walkers?
2. I baked 13 loaves of bread for a party. Some were burnt, so I threw them away. I brought the remaining 8 loaves to the party. How many loaves of bread were burnt?
Some new baby ducks hatched at the farm. There were 5 ducks on the farm at first, and now there are 12 ducks.

How many new baby ducks hatched?

_____ + ______ = _______

_____ new baby ducks hatched.
Read the word problem.
Draw and label.
Write a number sentence and statement that matches the story.

Shanika ate 7 mini-pretzels in the morning. She ate the rest of her mini-pretzels in the afternoon. She ate 13 mini-pretzels altogether that day.

How many mini-pretzels did Shanika eat in the afternoon?
You are given these new expression cards. Write matching expressions to make true number sentences.

\[
\begin{align*}
8 + 9 &= 17 \\
12 - 7 &= 5 \\
19 - 2 &= 17 \\
2 + 15 &= 17 \\
3 + 2 &= 5 \\
10 + 7 &= 17 \\
14 - 9 &= 5 \\
1 + 4 &= 5
\end{align*}
\]
Match the pictures of tens and ones to the Hide Zero cards. How many tens and ones?

14 is the same as _____ ten and _____ ones.

17 is the same as _____ ten and _____ ones.

12 is the same as _____ ten and _____ ones.
Solve the problems. Write the answers to show how many tens and ones. If there is only one ten, cross off the “s”.

1. 
13 + 6 = 
_____ tens and _____ ones

2. 
7 + 6 = 
_____ tens and _____ ones
Read the word problem. Draw and label. Write a number sentence and statement that matches the story. Rewrite the answer to show its tens and ones.

3. Kendrick went bowling. He knocked down 16 pins in the first two frames. If he knocked down 9 in the first frame, how many pins did he knock down in the second frame?

______ tens and ______ ones
1. At the park, there were 9 ducks in the pond and 4 ducks on the grass.

   How many ducks were at the park in all?

\[
\begin{align*}
\boxed{9} + \boxed{4} &= \boxed{13} \\
\text{ten and } \boxed{3} \text{ ones}
\end{align*}
\]

There were \boxed{13} ducks at the park in all.
Lesson 28  
G:1 M:2  
EXIT TICKET

Name:____________________________________ Date:______________
Complete: □ Class:______________

Solve the problems. Write your answers to show how many tens and ones.

1.  \[9 + 4 = \]  
   \[\square + \square = \square \]  
   \[\square + \square = \square \]  
   \[9 + 7 = \]  
   \[\square + \square = \square \]  
   \[\square + \square = \square \]  
   \[9 + 1 = 10\]  
   \[10 + 6 = 16\]  

2.  \[8 + 7 = \]  
   \[\square + \square = \square \]  
   \[\square + \square = \square \]
Kayla has 11 apples in all. She has 5 green apples and some red apples.

How many red apples does Kayla have?

Kayla has ______ red apples.
Solve the problems. Write your answers to show how many **tens** and **ones**.

1. \[ \begin{array}{c}
1 \\
5
\end{array} \] - 6 = _____

   _____ - _____ = _____

   _____ + _____ = _____

2. \[ \begin{array}{c}
1 \\
4
\end{array} \] - 8 = _____

   _____ - _____ = _____

   _____ + _____ = _____