

WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step increase

Success criteria
I can add ten and explain which digit changes.

OW-G1-001 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. What is 10 more than 24? Explain which digit changes.

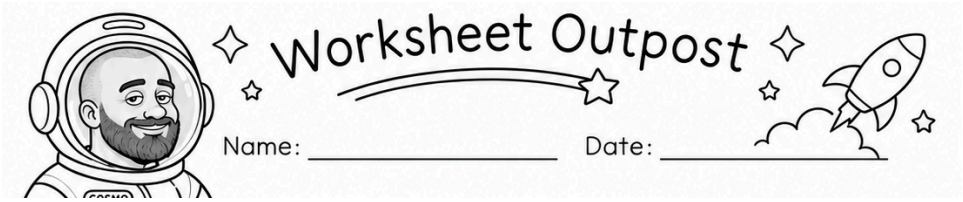
2. What is 10 more than 35? Explain which digit changes.

3. What is 10 more than 46? Explain which digit changes.

4. What is 10 more than 58? Explain which digit changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step increase

Success criteria
I can add ten and explain which digit changes.

OW-G1-001 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. What is 10 more than 24? Explain which digit changes.

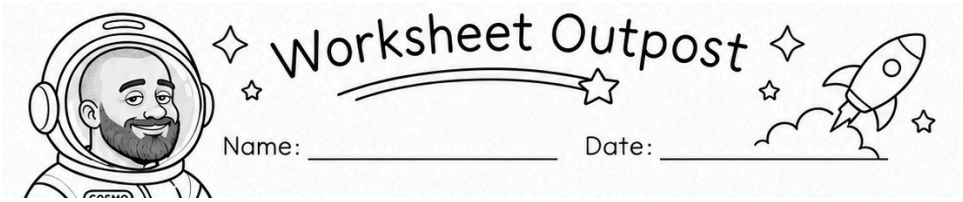
2. What is 10 more than 35? Explain which digit changes.

3. What is 10 more than 46? Explain which digit changes.

4. What is 10 more than 58? Explain which digit changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step increase

Success criteria
I can add ten and explain which digit changes.

OW-G1-001 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. What is 10 more than 24? Explain which digit changes.

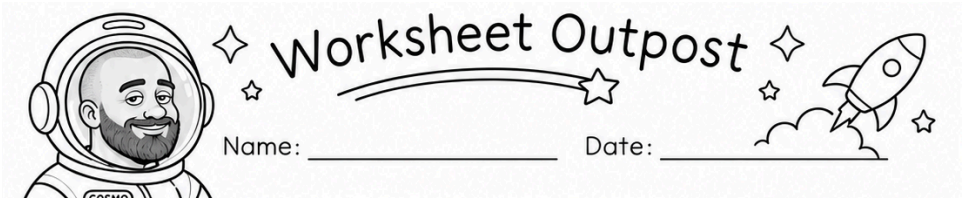
2. What is 10 more than 35? Explain which digit changes.

3. What is 10 more than 46? Explain which digit changes.

4. What is 10 more than 58? Explain which digit changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step increase

OW-G1-001 E4 | Five questions

Success criteria
I can add ten and explain which digit changes.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. What is 10 more than 24? Explain which digit changes.

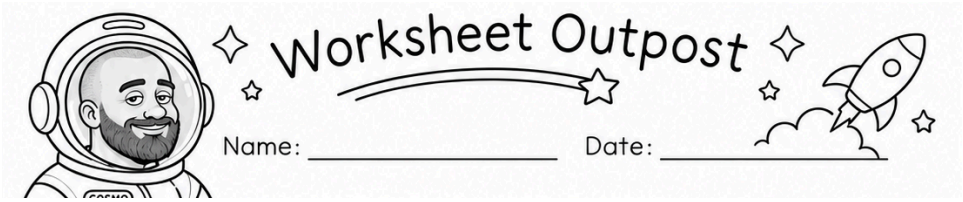
2. What is 10 more than 35? Explain which digit changes.

3. What is 10 more than 46? Explain which digit changes.

4. What is 10 more than 58? Explain which digit changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step increase

Success criteria
I can add ten and explain which digit changes.

OW-G1-001 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. What is 10 more than 24? Explain which digit changes.

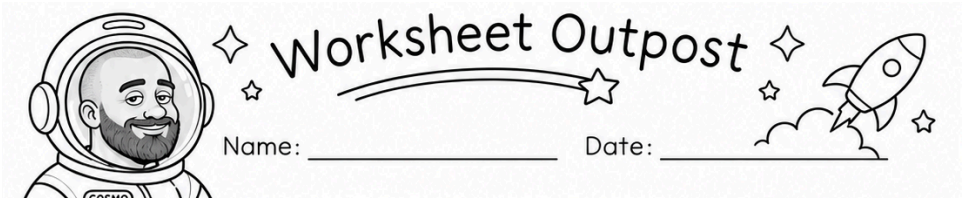
2. What is 10 more than 35? Explain which digit changes.

3. What is 10 more than 46? Explain which digit changes.

4. What is 10 more than 58? Explain which digit changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add by place-value parts

Success criteria
I can add two numbers using tens and ones.

OW-G1-002 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 24 + 13 = ___. Add tens and ones. Regroup if needed.

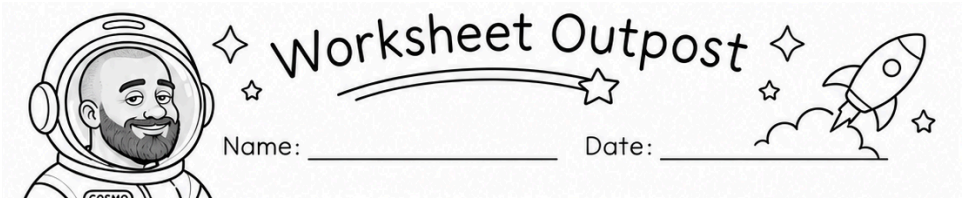
2. 35 + 22 = ___. Add tens and ones. Regroup if needed.

3. 46 + 17 = ___. Add tens and ones. Regroup if needed.

4. 58 + 15 = ___. Add tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add by place-value parts

Success criteria
I can add two numbers using tens and ones.

OW-G1-002 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 24 + 13 = ___. Add tens and ones. Regroup if needed.

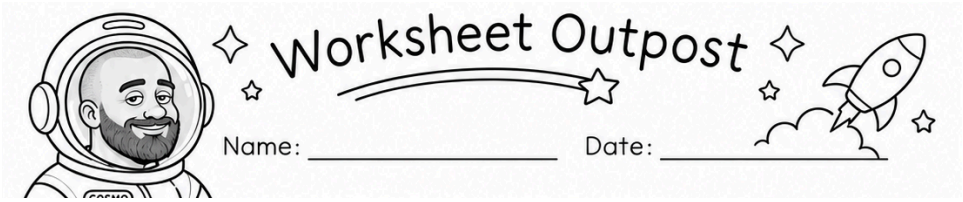
2. 35 + 22 = ___. Add tens and ones. Regroup if needed.

3. 46 + 17 = ___. Add tens and ones. Regroup if needed.

4. 58 + 15 = ___. Add tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add by place-value parts

Success criteria
I can add two numbers using tens and ones.

OW-G1-002 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 24 + 13 = ___. Add tens and ones. Regroup if needed.

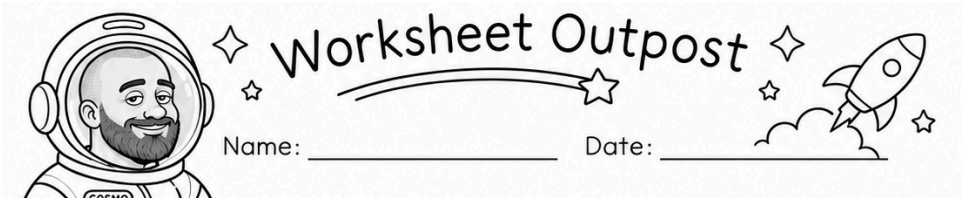
2. 35 + 22 = ___. Add tens and ones. Regroup if needed.

3. 46 + 17 = ___. Add tens and ones. Regroup if needed.

4. 58 + 15 = ___. Add tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add by place-value parts

Success criteria
I can add two numbers using tens and ones.

OW-G1-002 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 24 + 13 = ___. Add tens and ones. Regroup if needed.

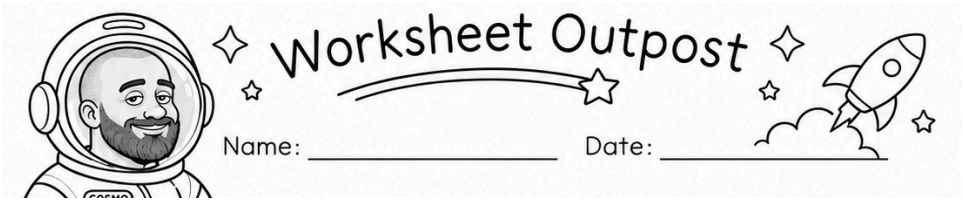
2. 35 + 22 = ___. Add tens and ones. Regroup if needed.

3. 46 + 17 = ___. Add tens and ones. Regroup if needed.

4. 58 + 15 = ___. Add tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add by place-value parts

Success criteria
I can add two numbers using tens and ones.

OW-G1-002 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 24 + 13 = ___. Add tens and ones. Regroup if needed.

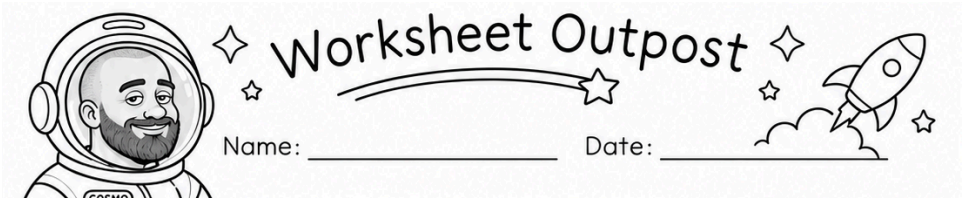
2. 35 + 22 = ___. Add tens and ones. Regroup if needed.

3. 46 + 17 = ___. Add tens and ones. Regroup if needed.

4. 58 + 15 = ___. Add tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add one to a known double

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-003 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Use a double to solve 5 + 6. Write the double and the sum.

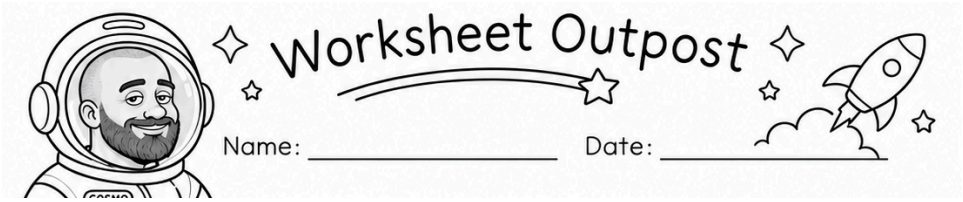
2. Use a double to solve 6 + 7. Write the double and the sum.

3. Use a double to solve 7 + 8. Write the double and the sum.

4. Use a double to solve 8 + 9. Write the double and the sum.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add one to a known double

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-003 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Use a double to solve 5 + 6. Write the double and the sum.

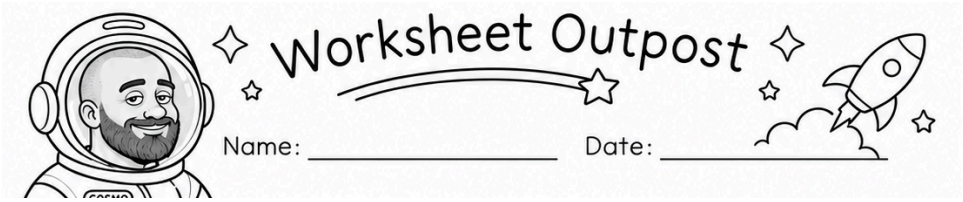
2. Use a double to solve 6 + 7. Write the double and the sum.

3. Use a double to solve 7 + 8. Write the double and the sum.

4. Use a double to solve 8 + 9. Write the double and the sum.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add one to a known double

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-003 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Use a double to solve 5 + 6. Write the double and the sum.

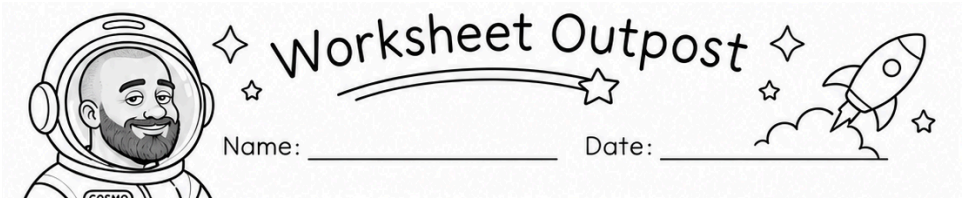
2. Use a double to solve 6 + 7. Write the double and the sum.

3. Use a double to solve 7 + 8. Write the double and the sum.

4. Use a double to solve 8 + 9. Write the double and the sum.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add one to a known double

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-003 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Use a double to solve 5 + 6. Write the double and the sum.

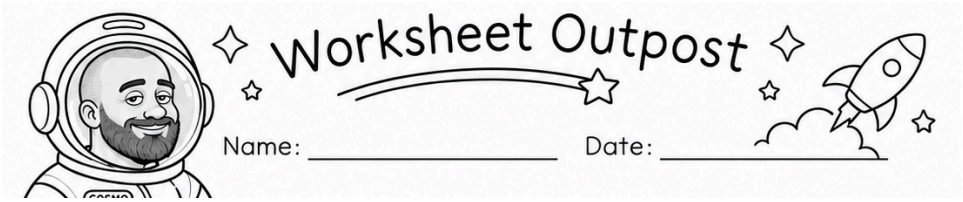
2. Use a double to solve 6 + 7. Write the double and the sum.

3. Use a double to solve 7 + 8. Write the double and the sum.

4. Use a double to solve 8 + 9. Write the double and the sum.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Add one to a known double

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-003 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Use a double to solve 5 + 6. Write the double and the sum.

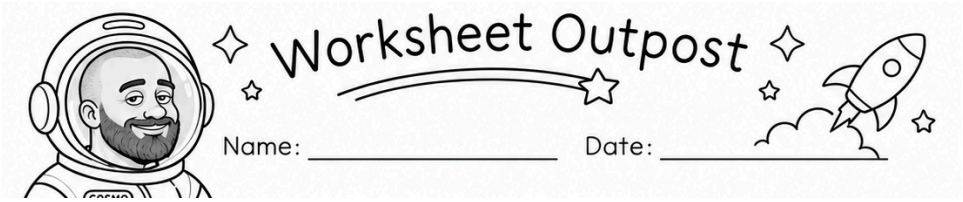
2. Use a double to solve 6 + 7. Write the double and the sum.

3. Use a double to solve 7 + 8. Write the double and the sum.

4. Use a double to solve 8 + 9. Write the double and the sum.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories through twenty

OW-G1-004 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A tray holds 8 red cups and 3 blue cups. How many cups are there in all? Show how you solved it.

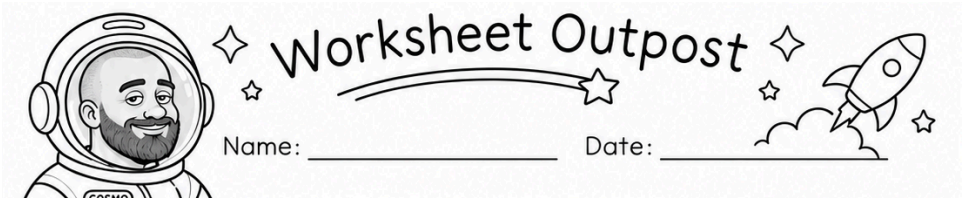
2. A tray holds 9 red cups and 4 blue cups. How many cups are there in all? Show how you solved it.

3. A tray holds 7 red cups and 5 blue cups. How many cups are there in all? Show how you solved it.

4. A tray holds 9 red cups and 6 blue cups. How many cups are there in all? Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories through twenty

OW-G1-004 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A tray holds 8 red cups and 3 blue cups. How many cups are there in all? Show how you solved it.

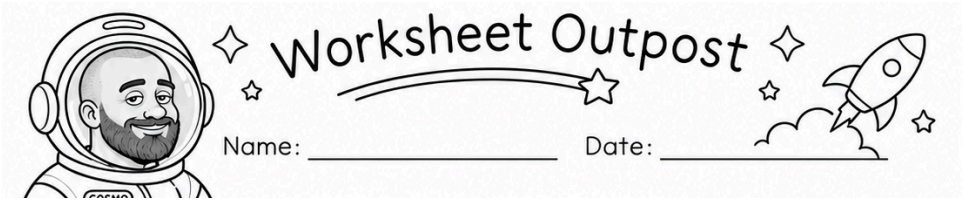
2. A tray holds 9 red cups and 4 blue cups. How many cups are there in all? Show how you solved it.

3. A tray holds 7 red cups and 5 blue cups. How many cups are there in all? Show how you solved it.

4. A tray holds 9 red cups and 6 blue cups. How many cups are there in all? Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories through twenty

OW-G1-004 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A tray holds 8 red cups and 3 blue cups. How many cups are there in all? Show how you solved it.

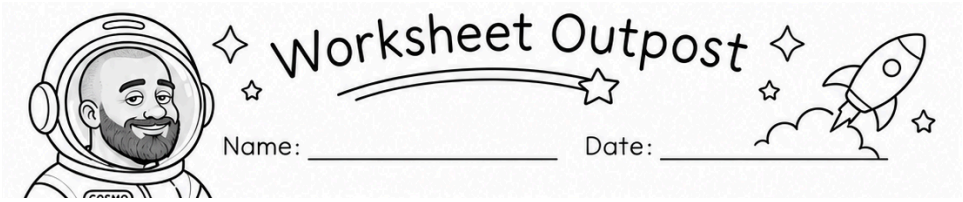
2. A tray holds 9 red cups and 4 blue cups. How many cups are there in all? Show how you solved it.

3. A tray holds 7 red cups and 5 blue cups. How many cups are there in all? Show how you solved it.

4. A tray holds 9 red cups and 6 blue cups. How many cups are there in all? Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories through twenty

OW-G1-004 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A tray holds 8 red cups and 3 blue cups. How many cups are there in all? Show how you solved it.

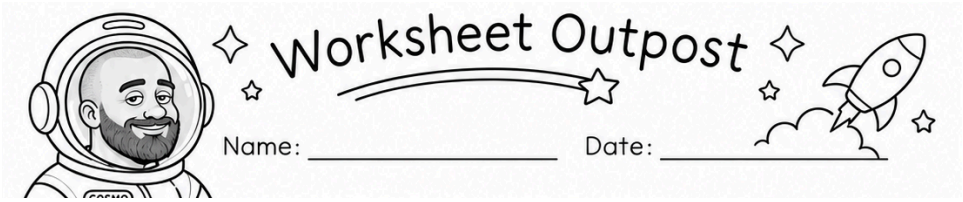
2. A tray holds 9 red cups and 4 blue cups. How many cups are there in all? Show how you solved it.

3. A tray holds 7 red cups and 5 blue cups. How many cups are there in all? Show how you solved it.

4. A tray holds 9 red cups and 6 blue cups. How many cups are there in all? Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories through twenty

OW-G1-004 E5 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A tray holds 8 red cups and 3 blue cups. How many cups are there in all? Show how you solved it.

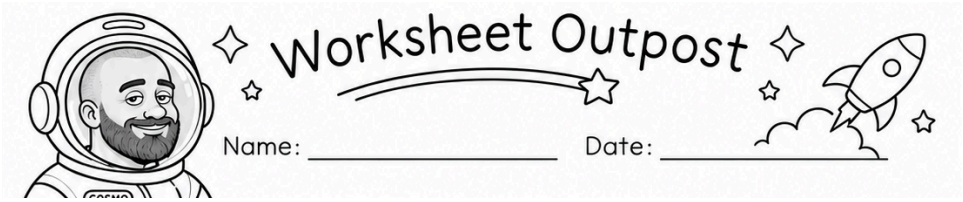
2. A tray holds 9 red cups and 4 blue cups. How many cups are there in all? Show how you solved it.

3. A tray holds 7 red cups and 5 blue cups. How many cups are there in all? Show how you solved it.

4. A tray holds 9 red cups and 6 blue cups. How many cups are there in all? Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Check another addition explanation

OW-G1-005 E1 | Five questions

Name: _____ Date: _____

Success criteria

I can count on to add or count back to subtract.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Kai counts 3 steps from 8, but counts 8 as the first step. Kai gets 10. Explain and fix the mistake.

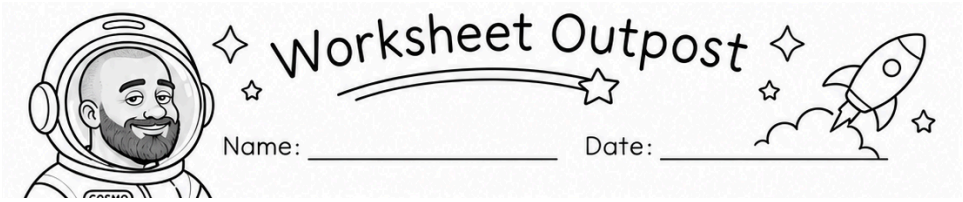
2. Kai counts 4 steps from 9, but counts 9 as the first step. Kai gets 12. Explain and fix the mistake.

3. Kai counts 5 steps from 7, but counts 7 as the first step. Kai gets 11. Explain and fix the mistake.

4. Kai counts 6 steps from 9, but counts 9 as the first step. Kai gets 14. Explain and fix the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Check another addition explanation

OW-G1-005 E2 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Kai counts 3 steps from 8, but counts 8 as the first step. Kai gets 10. Explain and fix the mistake.

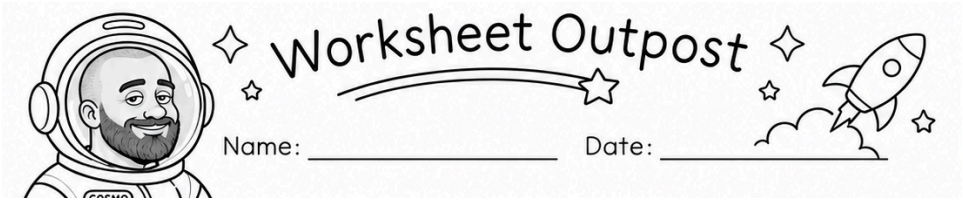
2. Kai counts 4 steps from 9, but counts 9 as the first step. Kai gets 12. Explain and fix the mistake.

3. Kai counts 5 steps from 7, but counts 7 as the first step. Kai gets 11. Explain and fix the mistake.

4. Kai counts 6 steps from 9, but counts 9 as the first step. Kai gets 14. Explain and fix the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Check another addition explanation

OW-G1-005 E3 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Kai counts 3 steps from 8, but counts 8 as the first step. Kai gets 10. Explain and fix the mistake.

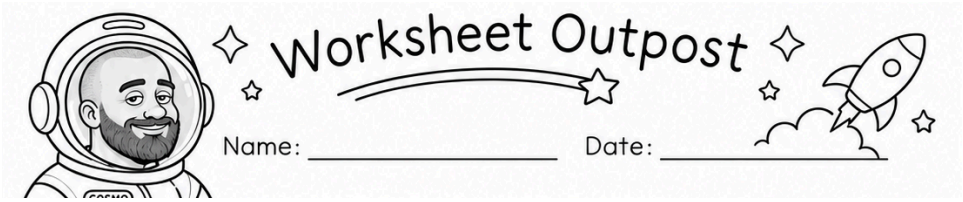
2. Kai counts 4 steps from 9, but counts 9 as the first step. Kai gets 12. Explain and fix the mistake.

3. Kai counts 5 steps from 7, but counts 7 as the first step. Kai gets 11. Explain and fix the mistake.

4. Kai counts 6 steps from 9, but counts 9 as the first step. Kai gets 14. Explain and fix the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Check another addition explanation

OW-G1-005 E4 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Kai counts 3 steps from 8, but counts 8 as the first step. Kai gets 10. Explain and fix the mistake.

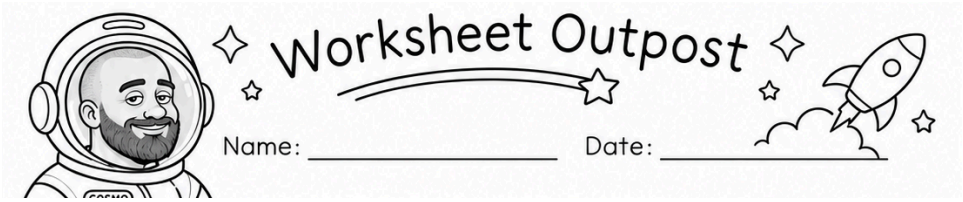
2. Kai counts 4 steps from 9, but counts 9 as the first step. Kai gets 12. Explain and fix the mistake.

3. Kai counts 5 steps from 7, but counts 7 as the first step. Kai gets 11. Explain and fix the mistake.

4. Kai counts 6 steps from 9, but counts 9 as the first step. Kai gets 14. Explain and fix the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Check another addition explanation

OW-G1-005 E5 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Kai counts 3 steps from 8, but counts 8 as the first step. Kai gets 10. Explain and fix the mistake.

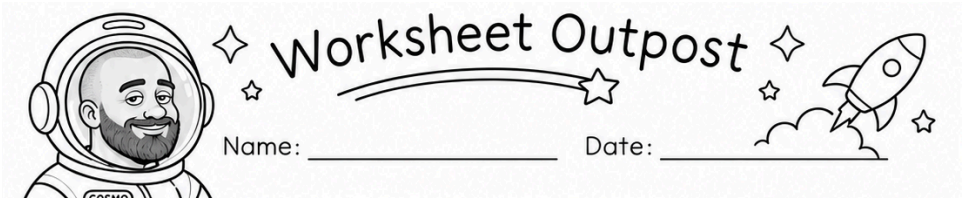
2. Kai counts 4 steps from 9, but counts 9 as the first step. Kai gets 12. Explain and fix the mistake.

3. Kai counts 5 steps from 7, but counts 7 as the first step. Kai gets 11. Explain and fix the mistake.

4. Kai counts 6 steps from 9, but counts 9 as the first step. Kai gets 14. Explain and fix the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a sum

Success criteria
I can add two numbers using tens and ones.

OW-G1-006 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 24 + 13 = ___. Solve with two strategies and check that they agree.

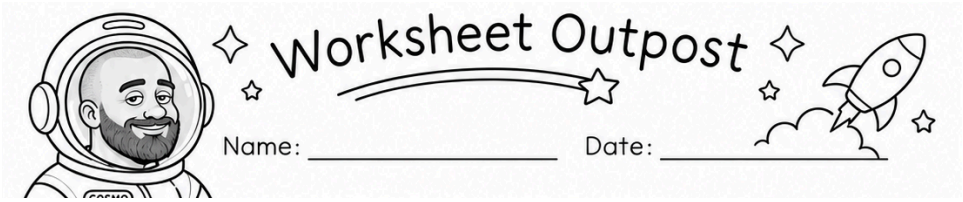
2. 35 + 22 = ___. Solve with two strategies and check that they agree.

3. 46 + 17 = ___. Solve with two strategies and check that they agree.

4. 58 + 15 = ___. Solve with two strategies and check that they agree.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a sum

Success criteria
I can add two numbers using tens and ones.

OW-G1-006 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 24 + 13 = ___. Solve with two strategies and check that they agree.

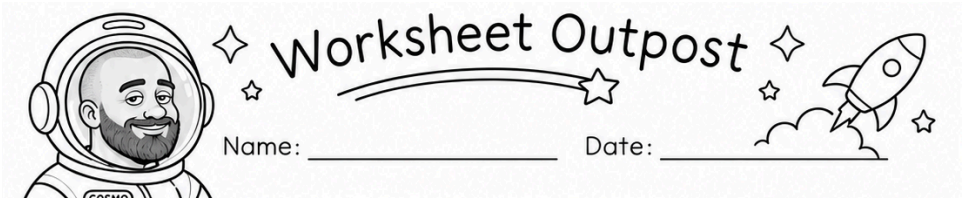
2. 35 + 22 = ___. Solve with two strategies and check that they agree.

3. 46 + 17 = ___. Solve with two strategies and check that they agree.

4. 58 + 15 = ___. Solve with two strategies and check that they agree.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a sum

Success criteria
I can add two numbers using tens and ones.

OW-G1-006 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 24 + 13 = ___. Solve with two strategies and check that they agree.

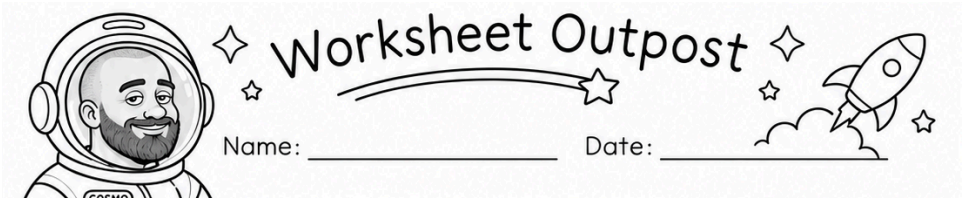
2. 35 + 22 = ___. Solve with two strategies and check that they agree.

3. 46 + 17 = ___. Solve with two strategies and check that they agree.

4. 58 + 15 = ___. Solve with two strategies and check that they agree.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a sum

Success criteria
I can add two numbers using tens and ones.

OW-G1-006 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 24 + 13 = ___. Solve with two strategies and check that they agree.

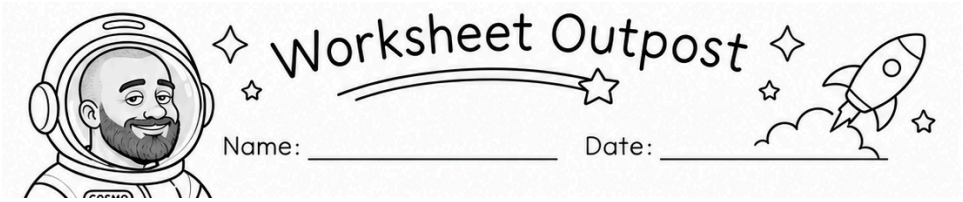
2. 35 + 22 = ___. Solve with two strategies and check that they agree.

3. 46 + 17 = ___. Solve with two strategies and check that they agree.

4. 58 + 15 = ___. Solve with two strategies and check that they agree.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a sum

Success criteria
I can add two numbers using tens and ones.

OW-G1-006 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 24 + 13 = ___. Solve with two strategies and check that they agree.

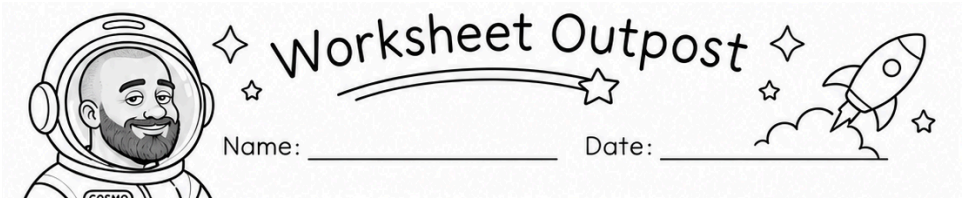
2. 35 + 22 = ___. Solve with two strategies and check that they agree.

3. 46 + 17 = ___. Solve with two strategies and check that they agree.

4. 58 + 15 = ___. Solve with two strategies and check that they agree.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine bundles of ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-007 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

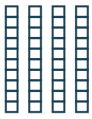
1. 20 + 20 = ___. Draw the extra tens rods.



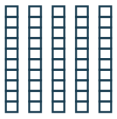
2. 30 + 20 = ___. Draw the extra tens rods.



3. 40 + 20 = ___. Draw the extra tens rods.

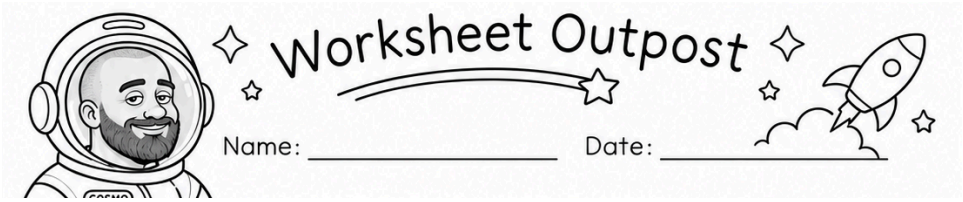


4. 50 + 20 = ___. Draw the extra tens rods.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine bundles of ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-007 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

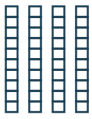
1. 20 + 20 = ___. Draw the extra tens rods.



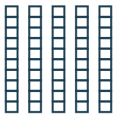
2. 30 + 20 = ___. Draw the extra tens rods.



3. 40 + 20 = ___. Draw the extra tens rods.

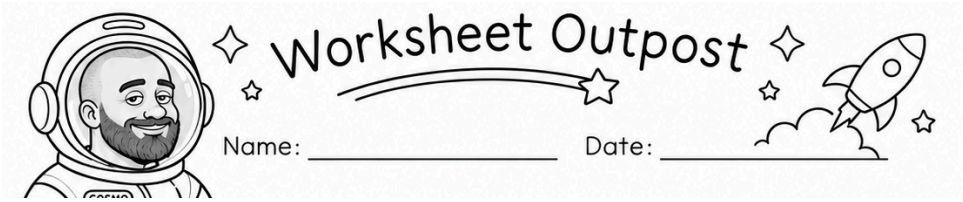


4. 50 + 20 = ___. Draw the extra tens rods.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine bundles of ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-007 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

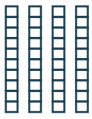
1. 20 + 20 = ___. Draw the extra tens rods.



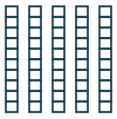
2. 30 + 20 = ___. Draw the extra tens rods.



3. 40 + 20 = ___. Draw the extra tens rods.

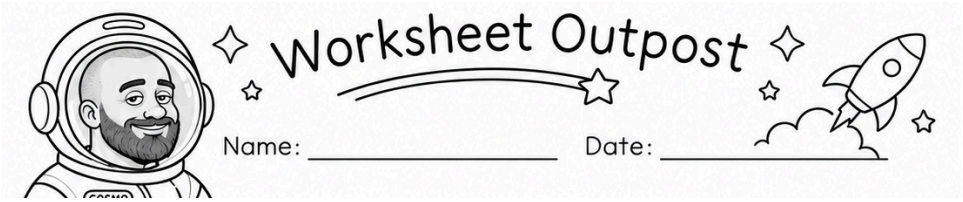


4. 50 + 20 = ___. Draw the extra tens rods.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine bundles of ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-007 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

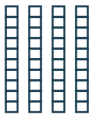
1. 20 + 20 = ___. Draw the extra tens rods.



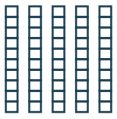
2. 30 + 20 = ___. Draw the extra tens rods.



3. 40 + 20 = ___. Draw the extra tens rods.

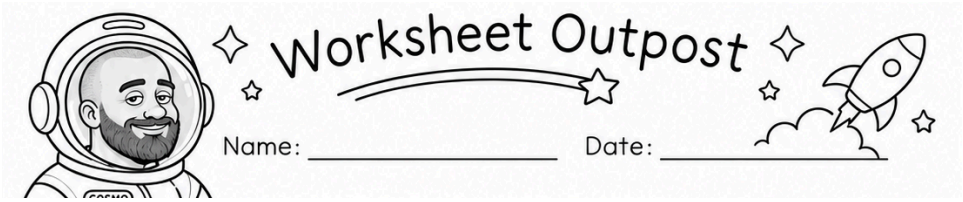


4. 50 + 20 = ___. Draw the extra tens rods.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine bundles of ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-007 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

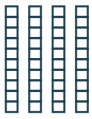
1. 20 + 20 = ___. Draw the extra tens rods.



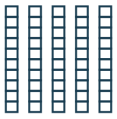
2. 30 + 20 = ___. Draw the extra tens rods.



3. 40 + 20 = ___. Draw the extra tens rods.

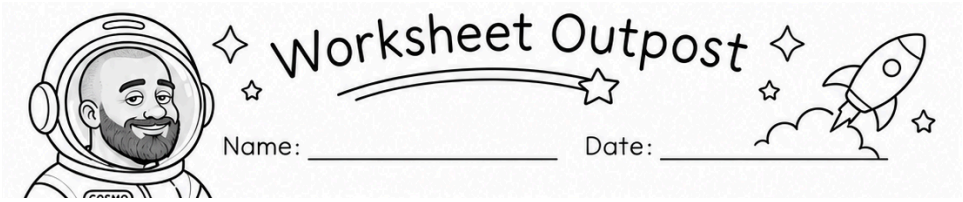


4. 50 + 20 = ___. Draw the extra tens rods.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine tens-and-ones models

Success criteria
I can add two numbers using tens and ones.

OW-G1-008 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The model shows 24. Draw 13 more. Trade 10 ones for a ten if needed. Write the sum.



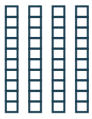
□□□□

2. The model shows 35. Draw 22 more. Trade 10 ones for a ten if needed. Write the sum.



□□□□□

3. The model shows 46. Draw 17 more. Trade 10 ones for a ten if needed. Write the sum.



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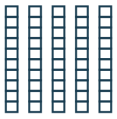
4. The model shows 58. Draw 15 more. Trade 10 ones for a ten if needed. Write the sum.



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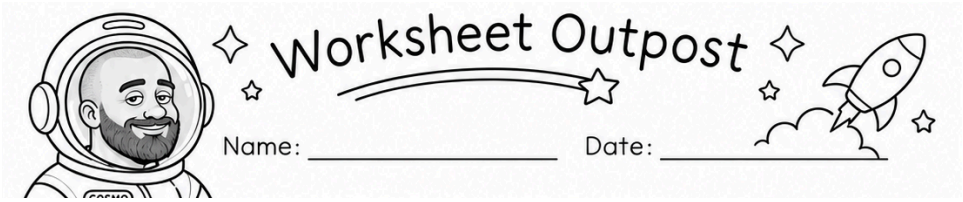
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine tens-and-ones models

Success criteria
I can add two numbers using tens and ones.

OW-G1-008 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. The model shows 24. Draw 13 more. Trade 10 ones for a ten if needed. Write the sum.



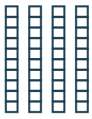
□□□□

2. The model shows 35. Draw 22 more. Trade 10 ones for a ten if needed. Write the sum.



□□□□□

3. The model shows 46. Draw 17 more. Trade 10 ones for a ten if needed. Write the sum.



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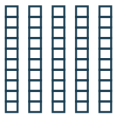
4. The model shows 58. Draw 15 more. Trade 10 ones for a ten if needed. Write the sum.



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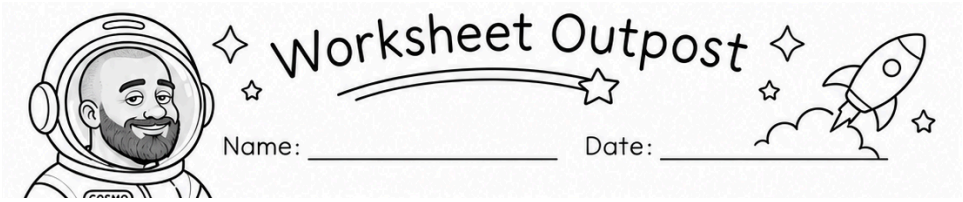
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine tens-and-ones models

Success criteria
I can add two numbers using tens and ones.

OW-G1-008 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The model shows 24. Draw 13 more. Trade 10 ones for a ten if needed. Write the sum.



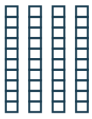
□□□□

2. The model shows 35. Draw 22 more. Trade 10 ones for a ten if needed. Write the sum.



□□□□□

3. The model shows 46. Draw 17 more. Trade 10 ones for a ten if needed. Write the sum.



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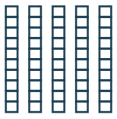
4. The model shows 58. Draw 15 more. Trade 10 ones for a ten if needed. Write the sum.



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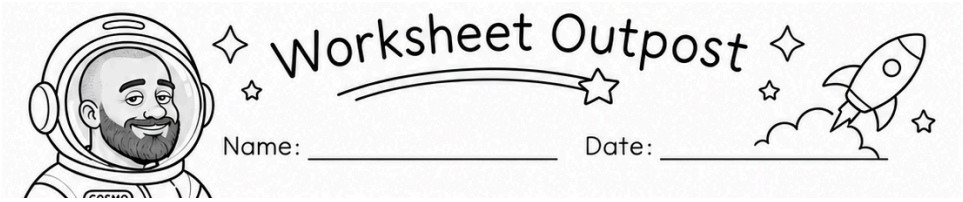
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine tens-and-ones models

Success criteria
I can add two numbers using tens and ones.

OW-G1-008 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. The model shows 24. Draw 13 more. Trade 10 ones for a ten if needed. Write the sum.



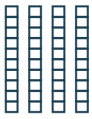
□□□□

2. The model shows 35. Draw 22 more. Trade 10 ones for a ten if needed. Write the sum.



□□□□□

3. The model shows 46. Draw 17 more. Trade 10 ones for a ten if needed. Write the sum.



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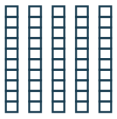
4. The model shows 58. Draw 15 more. Trade 10 ones for a ten if needed. Write the sum.



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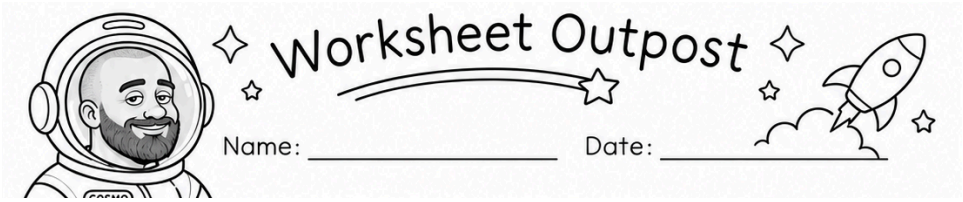
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Combine tens-and-ones models

Success criteria
I can add two numbers using tens and ones.

OW-G1-008 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The model shows 24. Draw 13 more. Trade 10 ones for a ten if needed. Write the sum.



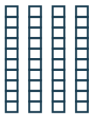
□□□□

2. The model shows 35. Draw 22 more. Trade 10 ones for a ten if needed. Write the sum.



□□□□□

3. The model shows 46. Draw 17 more. Trade 10 ones for a ten if needed. Write the sum.



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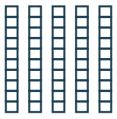
4. The model shows 58. Draw 15 more. Trade 10 ones for a ten if needed. Write the sum.



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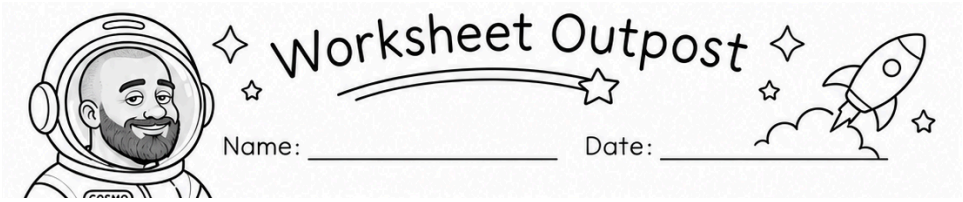
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count forward for larger sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-009 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 8 + 1 = ___. Count on from 8. Write each count.

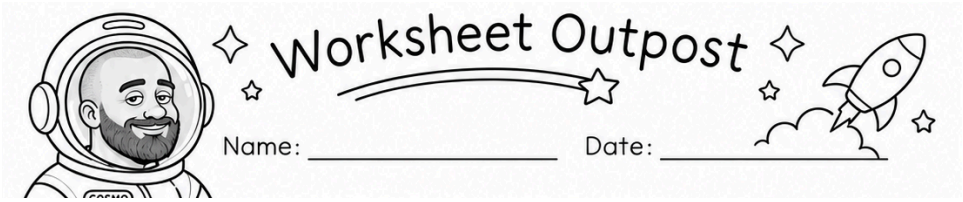
2. 9 + 2 = ___. Count on from 9. Write each count.

3. 7 + 3 = ___. Count on from 7. Write each count.

4. 9 + 4 = ___. Count on from 9. Write each count.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count forward for larger sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-009 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 8 + 1 = ___. Count on from 8. Write each count.

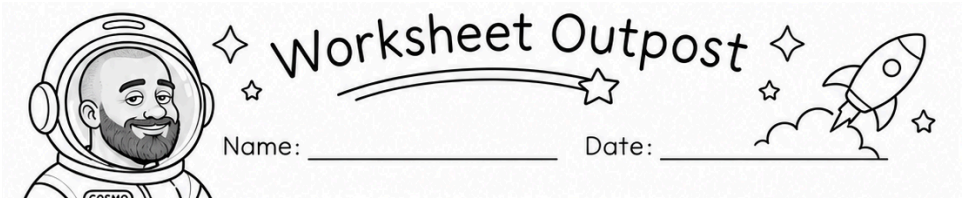
2. 9 + 2 = ___. Count on from 9. Write each count.

3. 7 + 3 = ___. Count on from 7. Write each count.

4. 9 + 4 = ___. Count on from 9. Write each count.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count forward for larger sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-009 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 8 + 1 = ___. Count on from 8. Write each count.

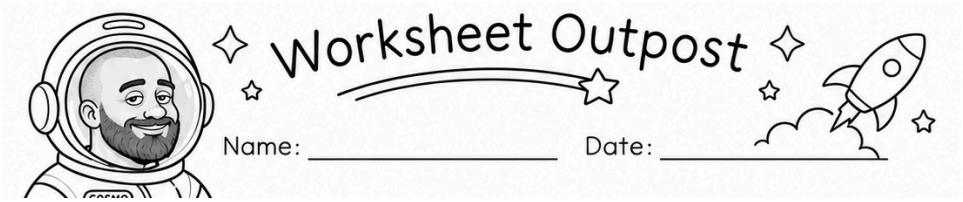
2. 9 + 2 = ___. Count on from 9. Write each count.

3. 7 + 3 = ___. Count on from 7. Write each count.

4. 9 + 4 = ___. Count on from 9. Write each count.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count forward for larger sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-009 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 8 + 1 = ___. Count on from 8. Write each count.

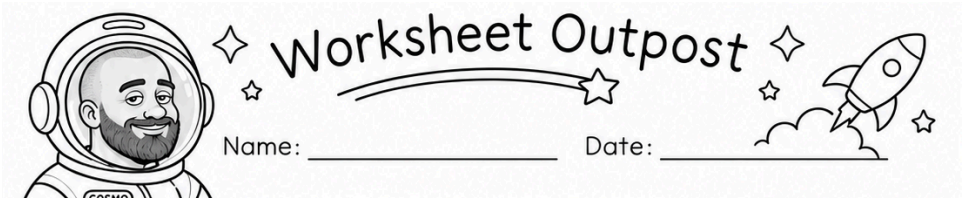
2. 9 + 2 = ___. Count on from 9. Write each count.

3. 7 + 3 = ___. Count on from 7. Write each count.

4. 9 + 4 = ___. Count on from 9. Write each count.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count forward for larger sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-009 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 8 + 1 = ___. Count on from 8. Write each count.

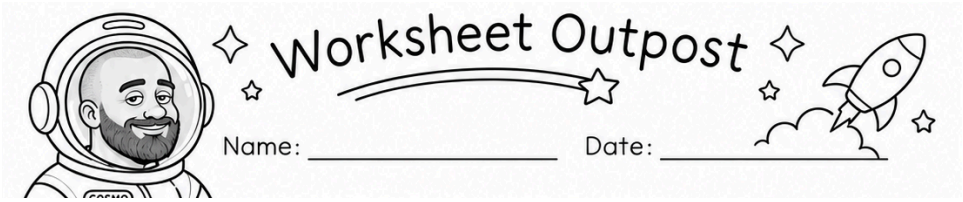
2. 9 + 2 = ___. Count on from 9. Write each count.

3. 7 + 3 = ___. Count on from 7. Write each count.

4. 9 + 4 = ___. Count on from 9. Write each count.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a sum

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-010 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Solve 8 + 3 in two ways. Show or tell why the sums match.

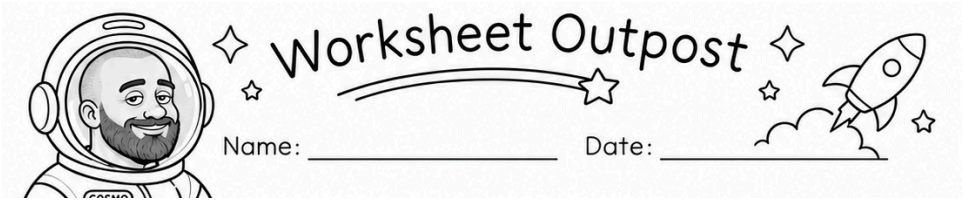
2. Solve 9 + 4 in two ways. Show or tell why the sums match.

3. Solve 7 + 5 in two ways. Show or tell why the sums match.

4. Solve 9 + 6 in two ways. Show or tell why the sums match.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a sum

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-010 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Solve 8 + 3 in two ways. Show or tell why the sums match.

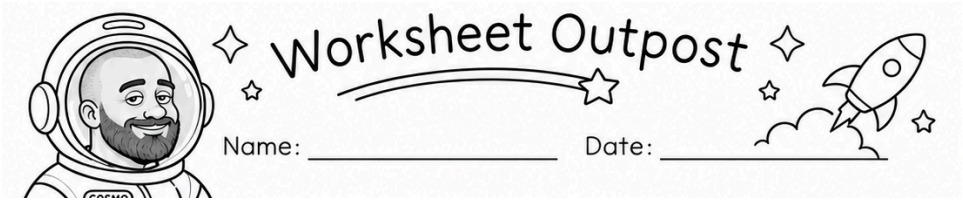
2. Solve 9 + 4 in two ways. Show or tell why the sums match.

3. Solve 7 + 5 in two ways. Show or tell why the sums match.

4. Solve 9 + 6 in two ways. Show or tell why the sums match.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a sum

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-010 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Solve 8 + 3 in two ways. Show or tell why the sums match.

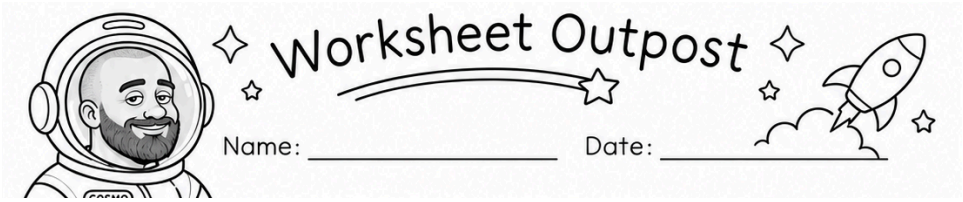
2. Solve 9 + 4 in two ways. Show or tell why the sums match.

3. Solve 7 + 5 in two ways. Show or tell why the sums match.

4. Solve 9 + 6 in two ways. Show or tell why the sums match.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a sum

OW-G1-010 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Solve 8 + 3 in two ways. Show or tell why the sums match.

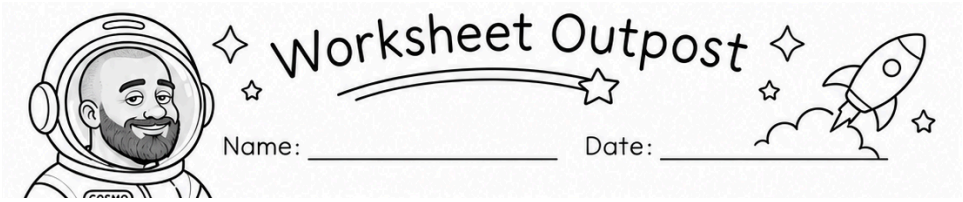
2. Solve 9 + 4 in two ways. Show or tell why the sums match.

3. Solve 7 + 5 in two ways. Show or tell why the sums match.

4. Solve 9 + 6 in two ways. Show or tell why the sums match.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a sum

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-010 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Solve 8 + 3 in two ways. Show or tell why the sums match.

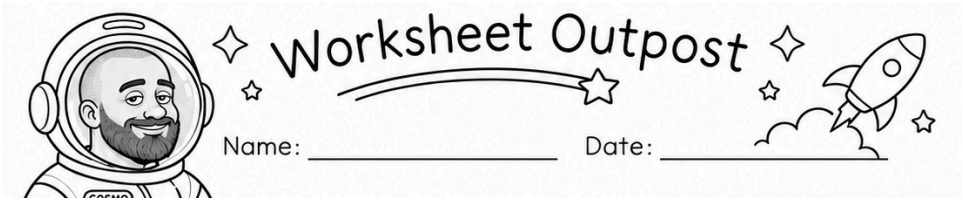
2. Solve 9 + 4 in two ways. Show or tell why the sums match.

3. Solve 7 + 5 in two ways. Show or tell why the sums match.

4. Solve 9 + 6 in two ways. Show or tell why the sums match.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a two-digit addition model

Success criteria
I can add two numbers using tens and ones.

OW-G1-011 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A class has 24 books and gets 13 more. Draw a model and write an equation for the total.

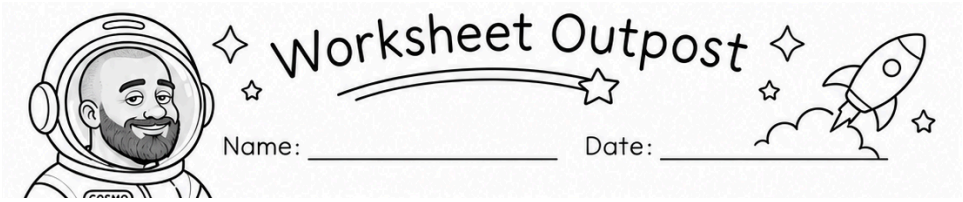
2. A class has 35 books and gets 22 more. Draw a model and write an equation for the total.

3. A class has 46 books and gets 17 more. Draw a model and write an equation for the total.

4. A class has 58 books and gets 15 more. Draw a model and write an equation for the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a two-digit addition model

Success criteria
I can add two numbers using tens and ones.

OW-G1-011 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A class has 24 books and gets 13 more. Draw a model and write an equation for the total.

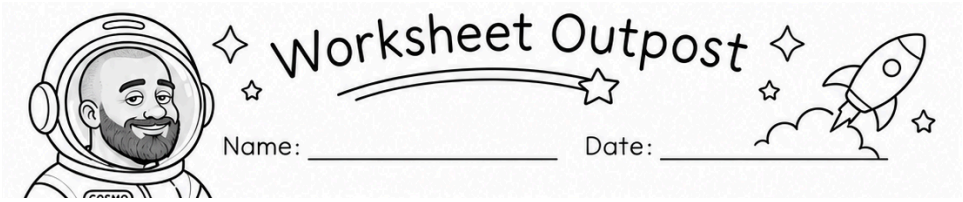
2. A class has 35 books and gets 22 more. Draw a model and write an equation for the total.

3. A class has 46 books and gets 17 more. Draw a model and write an equation for the total.

4. A class has 58 books and gets 15 more. Draw a model and write an equation for the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a two-digit addition model

Success criteria
I can add two numbers using tens and ones.

OW-G1-011 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A class has 24 books and gets 13 more. Draw a model and write an equation for the total.

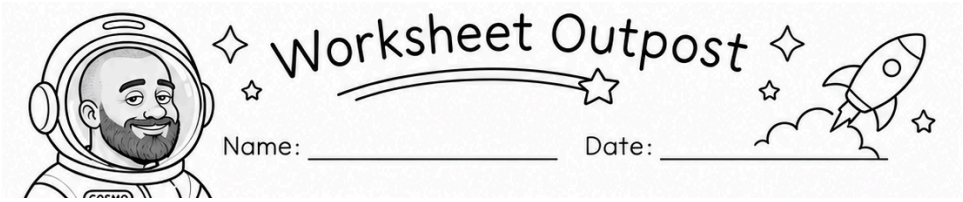
2. A class has 35 books and gets 22 more. Draw a model and write an equation for the total.

3. A class has 46 books and gets 17 more. Draw a model and write an equation for the total.

4. A class has 58 books and gets 15 more. Draw a model and write an equation for the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a two-digit addition model

Success criteria
I can add two numbers using tens and ones.

OW-G1-011 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A class has 24 books and gets 13 more. Draw a model and write an equation for the total.

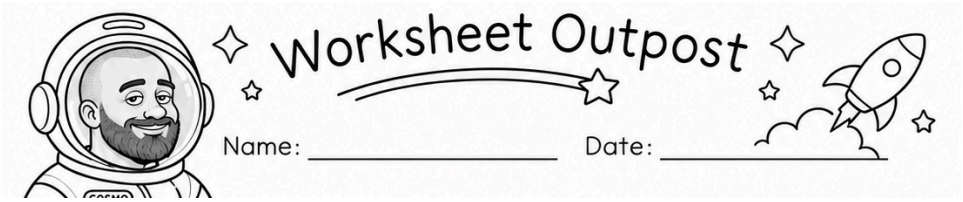
2. A class has 35 books and gets 22 more. Draw a model and write an equation for the total.

3. A class has 46 books and gets 17 more. Draw a model and write an equation for the total.

4. A class has 58 books and gets 15 more. Draw a model and write an equation for the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a two-digit addition model

Success criteria
I can add two numbers using tens and ones.

OW-G1-011 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A class has 24 books and gets 13 more. Draw a model and write an equation for the total.

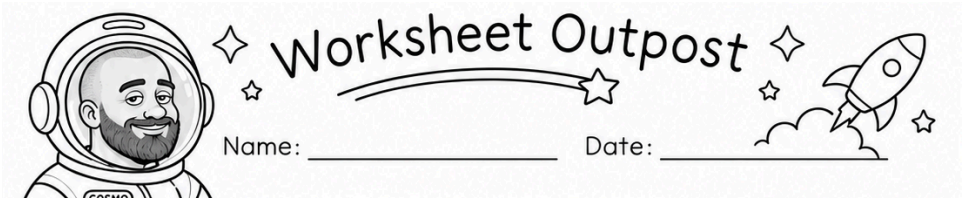
2. A class has 35 books and gets 22 more. Draw a model and write an equation for the total.

3. A class has 46 books and gets 17 more. Draw a model and write an equation for the total.

4. A class has 58 books and gets 15 more. Draw a model and write an equation for the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw forward jumps for sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-012 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 8 + 3 = ___. Label the start and draw hops on the open line.

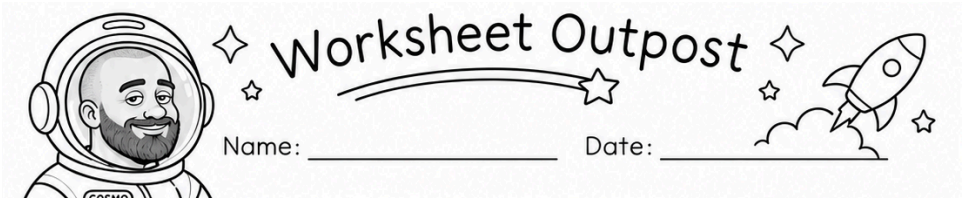
2. 9 + 4 = ___. Label the start and draw hops on the open line.

3. 7 + 5 = ___. Label the start and draw hops on the open line.

4. 9 + 6 = ___. Label the start and draw hops on the open line.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw forward jumps for sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-012 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 8 + 3 = ___. Label the start and draw hops on the open line.

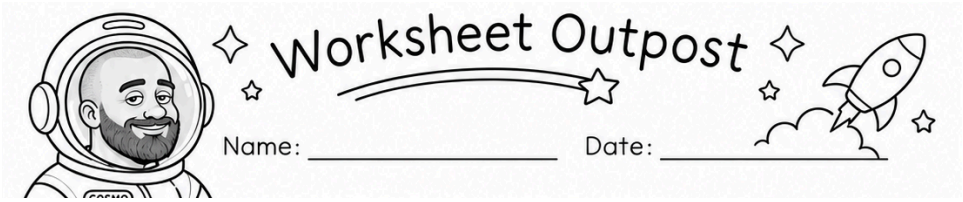
2. 9 + 4 = ___. Label the start and draw hops on the open line.

3. 7 + 5 = ___. Label the start and draw hops on the open line.

4. 9 + 6 = ___. Label the start and draw hops on the open line.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw forward jumps for sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-012 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 8 + 3 = ___. Label the start and draw hops on the open line.

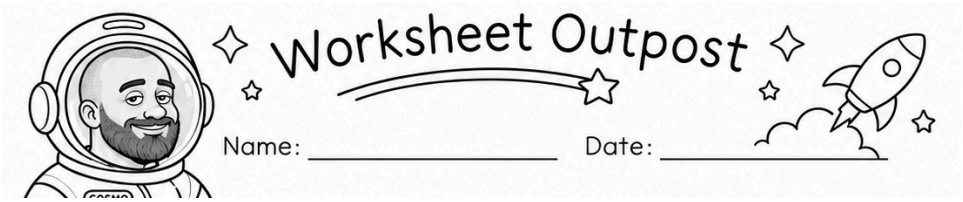
2. 9 + 4 = ___. Label the start and draw hops on the open line.

3. 7 + 5 = ___. Label the start and draw hops on the open line.

4. 9 + 6 = ___. Label the start and draw hops on the open line.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw forward jumps for sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-012 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 8 + 3 = ___. Label the start and draw hops on the open line.

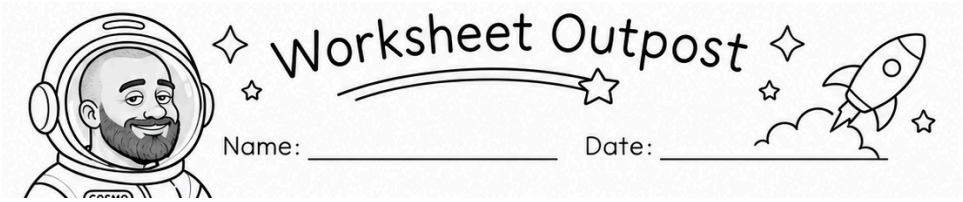
2. 9 + 4 = ___. Label the start and draw hops on the open line.

3. 7 + 5 = ___. Label the start and draw hops on the open line.

4. 9 + 6 = ___. Label the start and draw hops on the open line.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw forward jumps for sums

Success criteria
I can count on to add or count back to subtract.

OW-G1-012 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 8 + 3 = ___. Label the start and draw hops on the open line.

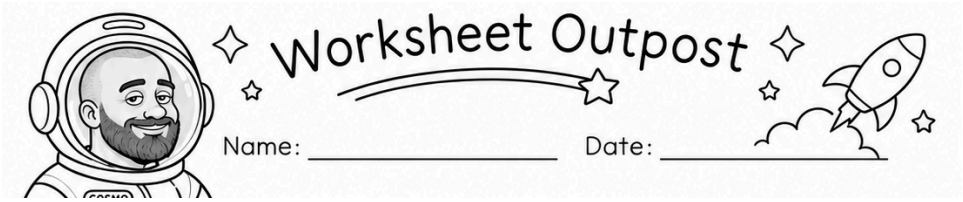
2. 9 + 4 = ___. Label the start and draw hops on the open line.

3. 7 + 5 = ___. Label the start and draw hops on the open line.

4. 9 + 6 = ___. Label the start and draw hops on the open line.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps for two-digit sums

Success criteria
I can add two numbers using tens and ones.

OW-G1-013 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 24 + 13 = ___. Label jumps for tens and ones.

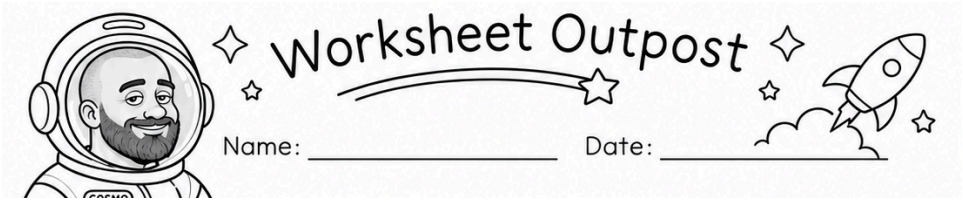
2. 35 + 22 = ___. Label jumps for tens and ones.

3. 46 + 17 = ___. Label jumps for tens and ones.

4. 58 + 15 = ___. Label jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps for two-digit sums

Success criteria
I can add two numbers using tens and ones.

OW-G1-013 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 24 + 13 = ___. Label jumps for tens and ones.

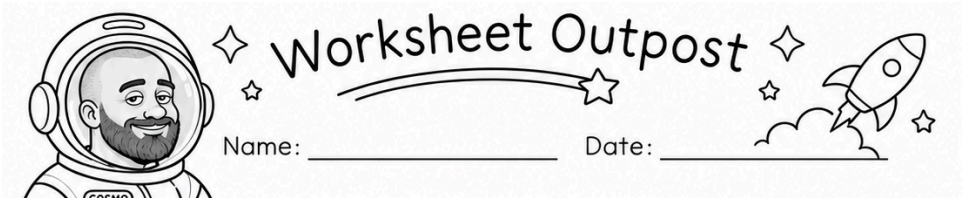
2. 35 + 22 = ___. Label jumps for tens and ones.

3. 46 + 17 = ___. Label jumps for tens and ones.

4. 58 + 15 = ___. Label jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps for two-digit sums

Success criteria
I can add two numbers using tens and ones.

OW-G1-013 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 24 + 13 = ___. Label jumps for tens and ones.

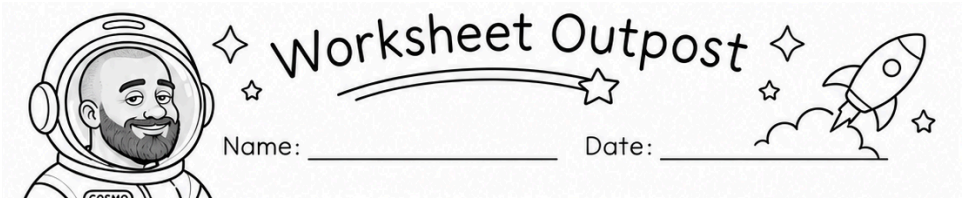
2. 35 + 22 = ___. Label jumps for tens and ones.

3. 46 + 17 = ___. Label jumps for tens and ones.

4. 58 + 15 = ___. Label jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps for two-digit sums

Success criteria
I can add two numbers using tens and ones.

OW-G1-013 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 24 + 13 = ___. Label jumps for tens and ones.

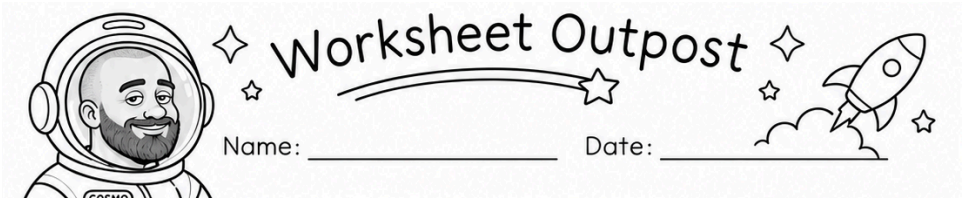
2. 35 + 22 = ___. Label jumps for tens and ones.

3. 46 + 17 = ___. Label jumps for tens and ones.

4. 58 + 15 = ___. Label jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps for two-digit sums

Success criteria
I can add two numbers using tens and ones.

OW-G1-013 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 24 + 13 = ___. Label jumps for tens and ones.

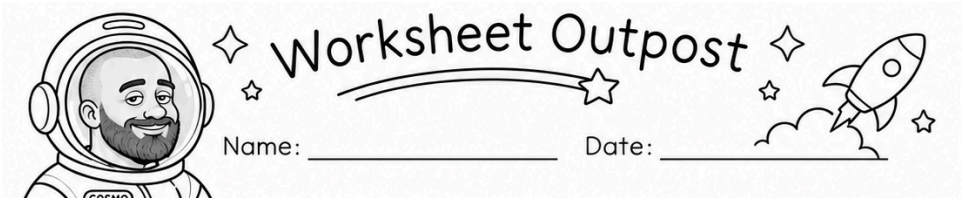
2. 35 + 22 = ___. Label jumps for tens and ones.

3. 46 + 17 = ___. Label jumps for tens and ones.

4. 58 + 15 = ___. Label jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums through twenty

OW-G1-014 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 6 + 6 = ___. Show equal groups.

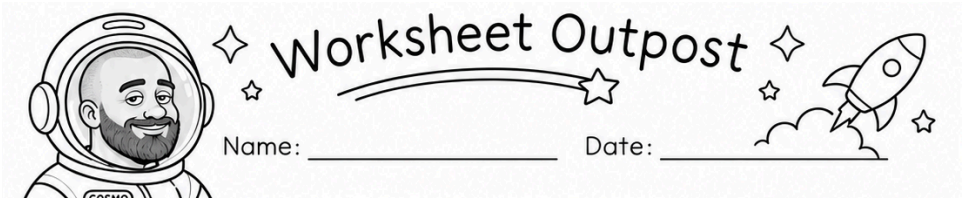
2. 7 + 7 = ___. Show equal groups.

3. 8 + 8 = ___. Show equal groups.

4. 9 + 9 = ___. Show equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums through twenty

OW-G1-014 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 6 + 6 = ___. Show equal groups.

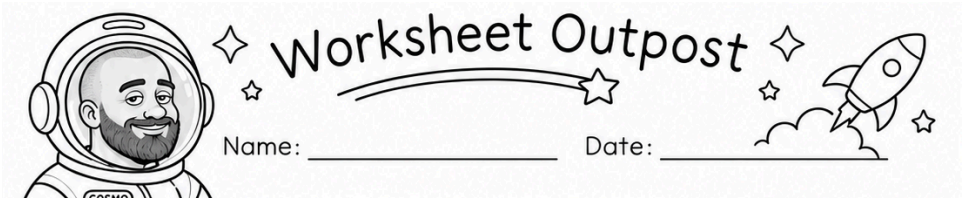
2. 7 + 7 = ___. Show equal groups.

3. 8 + 8 = ___. Show equal groups.

4. 9 + 9 = ___. Show equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums through twenty

OW-G1-014 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 6 + 6 = ___. Show equal groups.

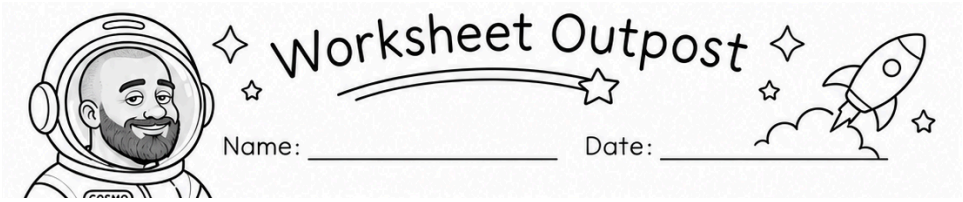
2. 7 + 7 = ___. Show equal groups.

3. 8 + 8 = ___. Show equal groups.

4. 9 + 9 = ___. Show equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums through twenty

OW-G1-014 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 6 + 6 = ___. Show equal groups.

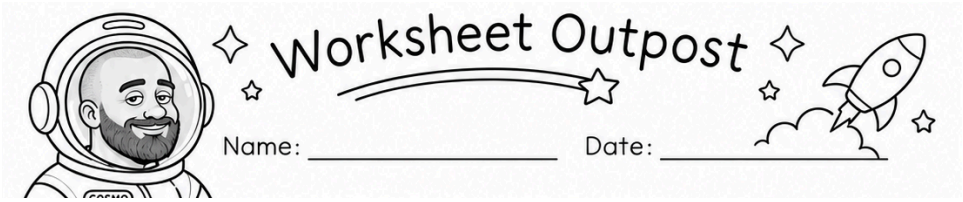
2. 7 + 7 = ___. Show equal groups.

3. 8 + 8 = ___. Show equal groups.

4. 9 + 9 = ___. Show equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums through twenty

OW-G1-014 E5 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 6 + 6 = ___. Show equal groups.

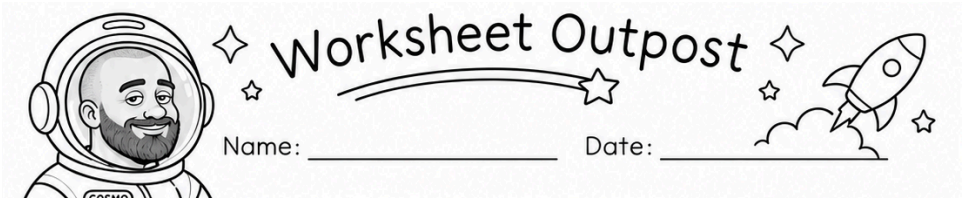
2. 7 + 7 = ___. Show equal groups.

3. 8 + 8 = ___. Show equal groups.

4. 9 + 9 = ___. Show equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add groups of ten

OW-G1-015 E1 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 + 10 = ____
Draw tens and ones to show your work.

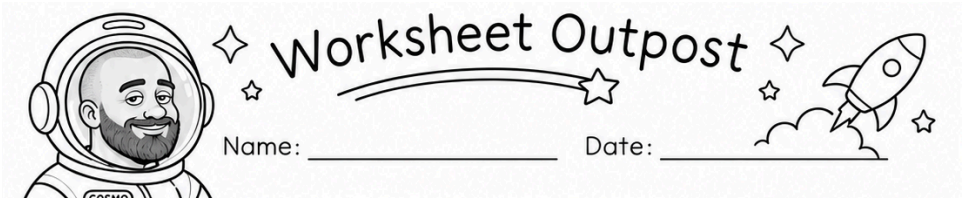
2. 30 + 10 = ____
Draw tens and ones to show your work.

3. 40 + 10 = ____
Draw tens and ones to show your work.

4. 50 + 10 = ____
Draw tens and ones to show your work.

5. 60 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add groups of ten

OW-G1-015 E2 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 + 10 = ____
Draw tens and ones to show your work.

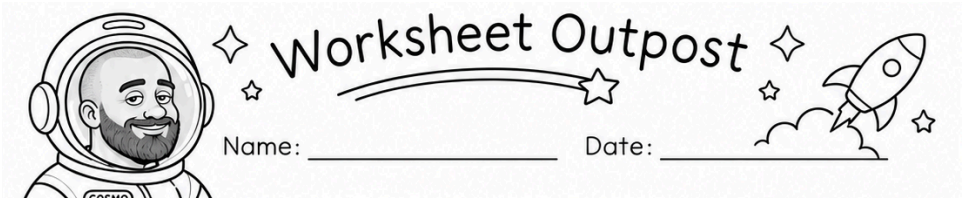
2. 30 + 10 = ____
Draw tens and ones to show your work.

3. 40 + 10 = ____
Draw tens and ones to show your work.

4. 50 + 10 = ____
Draw tens and ones to show your work.

5. 60 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add groups of ten

OW-G1-015 E3 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 + 10 = ____
Draw tens and ones to show your work.

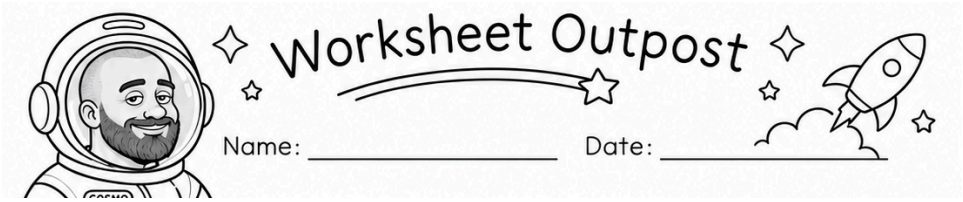
2. 30 + 10 = ____
Draw tens and ones to show your work.

3. 40 + 10 = ____
Draw tens and ones to show your work.

4. 50 + 10 = ____
Draw tens and ones to show your work.

5. 60 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add groups of ten

OW-G1-015 E4 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 + 10 = ____
Draw tens and ones to show your work.

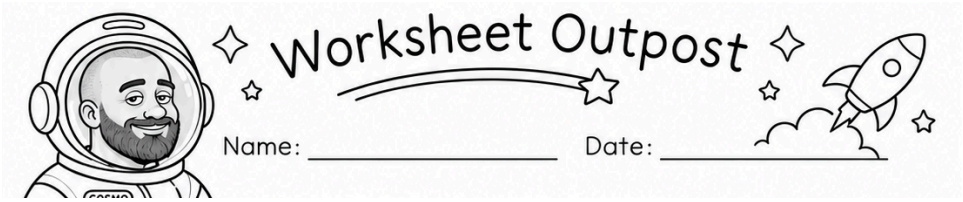
2. 30 + 10 = ____
Draw tens and ones to show your work.

3. 40 + 10 = ____
Draw tens and ones to show your work.

4. 50 + 10 = ____
Draw tens and ones to show your work.

5. 60 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add groups of ten

OW-G1-015 E5 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 + 10 = ____
Draw tens and ones to show your work.

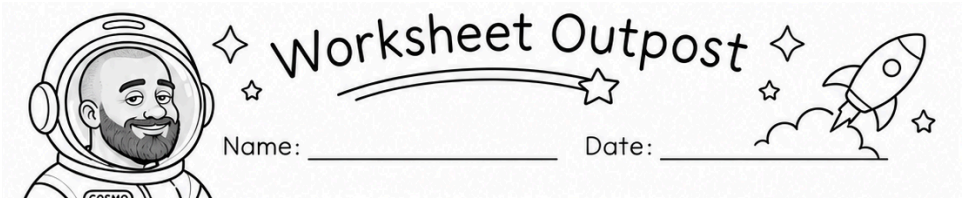
2. 30 + 10 = ____
Draw tens and ones to show your work.

3. 40 + 10 = ____
Draw tens and ones to show your work.

4. 50 + 10 = ____
Draw tens and ones to show your work.

5. 60 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add several tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-016 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 + 10 = ____
Draw tens and ones to show your work.

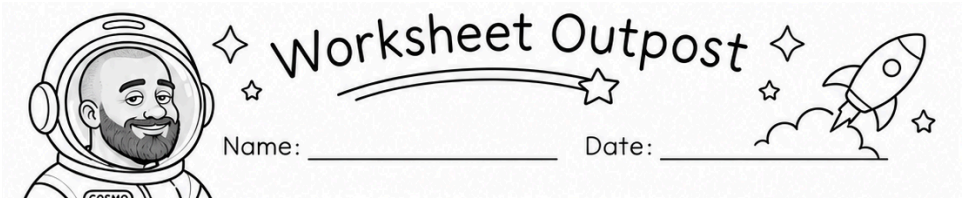
2. 31 + 20 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 20 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add several tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-016 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 + 10 = ____
Draw tens and ones to show your work.

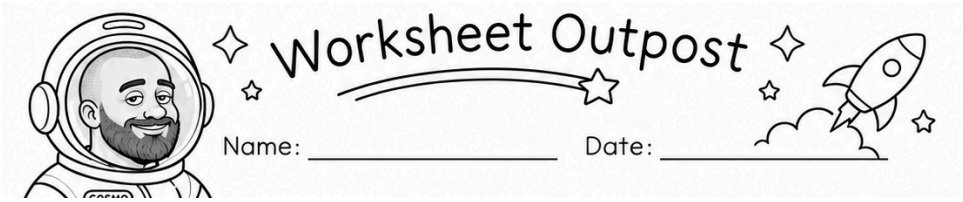
2. 31 + 20 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 20 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add several tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-016 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 + 10 = ____
Draw tens and ones to show your work.

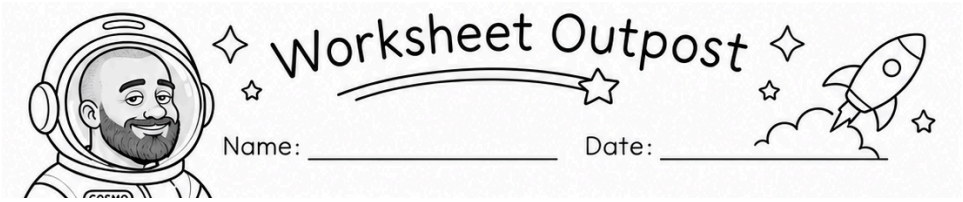
2. 31 + 20 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 20 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add several tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-016 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 + 10 = ____
Draw tens and ones to show your work.

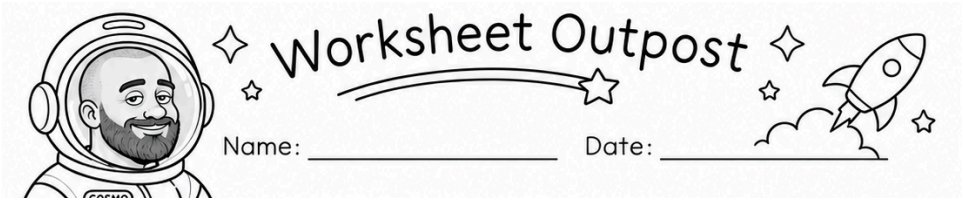
2. 31 + 20 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 20 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add several tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-016 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 + 10 = ____
Draw tens and ones to show your work.

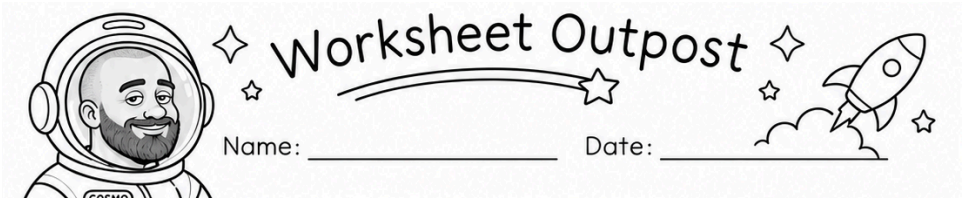
2. 31 + 20 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 20 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add ten to a number

OW-G1-017 E1 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 + 10 = ____
Draw tens and ones to show your work.

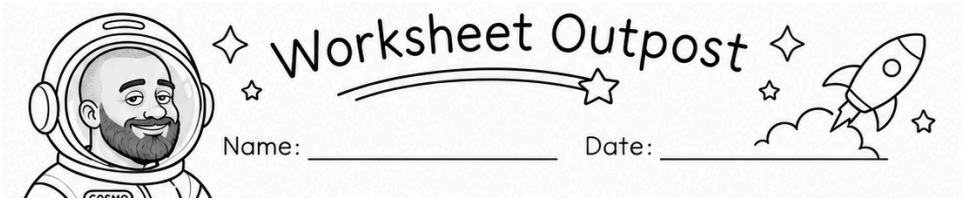
2. 31 + 10 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 10 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add ten to a number

OW-G1-017 E2 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 + 10 = ____
Draw tens and ones to show your work.

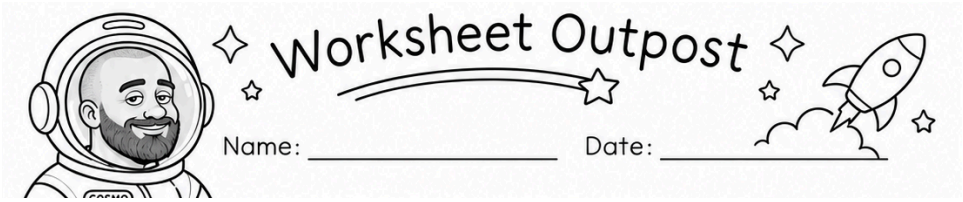
2. 31 + 10 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 10 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add ten to a number

OW-G1-017 E3 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 + 10 = ____
Draw tens and ones to show your work.

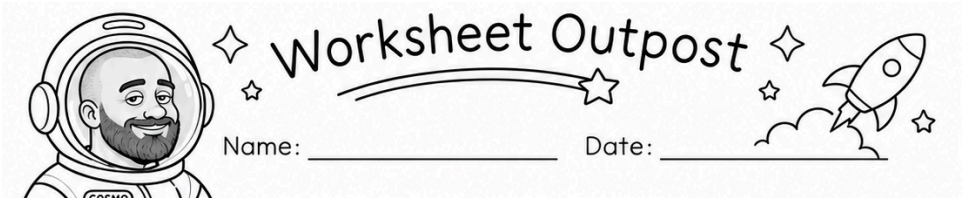
2. 31 + 10 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 10 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add ten to a number

OW-G1-017 E4 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 + 10 = ____
Draw tens and ones to show your work.

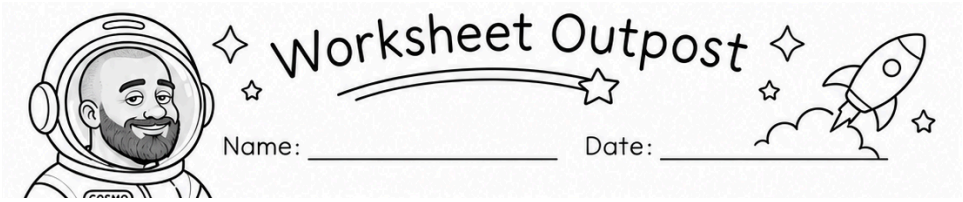
2. 31 + 10 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 10 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add ten to a number

OW-G1-017 E5 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 + 10 = ____
Draw tens and ones to show your work.

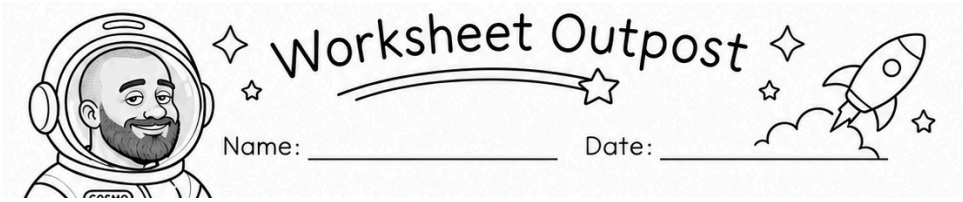
2. 31 + 10 = ____
Draw tens and ones to show your work.

3. 42 + 10 = ____
Draw tens and ones to show your work.

4. 53 + 10 = ____
Draw tens and ones to show your work.

5. 64 + 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: addition stories

Success criteria
I can add two numbers using tens and ones.

OW-G1-018 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A bin has 20 blocks. Add 10 more. How many blocks are in the bin now?

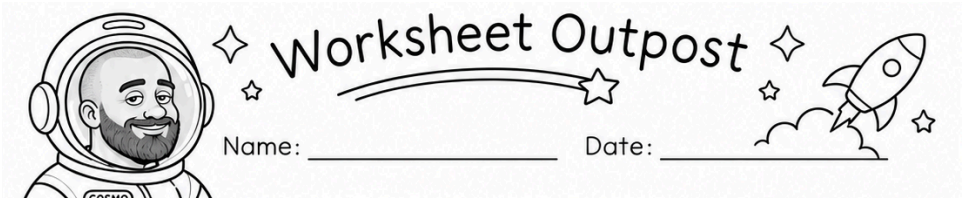
2. A bin has 31 blocks. Add 20 more. How many blocks are in the bin now?

3. A bin has 42 blocks. Add 10 more. How many blocks are in the bin now?

4. A bin has 53 blocks. Add 20 more. How many blocks are in the bin now?

5. A bin has 64 blocks. Add 10 more. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: addition stories

Success criteria
I can add two numbers using tens and ones.

OW-G1-018 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A bin has 20 blocks. Add 10 more. How many blocks are in the bin now?

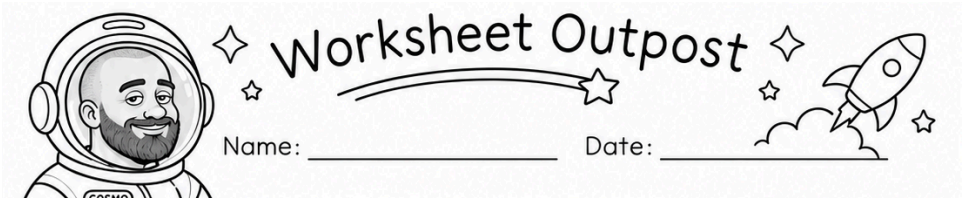
2. A bin has 31 blocks. Add 20 more. How many blocks are in the bin now?

3. A bin has 42 blocks. Add 10 more. How many blocks are in the bin now?

4. A bin has 53 blocks. Add 20 more. How many blocks are in the bin now?

5. A bin has 64 blocks. Add 10 more. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: addition stories

Success criteria
I can add two numbers using tens and ones.

OW-G1-018 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A bin has 20 blocks. Add 10 more. How many blocks are in the bin now?

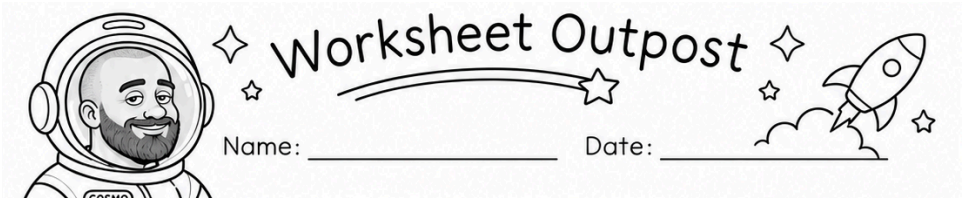
2. A bin has 31 blocks. Add 20 more. How many blocks are in the bin now?

3. A bin has 42 blocks. Add 10 more. How many blocks are in the bin now?

4. A bin has 53 blocks. Add 20 more. How many blocks are in the bin now?

5. A bin has 64 blocks. Add 10 more. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: addition stories

Success criteria
I can add two numbers using tens and ones.

OW-G1-018 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A bin has 20 blocks. Add 10 more. How many blocks are in the bin now?

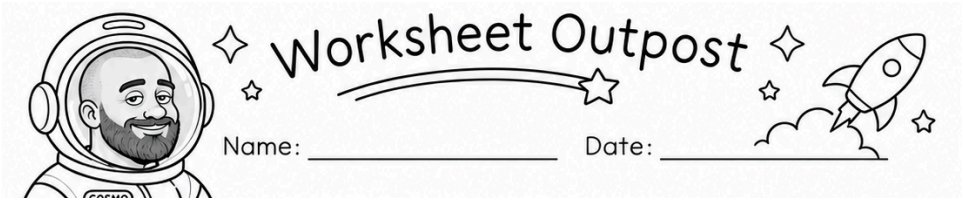
2. A bin has 31 blocks. Add 20 more. How many blocks are in the bin now?

3. A bin has 42 blocks. Add 10 more. How many blocks are in the bin now?

4. A bin has 53 blocks. Add 20 more. How many blocks are in the bin now?

5. A bin has 64 blocks. Add 10 more. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: addition stories

Success criteria
I can add two numbers using tens and ones.

OW-G1-018 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A bin has 20 blocks. Add 10 more. How many blocks are in the bin now?

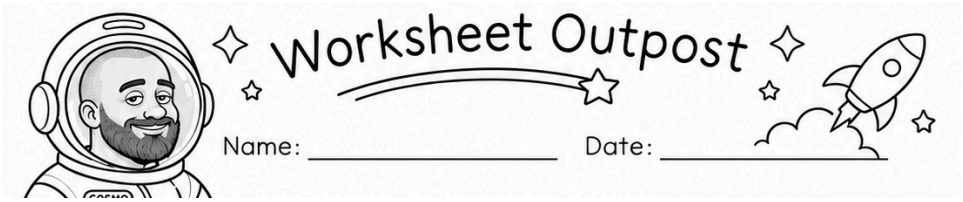
2. A bin has 31 blocks. Add 20 more. How many blocks are in the bin now?

3. A bin has 42 blocks. Add 10 more. How many blocks are in the bin now?

4. A bin has 53 blocks. Add 20 more. How many blocks are in the bin now?

5. A bin has 64 blocks. Add 10 more. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: choose a strategy

OW-G1-019 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 9 + 4 = ____ Show the strategy you used.

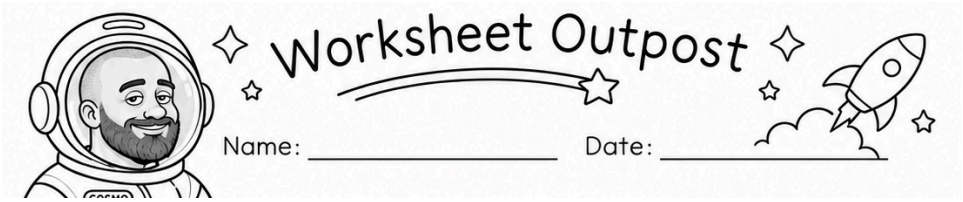
2. 8 + 5 = ____ Show the strategy you used.

3. 7 + 6 = ____ Show the strategy you used.

4. 9 + 7 = ____ Show the strategy you used.

5. 8 + 4 = ____ Show the strategy you used.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: choose a strategy

OW-G1-019 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 9 + 4 = ____ Show the strategy you used.

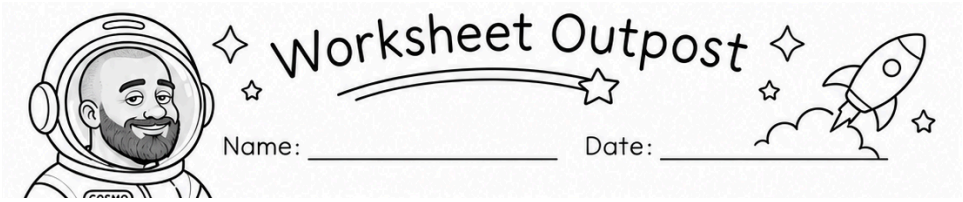
2. 8 + 5 = ____ Show the strategy you used.

3. 7 + 6 = ____ Show the strategy you used.

4. 9 + 7 = ____ Show the strategy you used.

5. 8 + 4 = ____ Show the strategy you used.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: choose a strategy

OW-G1-019 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 9 + 4 = ____ Show the strategy you used.

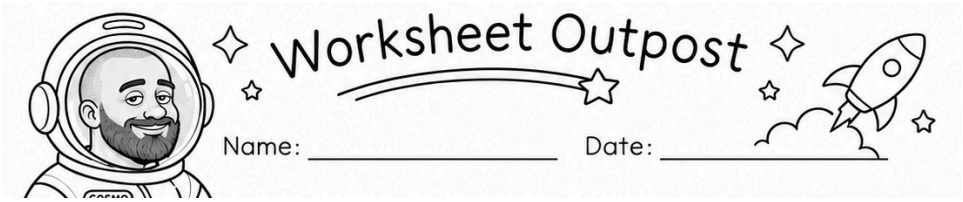
2. 8 + 5 = ____ Show the strategy you used.

3. 7 + 6 = ____ Show the strategy you used.

4. 9 + 7 = ____ Show the strategy you used.

5. 8 + 4 = ____ Show the strategy you used.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: choose a strategy

OW-G1-019 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 9 + 4 = ____ Show the strategy you used.

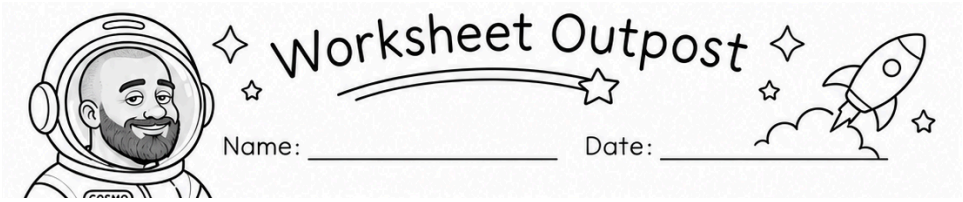
2. 8 + 5 = ____ Show the strategy you used.

3. 7 + 6 = ____ Show the strategy you used.

4. 9 + 7 = ____ Show the strategy you used.

5. 8 + 4 = ____ Show the strategy you used.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: choose a strategy

OW-G1-019 E5 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 9 + 4 = ____ Show the strategy you used.

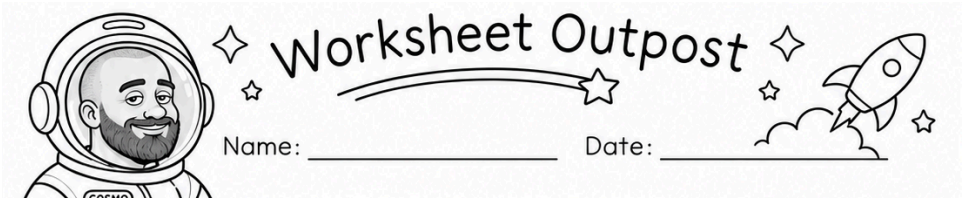
2. 8 + 5 = ____ Show the strategy you used.

3. 7 + 6 = ____ Show the strategy you used.

4. 9 + 7 = ____ Show the strategy you used.

5. 8 + 4 = ____ Show the strategy you used.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count on

Success criteria
I can count on to add or count back to subtract.

OW-G1-020 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 8 + 1 = ____
Show how you count on.

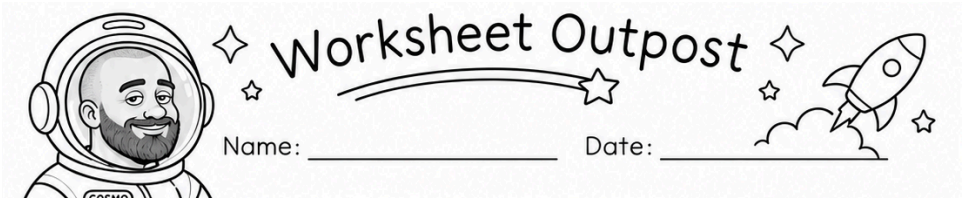
2. 9 + 2 = ____
Show how you count on.

3. 10 + 3 = ____
Show how you count on.

4. 11 + 1 = ____
Show how you count on.

5. 8 + 2 = ____
Show how you count on.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count on

Success criteria
I can count on to add or count back to subtract.

OW-G1-020 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 8 + 1 = ____
Show how you count on.

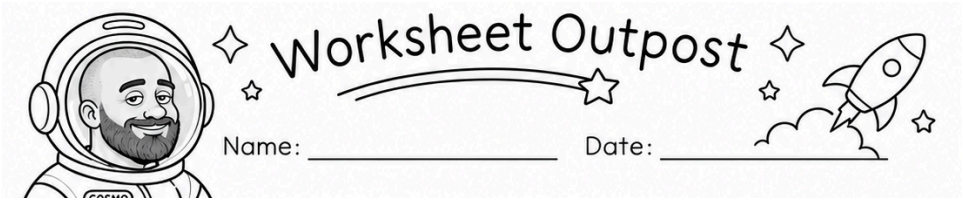
2. 9 + 2 = ____
Show how you count on.

3. 10 + 3 = ____
Show how you count on.

4. 11 + 1 = ____
Show how you count on.

5. 8 + 2 = ____
Show how you count on.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count on

Success criteria
I can count on to add or count back to subtract.

OW-G1-020 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 8 + 1 = ____
Show how you count on.

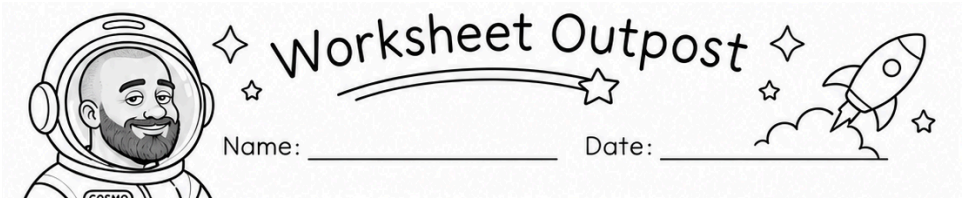
2. 9 + 2 = ____
Show how you count on.

3. 10 + 3 = ____
Show how you count on.

4. 11 + 1 = ____
Show how you count on.

5. 8 + 2 = ____
Show how you count on.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count on

Success criteria
I can count on to add or count back to subtract.

OW-G1-020 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 8 + 1 = ____
Show how you count on.

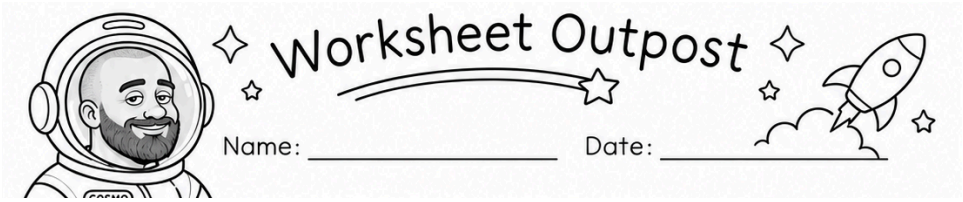
2. 9 + 2 = ____
Show how you count on.

3. 10 + 3 = ____
Show how you count on.

4. 11 + 1 = ____
Show how you count on.

5. 8 + 2 = ____
Show how you count on.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count on

Success criteria
I can count on to add or count back to subtract.

OW-G1-020 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 8 + 1 = ____
Show how you count on.

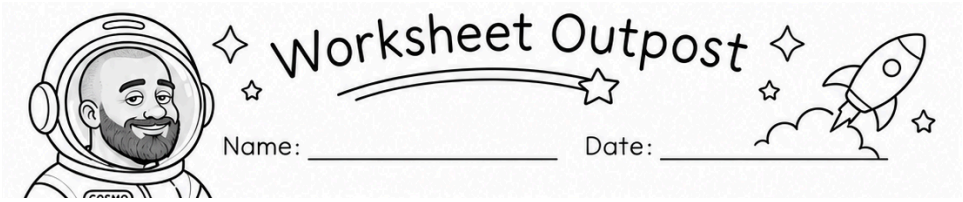
2. 9 + 2 = ____
Show how you count on.

3. 10 + 3 = ____
Show how you count on.

4. 11 + 1 = ____
Show how you count on.

5. 8 + 2 = ____
Show how you count on.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-021 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 4 + 4 = ____
Show how you use a double.

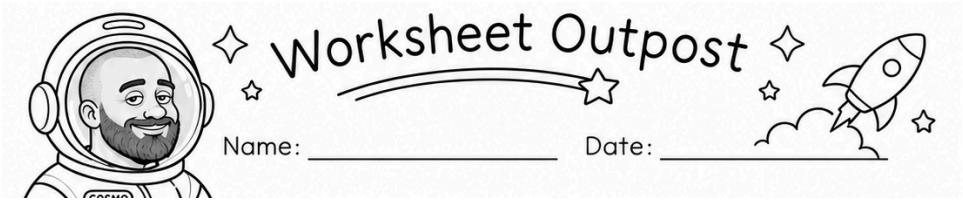
2. 5 + 5 = ____
Show how you use a double.

3. 6 + 6 = ____
Show how you use a double.

4. 7 + 7 = ____
Show how you use a double.

5. 8 + 8 = ____
Show how you use a double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-021 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 4 + 4 = ____
Show how you use a double.

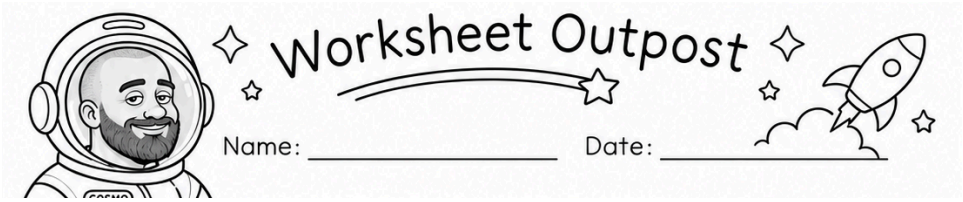
2. 5 + 5 = ____
Show how you use a double.

3. 6 + 6 = ____
Show how you use a double.

4. 7 + 7 = ____
Show how you use a double.

5. 8 + 8 = ____
Show how you use a double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-021 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 4 + 4 = ____
Show how you use a double.

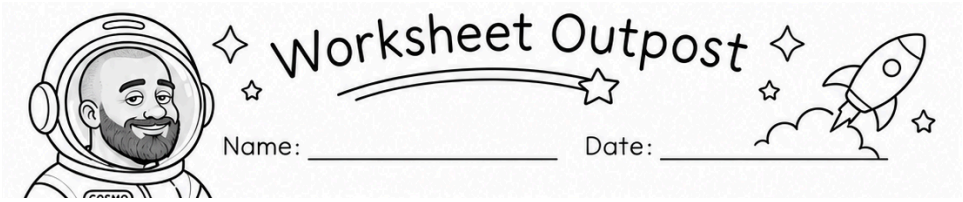
2. 5 + 5 = ____
Show how you use a double.

3. 6 + 6 = ____
Show how you use a double.

4. 7 + 7 = ____
Show how you use a double.

5. 8 + 8 = ____
Show how you use a double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-021 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 4 + 4 = ____
Show how you use a double.

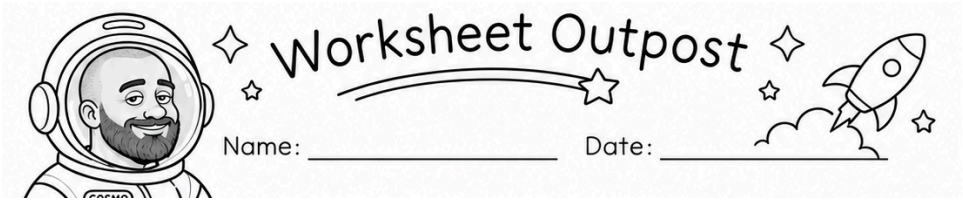
2. 5 + 5 = ____
Show how you use a double.

3. 6 + 6 = ____
Show how you use a double.

4. 7 + 7 = ____
Show how you use a double.

5. 8 + 8 = ____
Show how you use a double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-021 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 4 + 4 = ____
Show how you use a double.

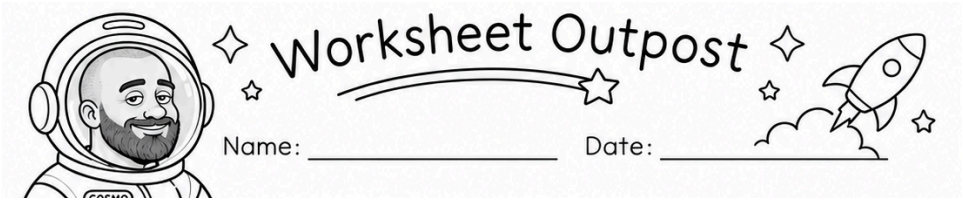
2. 5 + 5 = ____
Show how you use a double.

3. 6 + 6 = ____
Show how you use a double.

4. 7 + 7 = ____
Show how you use a double.

5. 8 + 8 = ____
Show how you use a double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: make ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-022 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 9 + 4 = ____
Show how you make ten.

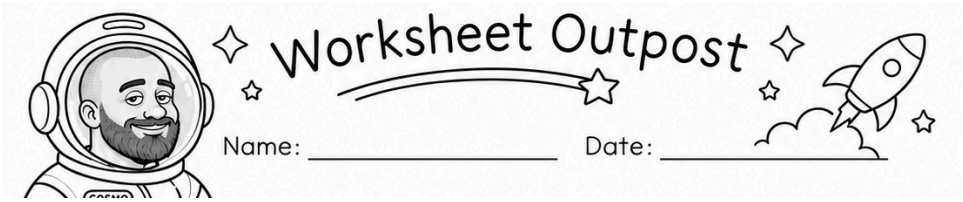
2. 8 + 5 = ____
Show how you make ten.

3. 7 + 6 = ____
Show how you make ten.

4. 9 + 7 = ____
Show how you make ten.

5. 8 + 4 = ____
Show how you make ten.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: make ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-022 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 9 + 4 = ____
Show how you make ten.

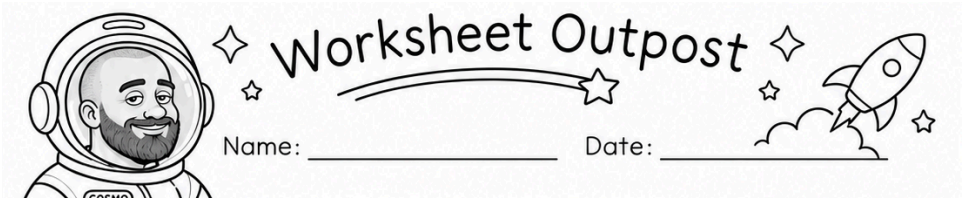
2. 8 + 5 = ____
Show how you make ten.

3. 7 + 6 = ____
Show how you make ten.

4. 9 + 7 = ____
Show how you make ten.

5. 8 + 4 = ____
Show how you make ten.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: make ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-022 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 9 + 4 = ____
Show how you make ten.

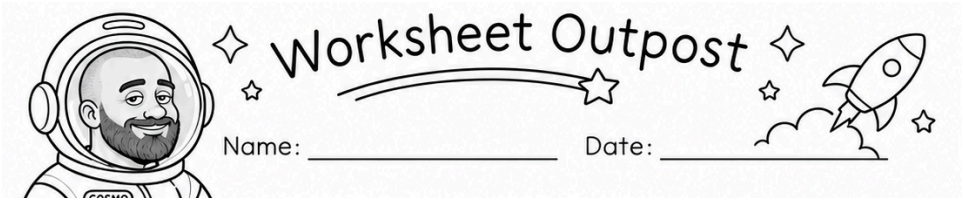
2. 8 + 5 = ____
Show how you make ten.

3. 7 + 6 = ____
Show how you make ten.

4. 9 + 7 = ____
Show how you make ten.

5. 8 + 4 = ____
Show how you make ten.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: make ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-022 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 9 + 4 = ____
Show how you make ten.

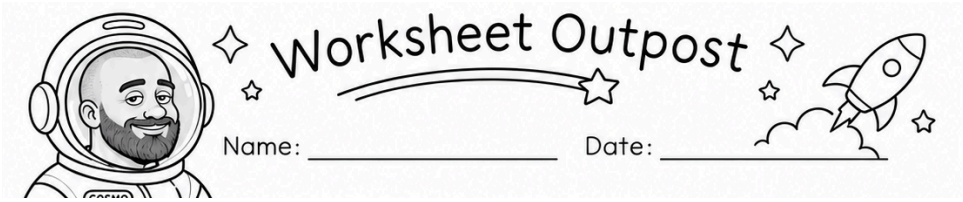
2. 8 + 5 = ____
Show how you make ten.

3. 7 + 6 = ____
Show how you make ten.

4. 9 + 7 = ____
Show how you make ten.

5. 8 + 4 = ____
Show how you make ten.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: make ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-022 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 9 + 4 = ____
Show how you make ten.

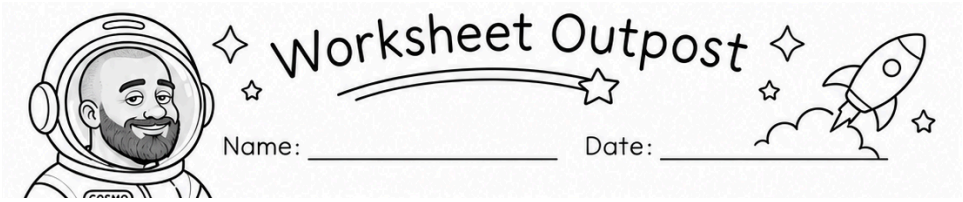
2. 8 + 5 = ____
Show how you make ten.

3. 7 + 6 = ____
Show how you make ten.

4. 9 + 7 = ____
Show how you make ten.

5. 8 + 4 = ____
Show how you make ten.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria

I can add two numbers using tens and ones.

OW-G1-023 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

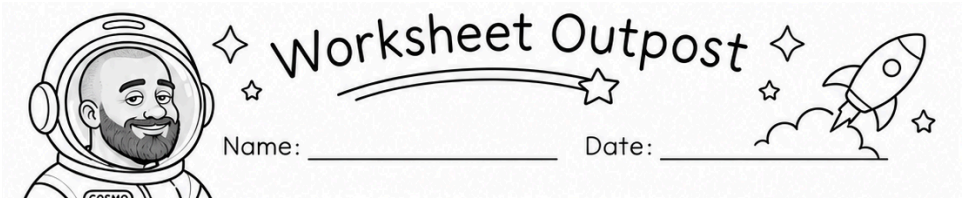
1. 20 + ___ = 30

2. 31 + ___ = 51

3. 42 + ___ = 52

4. 53 + ___ = 73

5. 64 + ___ = 74



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-023 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 + ____ = 30

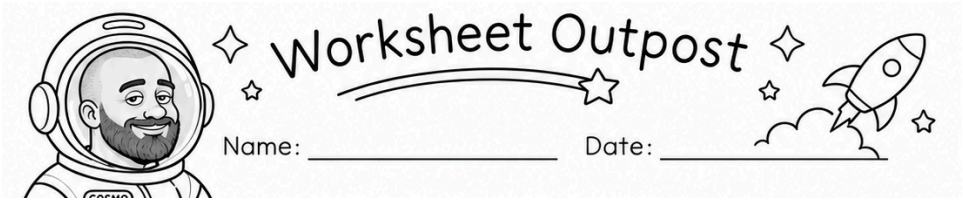
2. 31 + ____ = 51

3. 42 + ____ = 52

4. 53 + ____ = 73

5. 64 + ____ = 74

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-023 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 + ____ = 30

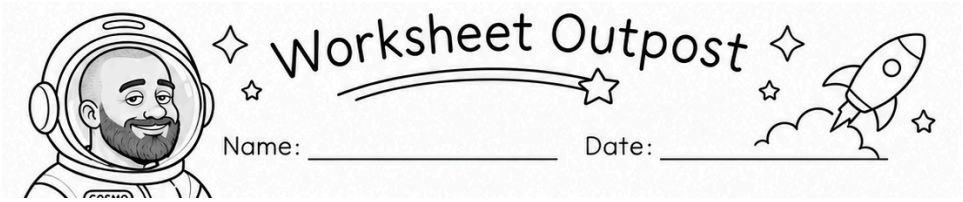
2. 31 + ____ = 51

3. 42 + ____ = 52

4. 53 + ____ = 73

5. 64 + ____ = 74

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-023 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 + ____ = 30

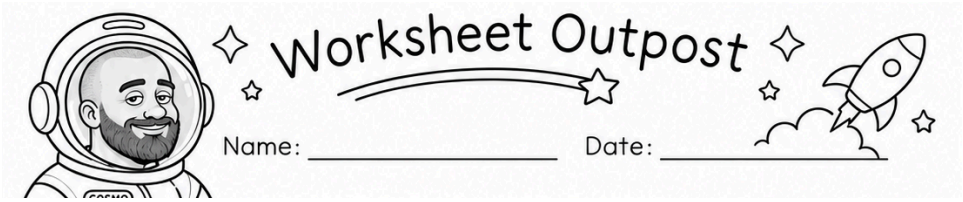
2. 31 + ____ = 51

3. 42 + ____ = 52

4. 53 + ____ = 73

5. 64 + ____ = 74

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-023 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 + ____ = 30

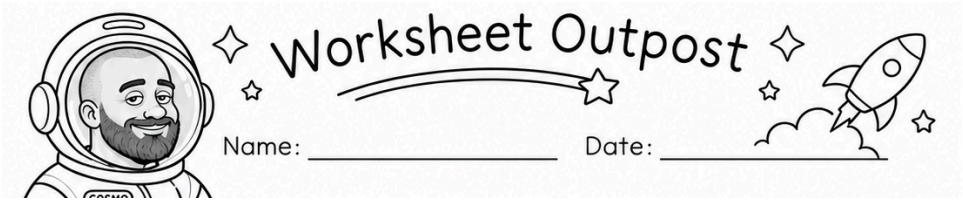
2. 31 + ____ = 51

3. 42 + ____ = 52

4. 53 + ____ = 73

5. 64 + ____ = 74

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-024 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 + 4 = ____
Show how you use a near double.

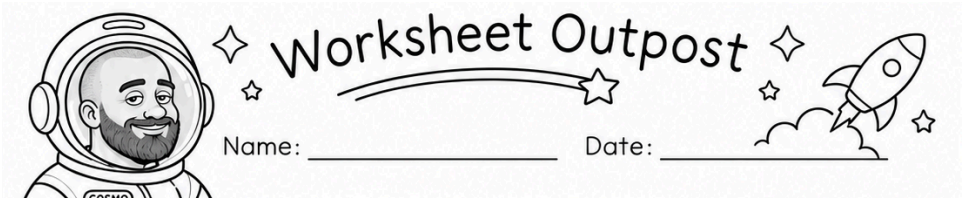
2. 4 + 5 = ____
Show how you use a near double.

3. 5 + 6 = ____
Show how you use a near double.

4. 6 + 7 = ____
Show how you use a near double.

5. 7 + 8 = ____
Show how you use a near double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-024 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 + 4 = ____
Show how you use a near double.

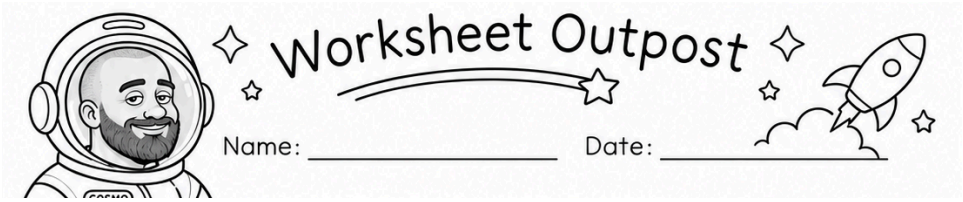
2. 4 + 5 = ____
Show how you use a near double.

3. 5 + 6 = ____
Show how you use a near double.

4. 6 + 7 = ____
Show how you use a near double.

5. 7 + 8 = ____
Show how you use a near double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-024 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 + 4 = ____
Show how you use a near double.

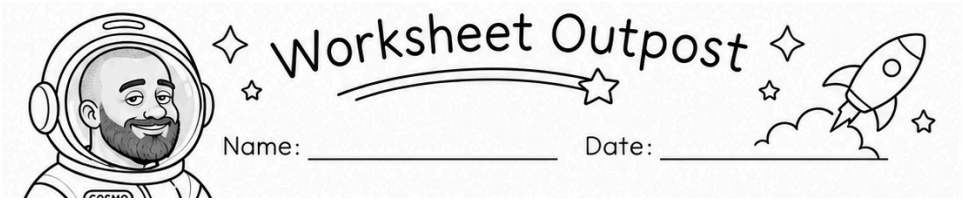
2. 4 + 5 = ____
Show how you use a near double.

3. 5 + 6 = ____
Show how you use a near double.

4. 6 + 7 = ____
Show how you use a near double.

5. 7 + 8 = ____
Show how you use a near double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-024 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 + 4 = ____
Show how you use a near double.

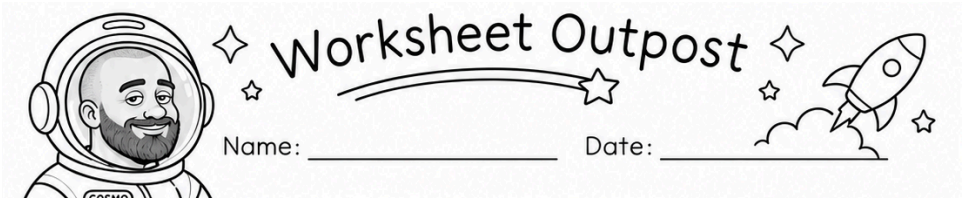
2. 4 + 5 = ____
Show how you use a near double.

3. 5 + 6 = ____
Show how you use a near double.

4. 6 + 7 = ____
Show how you use a near double.

5. 7 + 8 = ____
Show how you use a near double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-024 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 + 4 = ____
Show how you use a near double.

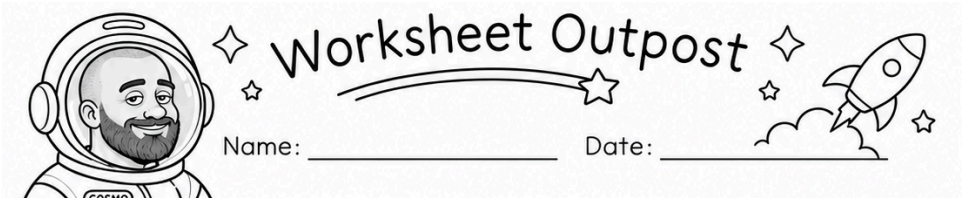
2. 4 + 5 = ____
Show how you use a near double.

3. 5 + 6 = ____
Show how you use a near double.

4. 6 + 7 = ____
Show how you use a near double.

5. 7 + 8 = ____
Show how you use a near double.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill ten before adding the rest

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-025 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Make 10 to solve 8 + 3. Draw dots. Show how you split an addend.



2. Make 10 to solve 9 + 4. Draw dots. Show how you split an addend.



3. Make 10 to solve 7 + 5. Draw dots. Show how you split an addend.

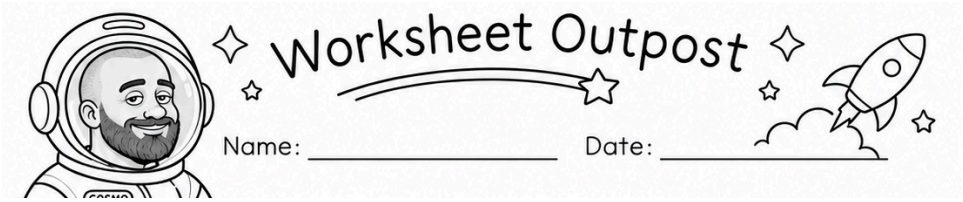


4. Make 10 to solve 9 + 6. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill ten before adding the rest

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-025 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Make 10 to solve 8 + 3. Draw dots. Show how you split an addend.



2. Make 10 to solve 9 + 4. Draw dots. Show how you split an addend.



3. Make 10 to solve 7 + 5. Draw dots. Show how you split an addend.

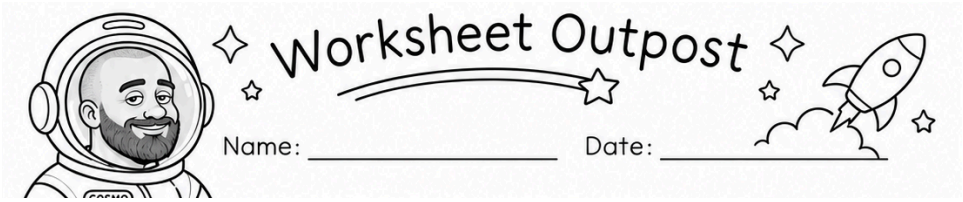


4. Make 10 to solve 9 + 6. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill ten before adding the rest

OW-G1-025 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Make 10 to solve 8 + 3. Draw dots. Show how you split an addend.



2. Make 10 to solve 9 + 4. Draw dots. Show how you split an addend.



3. Make 10 to solve 7 + 5. Draw dots. Show how you split an addend.

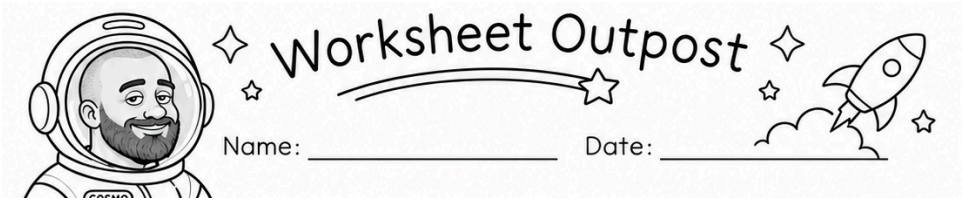


4. Make 10 to solve 9 + 6. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill ten before adding the rest

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-025 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Make 10 to solve 8 + 3. Draw dots. Show how you split an addend.



2. Make 10 to solve 9 + 4. Draw dots. Show how you split an addend.



3. Make 10 to solve 7 + 5. Draw dots. Show how you split an addend.

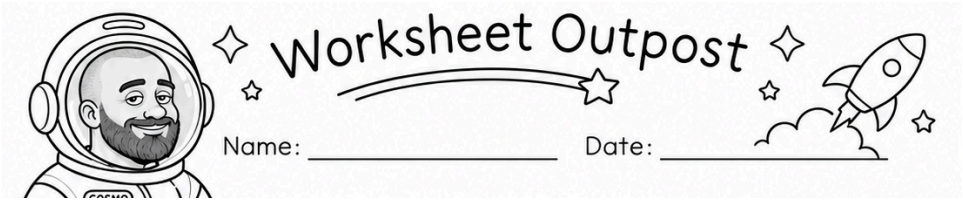


4. Make 10 to solve 9 + 6. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill ten before adding the rest

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-025 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Make 10 to solve 8 + 3. Draw dots. Show how you split an addend.



2. Make 10 to solve 9 + 4. Draw dots. Show how you split an addend.



3. Make 10 to solve 7 + 5. Draw dots. Show how you split an addend.

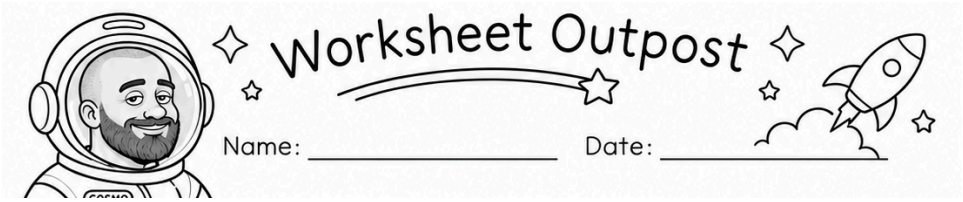


4. Make 10 to solve 9 + 6. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find sums on a hundred chart

Success criteria
I can move by tens and ones on a number chart to find a sum.

OW-G1-026 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Use the number chart to solve 24 + 13. Move down for tens, then forward for ones.

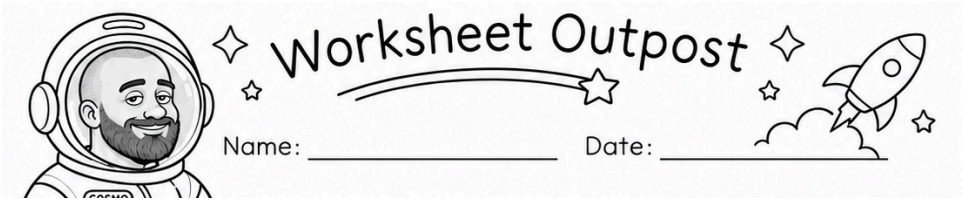
2. Use the number chart to solve 35 + 22. Move down for tens, then forward for ones.

3. Use the number chart to solve 46 + 17. Move down for tens, then forward for ones.

4. Use the number chart to solve 58 + 15. Move down for tens, then forward for ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find sums on a hundred chart

Success criteria
I can move by tens and ones on a number chart to find a sum.

OW-G1-026 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Use the number chart to solve 24 + 13. Move down for tens, then forward for ones.

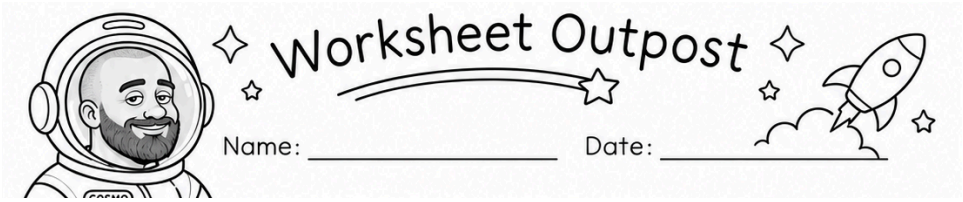
2. Use the number chart to solve 35 + 22. Move down for tens, then forward for ones.

3. Use the number chart to solve 46 + 17. Move down for tens, then forward for ones.

4. Use the number chart to solve 58 + 15. Move down for tens, then forward for ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find sums on a hundred chart

Success criteria
I can move by tens and ones on a number chart to find a sum.

OW-G1-026 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Use the number chart to solve 24 + 13. Move down for tens, then forward for ones.

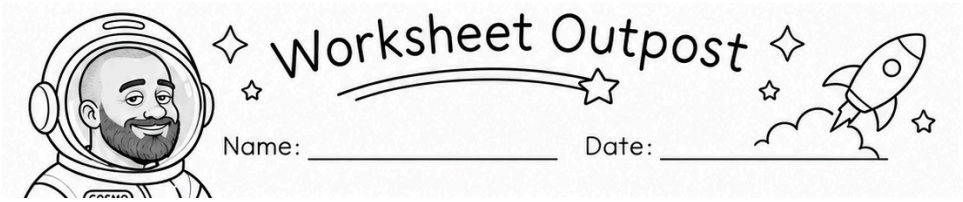
2. Use the number chart to solve 35 + 22. Move down for tens, then forward for ones.

3. Use the number chart to solve 46 + 17. Move down for tens, then forward for ones.

4. Use the number chart to solve 58 + 15. Move down for tens, then forward for ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find sums on a hundred chart

Success criteria
I can move by tens and ones on a number chart to find a sum.

OW-G1-026 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Use the number chart to solve 24 + 13. Move down for tens, then forward for ones.

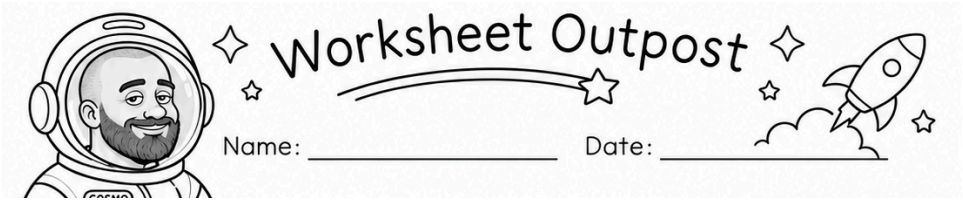
2. Use the number chart to solve 35 + 22. Move down for tens, then forward for ones.

3. Use the number chart to solve 46 + 17. Move down for tens, then forward for ones.

4. Use the number chart to solve 58 + 15. Move down for tens, then forward for ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find sums on a hundred chart

Success criteria
I can move by tens and ones on a number chart to find a sum.

OW-G1-026 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Use the number chart to solve 24 + 13. Move down for tens, then forward for ones.

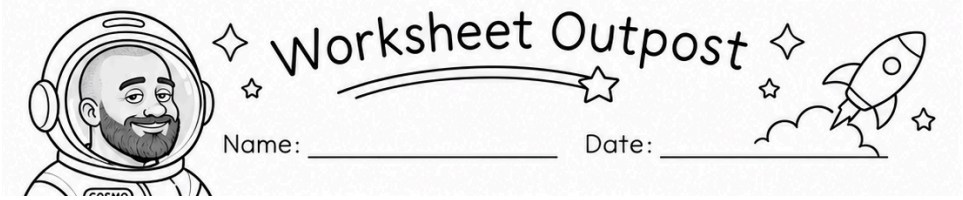
2. Use the number chart to solve 35 + 22. Move down for tens, then forward for ones.

3. Use the number chart to solve 46 + 17. Move down for tens, then forward for ones.

4. Use the number chart to solve 58 + 15. Move down for tens, then forward for ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.

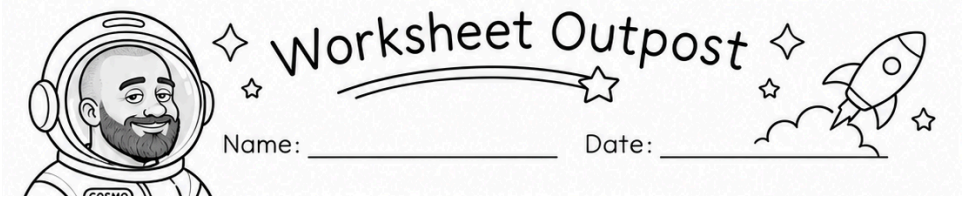


OW-G1-026 | Supported practice

Find sums on a hundred chart

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

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

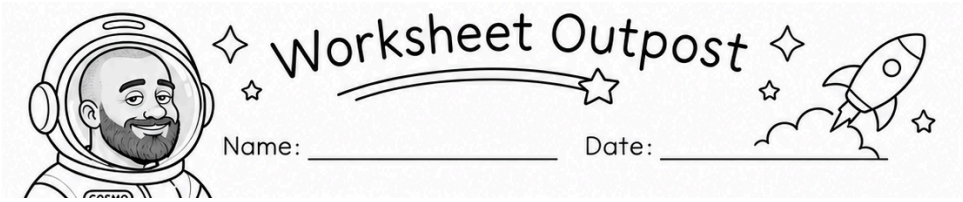


OW-G1-026 | Supported practice

Find sums on a hundred chart

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



WORKSHEET OUTPOST | Grade 1 Math — Supported

More sums built around ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-027 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Make 10 to solve 3 + 8. Draw dots. Show how you split an addend.



2. Make 10 to solve 4 + 9. Draw dots. Show how you split an addend.



3. Make 10 to solve 5 + 7. Draw dots. Show how you split an addend.

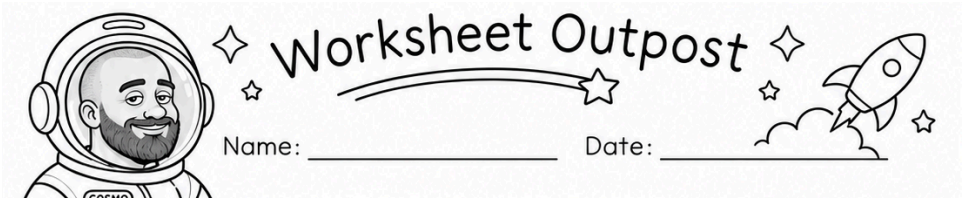


4. Make 10 to solve 6 + 9. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More sums built around ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-027 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Make 10 to solve 3 + 8. Draw dots. Show how you split an addend.



2. Make 10 to solve 4 + 9. Draw dots. Show how you split an addend.



3. Make 10 to solve 5 + 7. Draw dots. Show how you split an addend.

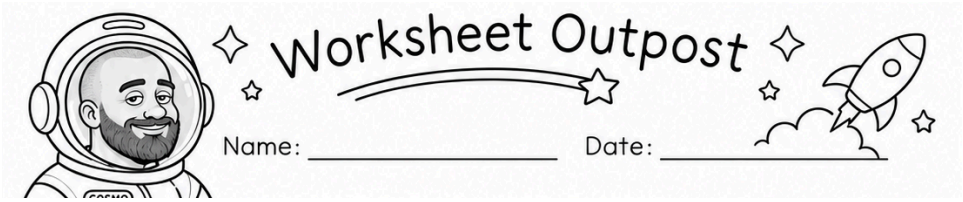


4. Make 10 to solve 6 + 9. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More sums built around ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-027 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Make 10 to solve 3 + 8. Draw dots. Show how you split an addend.



2. Make 10 to solve 4 + 9. Draw dots. Show how you split an addend.



3. Make 10 to solve 5 + 7. Draw dots. Show how you split an addend.

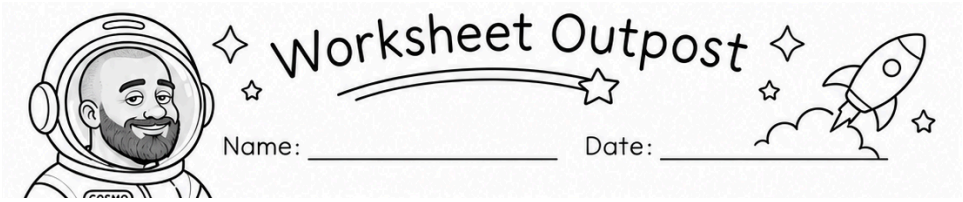


4. Make 10 to solve 6 + 9. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More sums built around ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-027 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Make 10 to solve 3 + 8. Draw dots. Show how you split an addend.



2. Make 10 to solve 4 + 9. Draw dots. Show how you split an addend.



3. Make 10 to solve 5 + 7. Draw dots. Show how you split an addend.

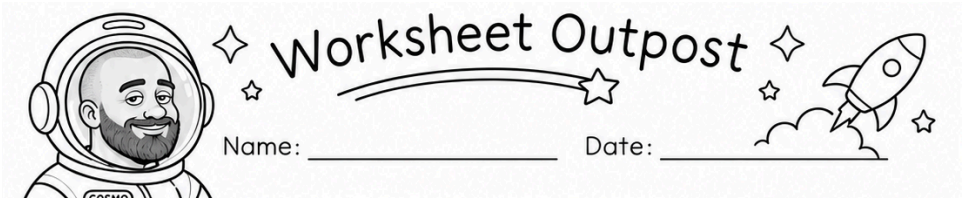


4. Make 10 to solve 6 + 9. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More sums built around ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-027 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Make 10 to solve 3 + 8. Draw dots. Show how you split an addend.



2. Make 10 to solve 4 + 9. Draw dots. Show how you split an addend.



3. Make 10 to solve 5 + 7. Draw dots. Show how you split an addend.

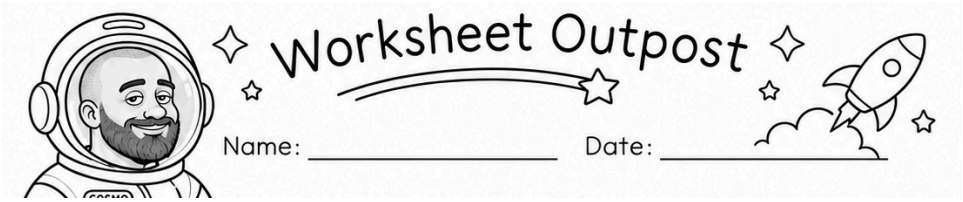


4. Make 10 to solve 6 + 9. Draw dots. Show how you split an addend.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Trade ten ones for a ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-028 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 28 + 5 = ___. Add enough ones to reach the next ten, then add the rest.

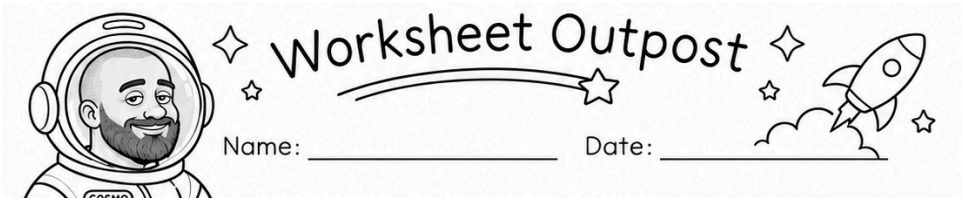
2. 36 + 7 = ___. Add enough ones to reach the next ten, then add the rest.

3. 47 + 6 = ___. Add enough ones to reach the next ten, then add the rest.

4. 59 + 4 = ___. Add enough ones to reach the next ten, then add the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Trade ten ones for a ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-028 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 28 + 5 = ___. Add enough ones to reach the next ten, then add the rest.

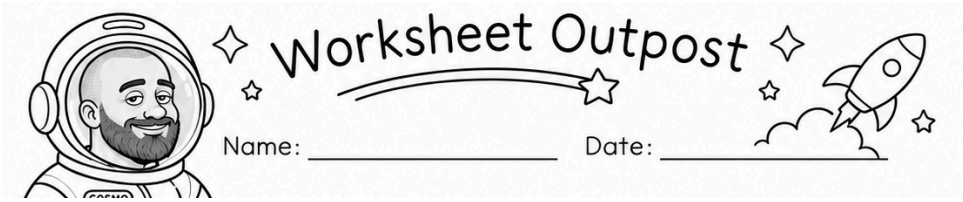
2. 36 + 7 = ___. Add enough ones to reach the next ten, then add the rest.

3. 47 + 6 = ___. Add enough ones to reach the next ten, then add the rest.

4. 59 + 4 = ___. Add enough ones to reach the next ten, then add the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Trade ten ones for a ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-028 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 28 + 5 = ___. Add enough ones to reach the next ten, then add the rest.

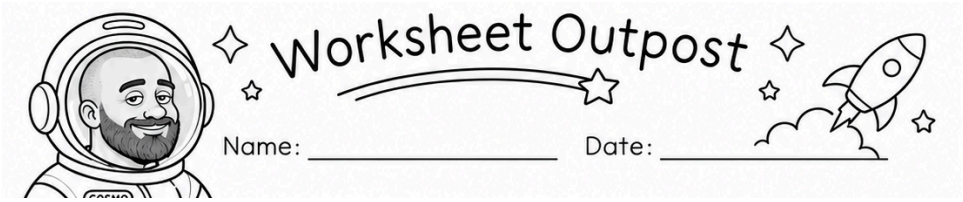
2. 36 + 7 = ___. Add enough ones to reach the next ten, then add the rest.

3. 47 + 6 = ___. Add enough ones to reach the next ten, then add the rest.

4. 59 + 4 = ___. Add enough ones to reach the next ten, then add the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Trade ten ones for a ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-028 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 28 + 5 = ___. Add enough ones to reach the next ten, then add the rest.

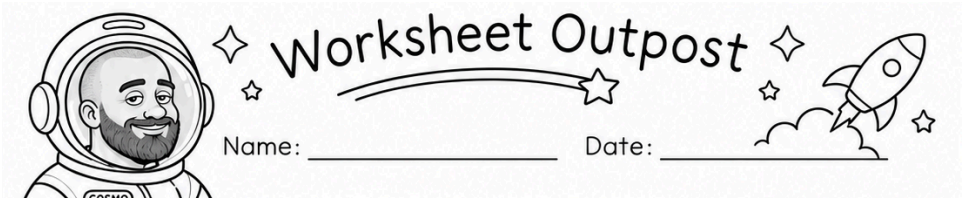
2. 36 + 7 = ___. Add enough ones to reach the next ten, then add the rest.

3. 47 + 6 = ___. Add enough ones to reach the next ten, then add the rest.

4. 59 + 4 = ___. Add enough ones to reach the next ten, then add the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Trade ten ones for a ten

Success criteria
I can add two numbers using tens and ones.

OW-G1-028 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 28 + 5 = ___. Add enough ones to reach the next ten, then add the rest.

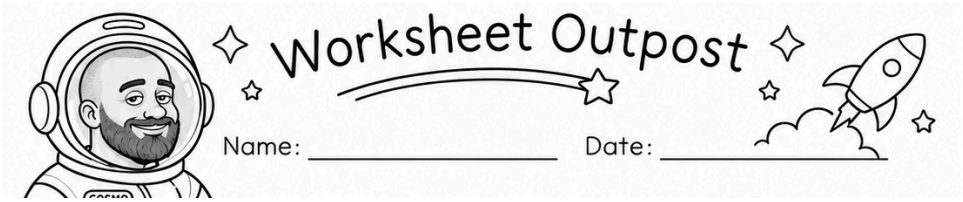
2. 36 + 7 = ___. Add enough ones to reach the next ten, then add the rest.

3. 47 + 6 = ___. Add enough ones to reach the next ten, then add the rest.

4. 59 + 4 = ___. Add enough ones to reach the next ten, then add the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a number-list pattern

Success criteria
I can count on and write the missing numbers in order.

OW-G1-029 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the next two numbers after 39. Explain what happens when you pass the next ten.

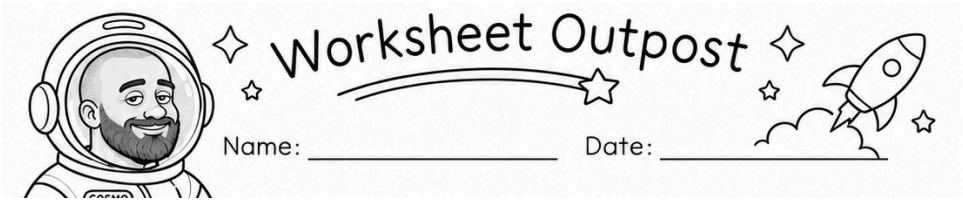
2. Write the next two numbers after 69. Explain what happens when you pass the next ten.

3. Write the next two numbers after 99. Explain what happens when you pass the next ten.

4. Write the next two numbers after 109. Explain what happens when you pass the next ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a number-list pattern

Success criteria
I can count on and write the missing numbers in order.

OW-G1-029 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write the next two numbers after 39. Explain what happens when you pass the next ten.

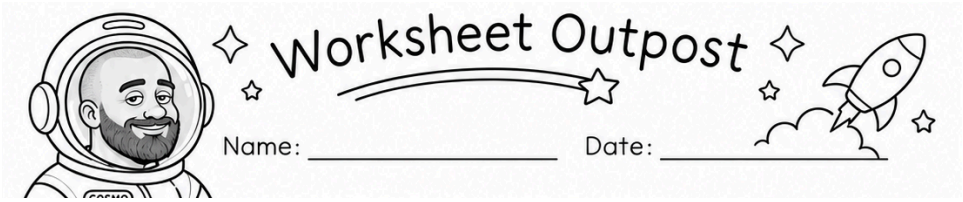
2. Write the next two numbers after 69. Explain what happens when you pass the next ten.

3. Write the next two numbers after 99. Explain what happens when you pass the next ten.

4. Write the next two numbers after 109. Explain what happens when you pass the next ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a number-list pattern

Success criteria
I can count on and write the missing numbers in order.

OW-G1-029 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the next two numbers after 39. Explain what happens when you pass the next ten.

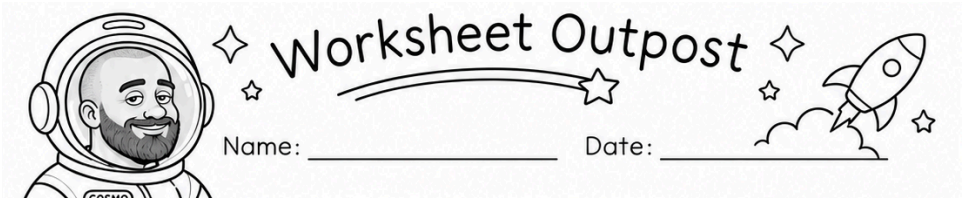
2. Write the next two numbers after 69. Explain what happens when you pass the next ten.

3. Write the next two numbers after 99. Explain what happens when you pass the next ten.

4. Write the next two numbers after 109. Explain what happens when you pass the next ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a number-list pattern

Success criteria
I can count on and write the missing numbers in order.

OW-G1-029 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the next two numbers after 39. Explain what happens when you pass the next ten.

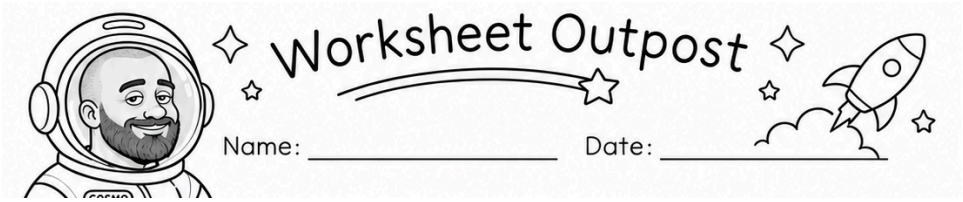
2. Write the next two numbers after 69. Explain what happens when you pass the next ten.

3. Write the next two numbers after 99. Explain what happens when you pass the next ten.

4. Write the next two numbers after 109. Explain what happens when you pass the next ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a number-list pattern

Success criteria
I can count on and write the missing numbers in order.

OW-G1-029 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the next two numbers after 39. Explain what happens when you pass the next ten.

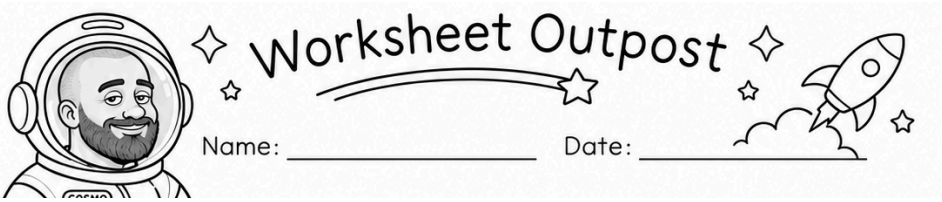
2. Write the next two numbers after 69. Explain what happens when you pass the next ten.

3. Write the next two numbers after 99. Explain what happens when you pass the next ten.

4. Write the next two numbers after 109. Explain what happens when you pass the next ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: before and after

OW-G1-030 E1 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. ____, 105, ____ Write the number just before it and the number just after it.

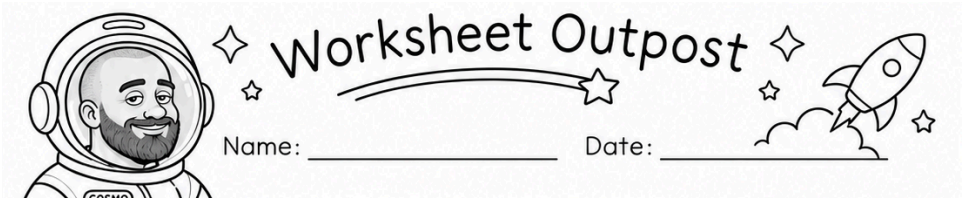
2. ____, 107, ____ Write the number just before it and the number just after it.

3. ____, 109, ____ Write the number just before it and the number just after it.

4. ____, 111, ____ Write the number just before it and the number just after it.

5. ____, 113, ____ Write the number just before it and the number just after it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: before and after

OW-G1-030 E2 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. ____, 105, ____ Write the number just before it and the number just after it.

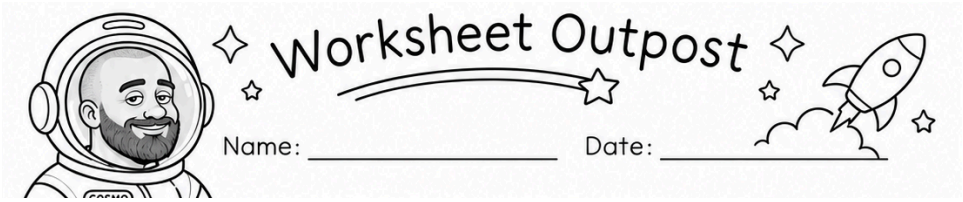
2. ____, 107, ____ Write the number just before it and the number just after it.

3. ____, 109, ____ Write the number just before it and the number just after it.

4. ____, 111, ____ Write the number just before it and the number just after it.

5. ____, 113, ____ Write the number just before it and the number just after it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: before and after

Success criteria
I can count on and write the missing numbers in order.

OW-G1-030 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. ____, 105, ____ Write the number just before it and the number just after it.

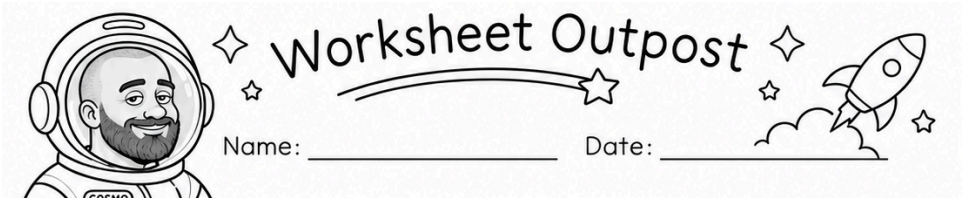
2. ____, 107, ____ Write the number just before it and the number just after it.

3. ____, 109, ____ Write the number just before it and the number just after it.

4. ____, 111, ____ Write the number just before it and the number just after it.

5. ____, 113, ____ Write the number just before it and the number just after it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: before and after

OW-G1-030 E4 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. ____, 105, ____ Write the number just before it and the number just after it.

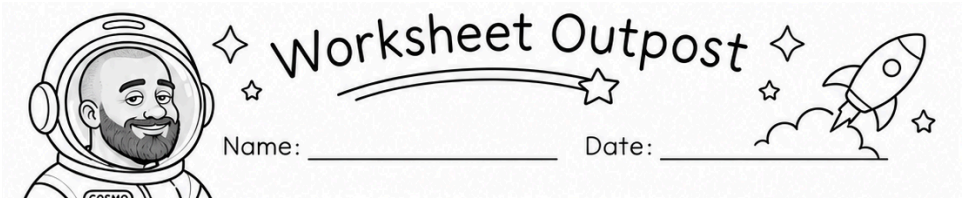
2. ____, 107, ____ Write the number just before it and the number just after it.

3. ____, 109, ____ Write the number just before it and the number just after it.

4. ____, 111, ____ Write the number just before it and the number just after it.

5. ____, 113, ____ Write the number just before it and the number just after it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: before and after

Success criteria
I can count on and write the missing numbers in order.

OW-G1-030 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. ____, 105, ____ Write the number just before it and the number just after it.

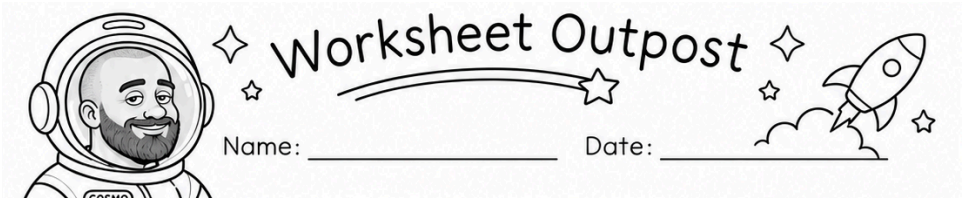
2. ____, 107, ____ Write the number just before it and the number just after it.

3. ____, 109, ____ Write the number just before it and the number just after it.

4. ____, 111, ____ Write the number just before it and the number just after it.

5. ____, 113, ____ Write the number just before it and the number just after it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count across a ten

OW-G1-031 E1 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 27, ____, 29, ____, ____
Count by ones.

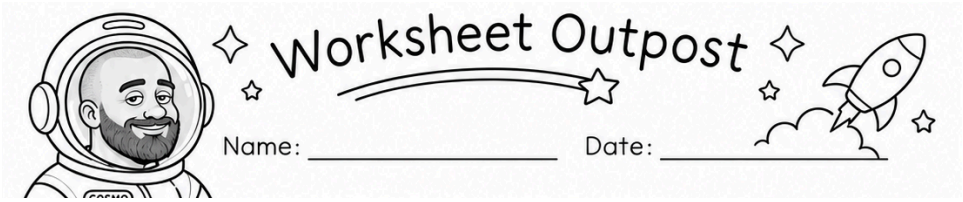
2. 37, ____, 39, ____, ____
Count by ones.

3. 47, ____, 49, ____, ____
Count by ones.

4. 57, ____, 59, ____, ____
Count by ones.

5. 67, ____, 69, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count across a ten

OW-G1-031 E2 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 27, ____, 29, ____, ____
Count by ones.

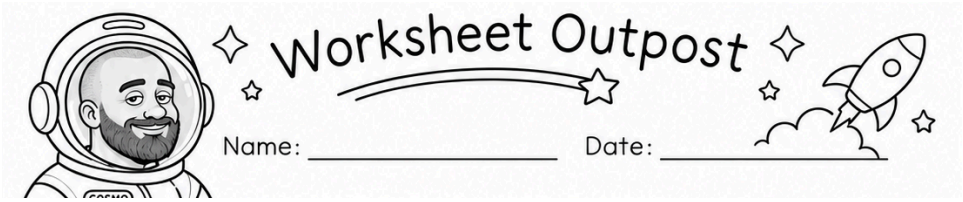
2. 37, ____, 39, ____, ____
Count by ones.

3. 47, ____, 49, ____, ____
Count by ones.

4. 57, ____, 59, ____, ____
Count by ones.

5. 67, ____, 69, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count across a ten

OW-G1-031 E3 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 27, ____, 29, ____, ____
Count by ones.

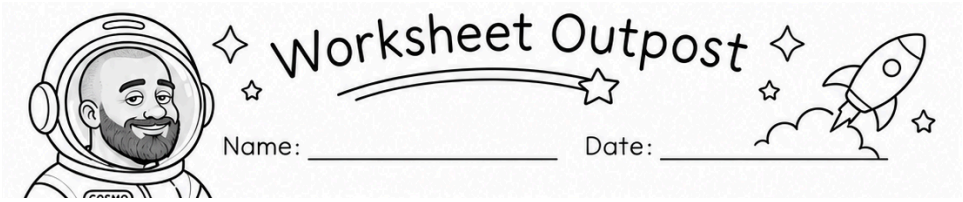
2. 37, ____, 39, ____, ____
Count by ones.

3. 47, ____, 49, ____, ____
Count by ones.

4. 57, ____, 59, ____, ____
Count by ones.

5. 67, ____, 69, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count across a ten

OW-G1-031 E4 | Five questions

Success criteria

I can count on and write the missing numbers in order.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 27, ____, 29, ____, ____
Count by ones.

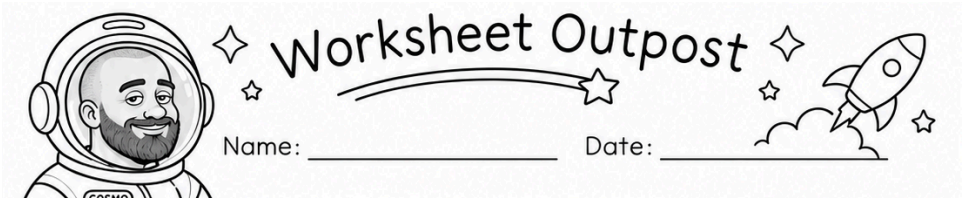
2. 37, ____, 39, ____, ____
Count by ones.

3. 47, ____, 49, ____, ____
Count by ones.

4. 57, ____, 59, ____, ____
Count by ones.

5. 67, ____, 69, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count across a ten

OW-G1-031 E5 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 27, ____, 29, ____, ____
Count by ones.

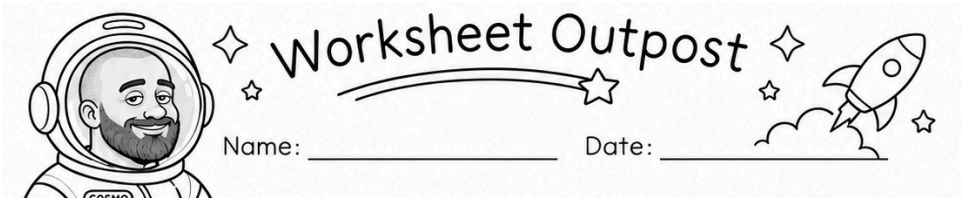
2. 37, ____, 39, ____, ____
Count by ones.

3. 47, ____, 49, ____, ____
Count by ones.

4. 57, ____, 59, ____, ____
Count by ones.

5. 67, ____, 69, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count forward to 30

OW-G1-032 E1 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 7, ____, 9, ____, ____
Count by ones.

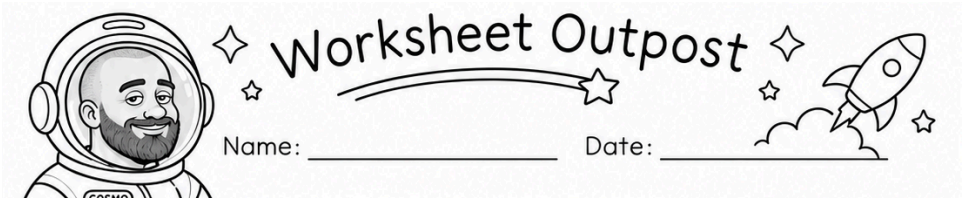
2. 10, ____, 12, ____, ____
Count by ones.

3. 13, ____, 15, ____, ____
Count by ones.

4. 16, ____, 18, ____, ____
Count by ones.

5. 19, ____, 21, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count forward to 30

OW-G1-032 E2 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 7, ____, 9, ____, ____
Count by ones.

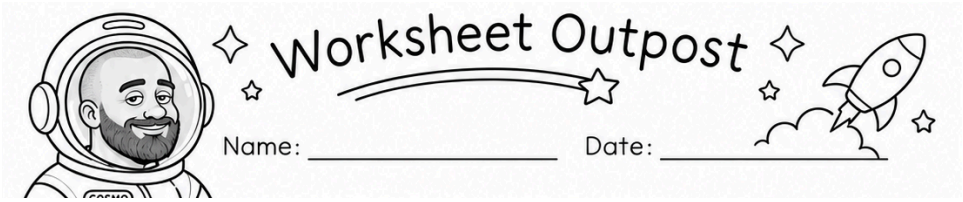
2. 10, ____, 12, ____, ____
Count by ones.

3. 13, ____, 15, ____, ____
Count by ones.

4. 16, ____, 18, ____, ____
Count by ones.

5. 19, ____, 21, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count forward to 30

OW-G1-032 E3 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 7, ____, 9, ____, ____
Count by ones.

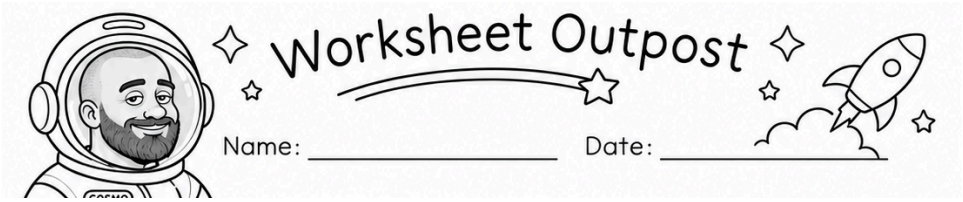
2. 10, ____, 12, ____, ____
Count by ones.

3. 13, ____, 15, ____, ____
Count by ones.

4. 16, ____, 18, ____, ____
Count by ones.

5. 19, ____, 21, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count forward to 30

OW-G1-032 E4 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 7, ____, 9, ____, ____
Count by ones.

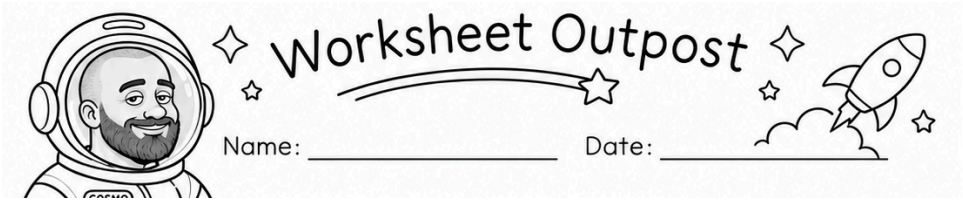
2. 10, ____, 12, ____, ____
Count by ones.

3. 13, ____, 15, ____, ____
Count by ones.

4. 16, ____, 18, ____, ____
Count by ones.

5. 19, ____, 21, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count forward to 30

OW-G1-032 E5 | Five questions

Success criteria

I can count on and write the missing numbers in order.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 7, ____, 9, ____, ____
Count by ones.

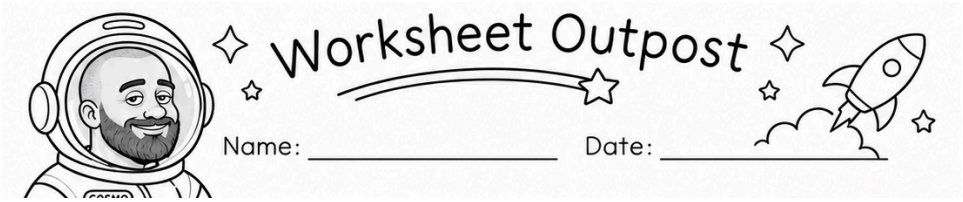
2. 10, ____, 12, ____, ____
Count by ones.

3. 13, ____, 15, ____, ____
Count by ones.

4. 16, ____, 18, ____, ____
Count by ones.

5. 19, ____, 21, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count to 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-033 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 96, ____, 98, ____, ____
Count by ones.

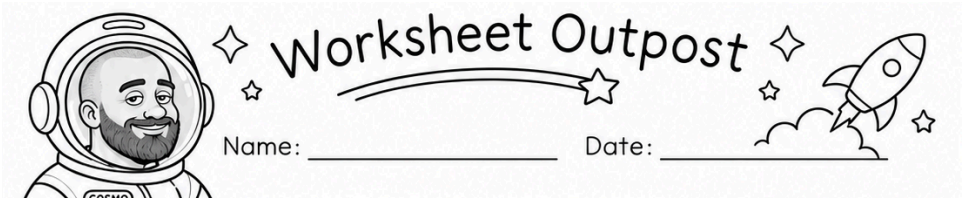
2. 99, ____, 101, ____, ____
Count by ones.

3. 102, ____, 104, ____, ____
Count by ones.

4. 105, ____, 107, ____, ____
Count by ones.

5. 108, ____, 110, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count to 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-033 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 96, ____, 98, ____, ____
Count by ones.

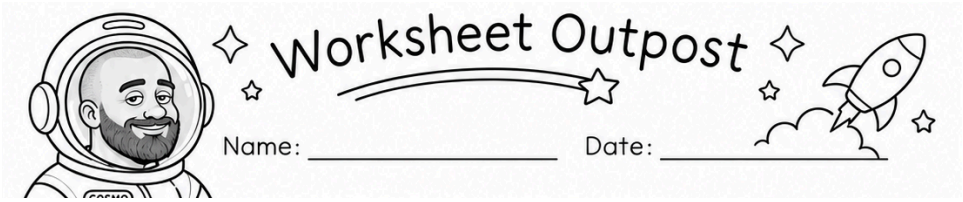
2. 99, ____, 101, ____, ____
Count by ones.

3. 102, ____, 104, ____, ____
Count by ones.

4. 105, ____, 107, ____, ____
Count by ones.

5. 108, ____, 110, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count to 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-033 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 96, ____, 98, ____, ____
Count by ones.

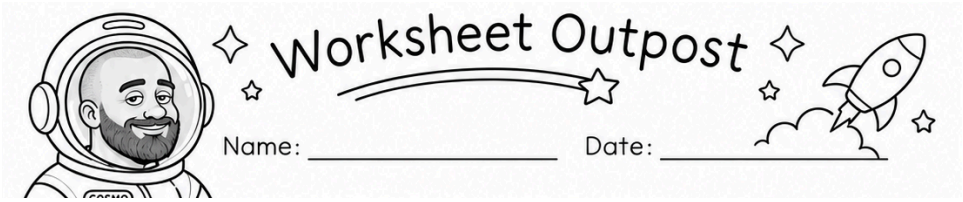
2. 99, ____, 101, ____, ____
Count by ones.

3. 102, ____, 104, ____, ____
Count by ones.

4. 105, ____, 107, ____, ____
Count by ones.

5. 108, ____, 110, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count to 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-033 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 96, ____, 98, ____, ____
Count by ones.

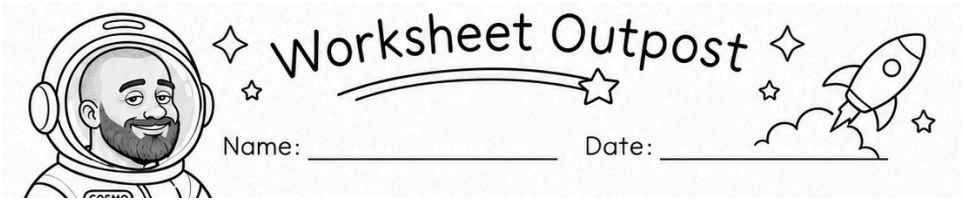
2. 99, ____, 101, ____, ____
Count by ones.

3. 102, ____, 104, ____, ____
Count by ones.

4. 105, ____, 107, ____, ____
Count by ones.

5. 108, ____, 110, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count to 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-033 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 96, ____, 98, ____, ____
Count by ones.

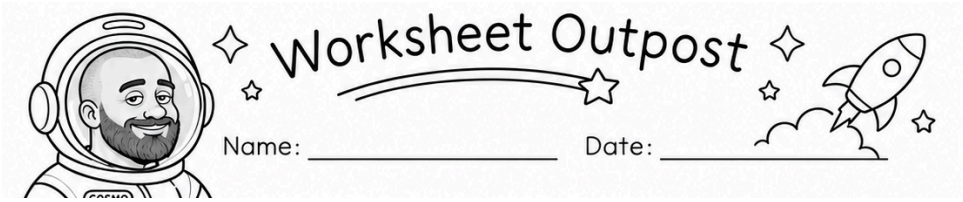
2. 99, ____, 101, ____, ____
Count by ones.

3. 102, ____, 104, ____, ____
Count by ones.

4. 105, ____, 107, ____, ____
Count by ones.

5. 108, ____, 110, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing numbers

OW-G1-034 E1 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 22, ____, 24, ____, ____
Count by ones.

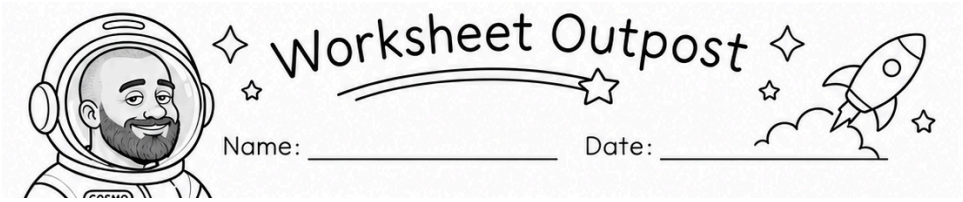
2. 26, ____, 28, ____, ____
Count by ones.

3. 30, ____, 32, ____, ____
Count by ones.

4. 34, ____, 36, ____, ____
Count by ones.

5. 38, ____, 40, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing numbers

OW-G1-034 E2 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 22, ____, 24, ____, ____
Count by ones.

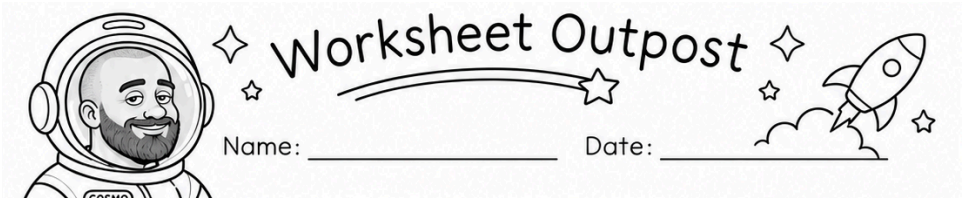
2. 26, ____, 28, ____, ____
Count by ones.

3. 30, ____, 32, ____, ____
Count by ones.

4. 34, ____, 36, ____, ____
Count by ones.

5. 38, ____, 40, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing numbers

OW-G1-034 E3 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 22, ____, 24, ____, ____
Count by ones.

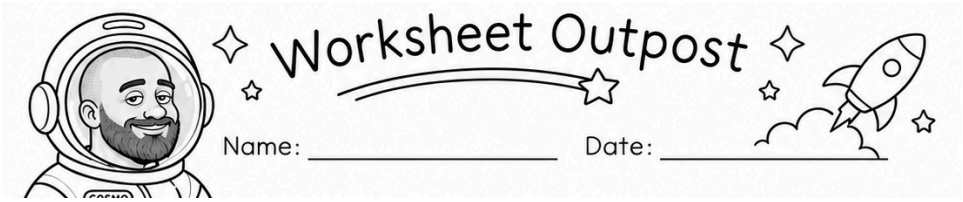
2. 26, ____, 28, ____, ____
Count by ones.

3. 30, ____, 32, ____, ____
Count by ones.

4. 34, ____, 36, ____, ____
Count by ones.

5. 38, ____, 40, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing numbers

OW-G1-034 E4 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 22, ____, 24, ____, ____
Count by ones.

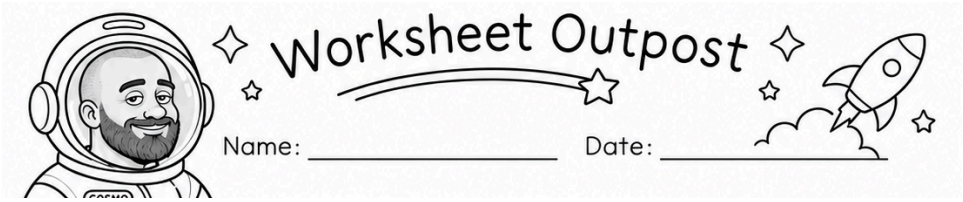
2. 26, ____, 28, ____, ____
Count by ones.

3. 30, ____, 32, ____, ____
Count by ones.

4. 34, ____, 36, ____, ____
Count by ones.

5. 38, ____, 40, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing numbers

OW-G1-034 E5 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 22, ____, 24, ____, ____
Count by ones.

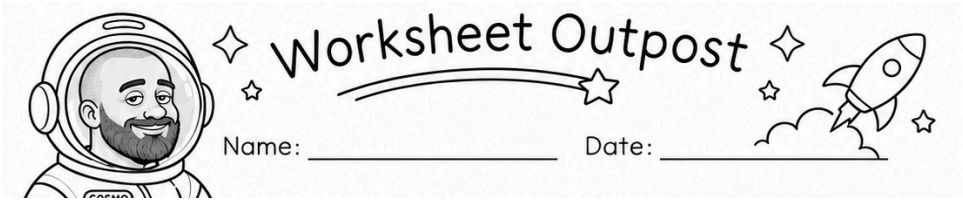
2. 26, ____, 28, ____, ____
Count by ones.

3. 30, ____, 32, ____, ____
Count by ones.

4. 34, ____, 36, ____, ____
Count by ones.

5. 38, ____, 40, ____, ____
Count by ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make counting jumps

Success criteria
I can count on and write the missing numbers in order.

OW-G1-035 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Start at 48. Make three hops of 1. Label each landing.

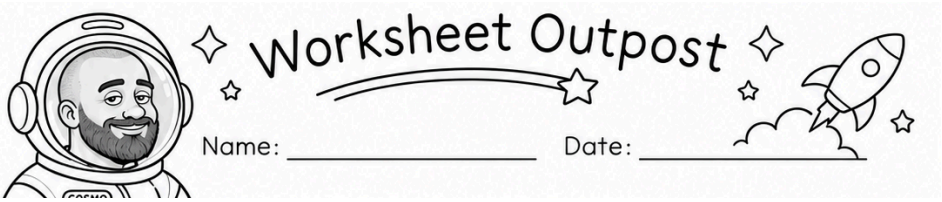
2. Start at 60. Make three hops of 10. Label each landing.

3. Start at 98. Make three hops of 1. Label each landing.

4. Start at 90. Make three hops of 10. Label each landing.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make counting jumps

Success criteria
I can count on and write the missing numbers in order.

OW-G1-035 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Start at 48. Make three hops of 1. Label each landing.



2. Start at 60. Make three hops of 10. Label each landing.



3. Start at 98. Make three hops of 1. Label each landing.

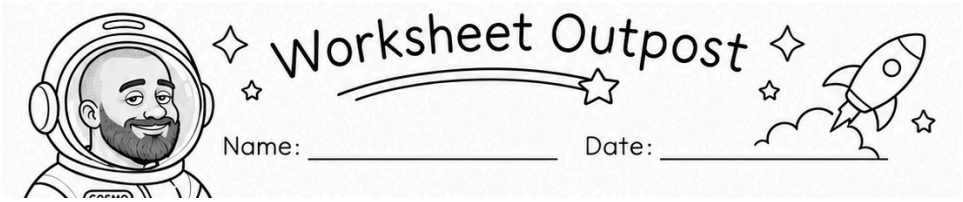


4. Start at 90. Make three hops of 10. Label each landing.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make counting jumps

Success criteria
I can count on and write the missing numbers in order.

OW-G1-035 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Start at 48. Make three hops of 1. Label each landing.



2. Start at 60. Make three hops of 10. Label each landing.



3. Start at 98. Make three hops of 1. Label each landing.

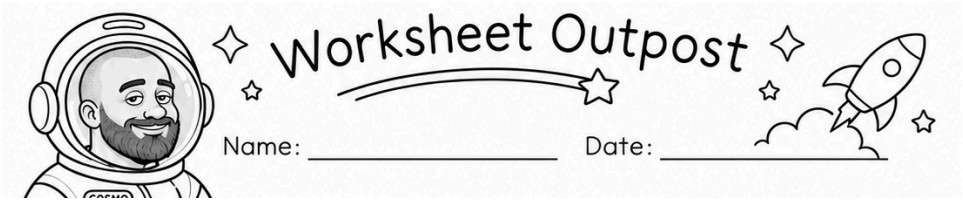


4. Start at 90. Make three hops of 10. Label each landing.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make counting jumps

Success criteria
I can count on and write the missing numbers in order.

OW-G1-035 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Start at 48. Make three hops of 1. Label each landing.

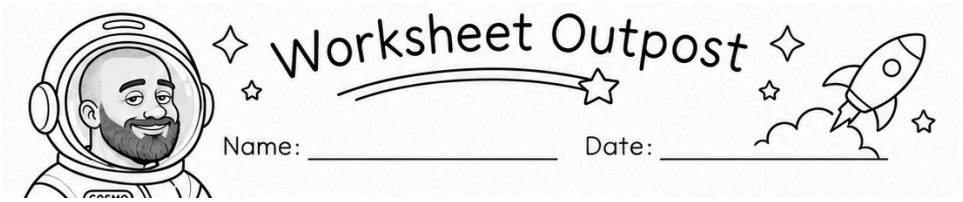
2. Start at 60. Make three hops of 10. Label each landing.

3. Start at 98. Make three hops of 1. Label each landing.

4. Start at 90. Make three hops of 10. Label each landing.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make counting jumps

Success criteria
I can count on and write the missing numbers in order.

OW-G1-035 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Start at 48. Make three hops of 1. Label each landing.

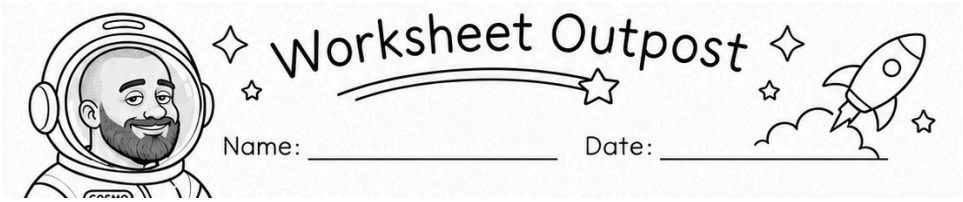
2. Start at 60. Make three hops of 10. Label each landing.

3. Start at 98. Make three hops of 1. Label each landing.

4. Start at 90. Make three hops of 10. Label each landing.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One-step counting through 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-036 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count by ones: 28, ___, ___, ___, ___.

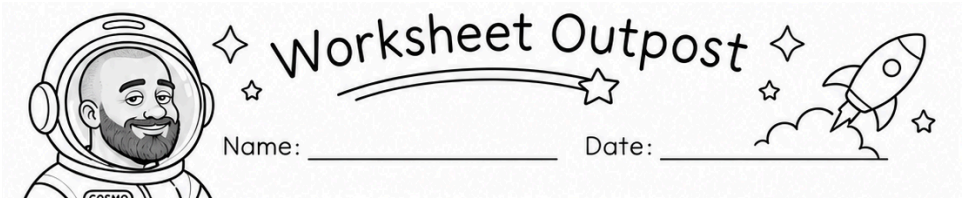
2. Count by ones: 58, ___, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___, ___.

4. Count by ones: 116, ___, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One-step counting through 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-036 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count by ones: 28, ___, ___, ___, ___.

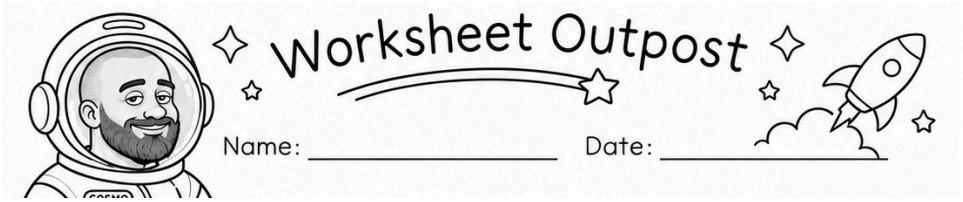
2. Count by ones: 58, ___, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___, ___.

4. Count by ones: 116, ___, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One-step counting through 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-036 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count by ones: 28, ___, ___, ___, ___.

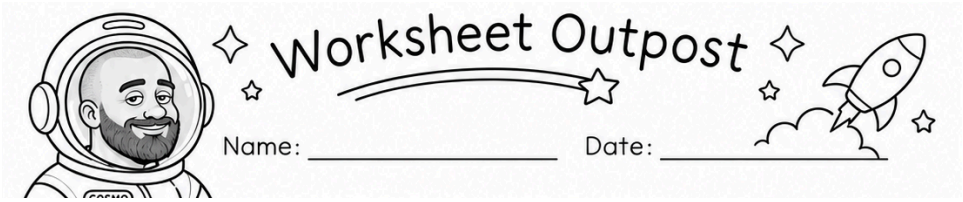
2. Count by ones: 58, ___, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___, ___.

4. Count by ones: 116, ___, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One-step counting through 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-036 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count by ones: 28, ___, ___, ___, ___.

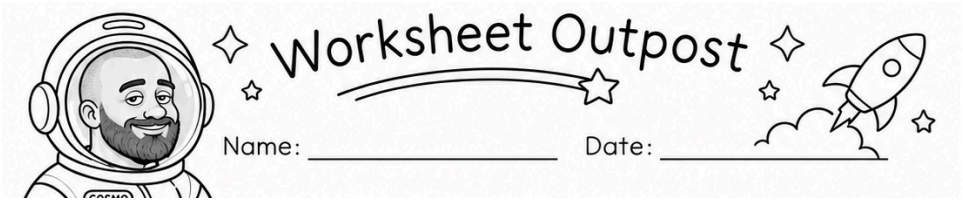
2. Count by ones: 58, ___, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___, ___.

4. Count by ones: 116, ___, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One-step counting through 120

Success criteria
I can count on and write the missing numbers in order.

OW-G1-036 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count by ones: 28, ___, ___, ___, ___.

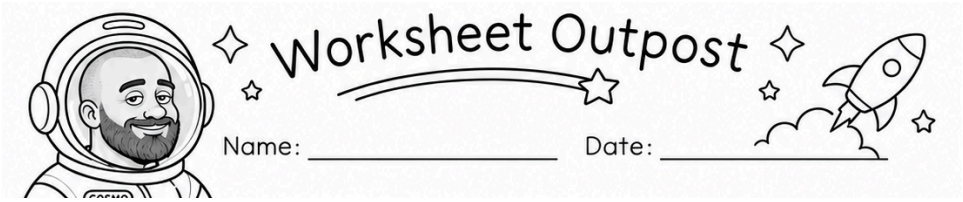
2. Count by ones: 58, ___, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___, ___.

4. Count by ones: 116, ___, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a 120 chart

OW-G1-037 E1 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Find 38. Circle the next three numbers you say when counting by ones.

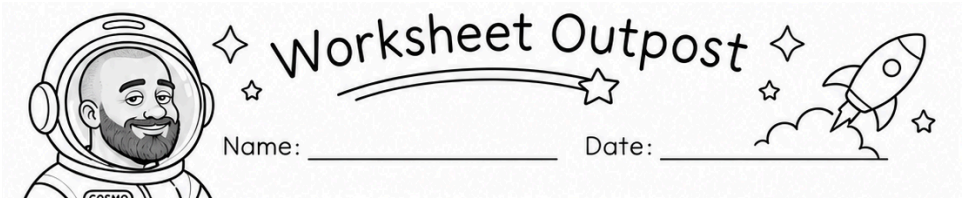
2. Find 59. Circle the next three numbers you say when counting by ones.

3. Find 98. Circle the next three numbers you say when counting by ones.

4. Find 117. Circle the next three numbers you say when counting by ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a 120 chart

OW-G1-037 E2 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Find 38. Circle the next three numbers you say when counting by ones.

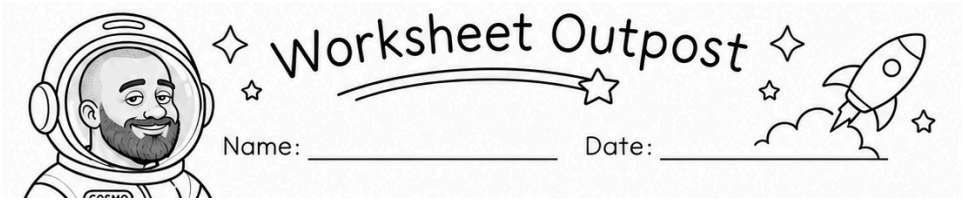
2. Find 59. Circle the next three numbers you say when counting by ones.

3. Find 98. Circle the next three numbers you say when counting by ones.

4. Find 117. Circle the next three numbers you say when counting by ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a 120 chart

OW-G1-037 E3 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Find 38. Circle the next three numbers you say when counting by ones.

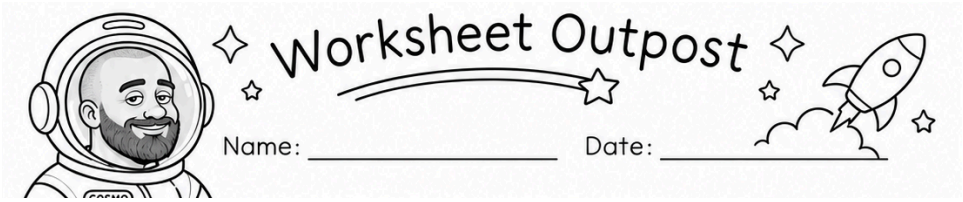
2. Find 59. Circle the next three numbers you say when counting by ones.

3. Find 98. Circle the next three numbers you say when counting by ones.

4. Find 117. Circle the next three numbers you say when counting by ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a 120 chart

OW-G1-037 E4 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Find 38. Circle the next three numbers you say when counting by ones.

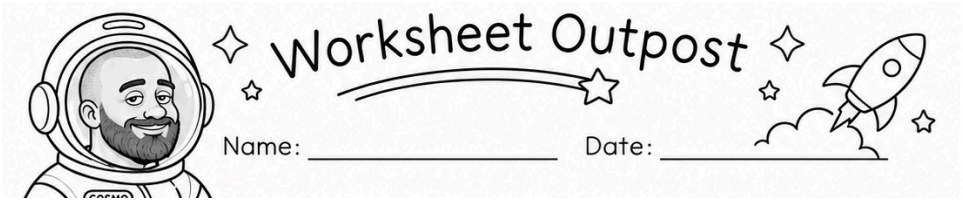
2. Find 59. Circle the next three numbers you say when counting by ones.

3. Find 98. Circle the next three numbers you say when counting by ones.

4. Find 117. Circle the next three numbers you say when counting by ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a 120 chart

OW-G1-037 E5 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Find 38. Circle the next three numbers you say when counting by ones.

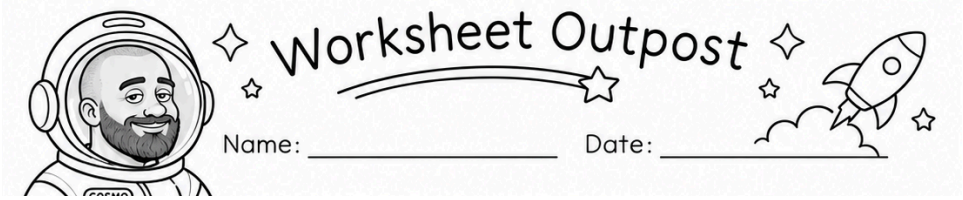
2. Find 59. Circle the next three numbers you say when counting by ones.

3. Find 98. Circle the next three numbers you say when counting by ones.

4. Find 117. Circle the next three numbers you say when counting by ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



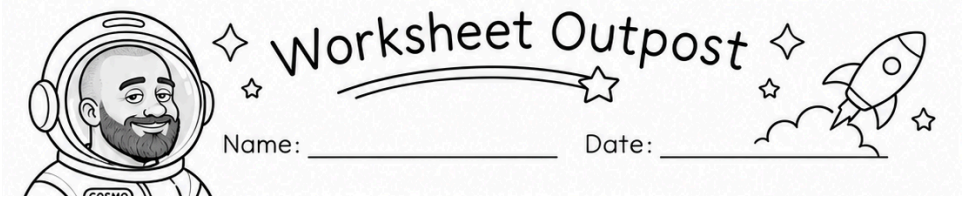
OW-G1-037 | Supported practice

Read a 120 chart

Success criteria

I can find a number on the chart and use the rows and columns to count on or back.

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

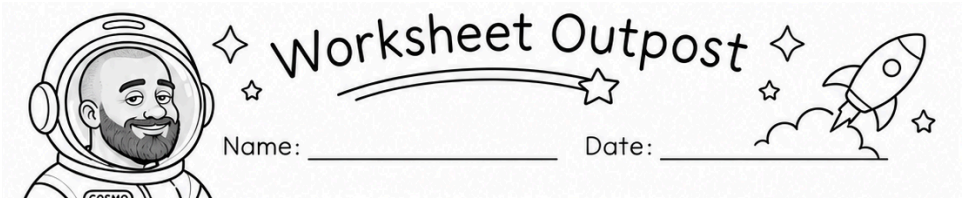


OW-G1-037 | Supported practice

Read a 120 chart

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch between one-step and ten-step counts

OW-G1-038 E1 | Five questions

Name: _____ Date: _____

Success criteria
I can count on and write the missing numbers in order.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count by ones: 65, ___, ___, ___.

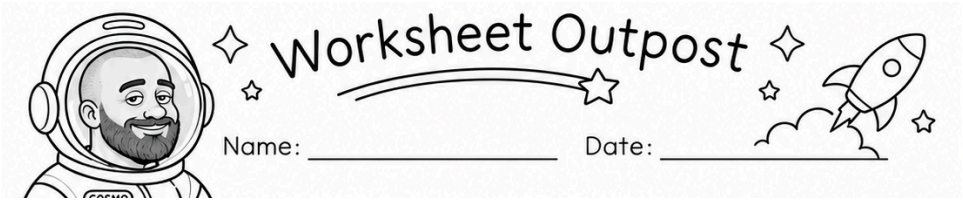
2. Count by tens: 70, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch between one-step and ten-step counts

OW-G1-038 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can count on and write the missing numbers in order.

Work with a partner. Build a model, then say or write your answer.

1. Count by ones: 65, ___, ___, ___.

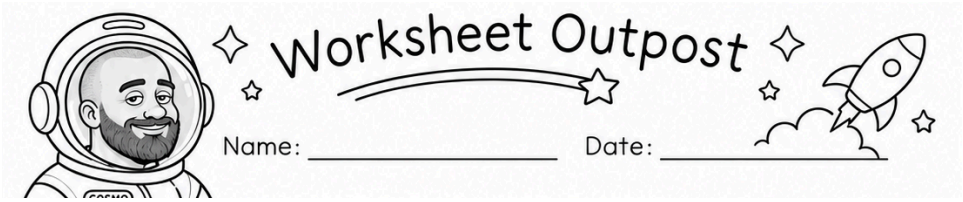
2. Count by tens: 70, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch between one-step and ten-step counts

OW-G1-038 E3 | Five questions

Success criteria
I can count on and write the missing numbers in order.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count by ones: 65, ___, ___, ___.

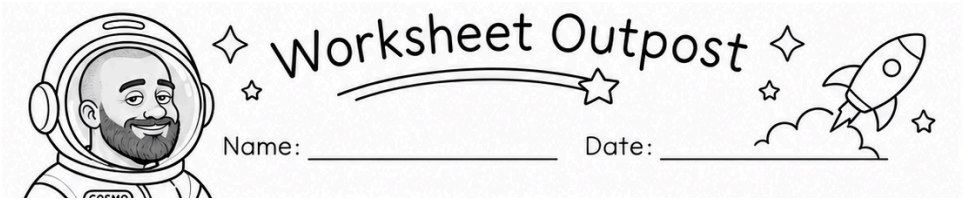
2. Count by tens: 70, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch between one-step and ten-step counts

OW-G1-038 E4 | Five questions

Name: _____ Date: _____

Success criteria
I can count on and write the missing numbers in order.



Ask an adult to show you how to start. Then finish the problem together.

1. Count by ones: 65, ___, ___, ___.

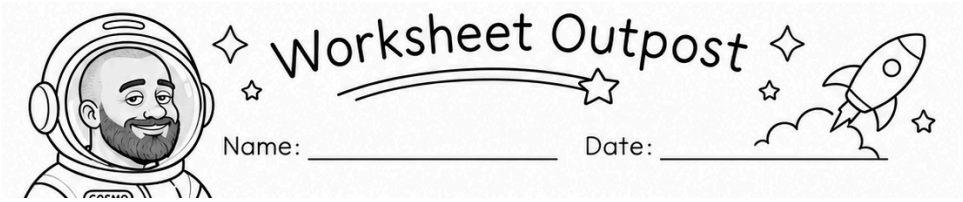
2. Count by tens: 70, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch between one-step and ten-step counts

OW-G1-038 E5 | Five questions

Name: _____ Date: _____

Success criteria
I can count on and write the missing numbers in order.

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count by ones: 65, ___, ___, ___.

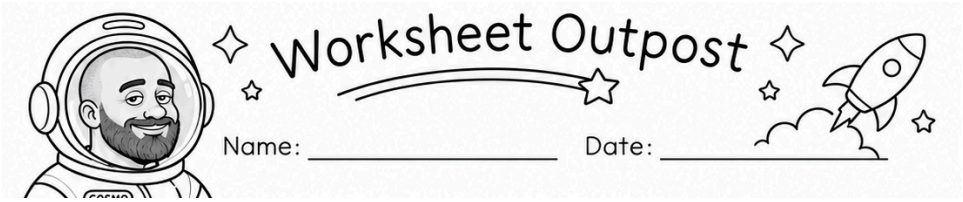
2. Count by tens: 70, ___, ___, ___.

3. Count by ones: 98, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Ten-step counting through 120

Success criteria
I can use a counting pattern to find the missing numbers.

OW-G1-039 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count by tens: 20, ___, ___, ___.

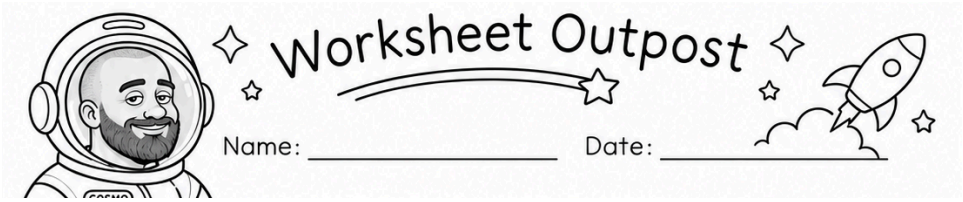
2. Count by tens: 50, ___, ___, ___.

3. Count by tens: 80, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Ten-step counting through 120

Success criteria
I can use a counting pattern to find the missing numbers.

OW-G1-039 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count by tens: 20, ___, ___, ___.

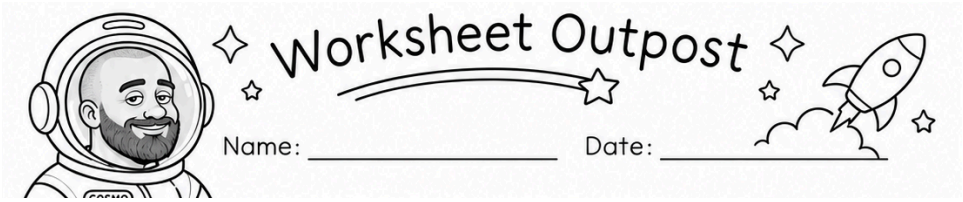
2. Count by tens: 50, ___, ___, ___.

3. Count by tens: 80, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Ten-step counting through 120

Success criteria
I can use a counting pattern to find the missing numbers.

OW-G1-039 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count by tens: 20, ___, ___, ___.

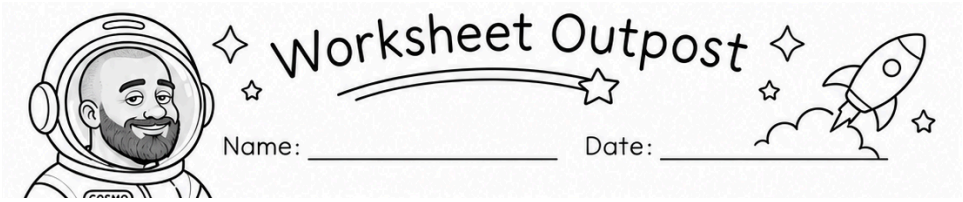
2. Count by tens: 50, ___, ___, ___.

3. Count by tens: 80, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Ten-step counting through 120

Success criteria
I can use a counting pattern to find the missing numbers.

OW-G1-039 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count by tens: 20, ___, ___, ___.

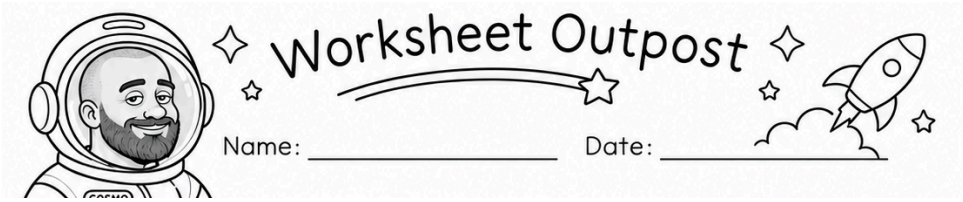
2. Count by tens: 50, ___, ___, ___.

3. Count by tens: 80, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Ten-step counting through 120

Success criteria
I can use a counting pattern to find the missing numbers.

OW-G1-039 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count by tens: 20, ___, ___, ___.

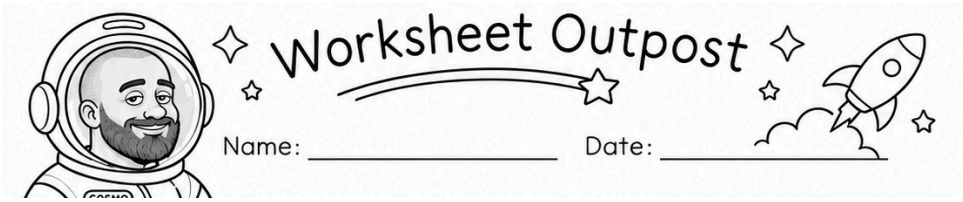
2. Count by tens: 50, ___, ___, ___.

3. Count by tens: 80, ___, ___, ___.

4. Count by tens: 90, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Write the number you counted

OW-G1-040 E1 | Five questions

Success criteria

I can show how many tens and ones are in a number.

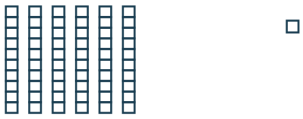
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

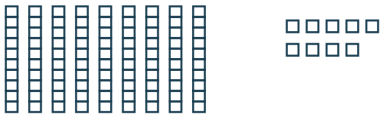
1. Count the rods and single squares. Write the numeral. Each rod is 10.



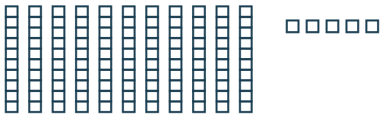
2. Count the rods and single squares. Write the numeral. Each rod is 10.



3. Count the rods and single squares. Write the numeral. Each rod is 10.

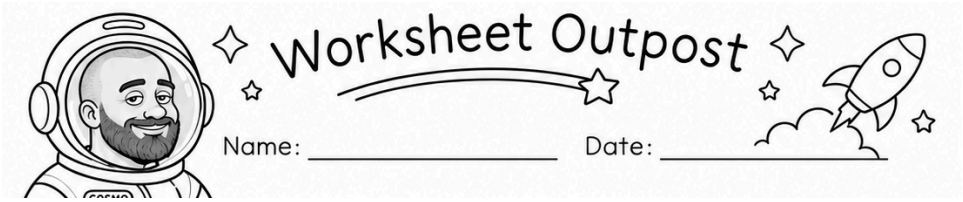


4. Count the rods and single squares. Write the numeral. Each rod is 10.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Write the number you counted

Success criteria
I can show how many tens and ones are in a number.

OW-G1-040 E2 | Five questions

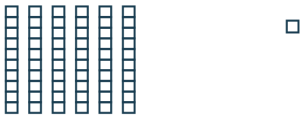
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

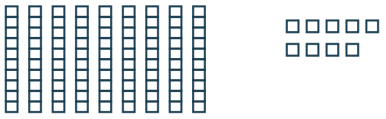
1. Count the rods and single squares. Write the numeral. Each rod is 10.



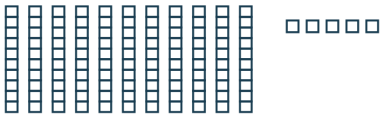
2. Count the rods and single squares. Write the numeral. Each rod is 10.



3. Count the rods and single squares. Write the numeral. Each rod is 10.

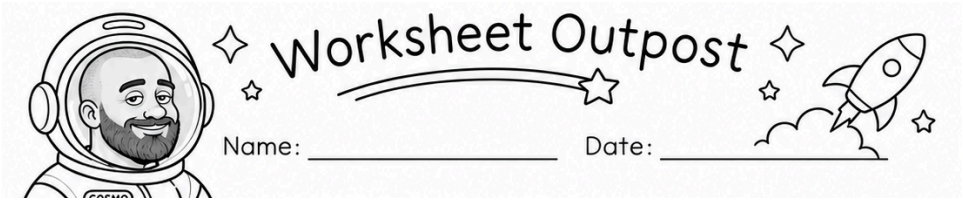


4. Count the rods and single squares. Write the numeral. Each rod is 10.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Write the number you counted

Success criteria
I can show how many tens and ones are in a number.

OW-G1-040 E3 | Five questions

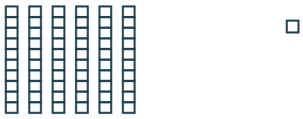
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

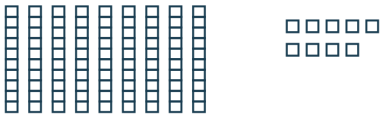
1. Count the rods and single squares. Write the numeral. Each rod is 10.



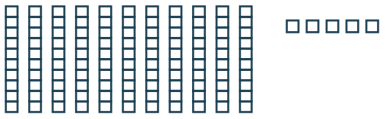
2. Count the rods and single squares. Write the numeral. Each rod is 10.



3. Count the rods and single squares. Write the numeral. Each rod is 10.

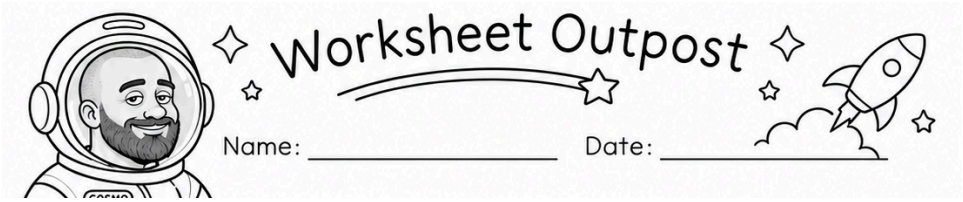


4. Count the rods and single squares. Write the numeral. Each rod is 10.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Write the number you counted

OW-G1-040 E4 | Five questions

Success criteria

I can show how many tens and ones are in a number.

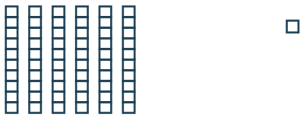
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

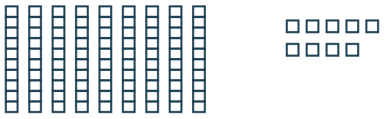
1. Count the rods and single squares. Write the numeral. Each rod is 10.



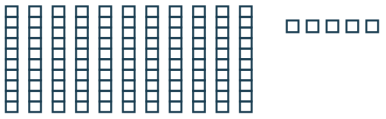
2. Count the rods and single squares. Write the numeral. Each rod is 10.



3. Count the rods and single squares. Write the numeral. Each rod is 10.

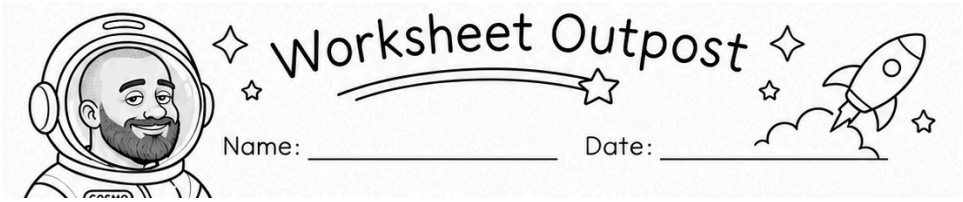


4. Count the rods and single squares. Write the numeral. Each rod is 10.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Write the number you counted

Success criteria
I can show how many tens and ones are in a number.

OW-G1-040 E5 | Five questions

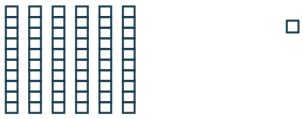
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

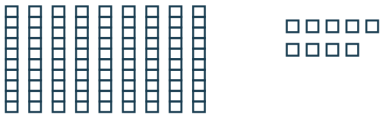
1. Count the rods and single squares. Write the numeral. Each rod is 10.



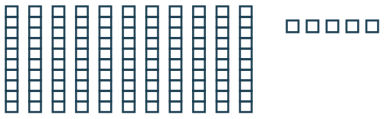
2. Count the rods and single squares. Write the numeral. Each rod is 10.



3. Count the rods and single squares. Write the numeral. Each rod is 10.

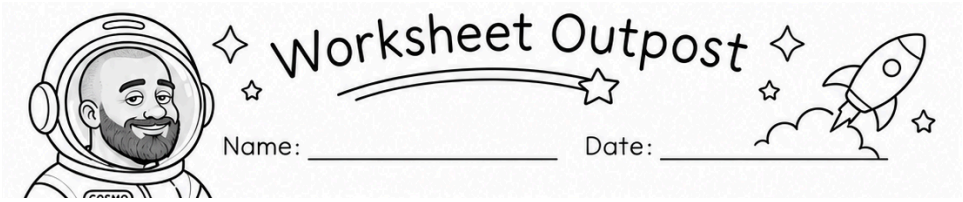


4. Count the rods and single squares. Write the numeral. Each rod is 10.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a conclusion from data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-041 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Lee says the total is 8 votes. Count another way to check and explain.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Lee says the total is 11 votes. Count another way to check and explain.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. Lee says the total is 14 votes. Count another way to check and explain.

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

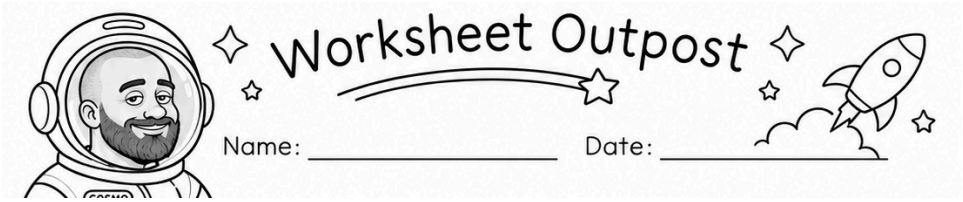
4. Lee says the total is 17 votes. Count another way to check and explain.

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a conclusion from data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-041 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Lee says the total is 8 votes. Count another way to check and explain.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Lee says the total is 11 votes. Count another way to check and explain.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. Lee says the total is 14 votes. Count another way to check and explain.

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

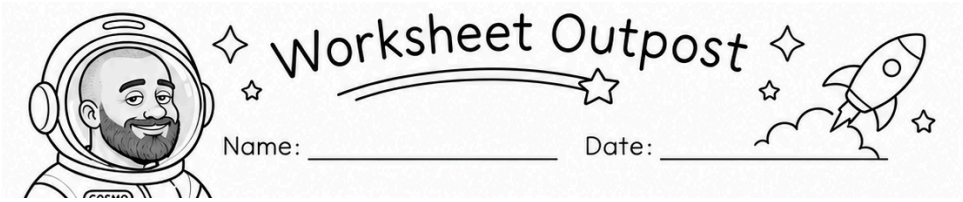
4. Lee says the total is 17 votes. Count another way to check and explain.

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a conclusion from data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-041 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Lee says the total is 8 votes. Count another way to check and explain.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Lee says the total is 11 votes. Count another way to check and explain.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. Lee says the total is 14 votes. Count another way to check and explain.

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

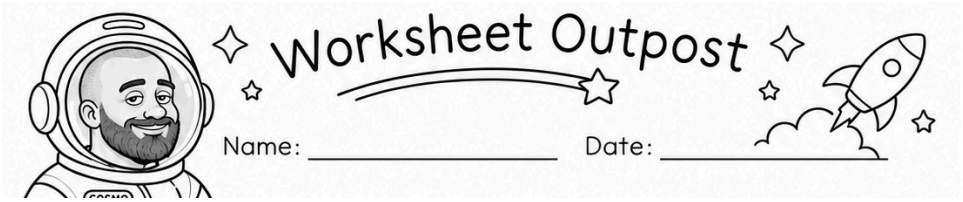
4. Lee says the total is 17 votes. Count another way to check and explain.

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a conclusion from data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-041 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Lee says the total is 8 votes. Count another way to check and explain.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Lee says the total is 11 votes. Count another way to check and explain.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. Lee says the total is 14 votes. Count another way to check and explain.

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

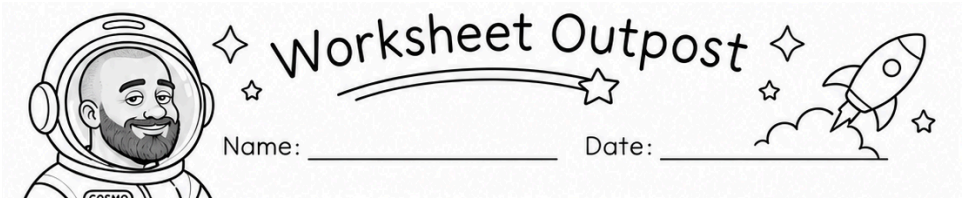
4. Lee says the total is 17 votes. Count another way to check and explain.

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a conclusion from data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-041 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Lee says the total is 8 votes. Count another way to check and explain.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Lee says the total is 11 votes. Count another way to check and explain.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. Lee says the total is 14 votes. Count another way to check and explain.

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

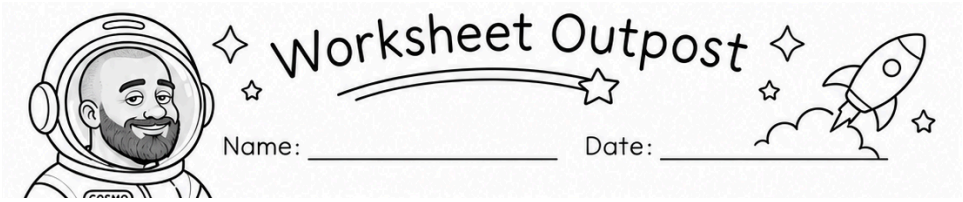
4. Lee says the total is 17 votes. Count another way to check and explain.

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add category totals

OW-G1-042 E1 | Five questions

Name: _____ Date: _____

Success criteria

I can use the counts in a graph or table to answer a question.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many votes did cats and fish get in all?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did cats and fish get in all?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes did cats and fish get in all?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many votes did cats and fish get in all?

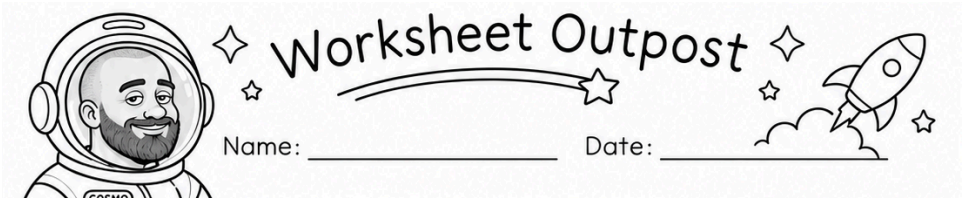
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many votes did cats and fish get in all?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add category totals

OW-G1-042 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can use the counts in a graph or table to answer a question.

Work with a partner. Build a model, then say or write your answer.

1. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes did cats and fish get in all?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

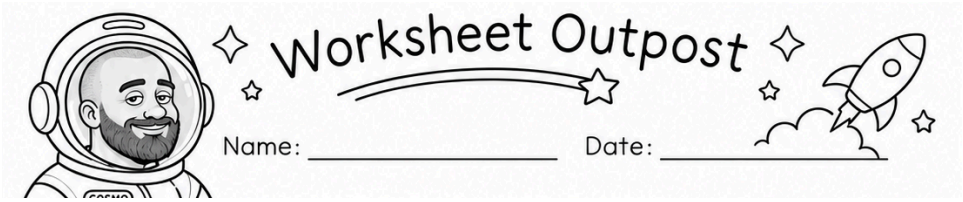
Each circle = 1 vote.

5. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add category totals

OW-G1-042 E3 | Five questions

Success criteria

I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes did cats and fish get in all?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

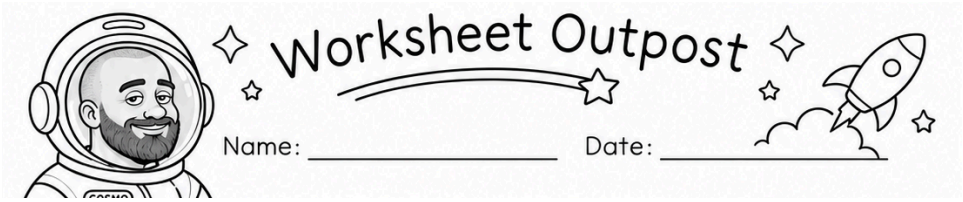
Each circle = 1 vote.

5. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add category totals

OW-G1-042 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can use the counts in a graph or table to answer a question.

Ask an adult to show you how to start. Then finish the problem together.

1. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes did cats and fish get in all?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

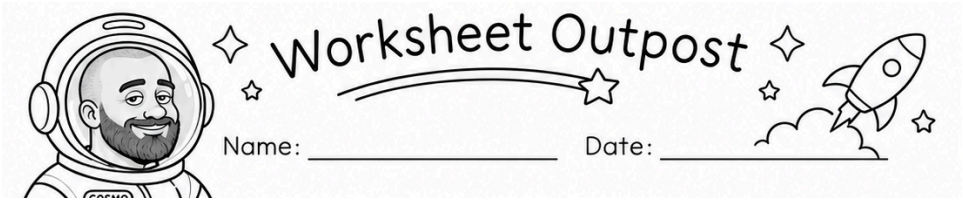
Each circle = 1 vote.

5. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add category totals

OW-G1-042 E5 | Five questions

Name: _____ Date: _____

Success criteria

I can use the counts in a graph or table to answer a question.

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes did cats and fish get in all?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes did cats and fish get in all?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

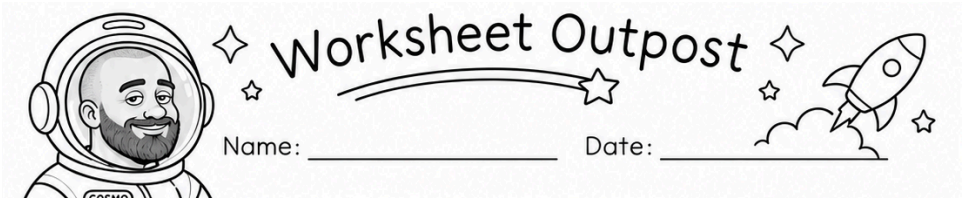
Each circle = 1 vote.

5. How many votes did cats and fish get in all?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare categories

OW-G1-043 E1 | Five questions

Success criteria

I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many more votes did dogs get than fish?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

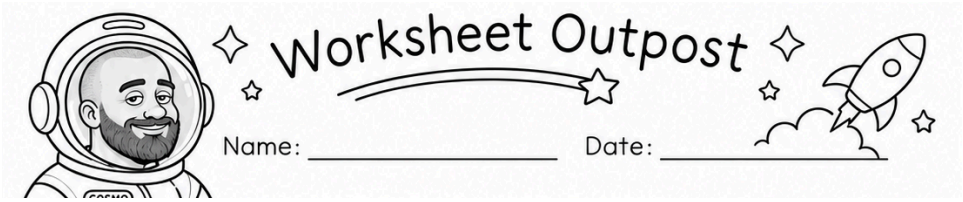
Each circle = 1 vote.

5. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare categories

OW-G1-043 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can use the counts in a graph or table to answer a question.

Work with a partner. Build a model, then say or write your answer.

1. How many more votes did dogs get than fish?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many more votes did dogs get than fish?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many more votes did dogs get than fish?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many more votes did dogs get than fish?

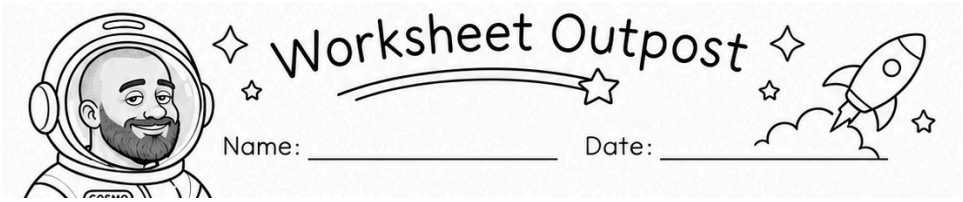
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many more votes did dogs get than fish?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare categories

OW-G1-043 E3 | Five questions

Success criteria

I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many more votes did dogs get than fish?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

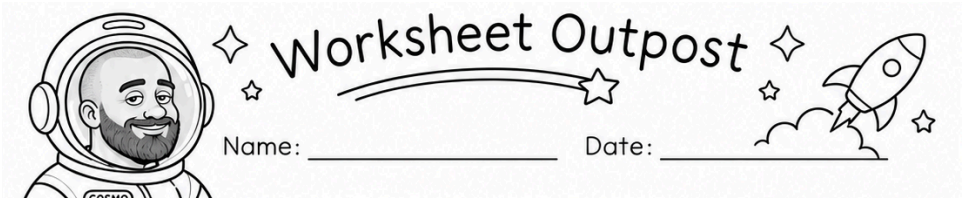
Each circle = 1 vote.

5. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare categories

OW-G1-043 E4 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many more votes did dogs get than fish?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

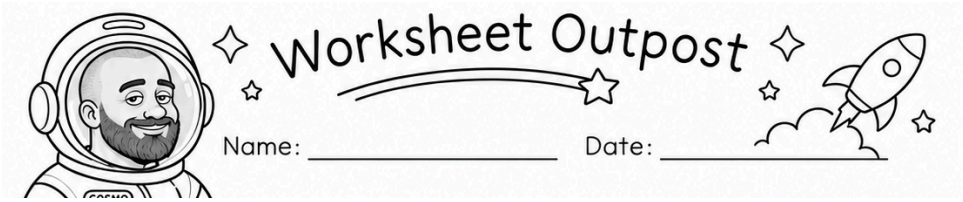
Each circle = 1 vote.

5. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare categories

OW-G1-043 E5 | Five questions

Success criteria

I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many more votes did dogs get than fish?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many more votes did dogs get than fish?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

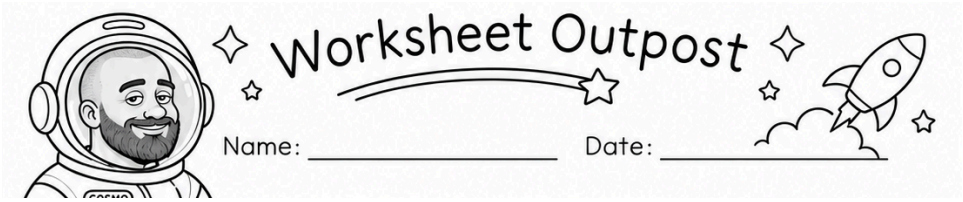
Each circle = 1 vote.

5. How many more votes did dogs get than fish?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count and record

OW-G1-044 E1 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. Make a tally row for Cats, Dogs, and Fish. Write each total.

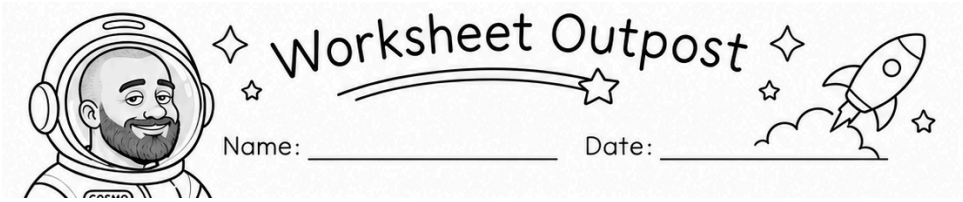
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count and record

OW-G1-044 E2 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

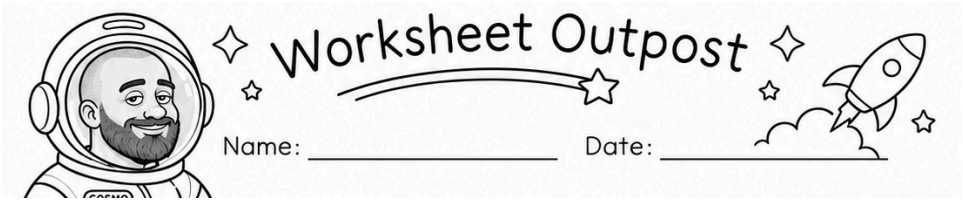
Each circle = 1 vote.

5. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count and record

Success criteria
I can use the counts in a graph or table to answer a question.

OW-G1-044 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

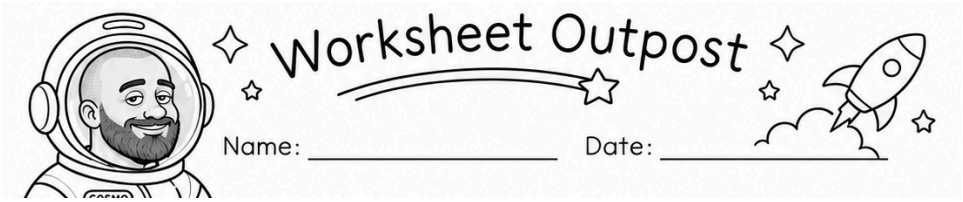
Each circle = 1 vote.

5. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count and record

OW-G1-044 E4 | Five questions

Success criteria

I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

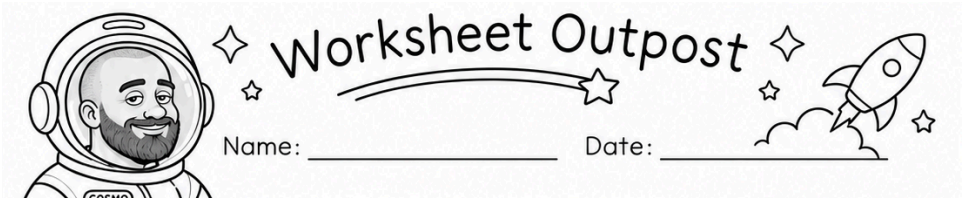
Each circle = 1 vote.

5. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count and record

OW-G1-044 E5 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

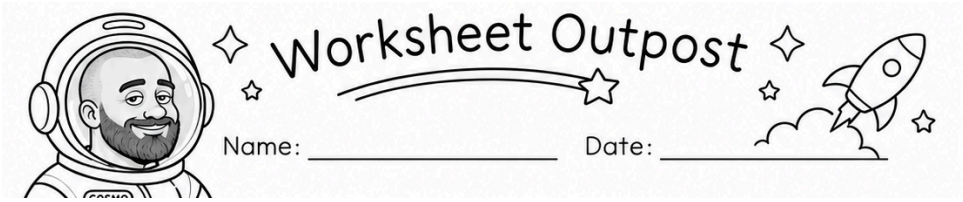
Each circle = 1 vote.

5. Make a tally row for Cats, Dogs, and Fish. Write each total.

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: read picture data

OW-G1-045 E1 | Five questions

Success criteria

I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many votes did cats get?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did dogs get?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes are for Fish?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many votes did cats get?

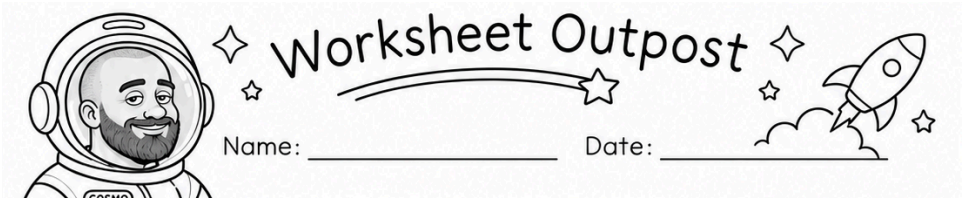
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many votes did dogs get?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: read picture data

OW-G1-045 E2 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many votes did cats get?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes did dogs get?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are for Fish?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes did cats get?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

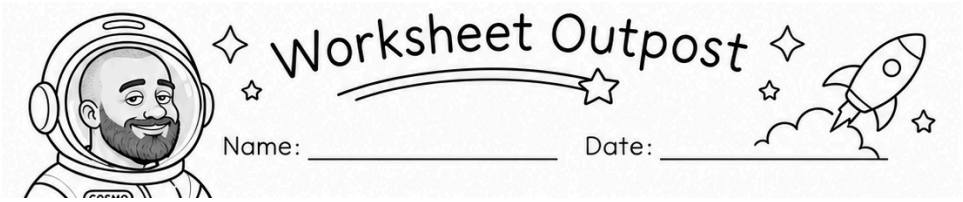
Each circle = 1 vote.

5. How many votes did dogs get?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: read picture data

OW-G1-045 E3 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many votes did cats get?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did dogs get?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes are for Fish?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many votes did cats get?

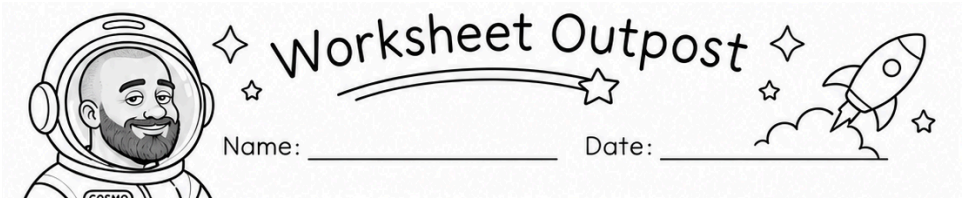
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many votes did dogs get?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: read picture data

OW-G1-045 E4 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many votes did cats get?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes did dogs get?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are for Fish?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes did cats get?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

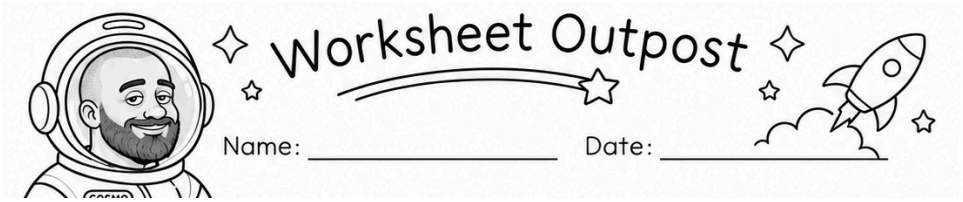
Each circle = 1 vote.

5. How many votes did dogs get?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: read picture data

OW-G1-045 E5 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many votes did cats get?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did dogs get?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes are for Fish?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many votes did cats get?

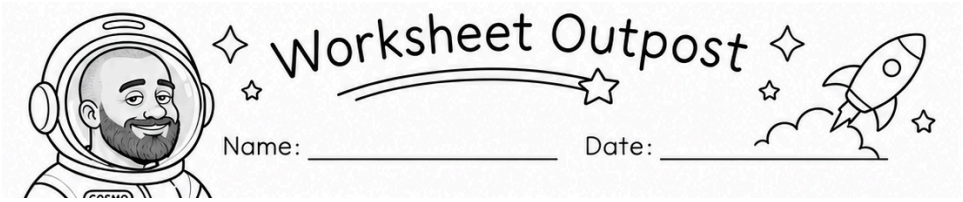
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many votes did dogs get?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: solve data questions

OW-G1-046 E1 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many votes are there in all?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes are there in all?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes are there in all?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many votes are there in all?

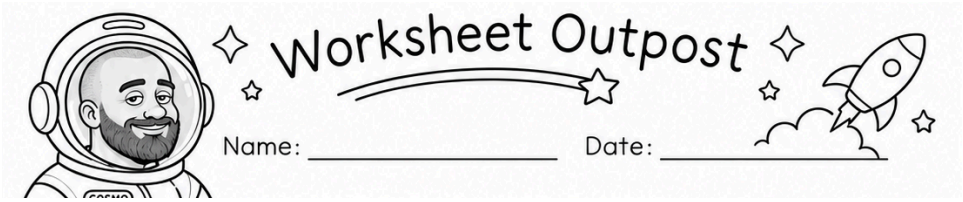
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many votes are there in all?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: solve data questions

OW-G1-046 E2 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many votes are there in all?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes are there in all?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes are there in all?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many votes are there in all?

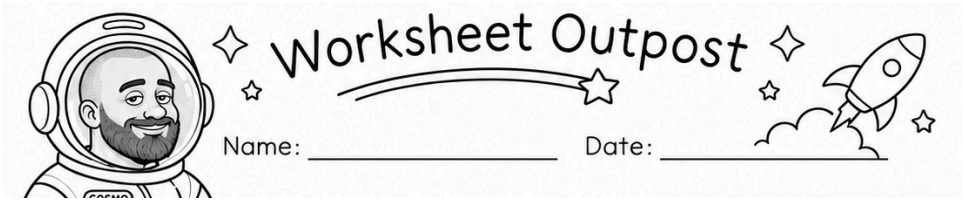
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many votes are there in all?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: solve data questions

OW-G1-046 E3 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many votes are there in all?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes are there in all?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes are there in all?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.

4. How many votes are there in all?

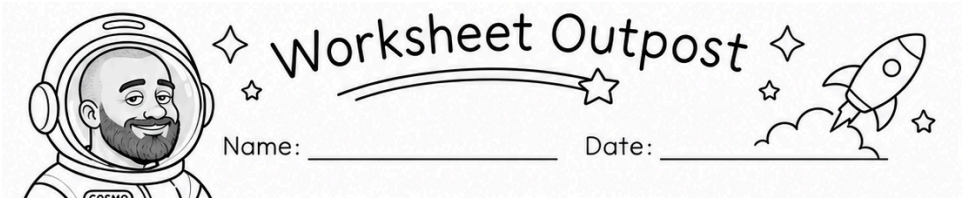
Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

5. How many votes are there in all?

Cats	○ ○
Dogs	○ ○ ○ ○ ○
Fish	○

Each circle = 1 vote.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: solve data questions

OW-G1-046 E4 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many votes are there in all?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes are there in all?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are there in all?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes are there in all?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

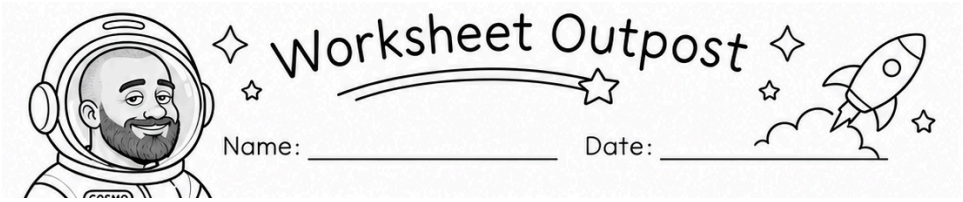
Each circle = 1 vote.

5. How many votes are there in all?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: solve data questions

OW-G1-046 E5 | Five questions

Success criteria
I can use the counts in a graph or table to answer a question.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many votes are there in all?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. How many votes are there in all?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are there in all?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

4. How many votes are there in all?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○
Fish ○ ○

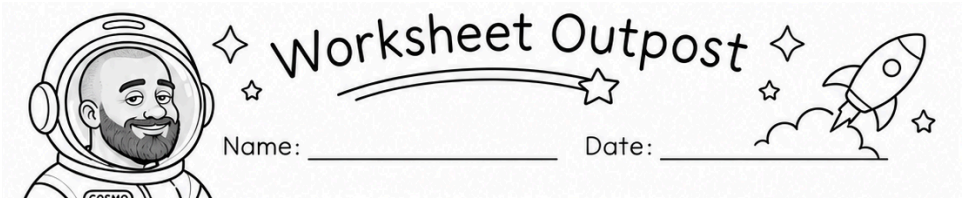
Each circle = 1 vote.

5. How many votes are there in all?

Cats ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make a class data display

OW-G1-047 E1 | Five questions

Success criteria

I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. The votes show which pets people chose. Make a tally chart with three labeled rows.

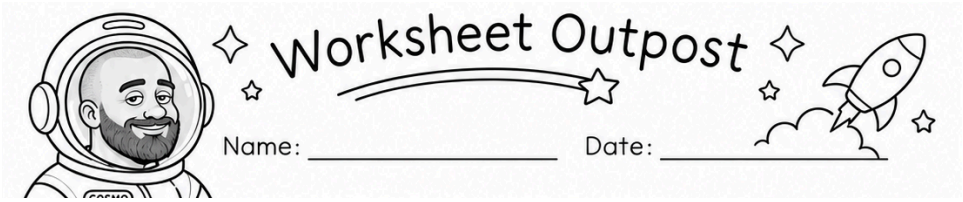
Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

4. Ask four people to choose Cats, Dogs, or Fish. Record one tally for each vote. Write the three totals.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make a class data display

OW-G1-047 E2 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

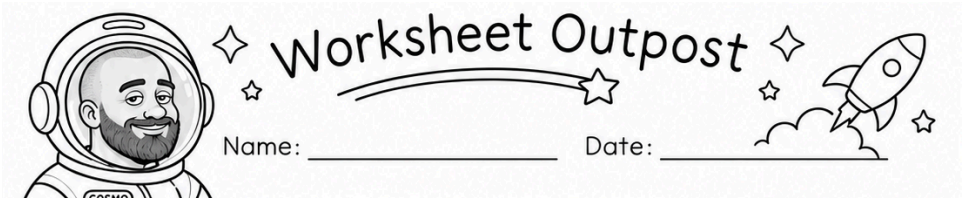
3. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

4. Ask four people to choose Cats, Dogs, or Fish. Record one tally for each vote. Write the three totals.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make a class data display

OW-G1-047 E3 | Five questions

Success criteria

I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. The votes show which pets people chose. Make a tally chart with three labeled rows.

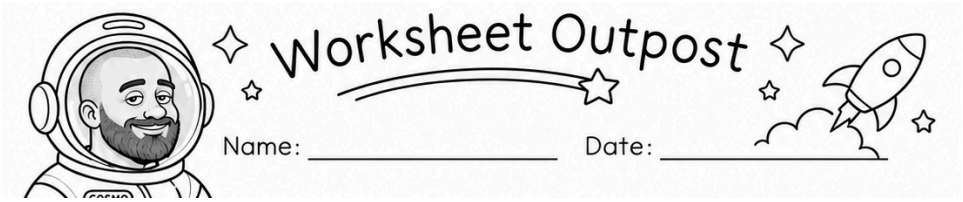
Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○ ○ ○

Each circle = 1 vote.

4. Ask four people to choose Cats, Dogs, or Fish. Record one tally for each vote. Write the three totals.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make a class data display

OW-G1-047 E4 | Five questions

Success criteria

I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. The votes show which pets people chose. Make a tally chart with three labeled rows.

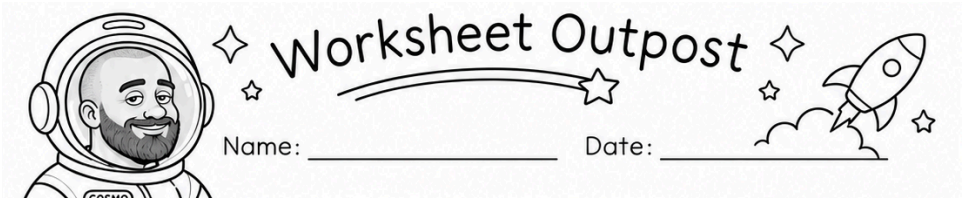
Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

4. Ask four people to choose Cats, Dogs, or Fish. Record one tally for each vote. Write the three totals.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Make a class data display

OW-G1-047 E5 | Five questions

Success criteria

I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. The votes show which pets people chose. Make a tally chart with three labeled rows.

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. The votes show which pets people chose. Make a tally chart with three labeled rows.

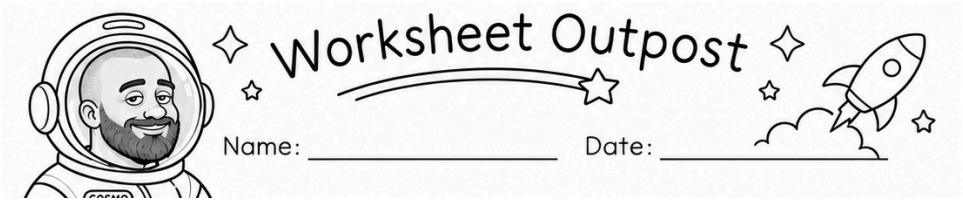
Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

4. Ask four people to choose Cats, Dogs, or Fish. Record one tally for each vote. Write the three totals.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More questions about data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-048 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many more votes did dogs get than fish?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did cats and fish get together?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many fewer votes did cats get than dogs?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○ ○ ○

Each circle = 1 vote.

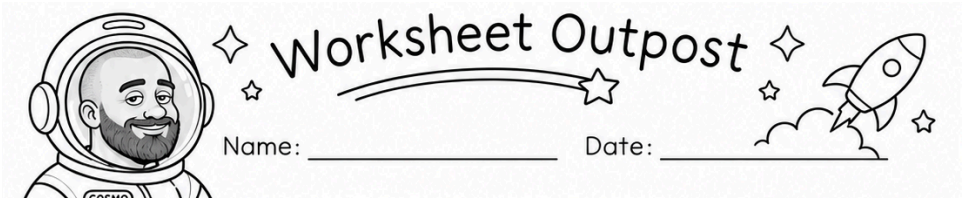
4. How many more votes do fish need to tie with dogs?

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○ ○
Fish	○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More questions about data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-048 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many more votes did dogs get than fish?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did cats and fish get together?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many fewer votes did cats get than dogs?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○ ○ ○

Each circle = 1 vote.

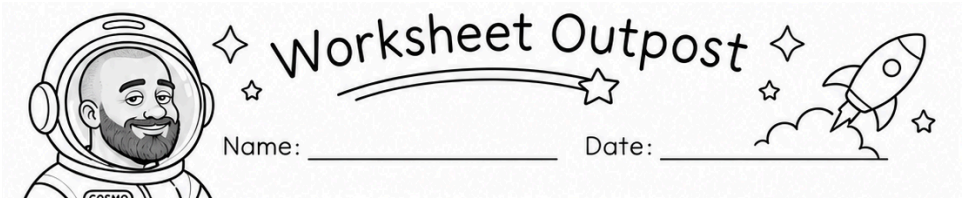
4. How many more votes do fish need to tie with dogs?

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○ ○
Fish	○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More questions about data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-048 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many more votes did dogs get than fish?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did cats and fish get together?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many fewer votes did cats get than dogs?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○ ○ ○

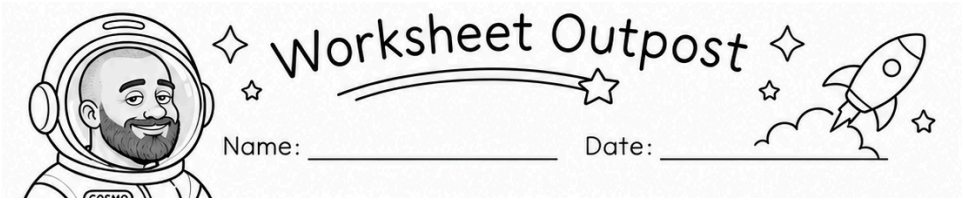
Each circle = 1 vote.

4. How many more votes do fish need to tie with dogs?

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○ ○
Fish	○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More questions about data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-048 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many more votes did dogs get than fish?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did cats and fish get together?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many fewer votes did cats get than dogs?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○ ○ ○

Each circle = 1 vote.

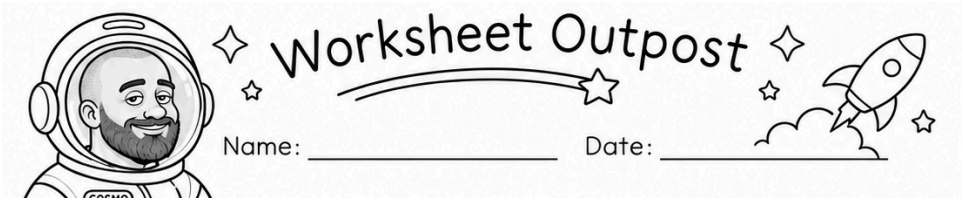
4. How many more votes do fish need to tie with dogs?

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○ ○
Fish	○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More questions about data

Success criteria
I can read a graph and use the counts to answer a question.

OW-G1-048 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many more votes did dogs get than fish?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. How many votes did cats and fish get together?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many fewer votes did cats get than dogs?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○ ○ ○

Each circle = 1 vote.

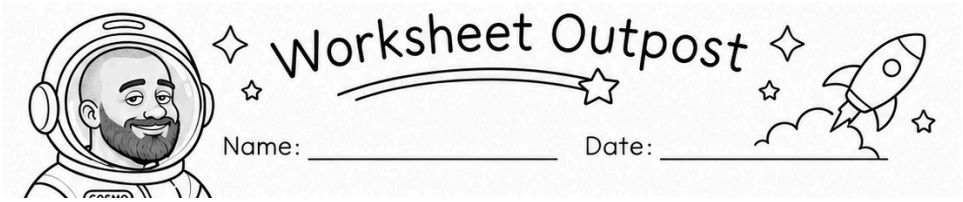
4. How many more votes do fish need to tie with dogs?

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○ ○
Fish	○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Questions about a data display

OW-G1-049 E1 | Five questions

Success criteria

I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many votes did cats get?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Which pet has the most votes?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are there altogether?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

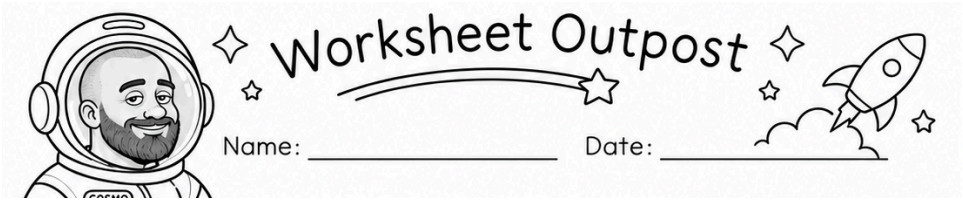
4. Which pet has the fewest votes?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Questions about a data display

OW-G1-049 E2 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many votes did cats get?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Which pet has the most votes?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are there altogether?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

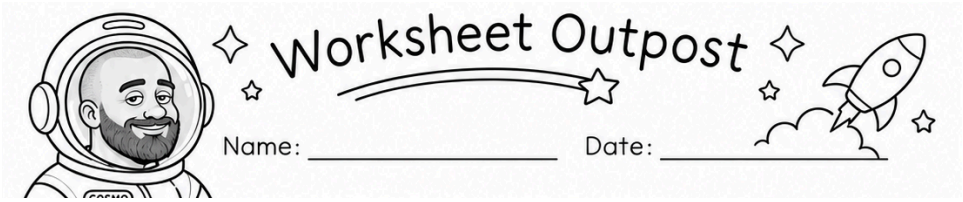
4. Which pet has the fewest votes?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Questions about a data display

OW-G1-049 E3 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many votes did cats get?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Which pet has the most votes?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are there altogether?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

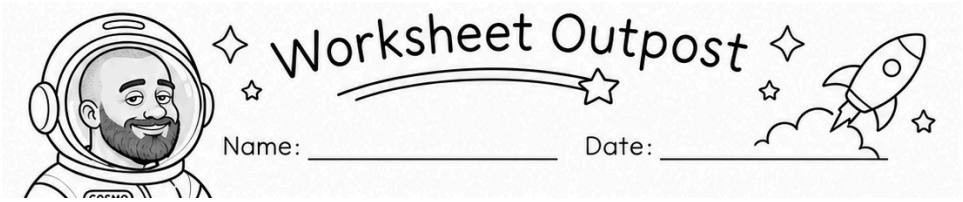
4. Which pet has the fewest votes?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Questions about a data display

OW-G1-049 E4 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many votes did cats get?

Cats ○ ○
Dogs ○ ○ ○ ○
Fish ○

Each circle = 1 vote.

2. Which pet has the most votes?

Cats ○ ○ ○
Dogs ○ ○ ○ ○ ○
Fish ○ ○

Each circle = 1 vote.

3. How many votes are there altogether?

Cats ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○
Fish ○ ○ ○

Each circle = 1 vote.

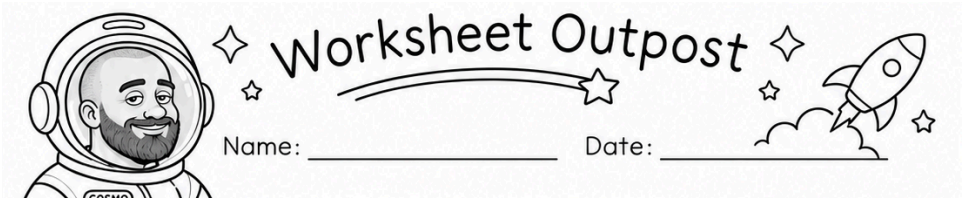
4. Which pet has the fewest votes?

Cats ○ ○ ○ ○ ○
Dogs ○ ○ ○ ○ ○ ○ ○
Fish ○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Questions about a data display

OW-G1-049 E5 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many votes did cats get?

Cats	○ ○
Dogs	○ ○ ○ ○
Fish	○

Each circle = 1 vote.

2. Which pet has the most votes?

Cats	○ ○ ○
Dogs	○ ○ ○ ○ ○
Fish	○ ○

Each circle = 1 vote.

3. How many votes are there altogether?

Cats	○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○
Fish	○ ○ ○

Each circle = 1 vote.

4. Which pet has the fewest votes?

Cats	○ ○ ○ ○ ○
Dogs	○ ○ ○ ○ ○ ○ ○
Fish	○ ○ ○ ○

Each circle = 1 vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



Worksheet Outpost

Name: _____ Date: _____

WORKSHEET OUTPOST | Grade 1 Math — Supported

Sort answers into three groups

Success criteria
I can sort the objects into groups and count how many are in each group.

OW-G1-050 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ □ □ △ ○ □ □

2. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ □ □ △ ○ □ □
□ △

3. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

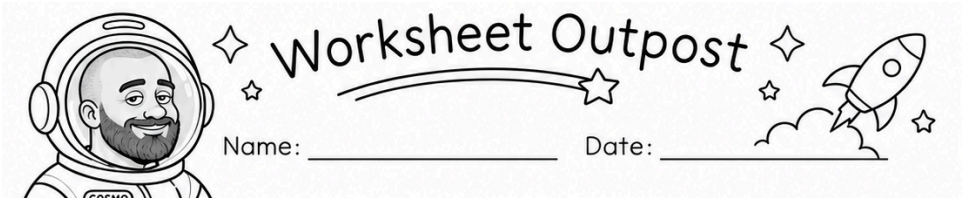
○ ○ □ □ □ △ △ ○
○ □ □ □ △

4. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ ○ □ □ □ △ △
○ ○ □ □ □ □ △ △

5. Draw three objects. Sort them into groups and explain your rule.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Sort answers into three groups

OW-G1-050 E2 | Five questions

Success criteria

I can sort the objects into groups and count how many are in each group.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ □ □ △ ○ □ □

2. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ □ □ △ ○ □ □
□ △

3. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

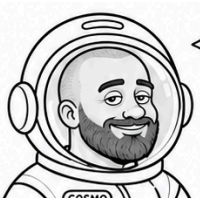
○ ○ □ □ □ △ △ ○
○ □ □ □ △

4. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ ○ □ □ □ △ △
○ ○ □ □ □ □ △ △

5. Draw three objects. Sort them into groups and explain your rule.

You can point, speak, draw, or write. Adults can note any help they give.



Worksheet Outpost

Name: _____ Date: _____

WORKSHEET OUTPOST | Grade 1 Math — Supported

Sort answers into three groups

Success criteria
I can sort the objects into groups and count how many are in each group.

OW-G1-050 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ □ □ △ ○ □ □

2. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ □ □ △ ○ □ □
□ △

3. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

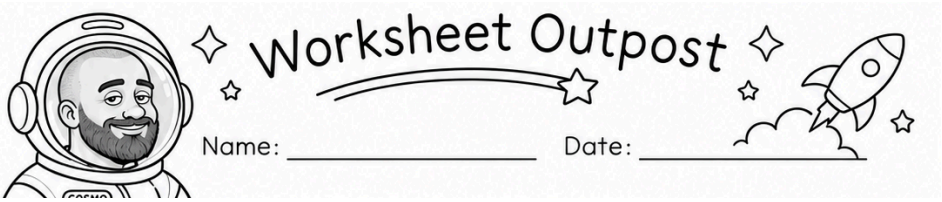
○ ○ □ □ □ △ △ ○
○ □ □ □ △

4. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ ○ □ □ □ △ △
○ ○ □ □ □ □ △ △

5. Draw three objects. Sort them into groups and explain your rule.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Sort answers into three groups

OW-G1-050 E4 | Five questions

Success criteria

I can sort the objects into groups and count how many are in each group.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ □ □ △ ○ □ □

2. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ □ □ △ ○ □ □
□ △

3. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

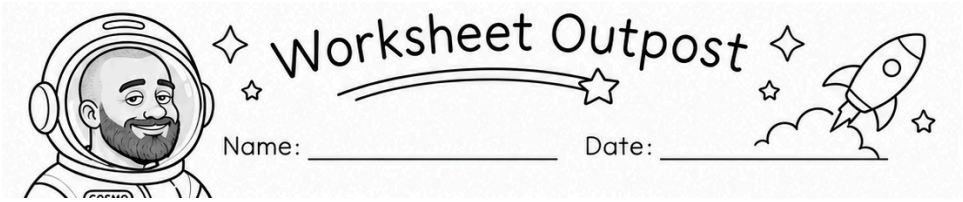
○ ○ □ □ □ △ △ ○
○ □ □ □ △

4. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ ○ □ □ □ △ △
○ ○ □ □ □ □ △ △

5. Draw three objects. Sort them into groups and explain your rule.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Sort answers into three groups

OW-G1-050 E5 | Five questions

Success criteria

I can sort the objects into groups and count how many are in each group.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ □ □ △ ○ □ □

2. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ □ □ △ ○ □ □
□ △

3. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

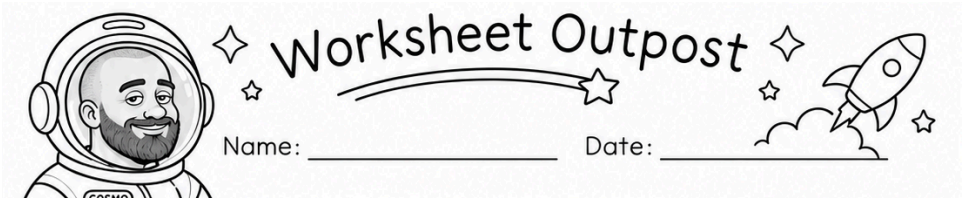
○ ○ □ □ □ △ △ ○
○ □ □ □ △

4. Sort the shapes into three categories. Write a count for circles, squares, and triangles.

○ ○ ○ □ □ □ △ △
○ ○ □ □ □ □ △ △

5. Draw three objects. Sort them into groups and explain your rule.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Are both sides equal?

OW-G1-051 E1 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 + 2 = 5. True or false? Explain both sides.

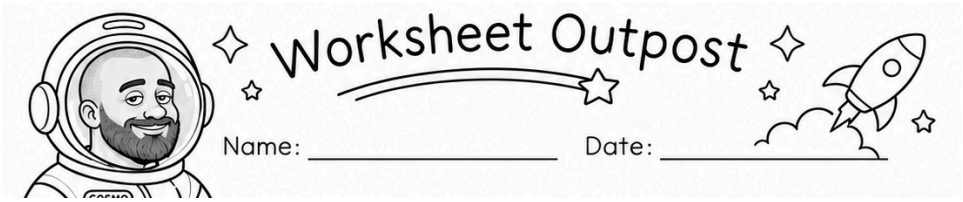
2. 4 + 1 = 6. True or false? Explain both sides.

3. 5 + 3 = 8. True or false? Explain both sides.

4. 6 + 2 = 9. True or false? Explain both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Are both sides equal?

OW-G1-051 E2 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 + 2 = 5. True or false? Explain both sides.

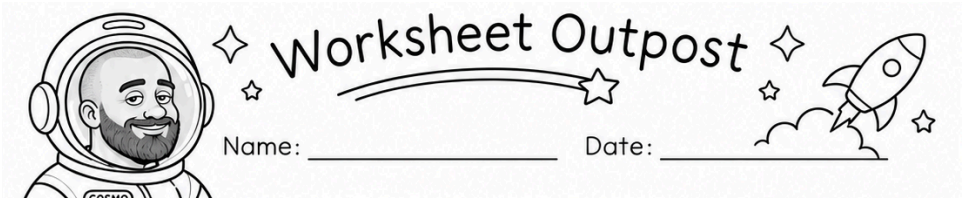
2. 4 + 1 = 6. True or false? Explain both sides.

3. 5 + 3 = 8. True or false? Explain both sides.

4. 6 + 2 = 9. True or false? Explain both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Are both sides equal?

OW-G1-051 E3 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 + 2 = 5. True or false? Explain both sides.

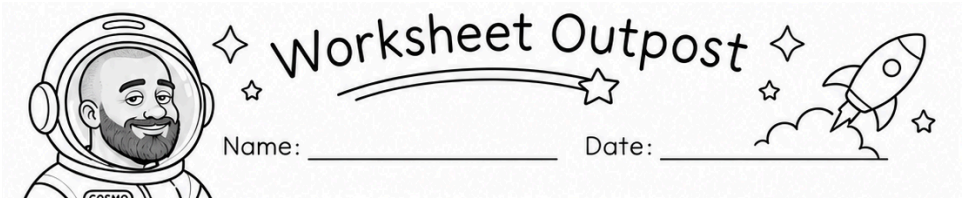
2. 4 + 1 = 6. True or false? Explain both sides.

3. 5 + 3 = 8. True or false? Explain both sides.

4. 6 + 2 = 9. True or false? Explain both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Are both sides equal?

OW-G1-051 E4 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 + 2 = 5. True or false? Explain both sides.

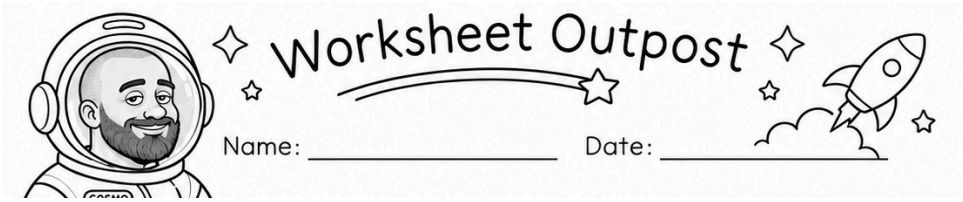
2. 4 + 1 = 6. True or false? Explain both sides.

3. 5 + 3 = 8. True or false? Explain both sides.

4. 6 + 2 = 9. True or false? Explain both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Are both sides equal?

OW-G1-051 E5 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 + 2 = 5. True or false? Explain both sides.

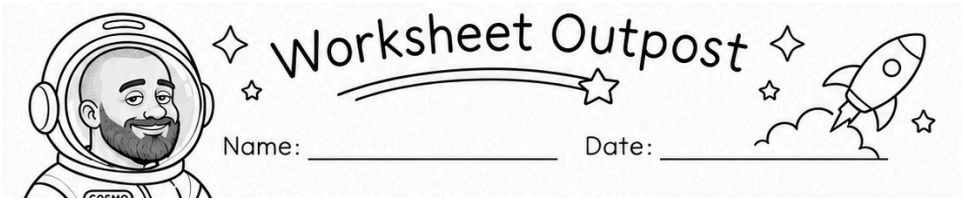
2. 4 + 1 = 6. True or false? Explain both sides.

3. 5 + 3 = 8. True or false? Explain both sides.

4. 6 + 2 = 9. True or false? Explain both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Balance both sides of an equation

OW-G1-052 E1 | Five questions

Success criteria
I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 + 2 = ___ + 2. Make the equation true. Check both sides.

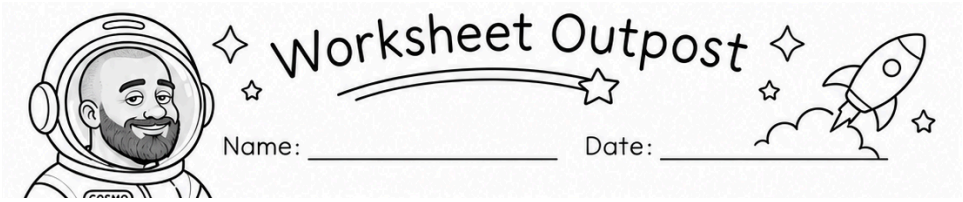
2. 4 + 1 = ___ + 2. Make the equation true. Check both sides.

3. 5 + 3 = ___ + 2. Make the equation true. Check both sides.

4. 6 + 2 = ___ + 2. Make the equation true. Check both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Balance both sides of an equation

OW-G1-052 E2 | Five questions

Success criteria
I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 + 2 = ___ + 2. Make the equation true. Check both sides.

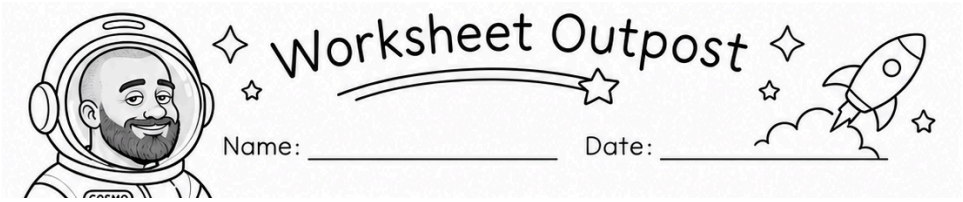
2. 4 + 1 = ___ + 2. Make the equation true. Check both sides.

3. 5 + 3 = ___ + 2. Make the equation true. Check both sides.

4. 6 + 2 = ___ + 2. Make the equation true. Check both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Balance both sides of an equation

OW-G1-052 E3 | Five questions

Success criteria
I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 + 2 = ___ + 2. Make the equation true. Check both sides.

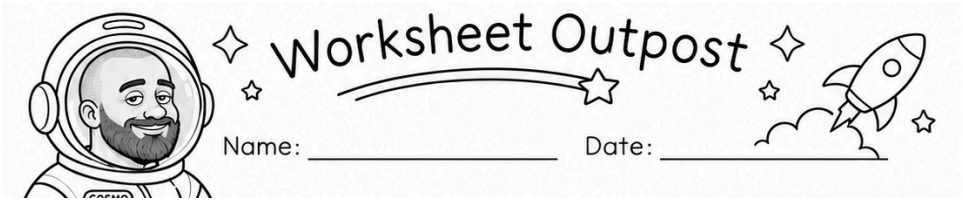
2. 4 + 1 = ___ + 2. Make the equation true. Check both sides.

3. 5 + 3 = ___ + 2. Make the equation true. Check both sides.

4. 6 + 2 = ___ + 2. Make the equation true. Check both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Balance both sides of an equation

OW-G1-052 E4 | Five questions

Success criteria
I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 + 2 = ___ + 2. Make the equation true. Check both sides.

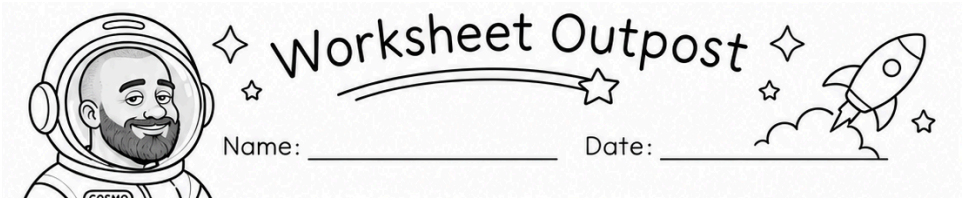
2. 4 + 1 = ___ + 2. Make the equation true. Check both sides.

3. 5 + 3 = ___ + 2. Make the equation true. Check both sides.

4. 6 + 2 = ___ + 2. Make the equation true. Check both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Balance both sides of an equation

OW-G1-052 E5 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 + 2 = ___ + 2. Make the equation true. Check both sides.

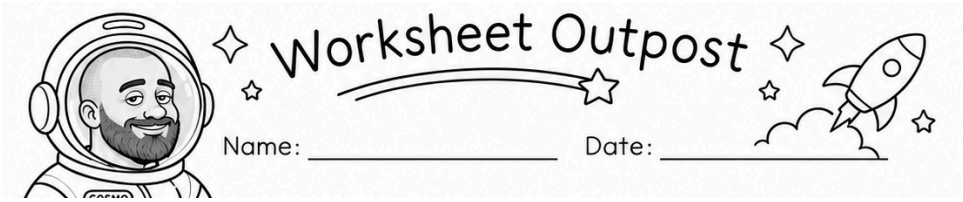
2. 4 + 1 = ___ + 2. Make the equation true. Check both sides.

3. 5 + 3 = ___ + 2. Make the equation true. Check both sides.

4. 6 + 2 = ___ + 2. Make the equation true. Check both sides.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose plus or minus in a story

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-053 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. There are 8 small shells and 4 big shells. How many are there altogether?

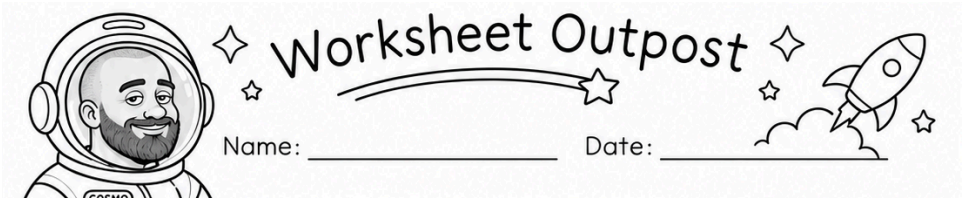
2. There were 10 paper planes. 3 flew away. How many remain?

3. There are 10 small shells and 5 big shells. How many are there altogether?

4. There were 13 paper planes. 4 flew away. How many remain?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose plus or minus in a story

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-053 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. There are 8 small shells and 4 big shells. How many are there altogether?

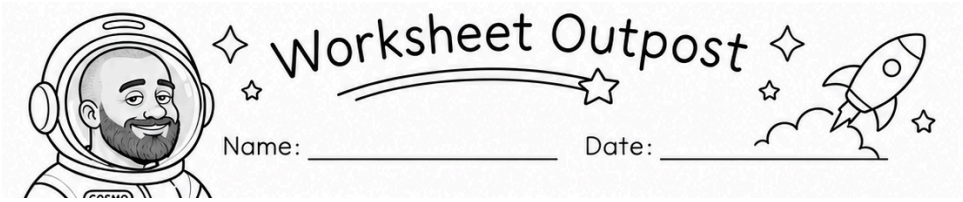
2. There were 10 paper planes. 3 flew away. How many remain?

3. There are 10 small shells and 5 big shells. How many are there altogether?

4. There were 13 paper planes. 4 flew away. How many remain?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose plus or minus in a story

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-053 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. There are 8 small shells and 4 big shells. How many are there altogether?

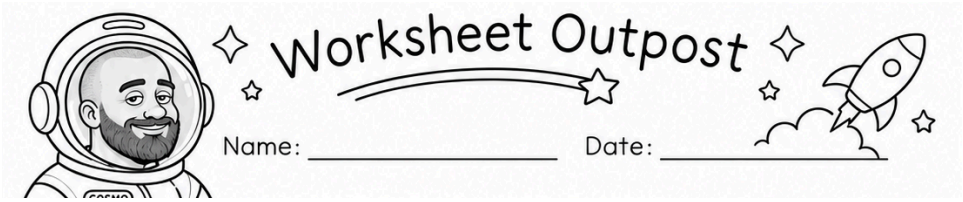
2. There were 10 paper planes. 3 flew away. How many remain?

3. There are 10 small shells and 5 big shells. How many are there altogether?

4. There were 13 paper planes. 4 flew away. How many remain?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose plus or minus in a story

OW-G1-053 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. There are 8 small shells and 4 big shells. How many are there altogether?

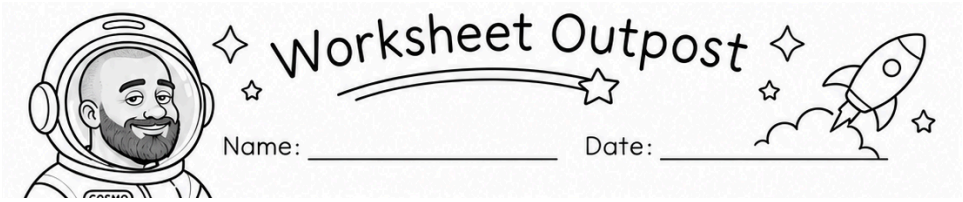
2. There were 10 paper planes. 3 flew away. How many remain?

3. There are 10 small shells and 5 big shells. How many are there altogether?

4. There were 13 paper planes. 4 flew away. How many remain?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose plus or minus in a story

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-053 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. There are 8 small shells and 4 big shells. How many are there altogether?

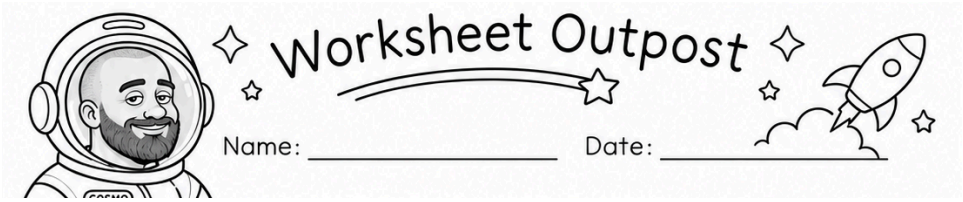
2. There were 10 paper planes. 3 flew away. How many remain?

3. There are 10 small shells and 5 big shells. How many are there altogether?

4. There were 13 paper planes. 4 flew away. How many remain?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-054 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 1 + 1 = ___. Draw two equal groups.

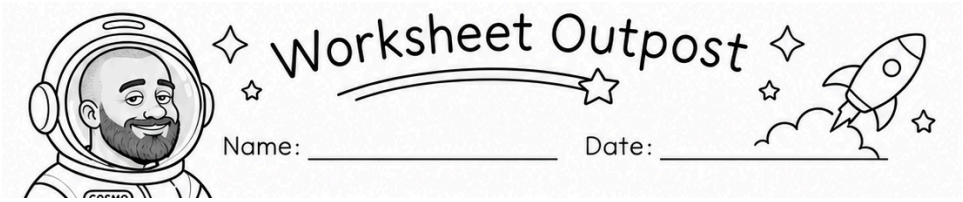
2. 2 + 2 = ___. Draw two equal groups.

3. 3 + 3 = ___. Draw two equal groups.

4. 4 + 4 = ___. Draw two equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-054 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 1 + 1 = ___. Draw two equal groups.

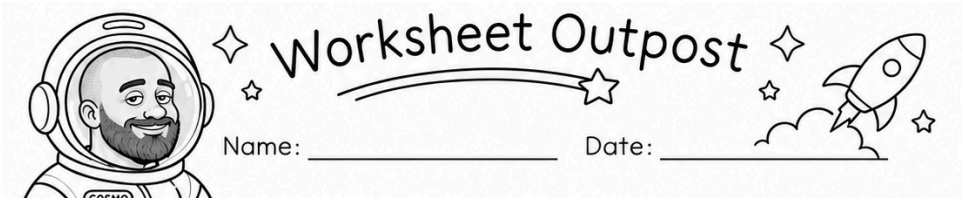
2. 2 + 2 = ___. Draw two equal groups.

3. 3 + 3 = ___. Draw two equal groups.

4. 4 + 4 = ___. Draw two equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums

OW-G1-054 E3 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 1 + 1 = ___. Draw two equal groups.

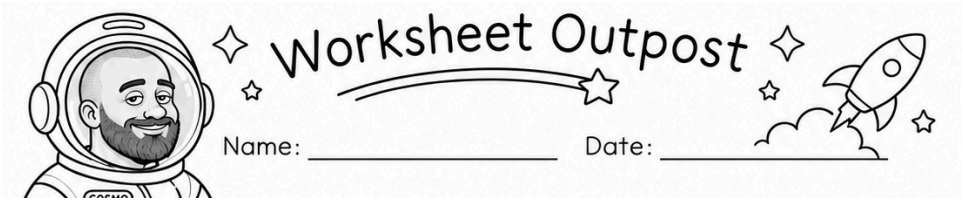
2. 2 + 2 = ___. Draw two equal groups.

3. 3 + 3 = ___. Draw two equal groups.

4. 4 + 4 = ___. Draw two equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums

OW-G1-054 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 1 + 1 = ___. Draw two equal groups.

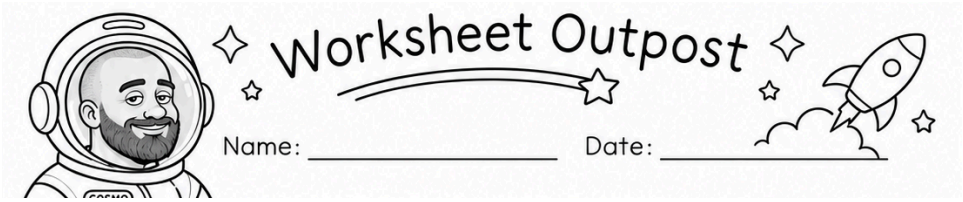
2. 2 + 2 = ___. Draw two equal groups.

3. 3 + 3 = ___. Draw two equal groups.

4. 4 + 4 = ___. Draw two equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Equal-addend sums

OW-G1-054 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 1 + 1 = ___. Draw two equal groups.

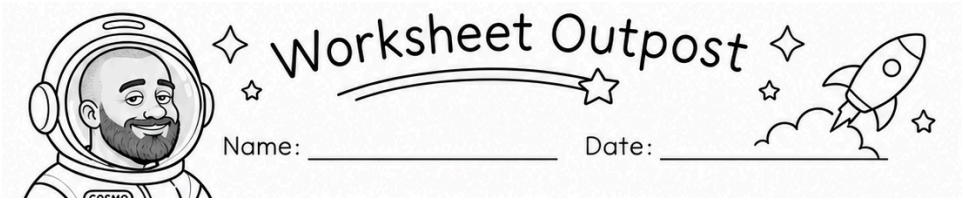
2. 2 + 2 = ___. Draw two equal groups.

3. 3 + 3 = ___. Draw two equal groups.

4. 4 + 4 = ___. Draw two equal groups.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain an operation choice

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-055 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Lee says 3 + 2 = 6. Is Lee correct? Draw a model and explain.

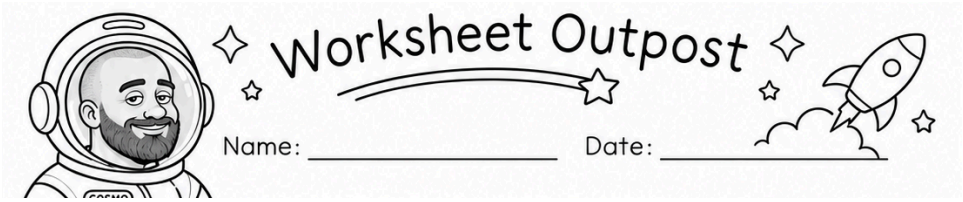
2. Lee says 4 + 1 = 6. Is Lee correct? Draw a model and explain.

3. Lee says 5 + 3 = 9. Is Lee correct? Draw a model and explain.

4. Lee says 6 + 2 = 9. Is Lee correct? Draw a model and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain an operation choice

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-055 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Lee says 3 + 2 = 6. Is Lee correct? Draw a model and explain.

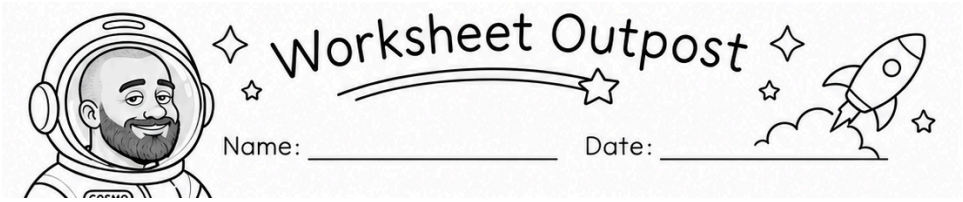
2. Lee says 4 + 1 = 6. Is Lee correct? Draw a model and explain.

3. Lee says 5 + 3 = 9. Is Lee correct? Draw a model and explain.

4. Lee says 6 + 2 = 9. Is Lee correct? Draw a model and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain an operation choice

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-055 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Lee says 3 + 2 = 6. Is Lee correct? Draw a model and explain.

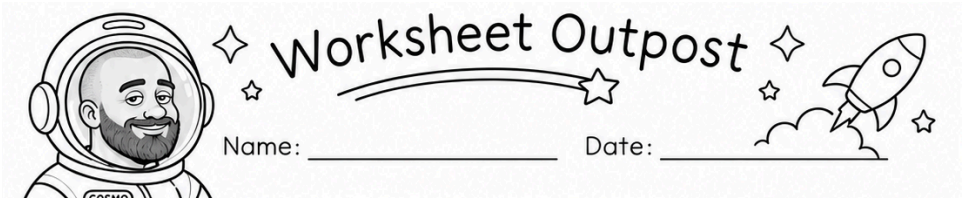
2. Lee says 4 + 1 = 6. Is Lee correct? Draw a model and explain.

3. Lee says 5 + 3 = 9. Is Lee correct? Draw a model and explain.

4. Lee says 6 + 2 = 9. Is Lee correct? Draw a model and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain an operation choice

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-055 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Lee says 3 + 2 = 6. Is Lee correct? Draw a model and explain.

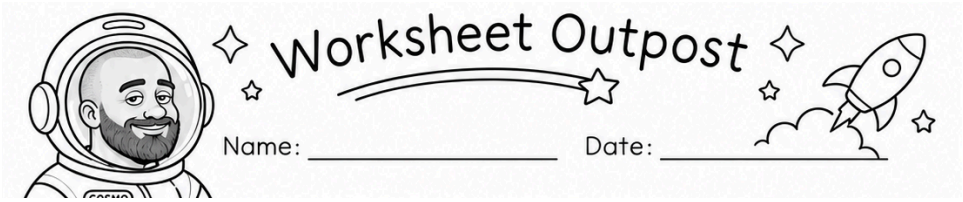
2. Lee says 4 + 1 = 6. Is Lee correct? Draw a model and explain.

3. Lee says 5 + 3 = 9. Is Lee correct? Draw a model and explain.

4. Lee says 6 + 2 = 9. Is Lee correct? Draw a model and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain an operation choice

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-055 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Lee says 3 + 2 = 6. Is Lee correct? Draw a model and explain.

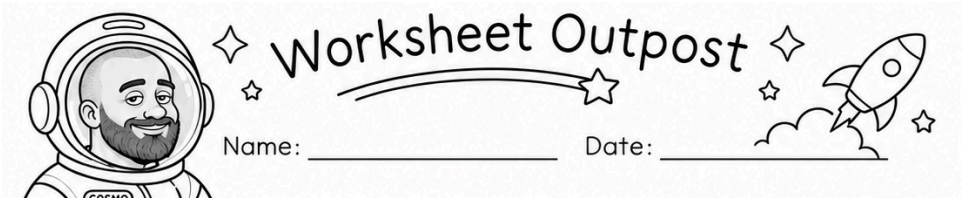
2. Lee says 4 + 1 = 6. Is Lee correct? Draw a model and explain.

3. Lee says 5 + 3 = 9. Is Lee correct? Draw a model and explain.

4. Lee says 6 + 2 = 9. Is Lee correct? Draw a model and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add two-digit numbers

OW-G1-056 E1 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 21 + 12 = ____
Draw tens and ones.

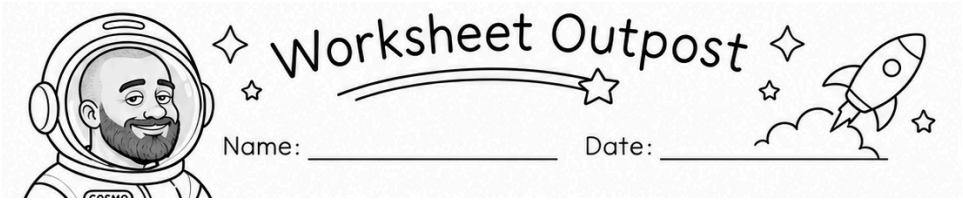
2. 31 + 12 = ____
Draw tens and ones.

3. 41 + 12 = ____
Draw tens and ones.

4. 51 + 12 = ____
Draw tens and ones.

5. 61 + 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add two-digit numbers

OW-G1-056 E2 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 21 + 12 = ____
Draw tens and ones.

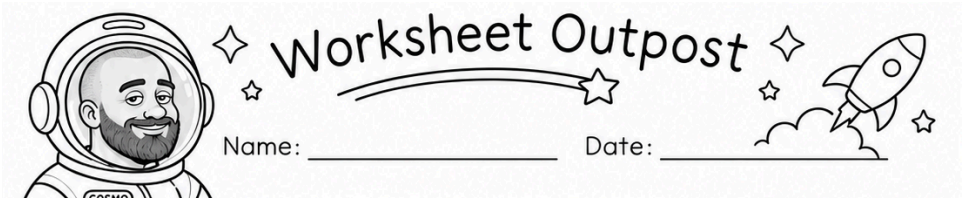
2. 31 + 12 = ____
Draw tens and ones.

3. 41 + 12 = ____
Draw tens and ones.

4. 51 + 12 = ____
Draw tens and ones.

5. 61 + 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add two-digit numbers

OW-G1-056 E3 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 21 + 12 = ____
Draw tens and ones.

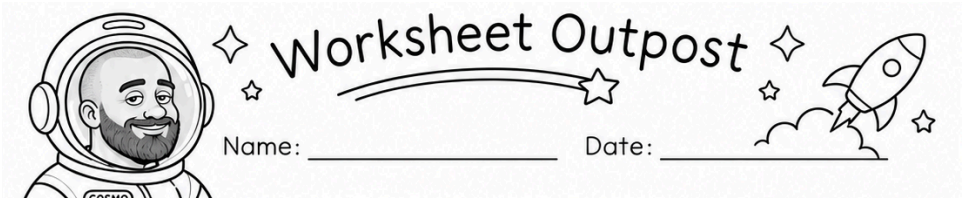
2. 31 + 12 = ____
Draw tens and ones.

3. 41 + 12 = ____
Draw tens and ones.

4. 51 + 12 = ____
Draw tens and ones.

5. 61 + 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add two-digit numbers

OW-G1-056 E4 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 21 + 12 = ____
Draw tens and ones.

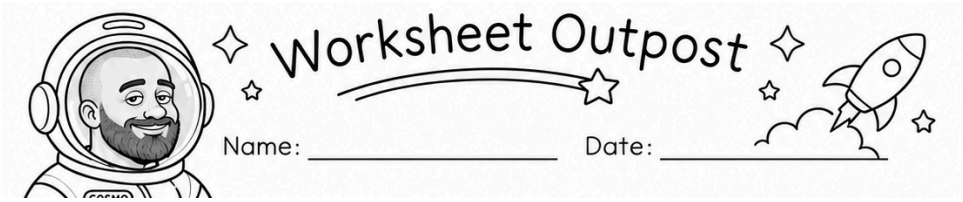
2. 31 + 12 = ____
Draw tens and ones.

3. 41 + 12 = ____
Draw tens and ones.

4. 51 + 12 = ____
Draw tens and ones.

5. 61 + 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add two-digit numbers

OW-G1-056 E5 | Five questions

Success criteria
I can add two numbers using tens and ones.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 21 + 12 = ____
Draw tens and ones.

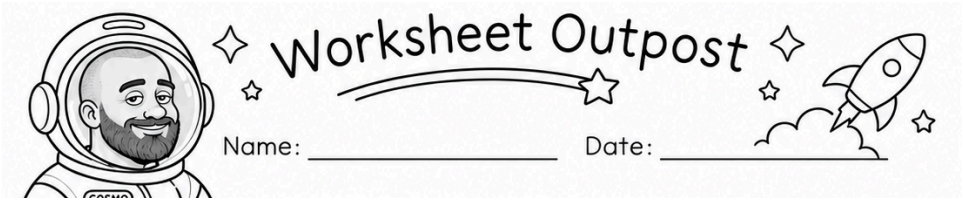
2. 31 + 12 = ____
Draw tens and ones.

3. 41 + 12 = ____
Draw tens and ones.

4. 51 + 12 = ____
Draw tens and ones.

5. 61 + 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 10

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-057 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 + 4 = ____

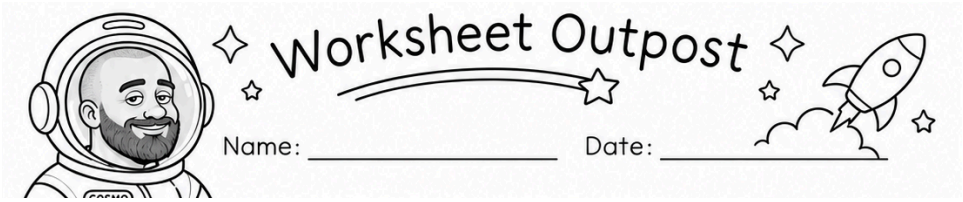
2. 3 + 1 = ____

3. 4 + 2 = ____

4. 5 + 3 = ____

5. 6 + 4 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 10

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-057 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 + 4 = ____

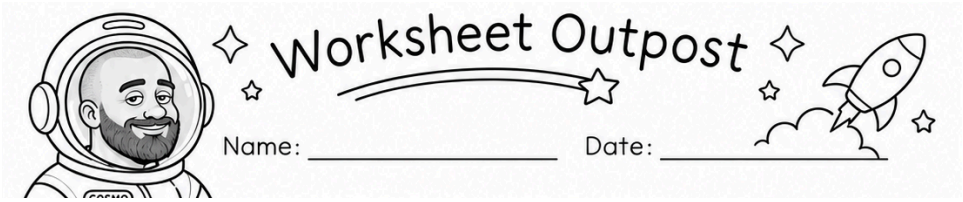
2. 3 + 1 = ____

3. 4 + 2 = ____

4. 5 + 3 = ____

5. 6 + 4 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 10

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-057 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 + 4 = ____

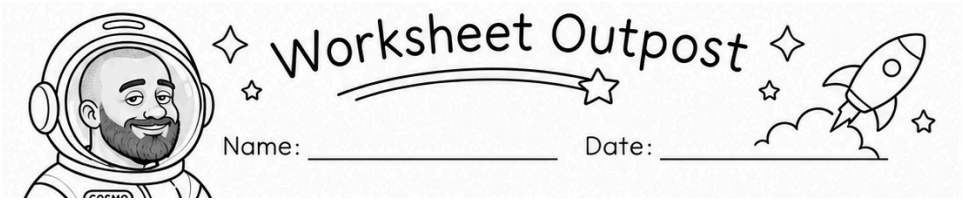
2. 3 + 1 = ____

3. 4 + 2 = ____

4. 5 + 3 = ____

5. 6 + 4 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 10

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-057 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 + 4 = ____

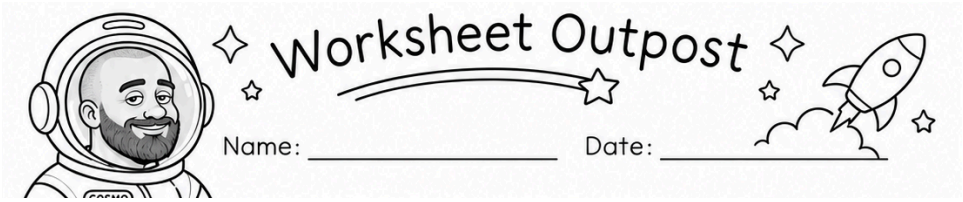
2. 3 + 1 = ____

3. 4 + 2 = ____

4. 5 + 3 = ____

5. 6 + 4 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 10

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-057 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 + 4 = ____

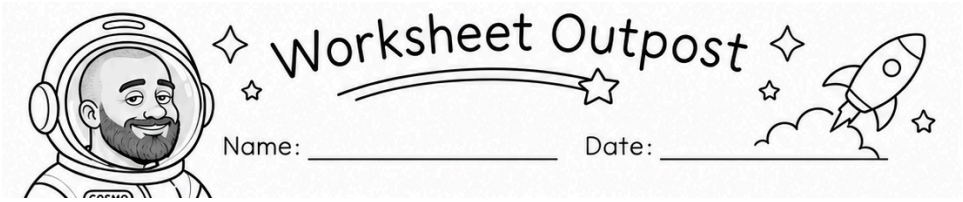
2. 3 + 1 = ____

3. 4 + 2 = ____

4. 5 + 3 = ____

5. 6 + 4 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 20

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-058 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 + 3 = ___

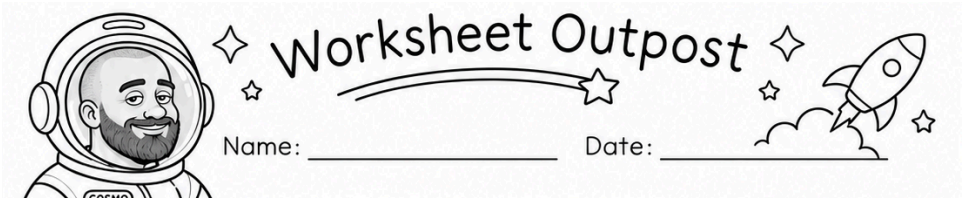
2. 13 + 4 = ___

3. 14 + 5 = ___

4. 15 + 5 = ___

5. 16 + 3 = ___

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 20

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-058 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 + 3 = ____

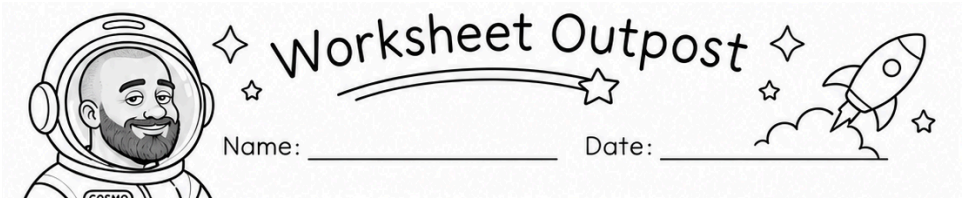
2. 13 + 4 = ____

3. 14 + 5 = ____

4. 15 + 5 = ____

5. 16 + 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 20

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-058 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 + 3 = ____

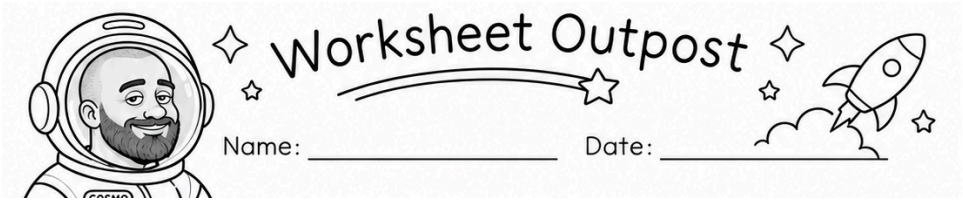
2. 13 + 4 = ____

3. 14 + 5 = ____

4. 15 + 5 = ____

5. 16 + 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 20

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-058 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 + 3 = ____

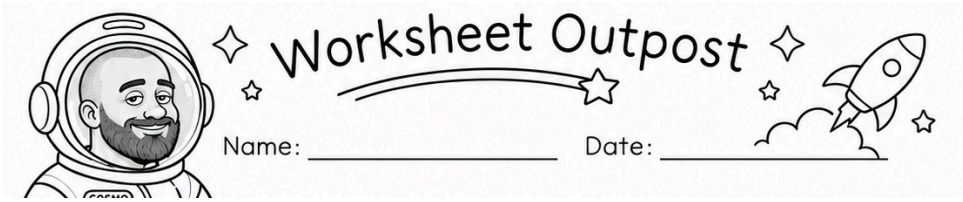
2. 13 + 4 = ____

3. 14 + 5 = ____

4. 15 + 5 = ____

5. 16 + 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 20

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-058 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 + 3 = ____

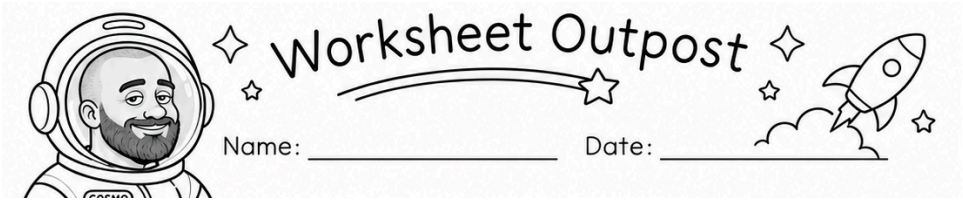
2. 13 + 4 = ____

3. 14 + 5 = ____

4. 15 + 5 = ____

5. 16 + 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-059 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 1 + 0 = ____

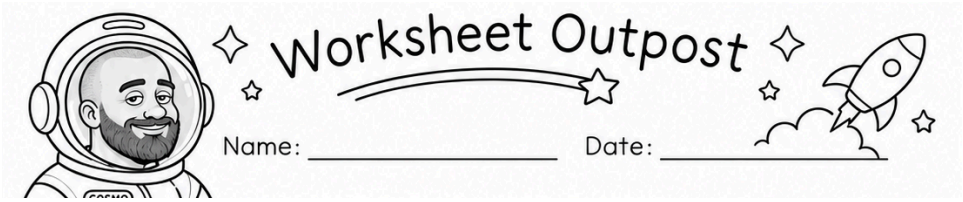
2. 2 + 1 = ____

3. 3 + 2 = ____

4. 4 + 0 = ____

5. 1 + 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-059 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 1 + 0 = ____

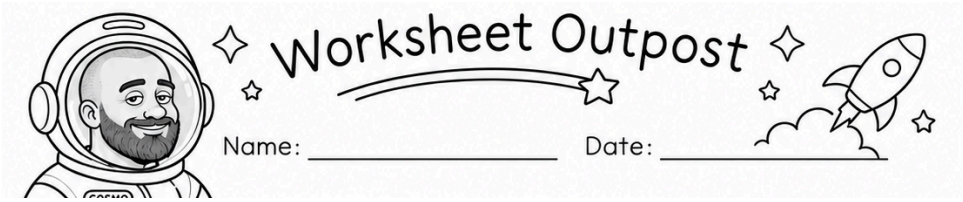
2. 2 + 1 = ____

3. 3 + 2 = ____

4. 4 + 0 = ____

5. 1 + 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-059 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 1 + 0 = ____

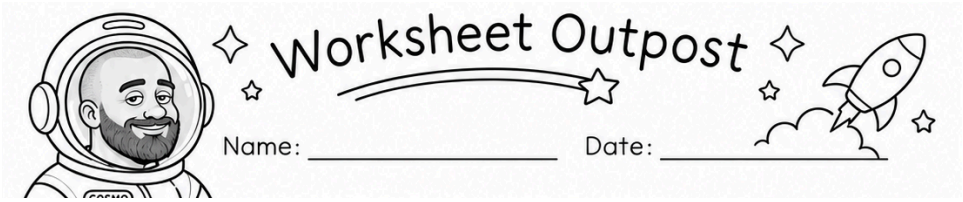
2. 2 + 1 = ____

3. 3 + 2 = ____

4. 4 + 0 = ____

5. 1 + 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-059 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 1 + 0 = ____

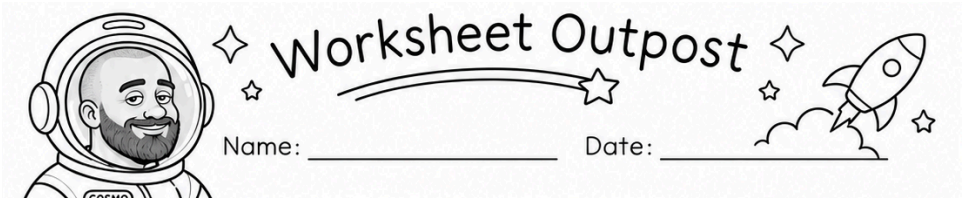
2. 2 + 1 = ____

3. 3 + 2 = ____

4. 4 + 0 = ____

5. 1 + 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: add within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-059 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 1 + 0 = ____

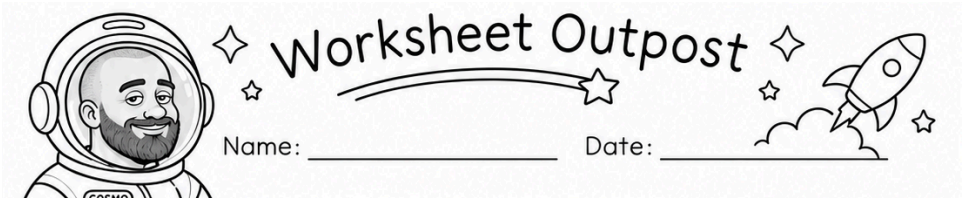
2. 2 + 1 = ____

3. 3 + 2 = ____

4. 4 + 0 = ____

5. 1 + 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: balance both sides

OW-G1-060 E1 | Five questions

Success criteria
I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 + 1 = ___ + 1

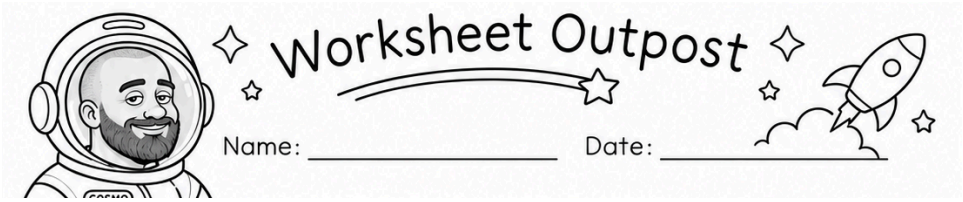
2. 3 + 2 = ___ + 1

3. 4 + 3 = ___ + 1

4. 5 + 4 = ___ + 1

5. 6 + 1 = ___ + 1

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: balance both sides

OW-G1-060 E2 | Five questions

Success criteria
I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 + 1 = ___ + 1

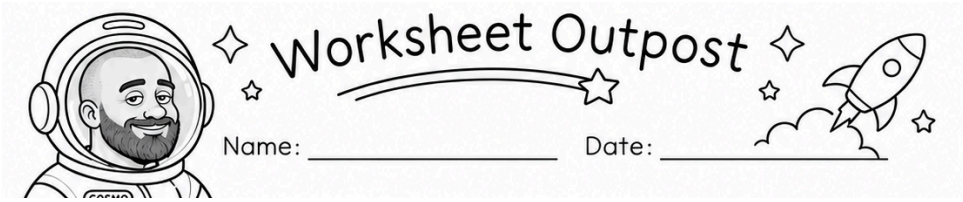
2. 3 + 2 = ___ + 1

3. 4 + 3 = ___ + 1

4. 5 + 4 = ___ + 1

5. 6 + 1 = ___ + 1

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: balance both sides

OW-G1-060 E3 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 + 1 = ___ + 1

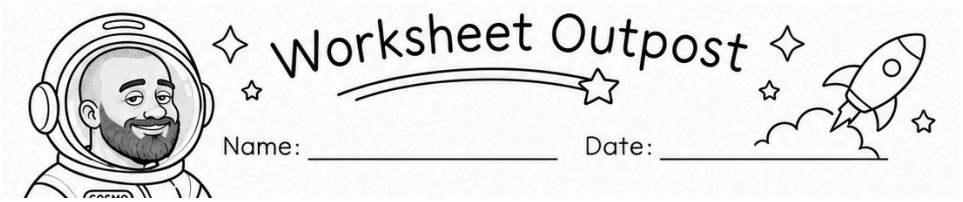
2. 3 + 2 = ___ + 1

3. 4 + 3 = ___ + 1

4. 5 + 4 = ___ + 1

5. 6 + 1 = ___ + 1

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: balance both sides

OW-G1-060 E4 | Five questions

Success criteria
I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 + 1 = ___ + 1

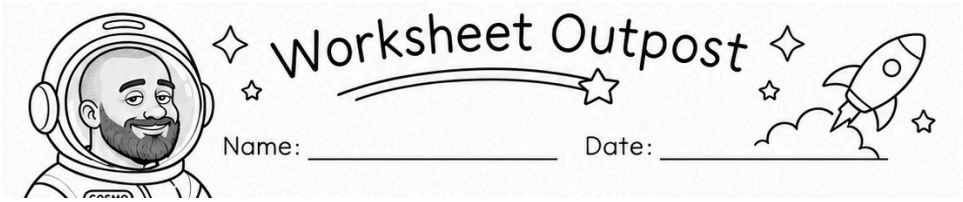
2. 3 + 2 = ___ + 1

3. 4 + 3 = ___ + 1

4. 5 + 4 = ___ + 1

5. 6 + 1 = ___ + 1

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: balance both sides

OW-G1-060 E5 | Five questions

Success criteria

I can tell whether both sides of an equal sign have the same value.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 + 1 = ___ + 1

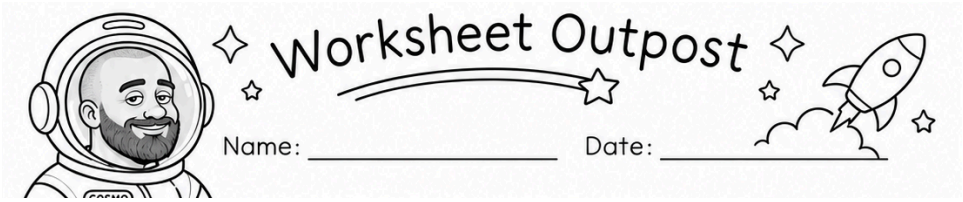
2. 3 + 2 = ___ + 1

3. 4 + 3 = ___ + 1

4. 5 + 4 = ___ + 1

5. 6 + 1 = ___ + 1

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing addends

OW-G1-061 E1 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. ___ + 2 = 4

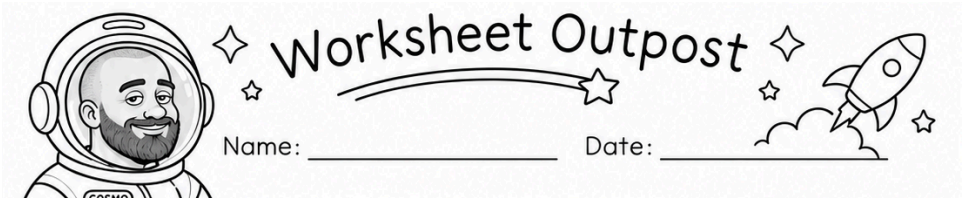
2. ___ + 3 = 6

3. ___ + 4 = 8

4. ___ + 1 = 6

5. ___ + 2 = 8

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing addends

OW-G1-061 E2 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. ___ + 2 = 4

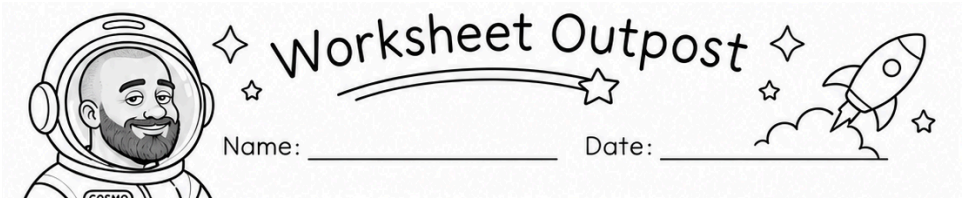
2. ___ + 3 = 6

3. ___ + 4 = 8

4. ___ + 1 = 6

5. ___ + 2 = 8

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing addends

OW-G1-061 E3 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. ___ + 2 = 4

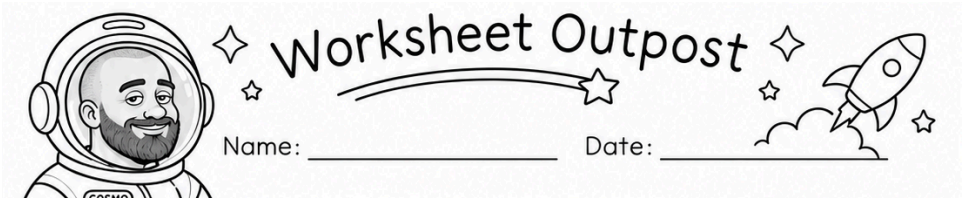
2. ___ + 3 = 6

3. ___ + 4 = 8

4. ___ + 1 = 6

5. ___ + 2 = 8

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing addends

OW-G1-061 E4 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. ___ + 2 = 4

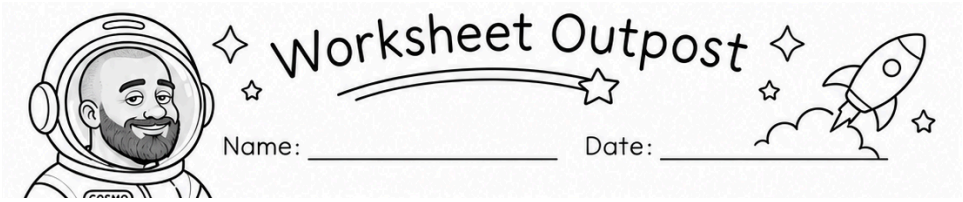
2. ___ + 3 = 6

3. ___ + 4 = 8

4. ___ + 1 = 6

5. ___ + 2 = 8

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing addends

OW-G1-061 E5 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. ___ + 2 = 4

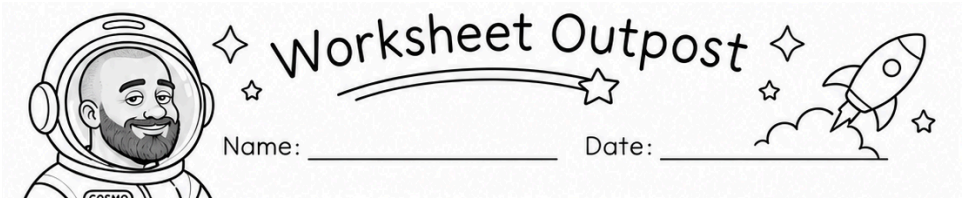
2. ___ + 3 = 6

3. ___ + 4 = 8

4. ___ + 1 = 6

5. ___ + 2 = 8

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing differences

OW-G1-062 E1 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 5 - ____ = 2

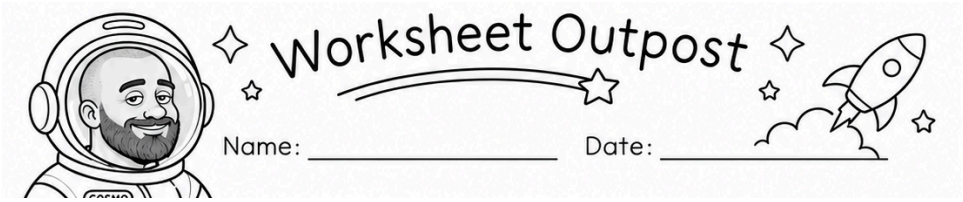
2. 7 - ____ = 3

3. 5 - ____ = 4

4. 7 - ____ = 5

5. 9 - ____ = 6

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing differences

OW-G1-062 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can find the number that makes an equation true.

Work with a partner. Build a model, then say or write your answer.

1. 5 - ____ = 2

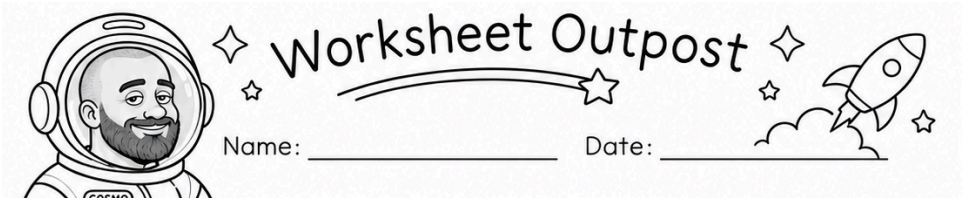
2. 7 - ____ = 3

3. 5 - ____ = 4

4. 7 - ____ = 5

5. 9 - ____ = 6

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing differences

OW-G1-062 E3 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 5 - ____ = 2

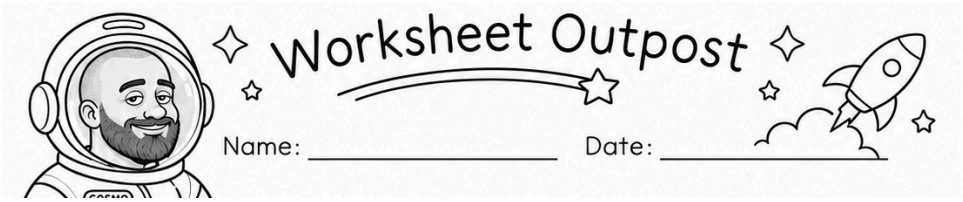
2. 7 - ____ = 3

3. 5 - ____ = 4

4. 7 - ____ = 5

5. 9 - ____ = 6

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing differences

OW-G1-062 E4 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 5 - ____ = 2

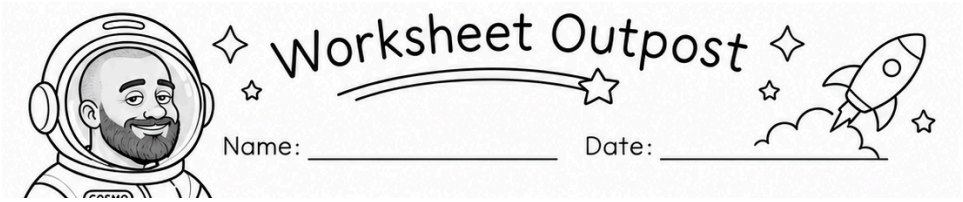
2. 7 - ____ = 3

3. 5 - ____ = 4

4. 7 - ____ = 5

5. 9 - ____ = 6

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find missing differences

OW-G1-062 E5 | Five questions

Success criteria
I can find the number that makes an equation true.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 5 - ____ = 2

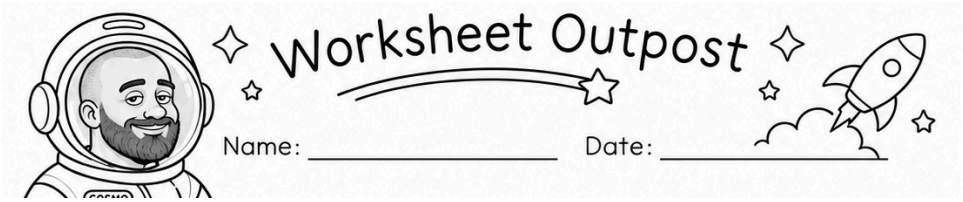
2. 7 - ____ = 3

3. 5 - ____ = 4

4. 7 - ____ = 5

5. 9 - ____ = 6

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: join groups

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-063 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count both groups. Write the addition equation.

○ ○ ○ ○

2. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○

3. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○ ○ ○

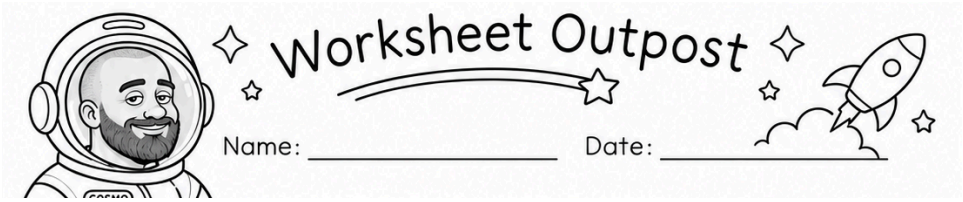
4. Count both groups. Write the addition equation.

○ ○ ○ ○ ○
○

5. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○
○ ○

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: join groups

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-063 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count both groups. Write the addition equation.

○ ○ ○ ○

2. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○

3. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○ ○ ○

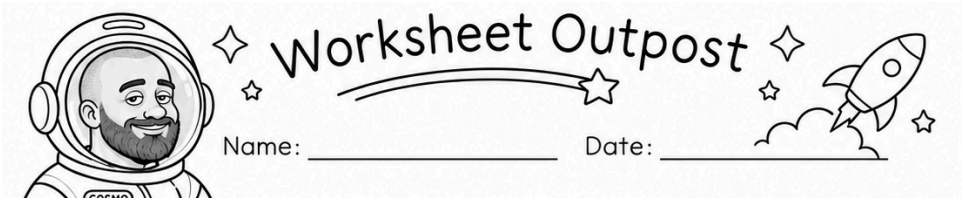
4. Count both groups. Write the addition equation.

○ ○ ○ ○ ○
○

5. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○
○ ○

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: join groups

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-063 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count both groups. Write the addition equation.

○ ○ ○ ○

2. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○

3. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○ ○ ○

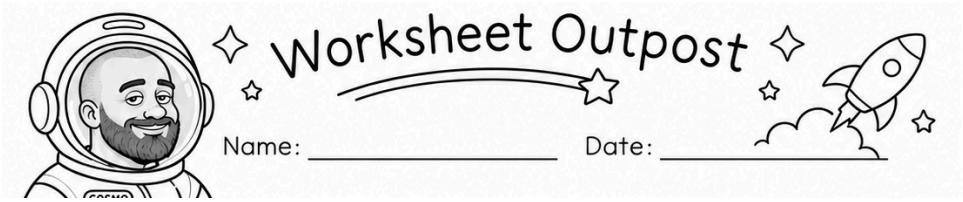
4. Count both groups. Write the addition equation.

○ ○ ○ ○ ○
○

5. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○
○ ○

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: join groups

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-063 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count both groups. Write the addition equation.

○ ○ ○ ○

2. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○

3. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○ ○ ○

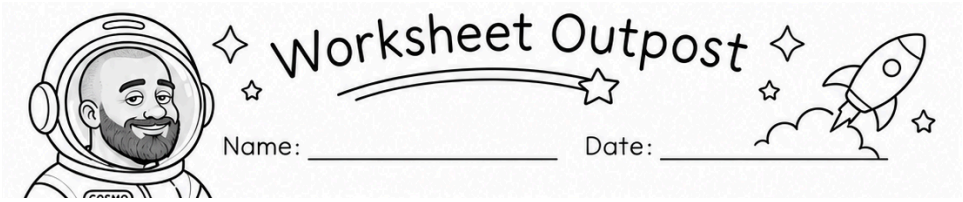
4. Count both groups. Write the addition equation.

○ ○ ○ ○ ○
○

5. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○
○ ○

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: join groups

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-063 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count both groups. Write the addition equation.

○ ○ ○ ○

2. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○

3. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○ ○ ○

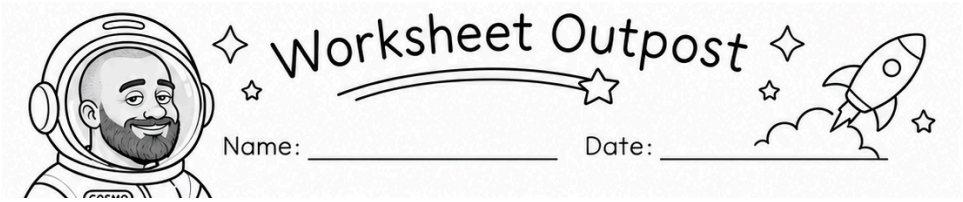
4. Count both groups. Write the addition equation.

○ ○ ○ ○ ○
○

5. Count both groups. Write the addition equation.

○ ○ ○ ○ ○ ○
○ ○

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: math stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-064 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 birds sit on a fence. 2 more land. How many birds are there now?

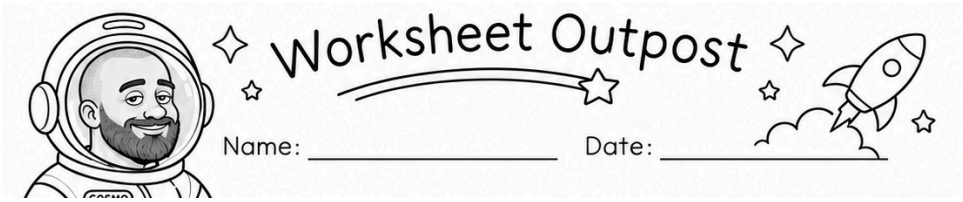
2. 3 birds sit on a fence. 3 more land. How many birds are there now?

3. 4 birds sit on a fence. 4 more land. How many birds are there now?

4. 5 birds sit on a fence. One more bird lands. How many birds are there now?

5. 6 birds sit on a fence. 2 more land. How many birds are there now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: math stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-064 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 birds sit on a fence. 2 more land. How many birds are there now?

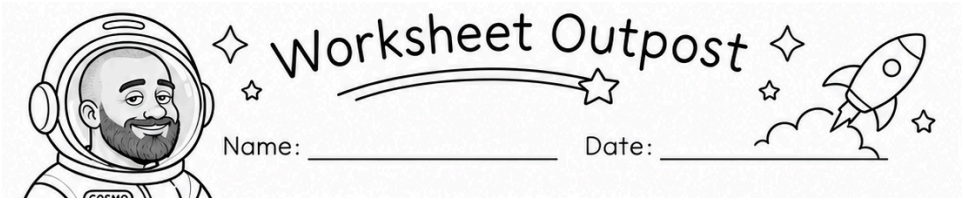
2. 3 birds sit on a fence. 3 more land. How many birds are there now?

3. 4 birds sit on a fence. 4 more land. How many birds are there now?

4. 5 birds sit on a fence. One more bird lands. How many birds are there now?

5. 6 birds sit on a fence. 2 more land. How many birds are there now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: math stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-064 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 birds sit on a fence. 2 more land. How many birds are there now?

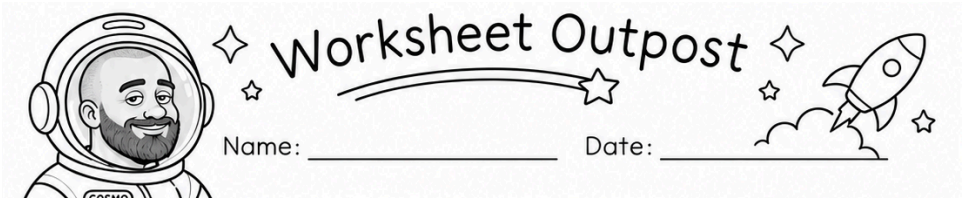
2. 3 birds sit on a fence. 3 more land. How many birds are there now?

3. 4 birds sit on a fence. 4 more land. How many birds are there now?

4. 5 birds sit on a fence. One more bird lands. How many birds are there now?

5. 6 birds sit on a fence. 2 more land. How many birds are there now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: math stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-064 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 birds sit on a fence. 2 more land. How many birds are there now?

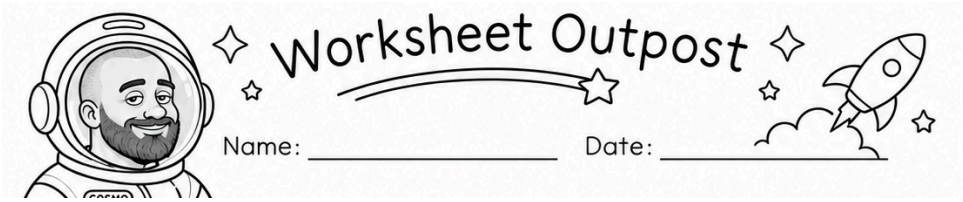
2. 3 birds sit on a fence. 3 more land. How many birds are there now?

3. 4 birds sit on a fence. 4 more land. How many birds are there now?

4. 5 birds sit on a fence. One more bird lands. How many birds are there now?

5. 6 birds sit on a fence. 2 more land. How many birds are there now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: math stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-064 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 birds sit on a fence. 2 more land. How many birds are there now?

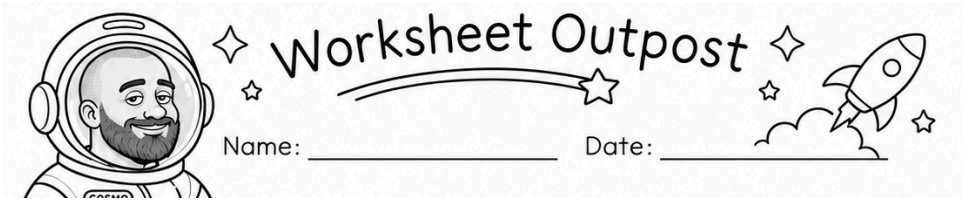
2. 3 birds sit on a fence. 3 more land. How many birds are there now?

3. 4 birds sit on a fence. 4 more land. How many birds are there now?

4. 5 birds sit on a fence. One more bird lands. How many birds are there now?

5. 6 birds sit on a fence. 2 more land. How many birds are there now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing parts

Success criteria
I can find the number that makes an equation true.

OW-G1-065 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 + ____ = 3. Draw to find the missing part.

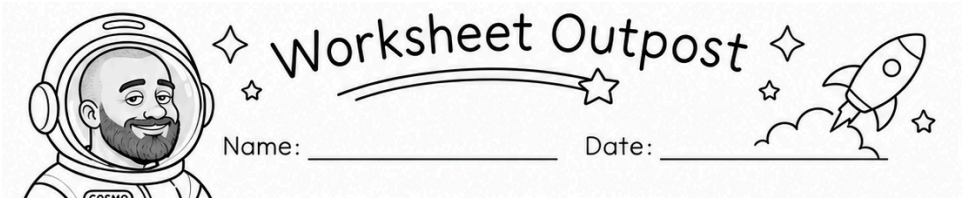
2. 3 + ____ = 5. Draw to find the missing part.

3. 4 + ____ = 7. Draw to find the missing part.

4. 5 + ____ = 9. Draw to find the missing part.

5. 6 + ____ = 7. Draw to find the missing part.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing parts

Success criteria
I can find the number that makes an equation true.

OW-G1-065 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 + ____ = 3. Draw to find the missing part.

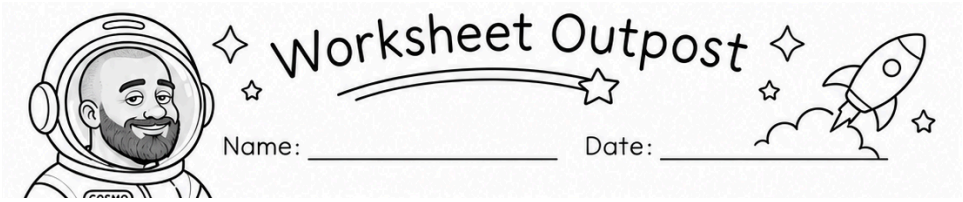
2. 3 + ____ = 5. Draw to find the missing part.

3. 4 + ____ = 7. Draw to find the missing part.

4. 5 + ____ = 9. Draw to find the missing part.

5. 6 + ____ = 7. Draw to find the missing part.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing parts

Success criteria
I can find the number that makes an equation true.

OW-G1-065 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 + ____ = 3. Draw to find the missing part.

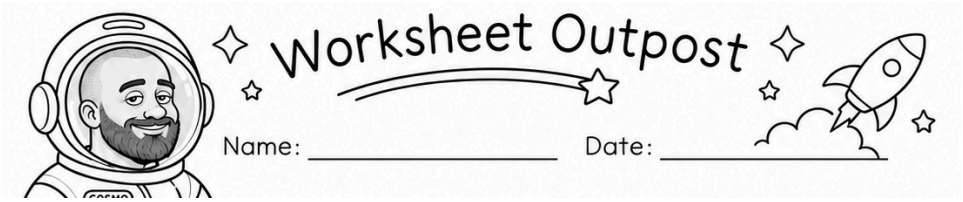
2. 3 + ____ = 5. Draw to find the missing part.

3. 4 + ____ = 7. Draw to find the missing part.

4. 5 + ____ = 9. Draw to find the missing part.

5. 6 + ____ = 7. Draw to find the missing part.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing parts

Success criteria
I can find the number that makes an equation true.

OW-G1-065 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

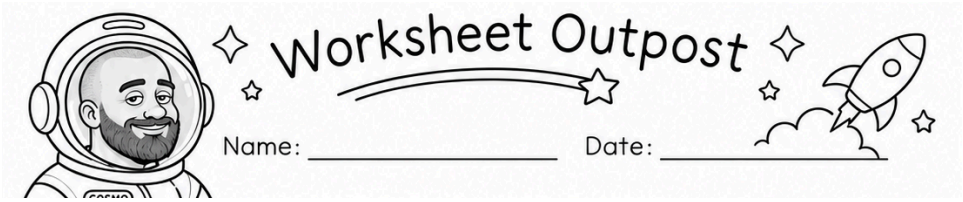
1. 2 + ____ = 3. Draw to find the missing part.

2. 3 + ____ = 5. Draw to find the missing part.

3. 4 + ____ = 7. Draw to find the missing part.

4. 5 + ____ = 9. Draw to find the missing part.

5. 6 + ____ = 7. Draw to find the missing part.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing parts

Success criteria
I can find the number that makes an equation true.

OW-G1-065 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

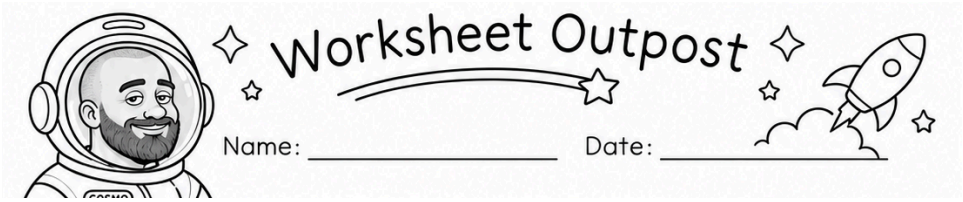
1. 2 + ____ = 3. Draw to find the missing part.

2. 3 + ____ = 5. Draw to find the missing part.

3. 4 + ____ = 7. Draw to find the missing part.

4. 5 + ____ = 9. Draw to find the missing part.

5. 6 + ____ = 7. Draw to find the missing part.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: mixed facts

Success criteria

I can find a sum or a difference and check my answer.

OW-G1-066 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 + 2 = ____

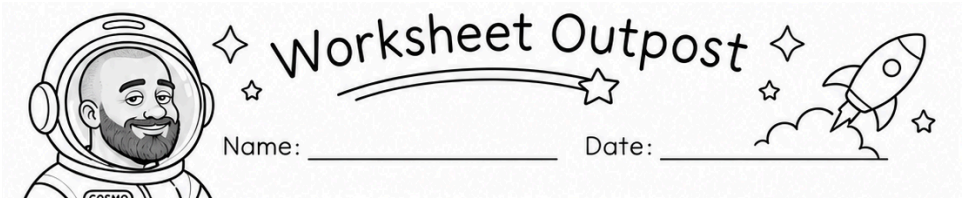
2. 6 - 3 = ____

3. 4 + 4 = ____

4. 6 - 1 = ____

5. 6 + 2 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: mixed facts

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-066 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 + 2 = ____

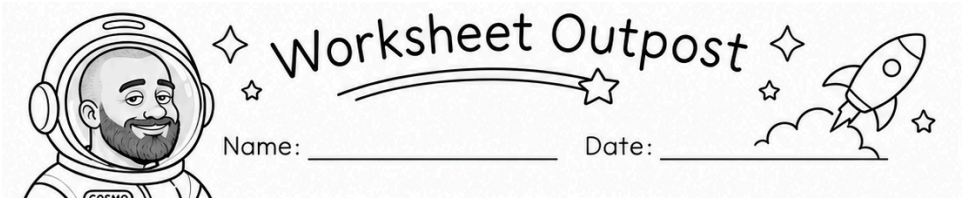
2. 6 - 3 = ____

3. 4 + 4 = ____

4. 6 - 1 = ____

5. 6 + 2 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: mixed facts

Success criteria

I can find a sum or a difference and check my answer.

OW-G1-066 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 + 2 = ____

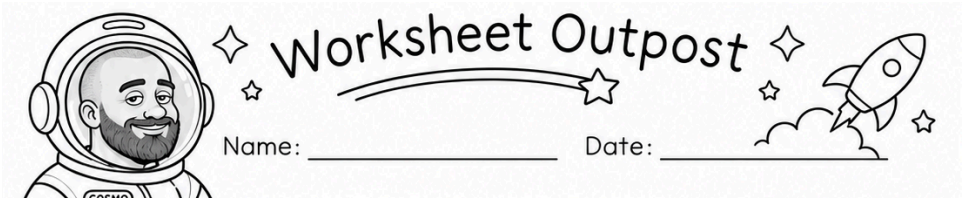
2. 6 - 3 = ____

3. 4 + 4 = ____

4. 6 - 1 = ____

5. 6 + 2 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: mixed facts

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-066 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 + 2 = ____

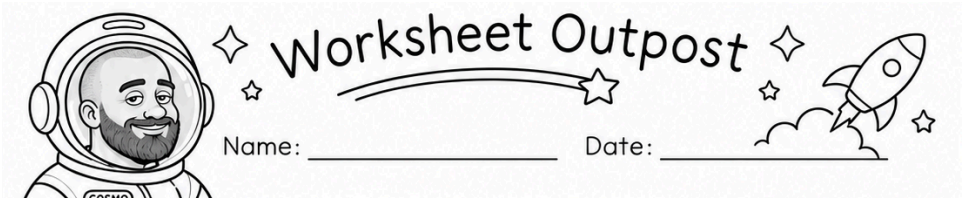
2. 6 - 3 = ____

3. 4 + 4 = ____

4. 6 - 1 = ____

5. 6 + 2 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: mixed facts

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-066 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 + 2 = ____

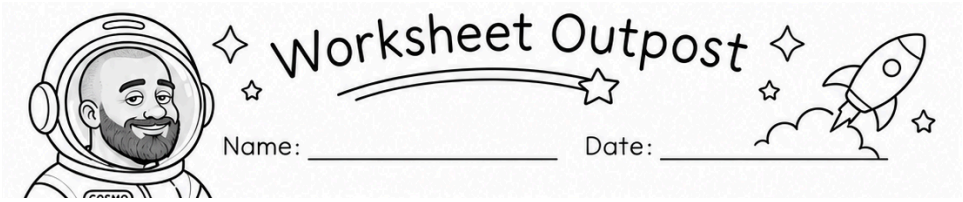
2. 6 - 3 = ____

3. 4 + 4 = ____

4. 6 - 1 = ____

5. 6 + 2 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: parts and totals

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-067 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The parts are 2 and 4. What is the total?

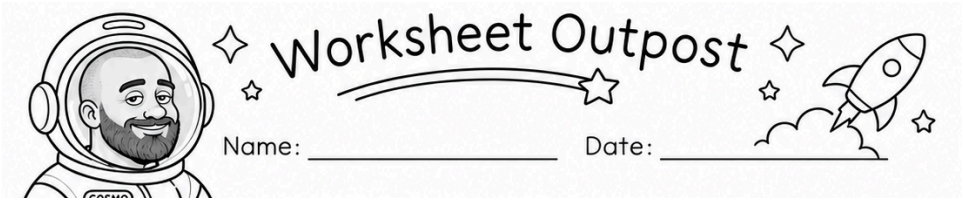
2. The parts are 3 and 1. What is the total?

3. The parts are 4 and 2. What is the total?

4. The parts are 5 and 3. What is the total?

5. The parts are 6 and 4. What is the total?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: parts and totals

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-067 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. The parts are 2 and 4. What is the total?

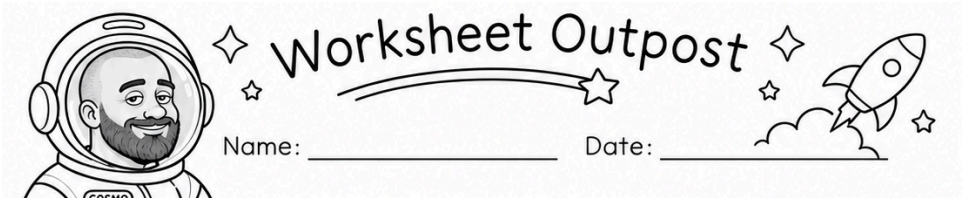
2. The parts are 3 and 1. What is the total?

3. The parts are 4 and 2. What is the total?

4. The parts are 5 and 3. What is the total?

5. The parts are 6 and 4. What is the total?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: parts and totals

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-067 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The parts are 2 and 4. What is the total?

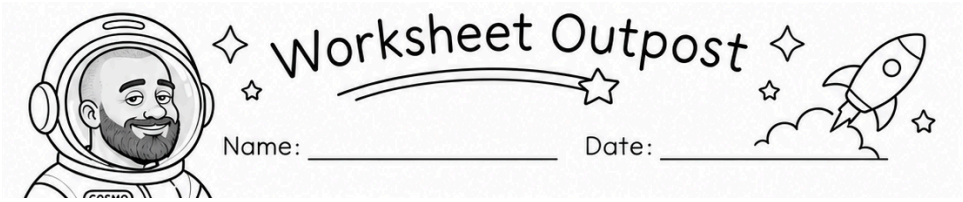
2. The parts are 3 and 1. What is the total?

3. The parts are 4 and 2. What is the total?

4. The parts are 5 and 3. What is the total?

5. The parts are 6 and 4. What is the total?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: parts and totals

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-067 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. The parts are 2 and 4. What is the total?

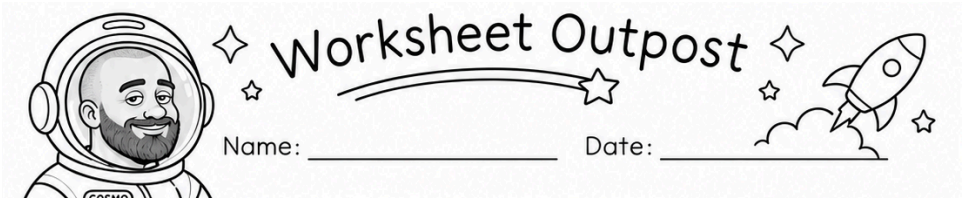
2. The parts are 3 and 1. What is the total?

3. The parts are 4 and 2. What is the total?

4. The parts are 5 and 3. What is the total?

5. The parts are 6 and 4. What is the total?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: parts and totals

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-067 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The parts are 2 and 4. What is the total?

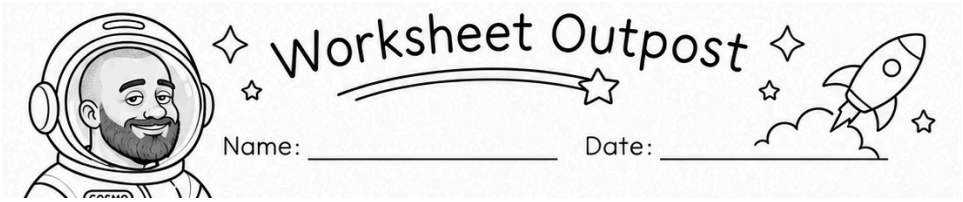
2. The parts are 3 and 1. What is the total?

3. The parts are 4 and 2. What is the total?

4. The parts are 5 and 3. What is the total?

5. The parts are 6 and 4. What is the total?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract two-digit numbers

OW-G1-068 E1 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 35 - 12 = ____
Draw tens and ones.

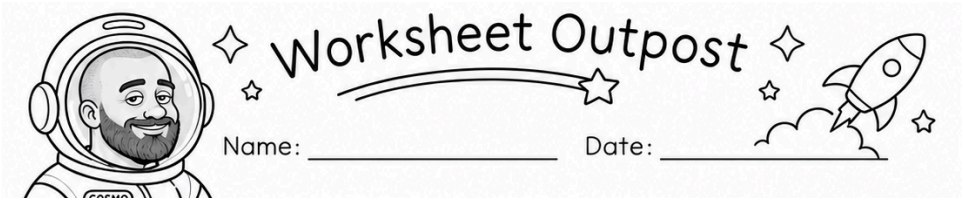
2. 45 - 12 = ____
Draw tens and ones.

3. 55 - 12 = ____
Draw tens and ones.

4. 65 - 12 = ____
Draw tens and ones.

5. 75 - 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract two-digit numbers

OW-G1-068 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 35 - 12 = ____
Draw tens and ones.

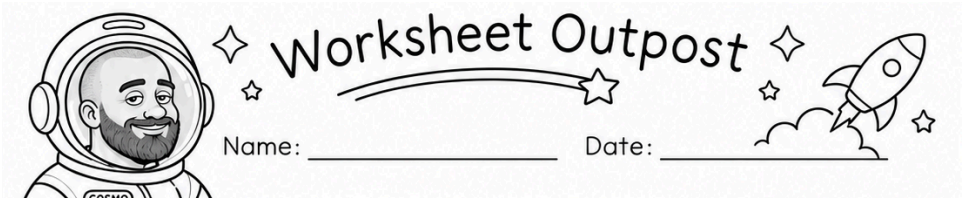
2. 45 - 12 = ____
Draw tens and ones.

3. 55 - 12 = ____
Draw tens and ones.

4. 65 - 12 = ____
Draw tens and ones.

5. 75 - 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract two-digit numbers

OW-G1-068 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 35 - 12 = ____
Draw tens and ones.

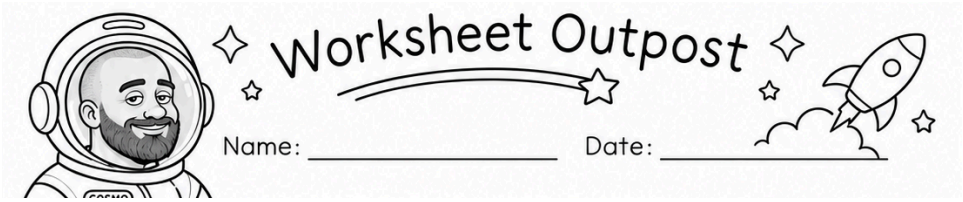
2. 45 - 12 = ____
Draw tens and ones.

3. 55 - 12 = ____
Draw tens and ones.

4. 65 - 12 = ____
Draw tens and ones.

5. 75 - 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract two-digit numbers

OW-G1-068 E4 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 35 - 12 = ____
Draw tens and ones.

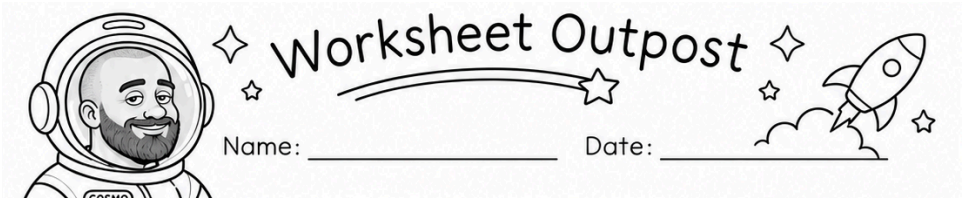
2. 45 - 12 = ____
Draw tens and ones.

3. 55 - 12 = ____
Draw tens and ones.

4. 65 - 12 = ____
Draw tens and ones.

5. 75 - 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract two-digit numbers

OW-G1-068 E5 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 35 - 12 = ____
Draw tens and ones.

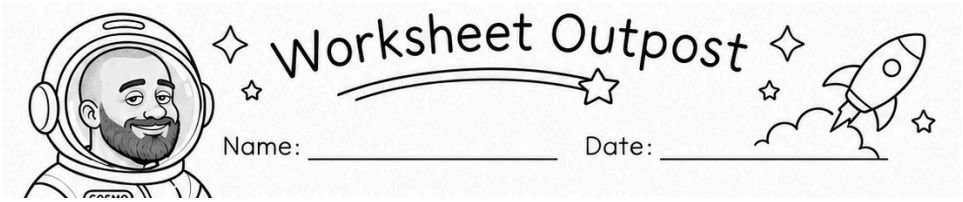
2. 45 - 12 = ____
Draw tens and ones.

3. 55 - 12 = ____
Draw tens and ones.

4. 65 - 12 = ____
Draw tens and ones.

5. 75 - 12 = ____
Draw tens and ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 10

OW-G1-069 E1 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 - 1 = ____

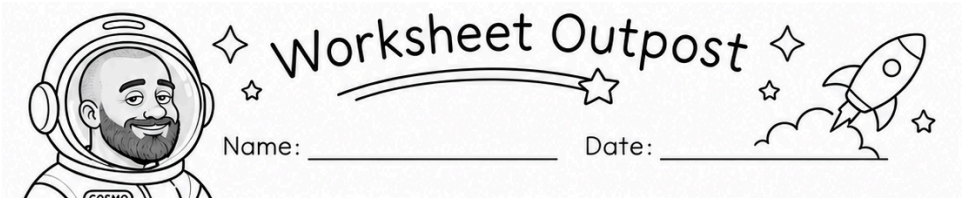
2. 5 - 2 = ____

3. 7 - 3 = ____

4. 9 - 4 = ____

5. 7 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 10

OW-G1-069 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 - 1 = ____

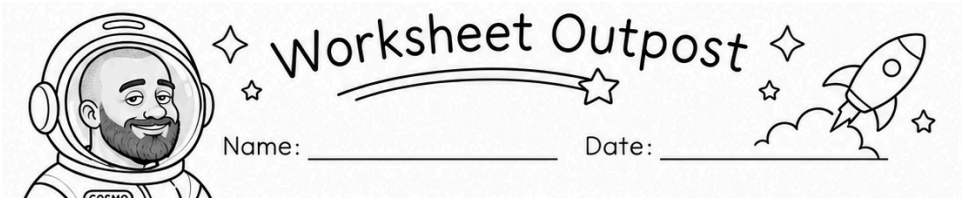
2. 5 - 2 = ____

3. 7 - 3 = ____

4. 9 - 4 = ____

5. 7 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 10

OW-G1-069 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 - 1 = ____

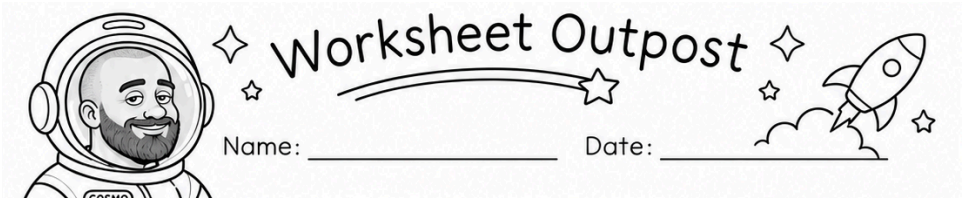
2. 5 - 2 = ____

3. 7 - 3 = ____

4. 9 - 4 = ____

5. 7 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 10

OW-G1-069 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 - 1 = ____

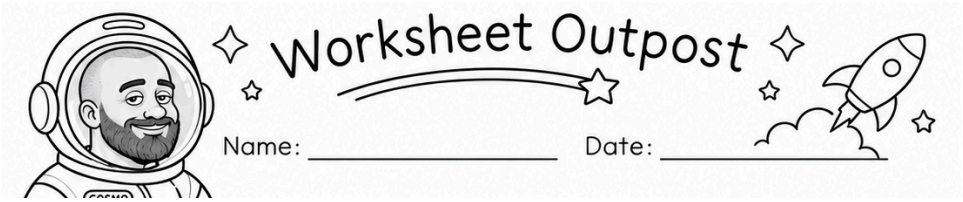
2. 5 - 2 = ____

3. 7 - 3 = ____

4. 9 - 4 = ____

5. 7 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 10

OW-G1-069 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 - 1 = ____

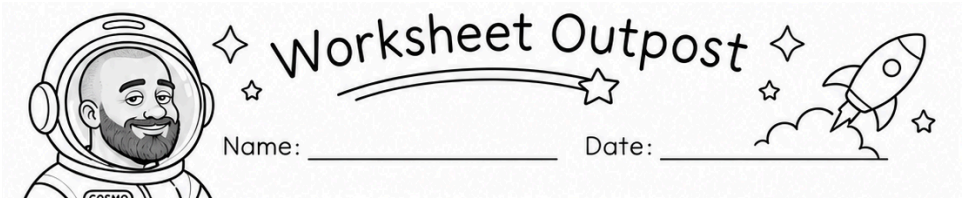
2. 5 - 2 = ____

3. 7 - 3 = ____

4. 9 - 4 = ____

5. 7 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 20

OW-G1-070 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 3 = ____

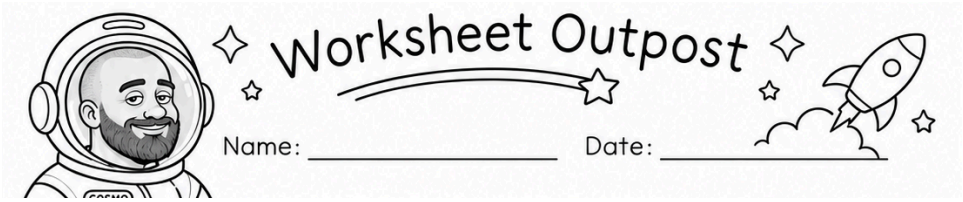
2. 13 - 4 = ____

3. 14 - 5 = ____

4. 15 - 6 = ____

5. 16 - 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 20

OW-G1-070 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 3 = ____

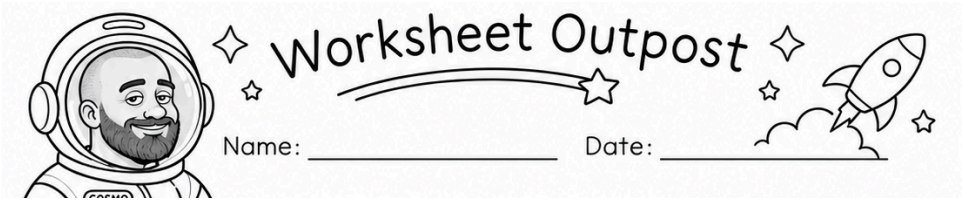
2. 13 - 4 = ____

3. 14 - 5 = ____

4. 15 - 6 = ____

5. 16 - 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 20

OW-G1-070 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 3 = ____

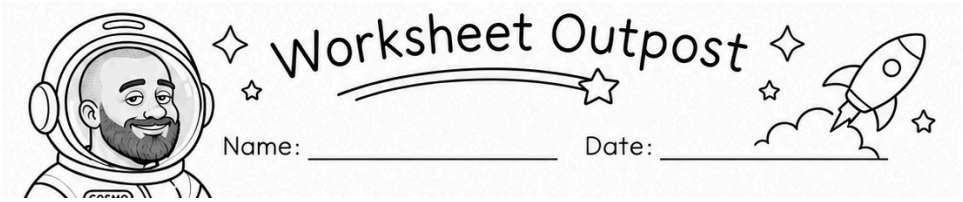
2. 13 - 4 = ____

3. 14 - 5 = ____

4. 15 - 6 = ____

5. 16 - 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 20

OW-G1-070 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 3 = ____

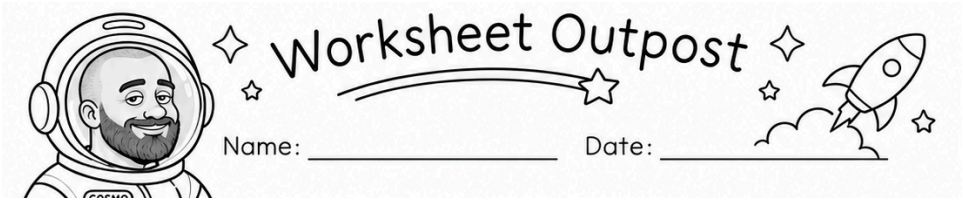
2. 13 - 4 = ____

3. 14 - 5 = ____

4. 15 - 6 = ____

5. 16 - 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 20

OW-G1-070 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 3 = ____

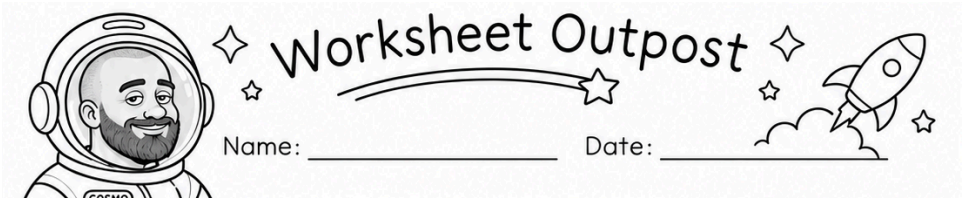
2. 13 - 4 = ____

3. 14 - 5 = ____

4. 15 - 6 = ____

5. 16 - 3 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-071 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 1 - 0 = ____

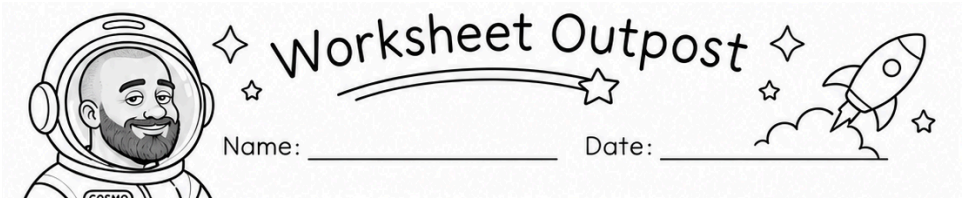
2. 3 - 1 = ____

3. 5 - 2 = ____

4. 4 - 0 = ____

5. 2 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-071 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 1 - 0 = ____

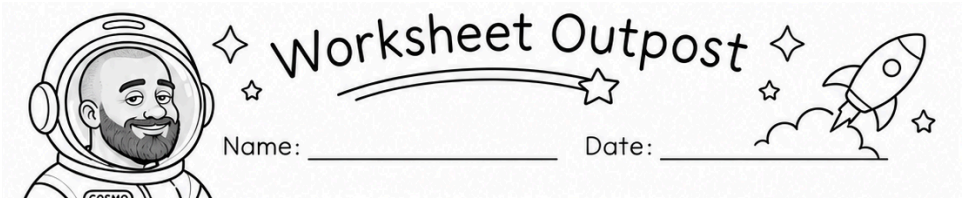
2. 3 - 1 = ____

3. 5 - 2 = ____

4. 4 - 0 = ____

5. 2 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-071 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 1 - 0 = ____

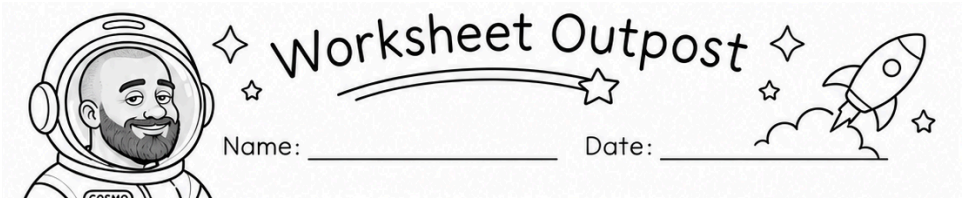
2. 3 - 1 = ____

3. 5 - 2 = ____

4. 4 - 0 = ____

5. 2 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-071 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 1 - 0 = ____

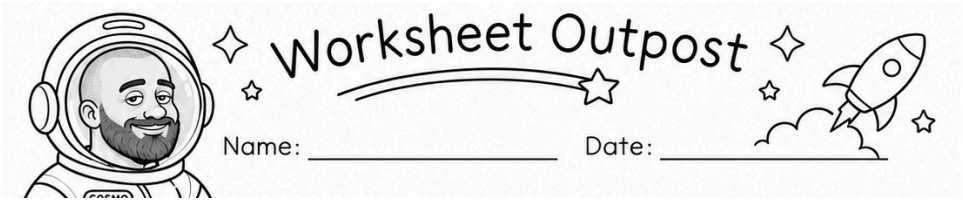
2. 3 - 1 = ____

3. 5 - 2 = ____

4. 4 - 0 = ____

5. 2 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract within 5

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-071 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 1 - 0 = ____

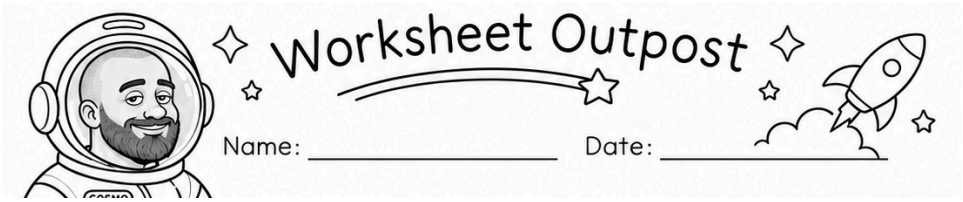
2. 3 - 1 = ____

3. 5 - 2 = ____

4. 4 - 0 = ____

5. 2 - 1 = ____

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away

Success criteria

I can find a sum or a difference and check my answer.

OW-G1-072 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw 5 dots. Cross out 3. How many remain?

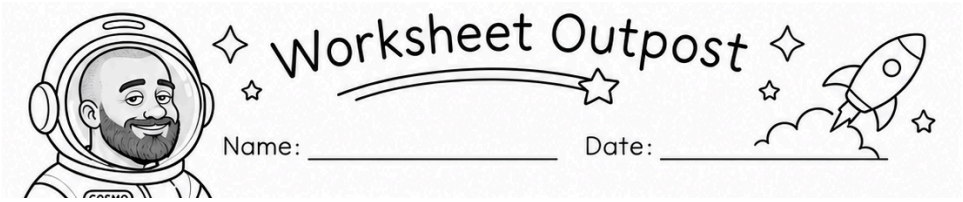
2. Draw 7 dots. Cross out 4. How many remain?

3. Draw 5 dots. Cross out 1. How many remain?

4. Draw 7 dots. Cross out 2. How many remain?

5. Draw 9 dots. Cross out 3. How many remain?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-072 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw 5 dots. Cross out 3. How many remain?

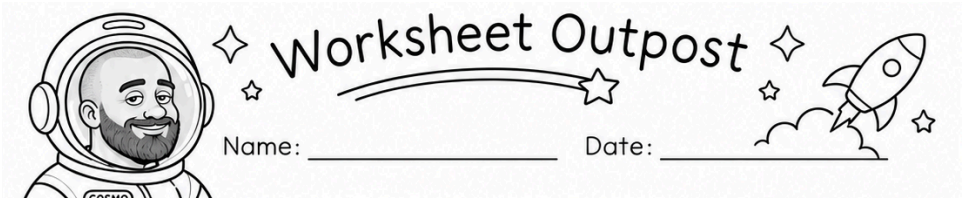
2. Draw 7 dots. Cross out 4. How many remain?

3. Draw 5 dots. Cross out 1. How many remain?

4. Draw 7 dots. Cross out 2. How many remain?

5. Draw 9 dots. Cross out 3. How many remain?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-072 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw 5 dots. Cross out 3. How many remain?

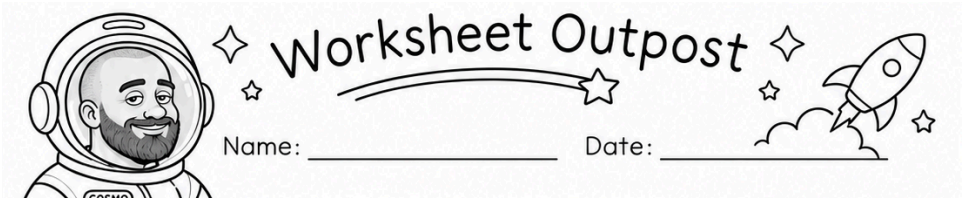
2. Draw 7 dots. Cross out 4. How many remain?

3. Draw 5 dots. Cross out 1. How many remain?

4. Draw 7 dots. Cross out 2. How many remain?

5. Draw 9 dots. Cross out 3. How many remain?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-072 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw 5 dots. Cross out 3. How many remain?

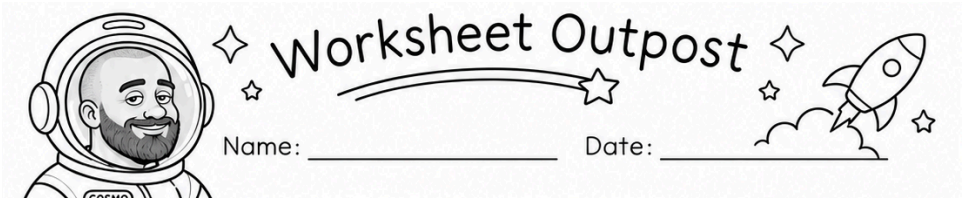
2. Draw 7 dots. Cross out 4. How many remain?

3. Draw 5 dots. Cross out 1. How many remain?

4. Draw 7 dots. Cross out 2. How many remain?

5. Draw 9 dots. Cross out 3. How many remain?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away

Success criteria

I can find a sum or a difference and check my answer.

OW-G1-072 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw 5 dots. Cross out 3. How many remain?

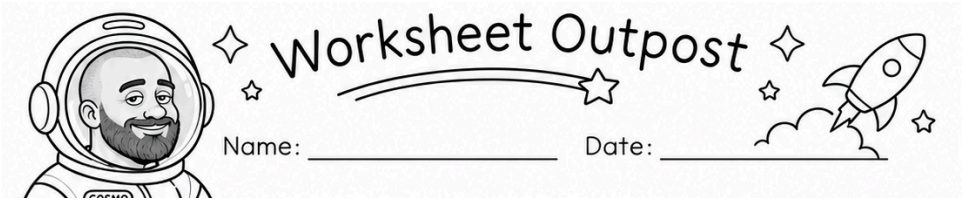
2. Draw 7 dots. Cross out 4. How many remain?

3. Draw 5 dots. Cross out 1. How many remain?

4. Draw 7 dots. Cross out 2. How many remain?

5. Draw 9 dots. Cross out 3. How many remain?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: three addends

Success criteria
I can use something I know about addition to find a sum.

OW-G1-073 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 + 2 + 2 = ___
Show which two you add first.

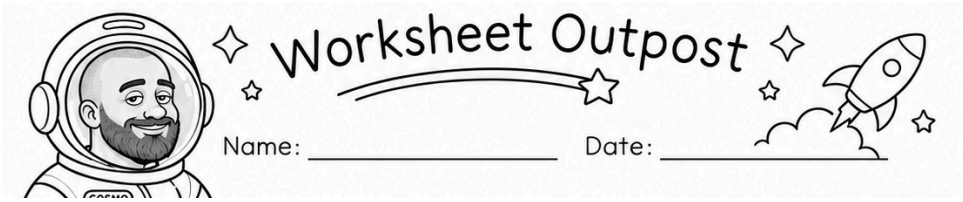
2. 3 + 3 + 2 = ___
Show which two you add first.

3. 4 + 4 + 2 = ___
Show which two you add first.

4. 5 + 1 + 2 = ___
Show which two you add first.

5. 6 + 2 + 2 = ___
Show which two you add first.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: three addends

Success criteria
I can use something I know about addition to find a sum.

OW-G1-073 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 + 2 + 2 = ____
Show which two you add first.

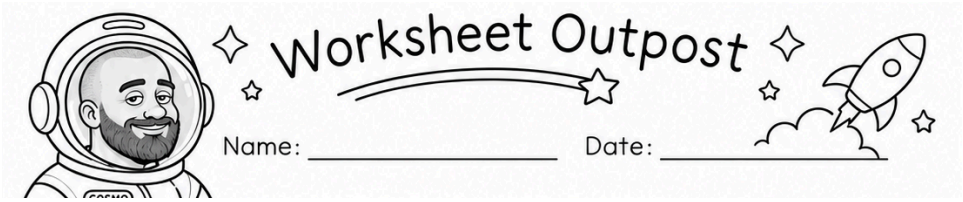
2. 3 + 3 + 2 = ____
Show which two you add first.

3. 4 + 4 + 2 = ____
Show which two you add first.

4. 5 + 1 + 2 = ____
Show which two you add first.

5. 6 + 2 + 2 = ____
Show which two you add first.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: three addends

Success criteria
I can use something I know about addition to find a sum.

OW-G1-073 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 + 2 + 2 = ____
Show which two you add first.

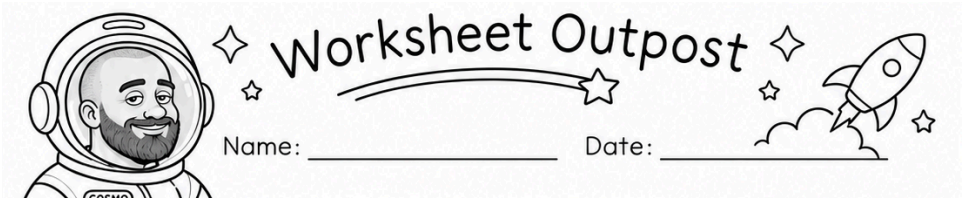
2. 3 + 3 + 2 = ____
Show which two you add first.

3. 4 + 4 + 2 = ____
Show which two you add first.

4. 5 + 1 + 2 = ____
Show which two you add first.

5. 6 + 2 + 2 = ____
Show which two you add first.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: three addends

Success criteria
I can use something I know about addition to find a sum.

OW-G1-073 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 + 2 + 2 = ____
Show which two you add first.

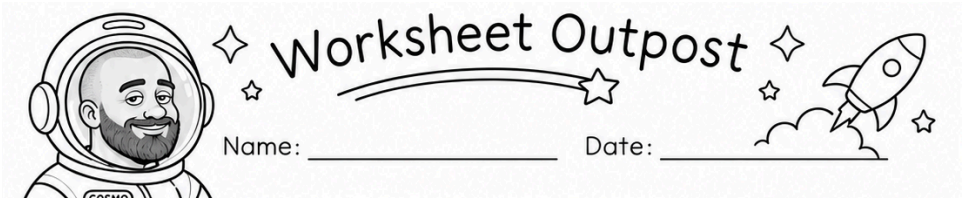
2. 3 + 3 + 2 = ____
Show which two you add first.

3. 4 + 4 + 2 = ____
Show which two you add first.

4. 5 + 1 + 2 = ____
Show which two you add first.

5. 6 + 2 + 2 = ____
Show which two you add first.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: three addends

Success criteria
I can use something I know about addition to find a sum.

OW-G1-073 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 + 2 + 2 = ____
Show which two you add first.

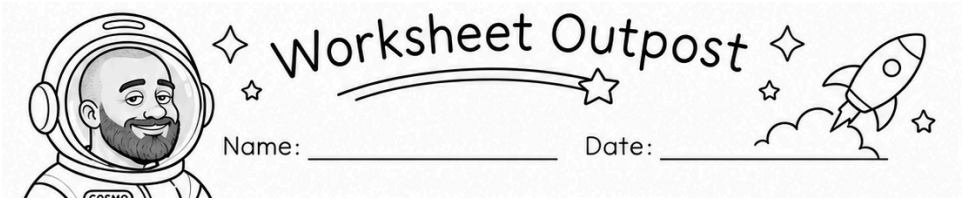
2. 3 + 3 + 2 = ____
Show which two you add first.

3. 4 + 4 + 2 = ____
Show which two you add first.

4. 5 + 1 + 2 = ____
Show which two you add first.

5. 6 + 2 + 2 = ____
Show which two you add first.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: true or false?

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-074 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 + 4 = 6 Is the equation true or false?

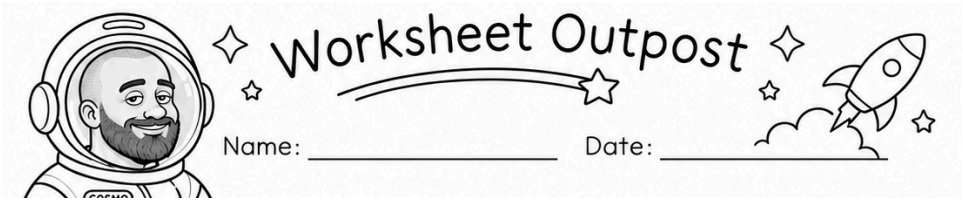
2. 3 + 1 = 5 Is the equation true or false?

3. 4 + 2 = 6 Is the equation true or false?

4. 5 + 3 = 9 Is the equation true or false?

5. 6 + 4 = 10 Is the equation true or false?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: true or false?

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-074 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 + 4 = 6 Is the equation true or false?

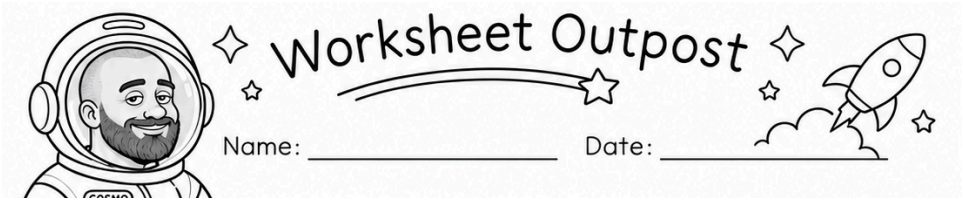
2. 3 + 1 = 5 Is the equation true or false?

3. 4 + 2 = 6 Is the equation true or false?

4. 5 + 3 = 9 Is the equation true or false?

5. 6 + 4 = 10 Is the equation true or false?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: true or false?

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-074 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 + 4 = 6 Is the equation true or false?

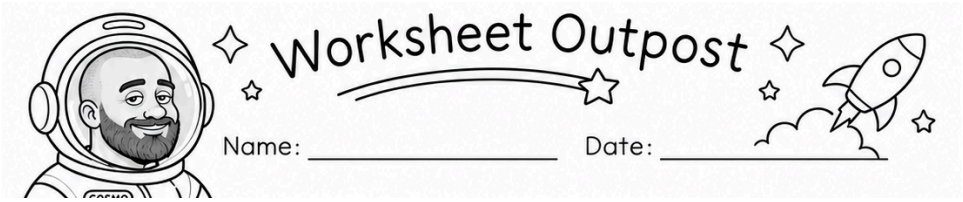
2. 3 + 1 = 5 Is the equation true or false?

3. 4 + 2 = 6 Is the equation true or false?

4. 5 + 3 = 9 Is the equation true or false?

5. 6 + 4 = 10 Is the equation true or false?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: true or false?

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-074 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 + 4 = 6 Is the equation true or false?

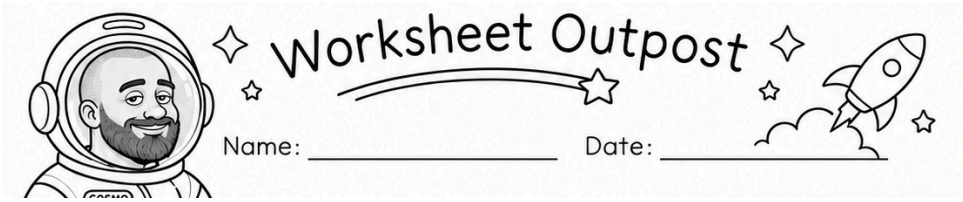
2. 3 + 1 = 5 Is the equation true or false?

3. 4 + 2 = 6 Is the equation true or false?

4. 5 + 3 = 9 Is the equation true or false?

5. 6 + 4 = 10 Is the equation true or false?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: true or false?

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-074 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 + 4 = 6 Is the equation true or false?

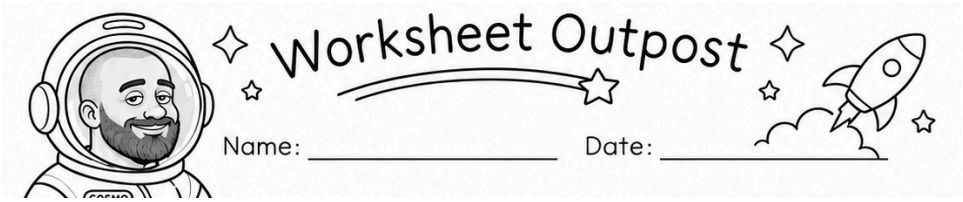
2. 3 + 1 = 5 Is the equation true or false?

3. 4 + 2 = 6 Is the equation true or false?

4. 5 + 3 = 9 Is the equation true or false?

5. 6 + 4 = 10 Is the equation true or false?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: two-step stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-075 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. You have 7 shells. You find 2 more, then give 2 away. How many shells are left?

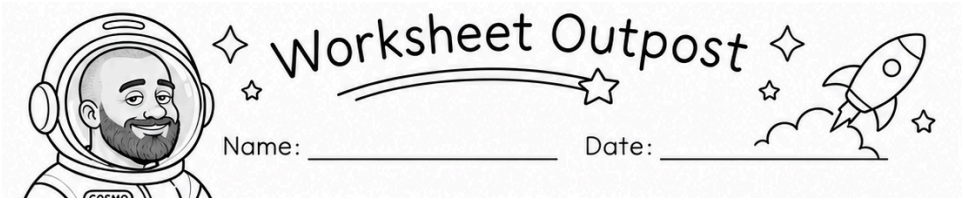
2. You have 8 shells. You find 3 more, then give 2 away. How many shells are left?

3. You have 9 shells. You find 4 more, then give 2 away. How many shells are left?

4. You have 10 shells. You find 1 more, then give 2 away. How many shells are left?

5. You have 11 shells. You find 2 more, then give 2 away. How many shells are left?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: two-step stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-075 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. You have 7 shells. You find 2 more, then give 2 away. How many shells are left?

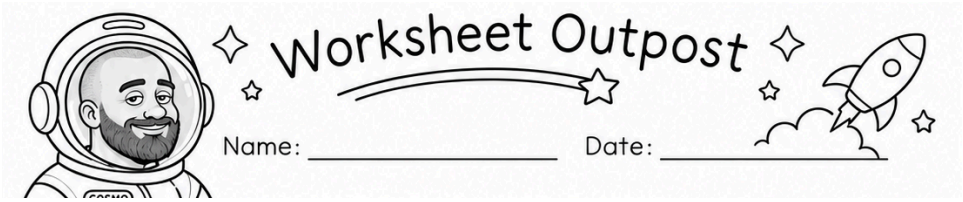
2. You have 8 shells. You find 3 more, then give 2 away. How many shells are left?

3. You have 9 shells. You find 4 more, then give 2 away. How many shells are left?

4. You have 10 shells. You find 1 more, then give 2 away. How many shells are left?

5. You have 11 shells. You find 2 more, then give 2 away. How many shells are left?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: two-step stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-075 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. You have 7 shells. You find 2 more, then give 2 away. How many shells are left?

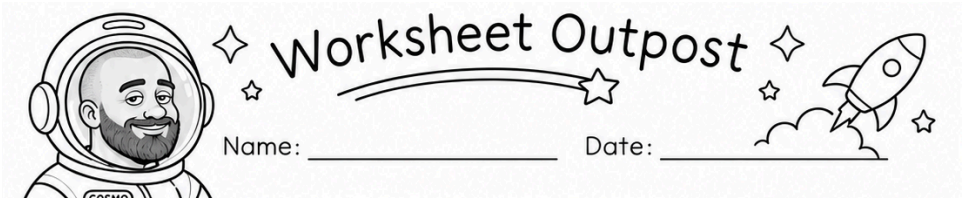
2. You have 8 shells. You find 3 more, then give 2 away. How many shells are left?

3. You have 9 shells. You find 4 more, then give 2 away. How many shells are left?

4. You have 10 shells. You find 1 more, then give 2 away. How many shells are left?

5. You have 11 shells. You find 2 more, then give 2 away. How many shells are left?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: two-step stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-075 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. You have 7 shells. You find 2 more, then give 2 away. How many shells are left?

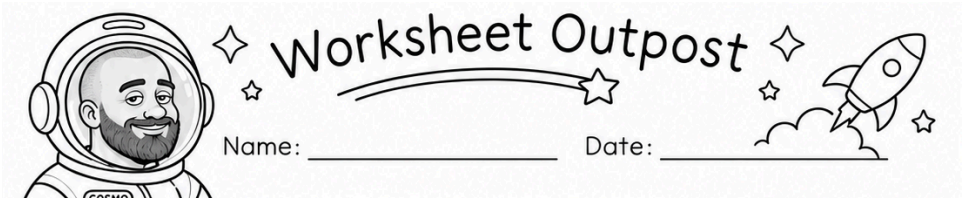
2. You have 8 shells. You find 3 more, then give 2 away. How many shells are left?

3. You have 9 shells. You find 4 more, then give 2 away. How many shells are left?

4. You have 10 shells. You find 1 more, then give 2 away. How many shells are left?

5. You have 11 shells. You find 2 more, then give 2 away. How many shells are left?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: two-step stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-075 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. You have 7 shells. You find 2 more, then give 2 away. How many shells are left?

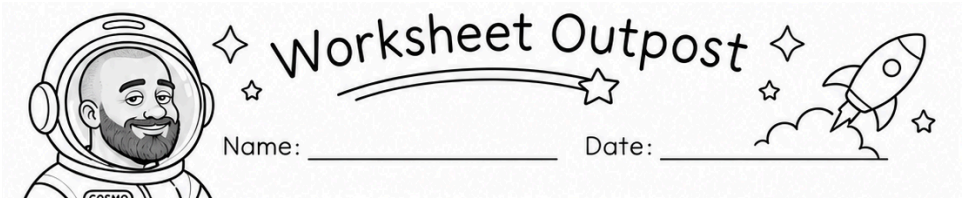
2. You have 8 shells. You find 3 more, then give 2 away. How many shells are left?

3. You have 9 shells. You find 4 more, then give 2 away. How many shells are left?

4. You have 10 shells. You find 1 more, then give 2 away. How many shells are left?

5. You have 11 shells. You find 2 more, then give 2 away. How many shells are left?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill an empty number box

Success criteria
I can find the number that makes an equation true.

OW-G1-076 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. ___ + 2 = 5. Find the unknown and check.

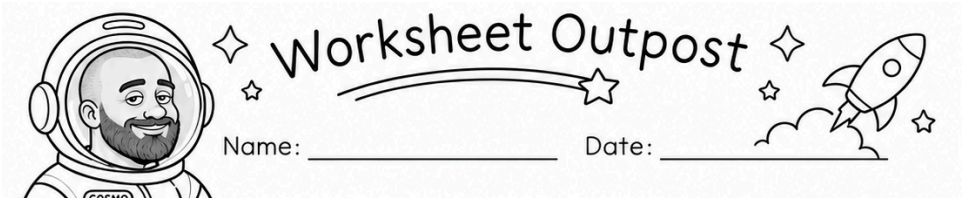
2. 5 - ___ = 4. Find the unknown and check.

3. ___ - 3 = 5. Find the unknown and check.

4. 6 + ___ = 8. Find the unknown and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill an empty number box

Success criteria
I can find the number that makes an equation true.

OW-G1-076 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. ___ + 2 = 5. Find the unknown and check.

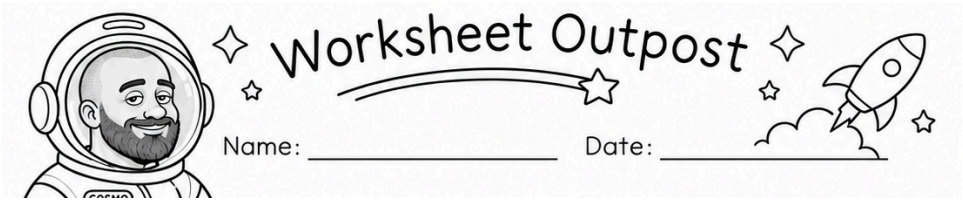
2. 5 - ___ = 4. Find the unknown and check.

3. ___ - 3 = 5. Find the unknown and check.

4. 6 + ___ = 8. Find the unknown and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill an empty number box

Success criteria
I can find the number that makes an equation true.

OW-G1-076 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. ___ + 2 = 5. Find the unknown and check.

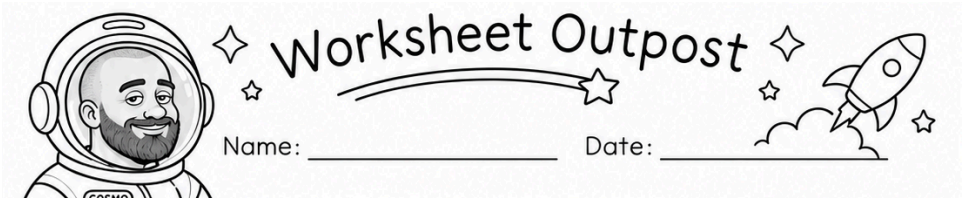
2. 5 - ___ = 4. Find the unknown and check.

3. ___ - 3 = 5. Find the unknown and check.

4. 6 + ___ = 8. Find the unknown and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill an empty number box

Success criteria
I can find the number that makes an equation true.

OW-G1-076 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. ___ + 2 = 5. Find the unknown and check.

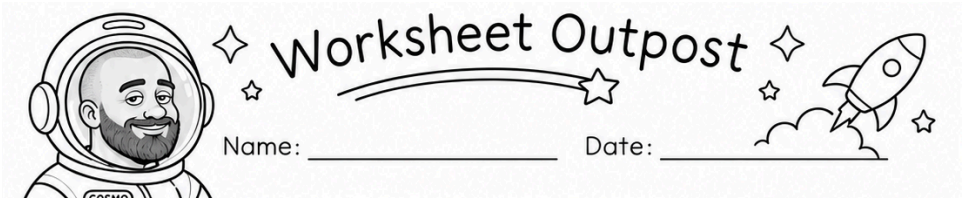
2. 5 - ___ = 4. Find the unknown and check.

3. ___ - 3 = 5. Find the unknown and check.

4. 6 + ___ = 8. Find the unknown and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Fill an empty number box

Success criteria
I can find the number that makes an equation true.

OW-G1-076 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

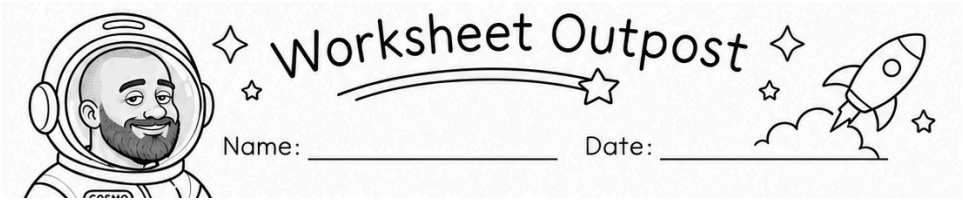
1. ___ + 2 = 5. Find the unknown and check.

2. 5 - ___ = 4. Find the unknown and check.

3. ___ - 3 = 5. Find the unknown and check.

4. 6 + ___ = 8. Find the unknown and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a missing addend

OW-G1-077 E1 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Complete 3 + ___ = 5. Use that fact to solve 5 - 3.

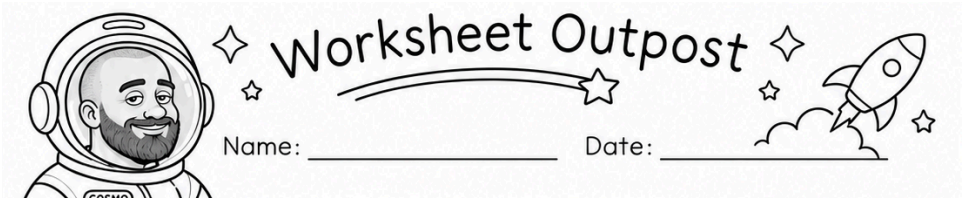
2. Complete 4 + ___ = 5. Use that fact to solve 5 - 4.

3. Complete 5 + ___ = 8. Use that fact to solve 8 - 5.

4. Complete 6 + ___ = 8. Use that fact to solve 8 - 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a missing addend

OW-G1-077 E2 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Complete 3 + ___ = 5. Use that fact to solve 5 - 3.

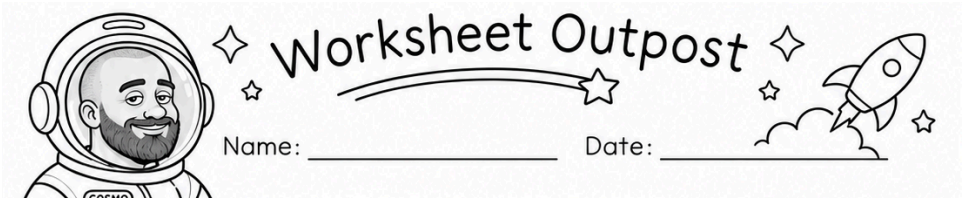
2. Complete 4 + ___ = 5. Use that fact to solve 5 - 4.

3. Complete 5 + ___ = 8. Use that fact to solve 8 - 5.

4. Complete 6 + ___ = 8. Use that fact to solve 8 - 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a missing addend

OW-G1-077 E3 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Complete 3 + ___ = 5. Use that fact to solve 5 - 3.

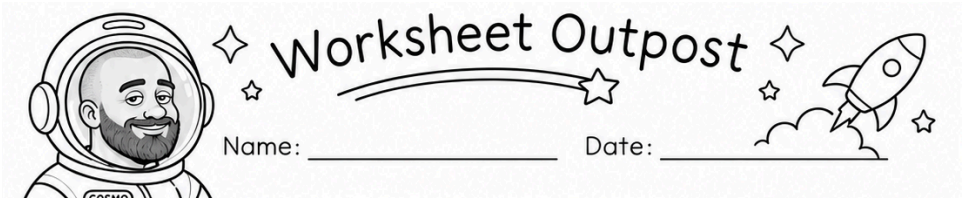
2. Complete 4 + ___ = 5. Use that fact to solve 5 - 4.

3. Complete 5 + ___ = 8. Use that fact to solve 8 - 5.

4. Complete 6 + ___ = 8. Use that fact to solve 8 - 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a missing addend

OW-G1-077 E4 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Complete 3 + ___ = 5. Use that fact to solve 5 - 3.

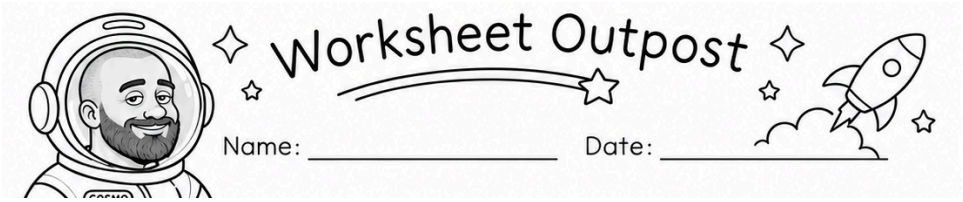
2. Complete 4 + ___ = 5. Use that fact to solve 5 - 4.

3. Complete 5 + ___ = 8. Use that fact to solve 8 - 5.

4. Complete 6 + ___ = 8. Use that fact to solve 8 - 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a missing addend

OW-G1-077 E5 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Complete 3 + ___ = 5. Use that fact to solve 5 - 3.

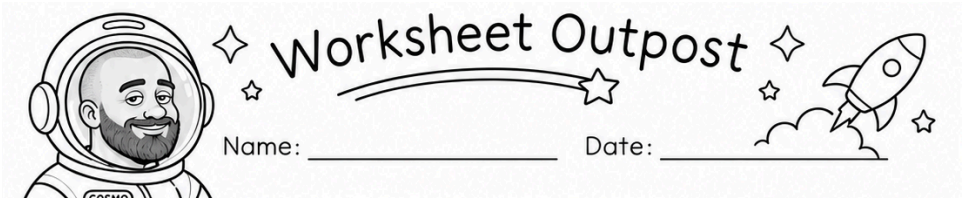
2. Complete 4 + ___ = 5. Use that fact to solve 5 - 4.

3. Complete 5 + ___ = 8. Use that fact to solve 8 - 5.

4. Complete 6 + ___ = 8. Use that fact to solve 8 - 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a total with three parts

Success criteria
I can use something I know about addition to find a sum.

OW-G1-078 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 + 2 + 1 = ___. Circle two addends to combine first.

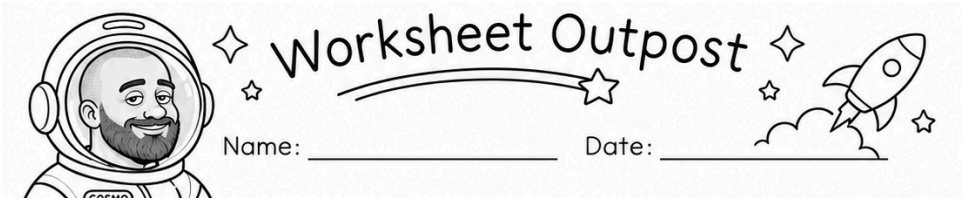
2. 4 + 1 + 2 = ___. Circle two addends to combine first.

3. 5 + 3 + 3 = ___. Circle two addends to combine first.

4. 6 + 2 + 4 = ___. Circle two addends to combine first.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a total with three parts

Success criteria
I can use something I know about addition to find a sum.

OW-G1-078 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 + 2 + 1 = ___. Circle two addends to combine first.

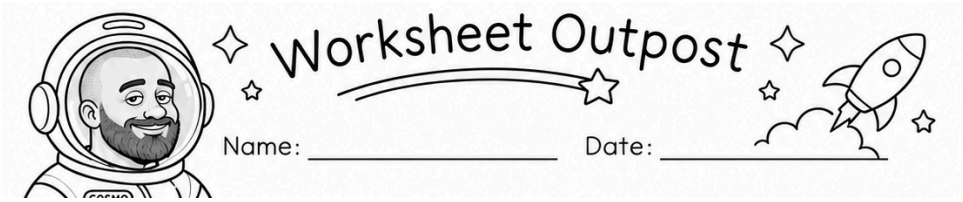
2. 4 + 1 + 2 = ___. Circle two addends to combine first.

3. 5 + 3 + 3 = ___. Circle two addends to combine first.

4. 6 + 2 + 4 = ___. Circle two addends to combine first.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a total with three parts

Success criteria
I can use something I know about addition to find a sum.

OW-G1-078 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 + 2 + 1 = ___. Circle two addends to combine first.

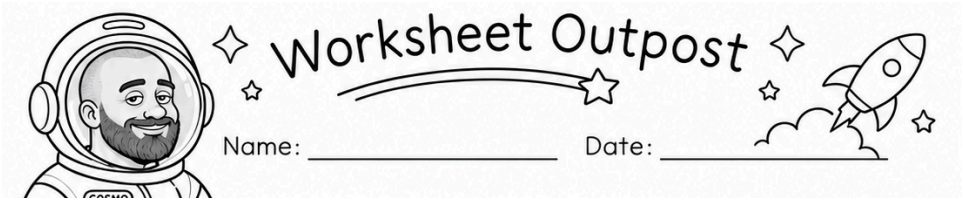
2. 4 + 1 + 2 = ___. Circle two addends to combine first.

3. 5 + 3 + 3 = ___. Circle two addends to combine first.

4. 6 + 2 + 4 = ___. Circle two addends to combine first.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a total with three parts

Success criteria
I can use something I know about addition to find a sum.

OW-G1-078 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 + 2 + 1 = ___. Circle two addends to combine first.

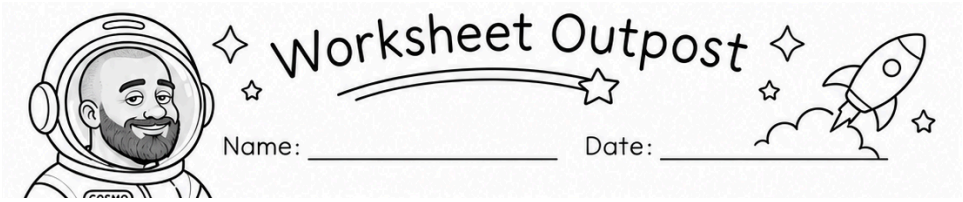
2. 4 + 1 + 2 = ___. Circle two addends to combine first.

3. 5 + 3 + 3 = ___. Circle two addends to combine first.

4. 6 + 2 + 4 = ___. Circle two addends to combine first.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a total with three parts

Success criteria
I can use something I know about addition to find a sum.

OW-G1-078 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 + 2 + 1 = ___. Circle two addends to combine first.

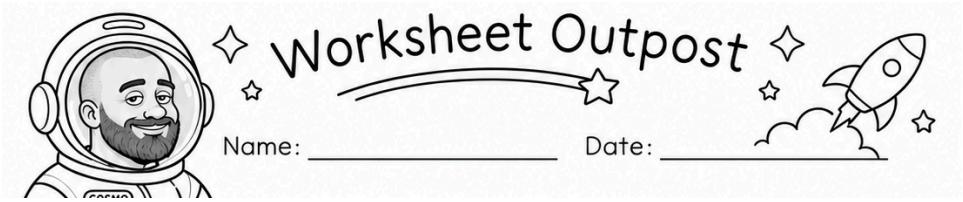
2. 4 + 1 + 2 = ___. Circle two addends to combine first.

3. 5 + 3 + 3 = ___. Circle two addends to combine first.

4. 6 + 2 + 4 = ___. Circle two addends to combine first.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a useful fact pattern

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-079 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 + 1 = 4. Without starting over, solve 3 + 2. Explain the pattern.

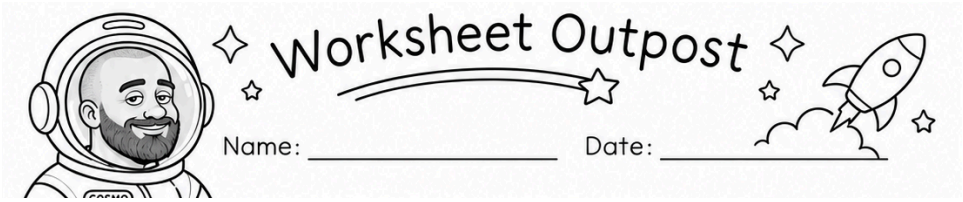
2. 4 + 1 = 5. Without starting over, solve 4 + 2. Explain the pattern.

3. 5 + 1 = 6. Without starting over, solve 5 + 2. Explain the pattern.

4. 6 + 1 = 7. Without starting over, solve 6 + 2. Explain the pattern.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a useful fact pattern

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-079 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 + 1 = 4. Without starting over, solve 3 + 2. Explain the pattern.

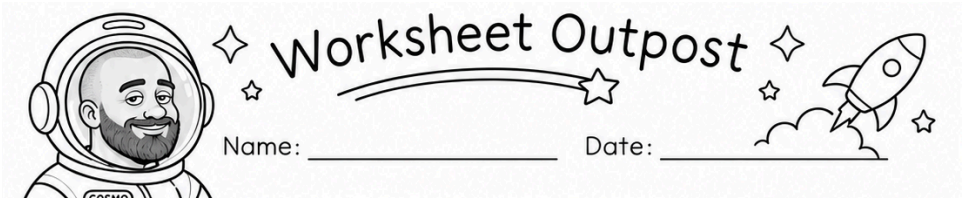
2. 4 + 1 = 5. Without starting over, solve 4 + 2. Explain the pattern.

3. 5 + 1 = 6. Without starting over, solve 5 + 2. Explain the pattern.

4. 6 + 1 = 7. Without starting over, solve 6 + 2. Explain the pattern.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a useful fact pattern

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-079 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 + 1 = 4. Without starting over, solve 3 + 2. Explain the pattern.

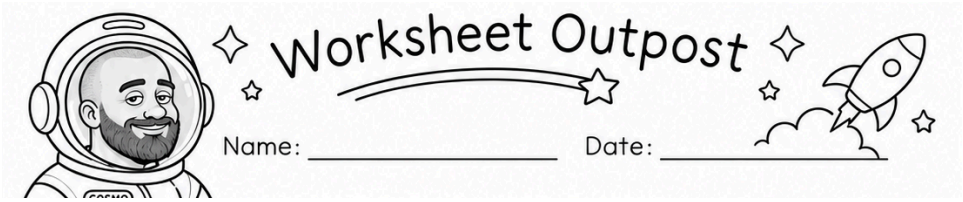
2. 4 + 1 = 5. Without starting over, solve 4 + 2. Explain the pattern.

3. 5 + 1 = 6. Without starting over, solve 5 + 2. Explain the pattern.

4. 6 + 1 = 7. Without starting over, solve 6 + 2. Explain the pattern.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a useful fact pattern

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-079 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 + 1 = 4. Without starting over, solve 3 + 2. Explain the pattern.

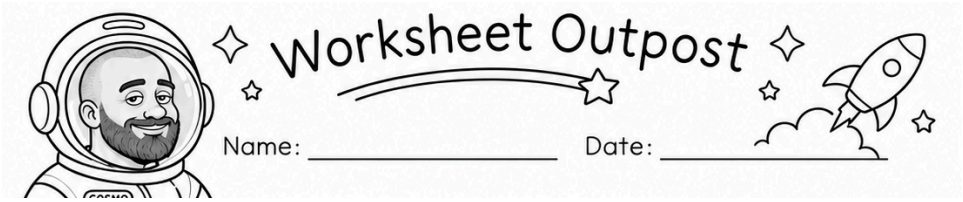
2. 4 + 1 = 5. Without starting over, solve 4 + 2. Explain the pattern.

3. 5 + 1 = 6. Without starting over, solve 5 + 2. Explain the pattern.

4. 6 + 1 = 7. Without starting over, solve 6 + 2. Explain the pattern.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find a useful fact pattern

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-079 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 + 1 = 4. Without starting over, solve 3 + 2. Explain the pattern.

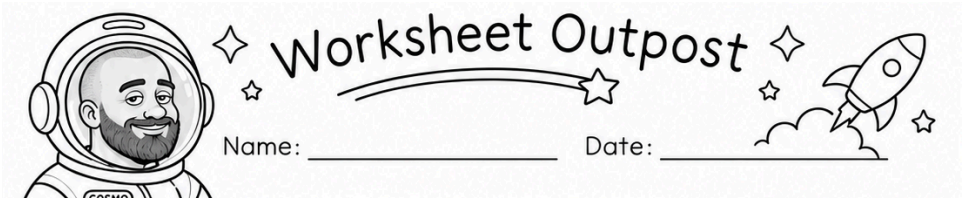
2. 4 + 1 = 5. Without starting over, solve 4 + 2. Explain the pattern.

3. 5 + 1 = 6. Without starting over, solve 5 + 2. Explain the pattern.

4. 6 + 1 = 7. Without starting over, solve 6 + 2. Explain the pattern.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find how much changed

OW-G1-080 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A bin had 3 balls. Some were added. Now it has 5. Complete 3 + ___ = 5.

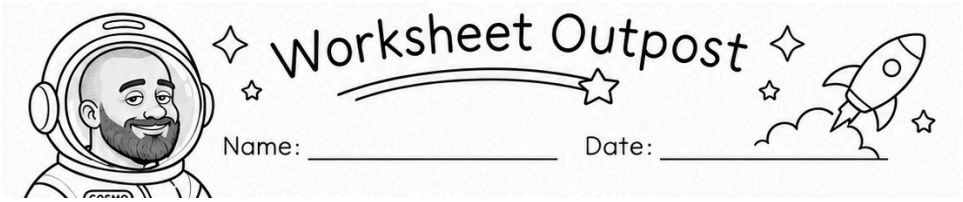
2. A bin had 5 balls. Some were taken away. Now it has 4. Complete 5 - ___ = 4.

3. A bin had 5 balls. Some were added. Now it has 8. Complete 5 + ___ = 8.

4. A bin had 8 balls. Some were taken away. Now it has 6. Complete 8 - ___ = 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find how much changed

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-080 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A bin had 3 balls. Some were added. Now it has 5. Complete 3 + ___ = 5.

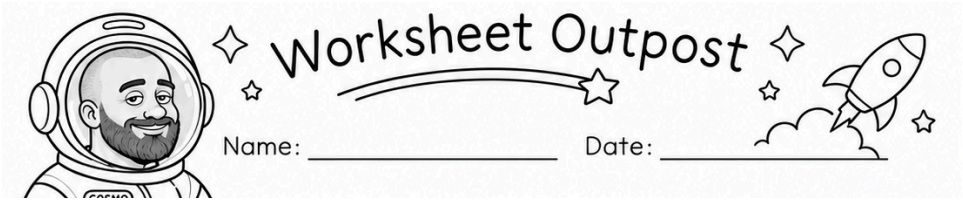
2. A bin had 5 balls. Some were taken away. Now it has 4. Complete 5 - ___ = 4.

3. A bin had 5 balls. Some were added. Now it has 8. Complete 5 + ___ = 8.

4. A bin had 8 balls. Some were taken away. Now it has 6. Complete 8 - ___ = 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find how much changed

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-080 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A bin had 3 balls. Some were added. Now it has 5. Complete 3 + ___ = 5.

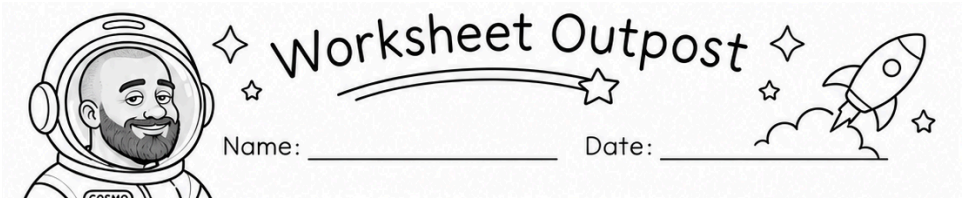
2. A bin had 5 balls. Some were taken away. Now it has 4. Complete 5 - ___ = 4.

3. A bin had 5 balls. Some were added. Now it has 8. Complete 5 + ___ = 8.

4. A bin had 8 balls. Some were taken away. Now it has 6. Complete 8 - ___ = 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find how much changed

OW-G1-080 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A bin had 3 balls. Some were added. Now it has 5. Complete 3 + ___ = 5.

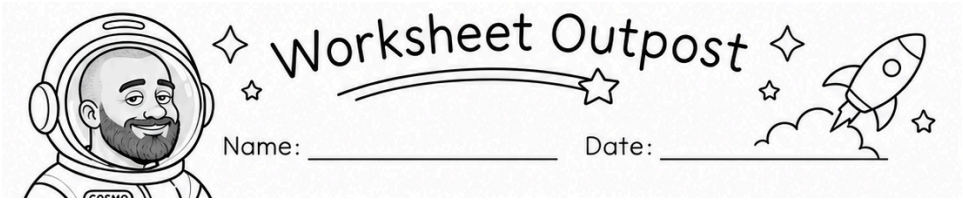
2. A bin had 5 balls. Some were taken away. Now it has 4. Complete 5 - ___ = 4.

3. A bin had 5 balls. Some were added. Now it has 8. Complete 5 + ___ = 8.

4. A bin had 8 balls. Some were taken away. Now it has 6. Complete 8 - ___ = 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find how much changed

OW-G1-080 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A bin had 3 balls. Some were added. Now it has 5. Complete 3 + ___ = 5.

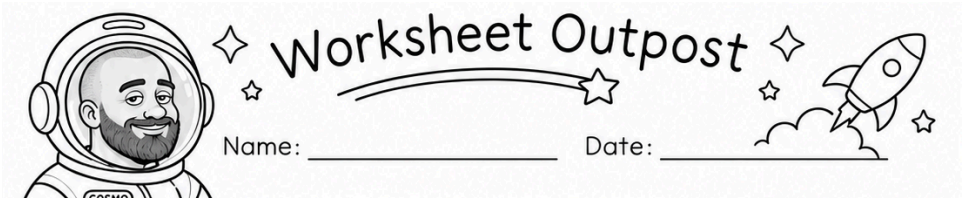
2. A bin had 5 balls. Some were taken away. Now it has 4. Complete 5 - ___ = 4.

3. A bin had 5 balls. Some were added. Now it has 8. Complete 5 + ___ = 8.

4. A bin had 8 balls. Some were taken away. Now it has 6. Complete 8 - ___ = 6.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find two parts of a total

OW-G1-081 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

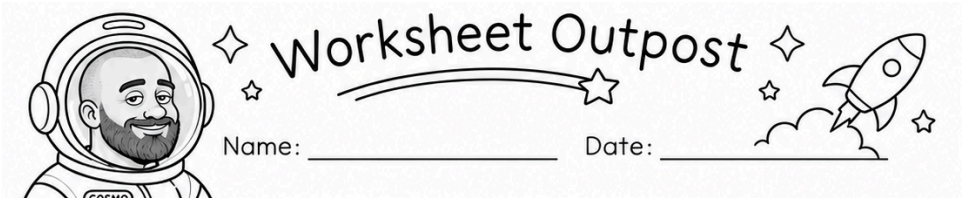
2. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

3. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

4. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find two parts of a total

OW-G1-081 E2 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

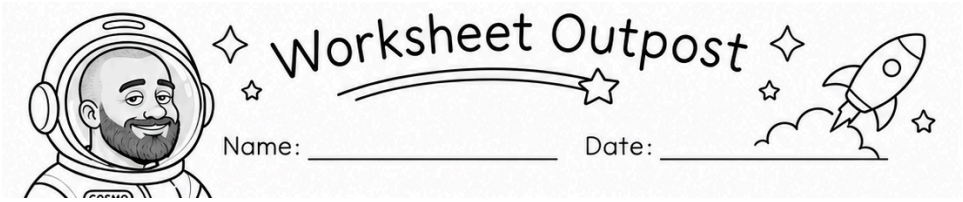
2. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

3. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

4. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find two parts of a total

OW-G1-081 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

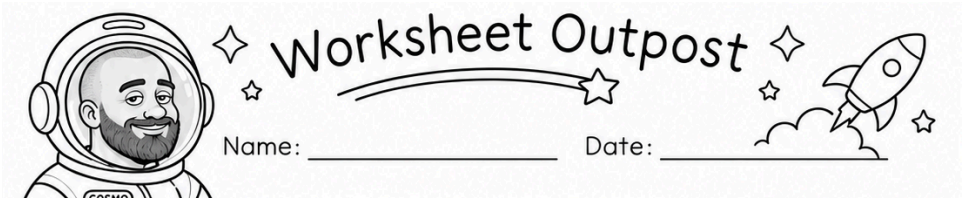
2. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

3. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

4. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find two parts of a total

OW-G1-081 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

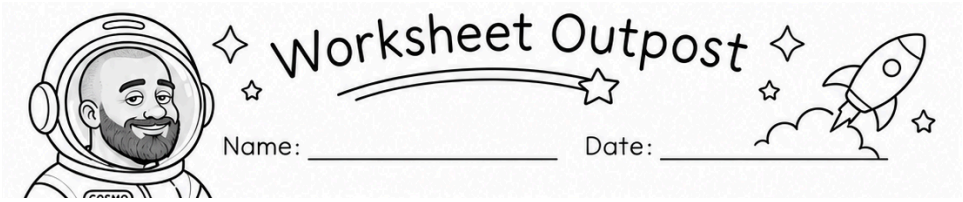
2. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

3. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

4. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find two parts of a total

OW-G1-081 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

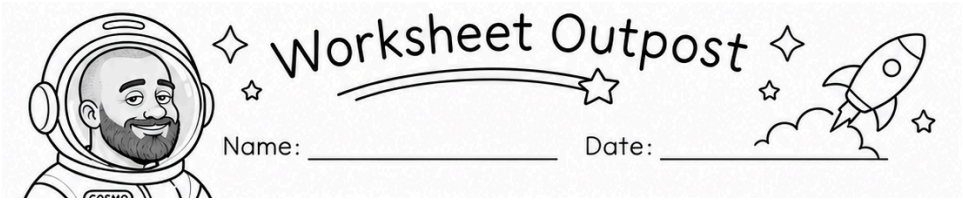
2. There are 5 beads. Some are round and some are square. Show two different ways to split 5 into two parts.

3. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

4. There are 8 beads. Some are round and some are square. Show two different ways to split 8 into two parts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Five and some more in a frame

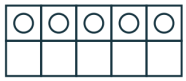
Success criteria
I can find a sum or a difference and check my answer.

OW-G1-082 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The frame shows 5. Add 1 dot. Complete 5 + 1 = ___.



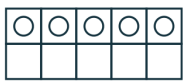
2. The frame shows 5. Add 2 dots. Complete 5 + 2 = ___.



3. The frame shows 5. Add 3 dots. Complete 5 + 3 = ___.

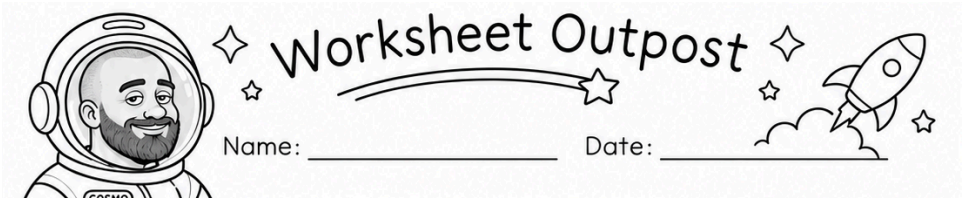


4. The frame shows 5. Add 4 dots. Complete 5 + 4 = ___.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Five and some more in a frame

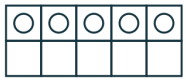
Success criteria
I can find a sum or a difference and check my answer.

OW-G1-082 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. The frame shows 5. Add 1 dot. Complete 5 + 1 = ___.



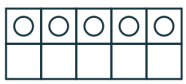
2. The frame shows 5. Add 2 dots. Complete 5 + 2 = ___.



3. The frame shows 5. Add 3 dots. Complete 5 + 3 = ___.

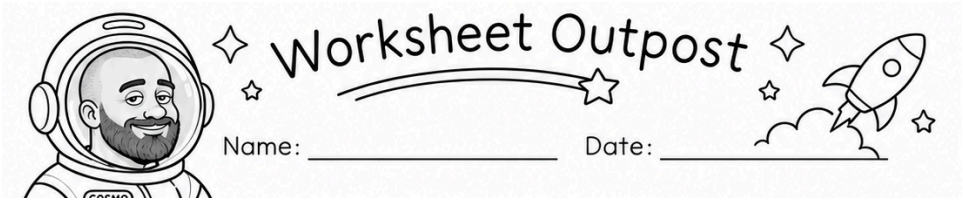


4. The frame shows 5. Add 4 dots. Complete 5 + 4 = ___.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Five and some more in a frame

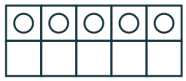
Success criteria
I can find a sum or a difference and check my answer.

OW-G1-082 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The frame shows 5. Add 1 dot. Complete 5 + 1 = ___.



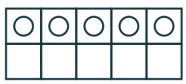
2. The frame shows 5. Add 2 dots. Complete 5 + 2 = ___.



3. The frame shows 5. Add 3 dots. Complete 5 + 3 = ___.

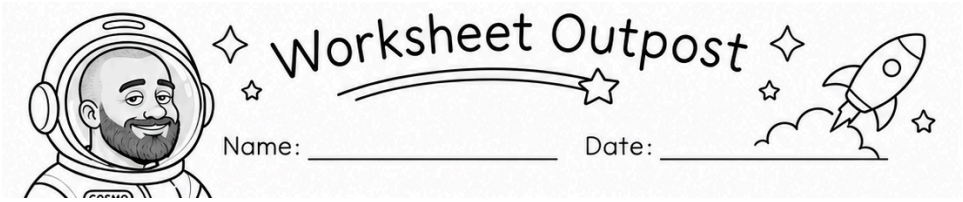


4. The frame shows 5. Add 4 dots. Complete 5 + 4 = ___.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Five and some more in a frame

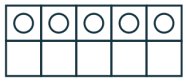
Success criteria
I can find a sum or a difference and check my answer.

OW-G1-082 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. The frame shows 5. Add 1 dot. Complete 5 + 1 = ___.



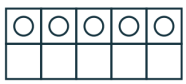
2. The frame shows 5. Add 2 dots. Complete 5 + 2 = ___.



3. The frame shows 5. Add 3 dots. Complete 5 + 3 = ___.

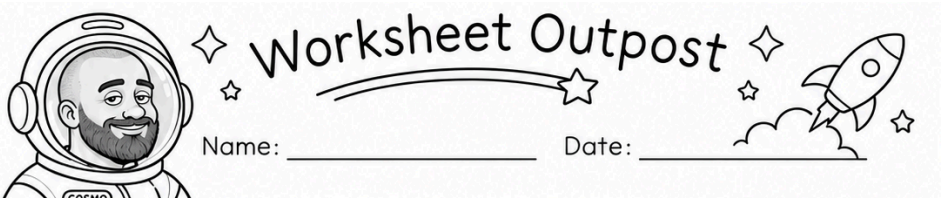


4. The frame shows 5. Add 4 dots. Complete 5 + 4 = ___.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Five and some more in a frame

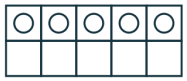
Success criteria
I can find a sum or a difference and check my answer.

OW-G1-082 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The frame shows 5. Add 1 dot. Complete 5 + 1 = ___.



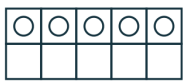
2. The frame shows 5. Add 2 dots. Complete 5 + 2 = ___.



3. The frame shows 5. Add 3 dots. Complete 5 + 3 = ___.

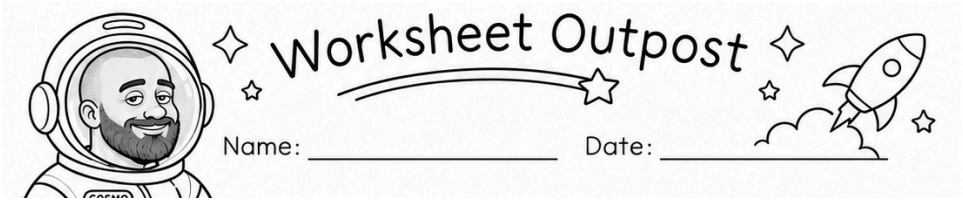


4. The frame shows 5. Add 4 dots. Complete 5 + 4 = ___.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

How many more or fewer?

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-083 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Ana has 5 cubes. Bo has 3. How many more does Ana have? Draw matching pairs.

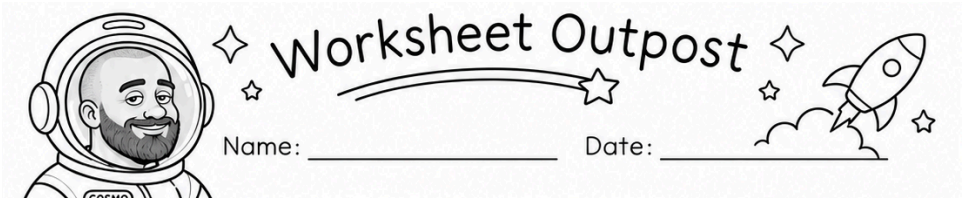
2. Ana has 5 cubes. Bo has 4. How many more does Ana have? Draw matching pairs.

3. Ana has 8 cubes. Bo has 5. How many more does Ana have? Draw matching pairs.

4. Ana has 8 cubes. Bo has 6. How many more does Ana have? Draw matching pairs.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

How many more or fewer?

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-083 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Ana has 5 cubes. Bo has 3. How many more does Ana have? Draw matching pairs.

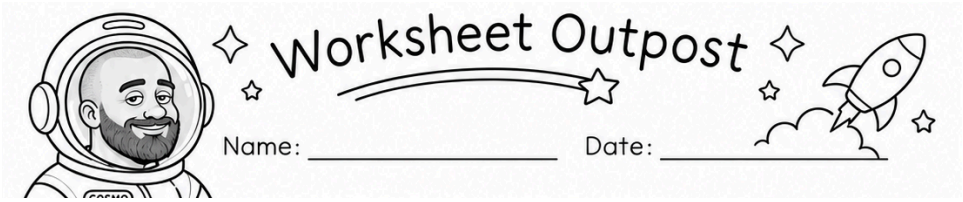
2. Ana has 5 cubes. Bo has 4. How many more does Ana have? Draw matching pairs.

3. Ana has 8 cubes. Bo has 5. How many more does Ana have? Draw matching pairs.

4. Ana has 8 cubes. Bo has 6. How many more does Ana have? Draw matching pairs.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

How many more or fewer?

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-083 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Ana has 5 cubes. Bo has 3. How many more does Ana have? Draw matching pairs.

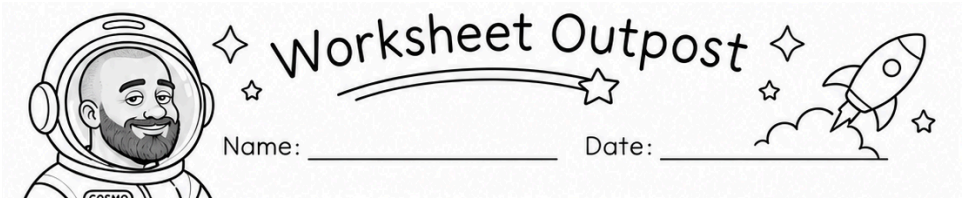
2. Ana has 5 cubes. Bo has 4. How many more does Ana have? Draw matching pairs.

3. Ana has 8 cubes. Bo has 5. How many more does Ana have? Draw matching pairs.

4. Ana has 8 cubes. Bo has 6. How many more does Ana have? Draw matching pairs.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

How many more or fewer?

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-083 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Ana has 5 cubes. Bo has 3. How many more does Ana have? Draw matching pairs.

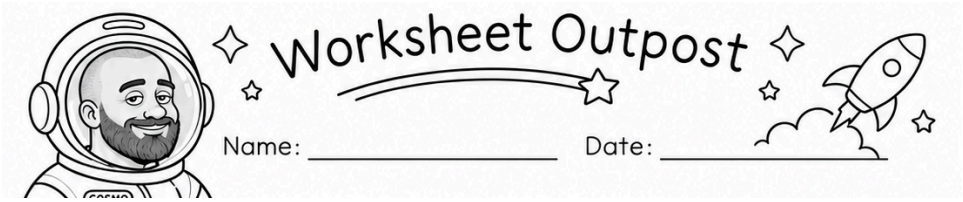
2. Ana has 5 cubes. Bo has 4. How many more does Ana have? Draw matching pairs.

3. Ana has 8 cubes. Bo has 5. How many more does Ana have? Draw matching pairs.

4. Ana has 8 cubes. Bo has 6. How many more does Ana have? Draw matching pairs.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

How many more or fewer?

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-083 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Ana has 5 cubes. Bo has 3. How many more does Ana have? Draw matching pairs.

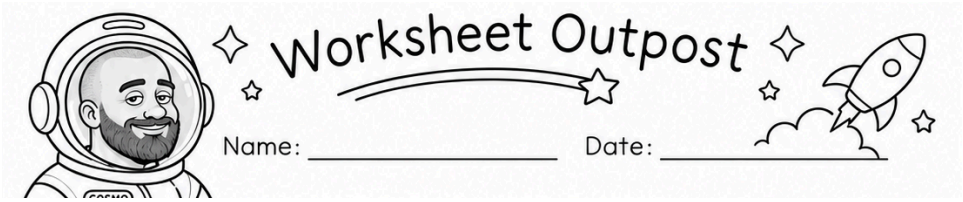
2. Ana has 5 cubes. Bo has 4. How many more does Ana have? Draw matching pairs.

3. Ana has 8 cubes. Bo has 5. How many more does Ana have? Draw matching pairs.

4. Ana has 8 cubes. Bo has 6. How many more does Ana have? Draw matching pairs.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Joining two collections

OW-G1-084 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

2. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

3. These groups are two parts of one collection. Write an addition equation.

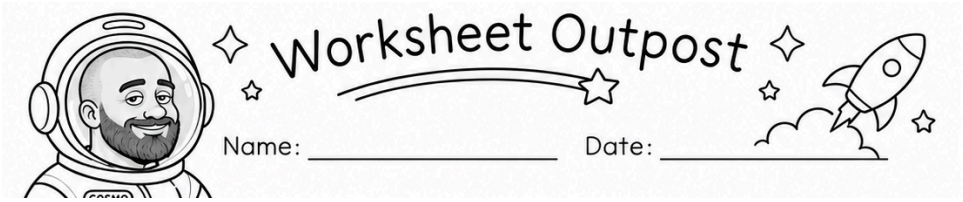
○ ○ ○ ○ ○ ○ ○ ○

4. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Joining two collections

OW-G1-084 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

2. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

3. These groups are two parts of one collection. Write an addition equation.

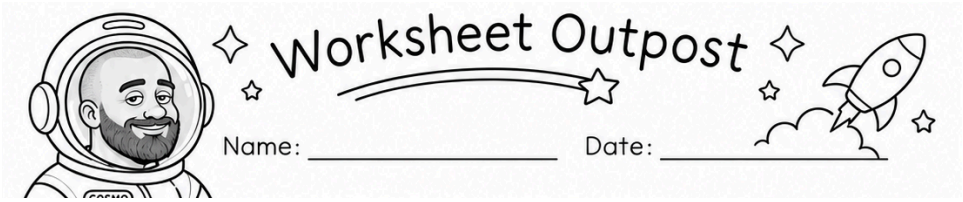
○ ○ ○ ○ ○ ○ ○ ○

4. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Joining two collections

OW-G1-084 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

2. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

3. These groups are two parts of one collection. Write an addition equation.

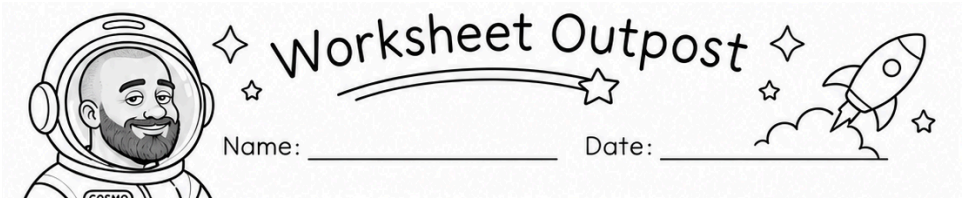
○ ○ ○ ○ ○ ○ ○ ○

4. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Joining two collections

OW-G1-084 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

2. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

3. These groups are two parts of one collection. Write an addition equation.

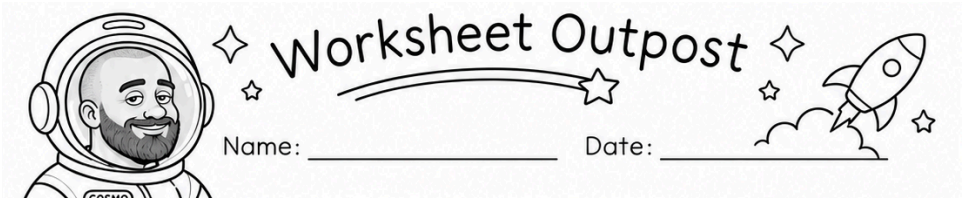
○ ○ ○ ○ ○ ○ ○ ○

4. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Joining two collections

OW-G1-084 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

2. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○

3. These groups are two parts of one collection. Write an addition equation.

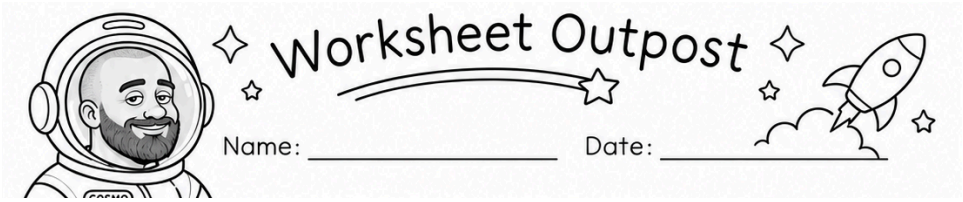
○ ○ ○ ○ ○ ○ ○ ○

4. These groups are two parts of one collection. Write an addition equation.

○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Label and explain your equation

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-085 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Jo writes 3 + 2 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

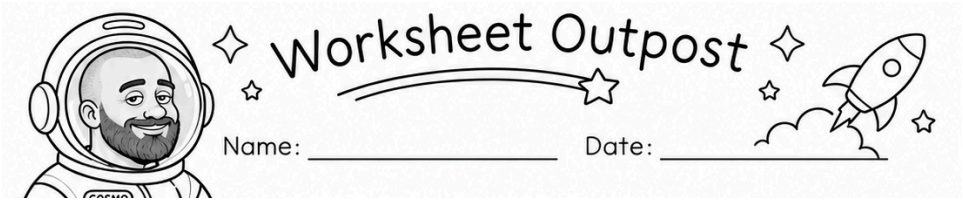
2. Jo writes 4 + 1 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

3. Jo writes 5 + 3 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

4. Jo writes 6 + 2 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Label and explain your equation

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-085 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Jo writes 3 + 2 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

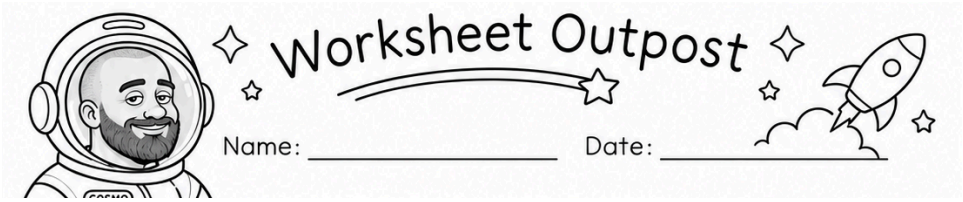
2. Jo writes 4 + 1 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

3. Jo writes 5 + 3 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

4. Jo writes 6 + 2 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Label and explain your equation

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-085 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Jo writes 3 + 2 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

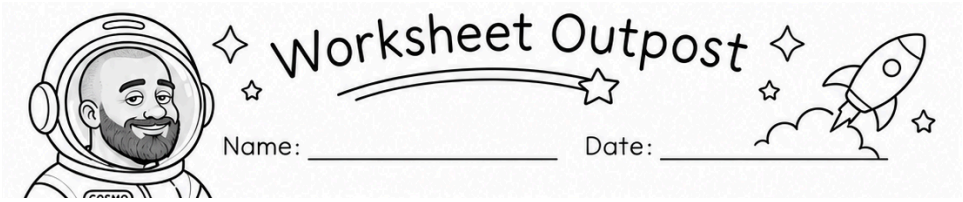
2. Jo writes 4 + 1 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

3. Jo writes 5 + 3 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

4. Jo writes 6 + 2 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Label and explain your equation

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-085 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Jo writes 3 + 2 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

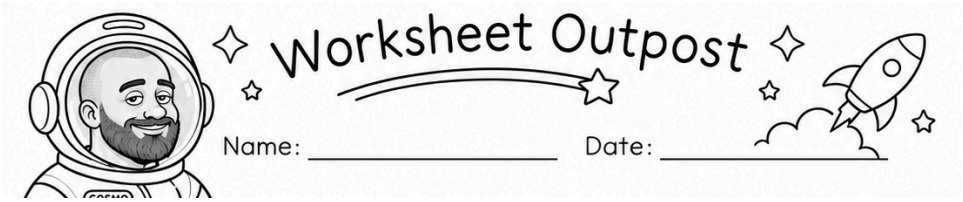
2. Jo writes 4 + 1 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

3. Jo writes 5 + 3 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

4. Jo writes 6 + 2 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Label and explain your equation

Success criteria
I can tell whether both sides of an equal sign have the same value.

OW-G1-085 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Jo writes 3 + 2 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

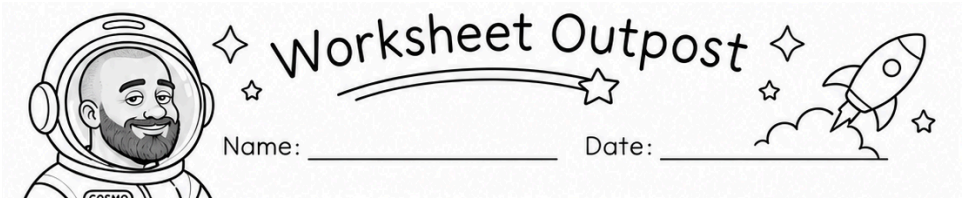
2. Jo writes 4 + 1 = 5 + 1. Is the equal sign used correctly? Rewrite a true equation.

3. Jo writes 5 + 3 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

4. Jo writes 6 + 2 = 8 + 1. Is the equal sign used correctly? Rewrite a true equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Mixed joining and removing practice

OW-G1-086 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 5 + 2 = ___. Draw to check.

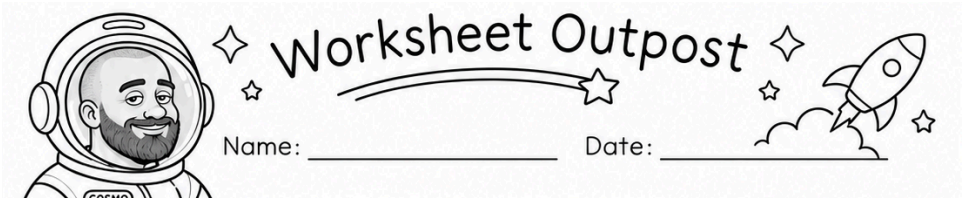
2. 5 - 1 = ___. Draw to check.

3. 8 + 3 = ___. Draw to check.

4. 8 - 2 = ___. Draw to check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Mixed joining and removing practice

OW-G1-086 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 5 + 2 = ___. Draw to check.

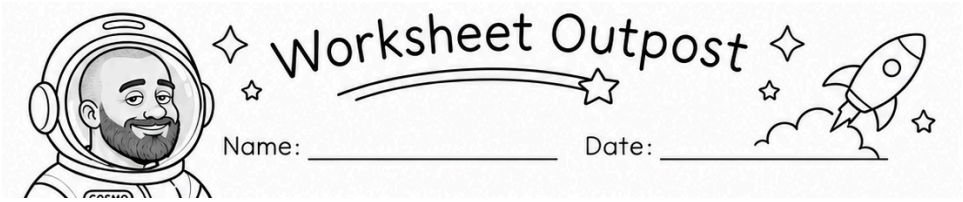
2. 5 - 1 = ___. Draw to check.

3. 8 + 3 = ___. Draw to check.

4. 8 - 2 = ___. Draw to check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Mixed joining and removing practice

OW-G1-086 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 5 + 2 = ___. Draw to check.

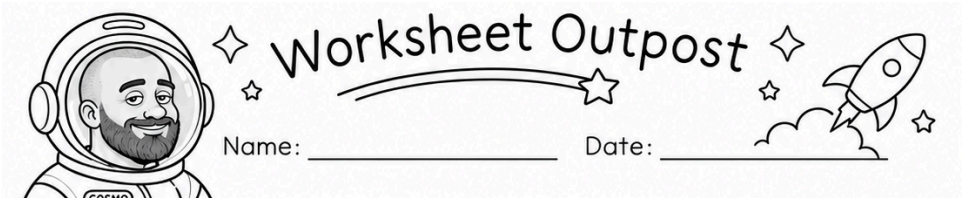
2. 5 - 1 = ___. Draw to check.

3. 8 + 3 = ___. Draw to check.

4. 8 - 2 = ___. Draw to check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Mixed joining and removing practice

OW-G1-086 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 5 + 2 = ___. Draw to check.

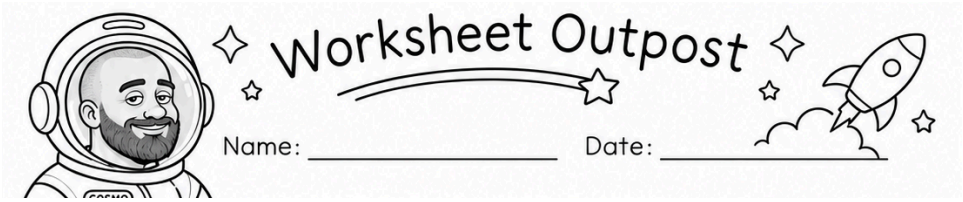
2. 5 - 1 = ___. Draw to check.

3. 8 + 3 = ___. Draw to check.

4. 8 - 2 = ___. Draw to check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Mixed joining and removing practice

OW-G1-086 E5 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 5 + 2 = ___. Draw to check.

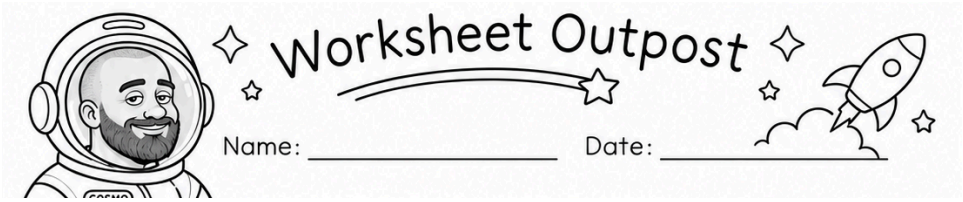
2. 5 - 1 = ___. Draw to check.

3. 8 + 3 = ___. Draw to check.

4. 8 - 2 = ___. Draw to check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More difference stories

OW-G1-087 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Bo has 3 cubes. Ana has 2 more than Bo. How many cubes does Ana have?

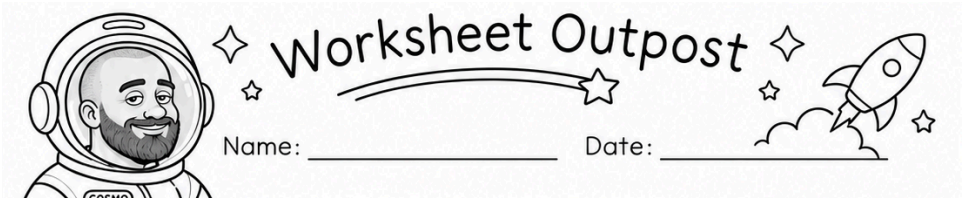
2. Ana has 5 cubes. Bo has 1 fewer than Ana. How many does Bo have?

3. Bo has 5 cubes. Ana has 3 more than Bo. How many cubes does Ana have?

4. Ana has 8 cubes. Bo has 2 fewer than Ana. How many does Bo have?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More difference stories

OW-G1-087 E2 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Bo has 3 cubes. Ana has 2 more than Bo. How many cubes does Ana have?

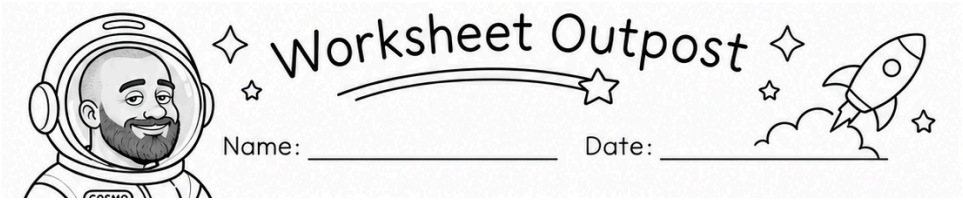
2. Ana has 5 cubes. Bo has 1 fewer than Ana. How many does Bo have?

3. Bo has 5 cubes. Ana has 3 more than Bo. How many cubes does Ana have?

4. Ana has 8 cubes. Bo has 2 fewer than Ana. How many does Bo have?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More difference stories

OW-G1-087 E3 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Bo has 3 cubes. Ana has 2 more than Bo. How many cubes does Ana have?

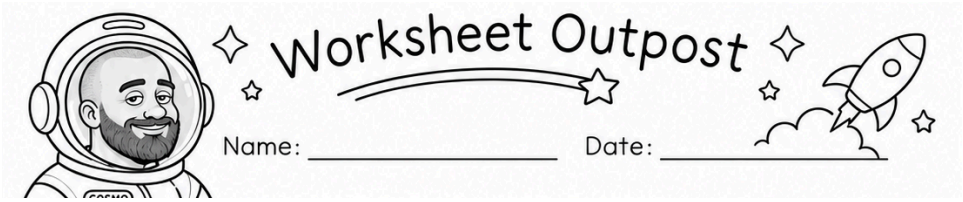
2. Ana has 5 cubes. Bo has 1 fewer than Ana. How many does Bo have?

3. Bo has 5 cubes. Ana has 3 more than Bo. How many cubes does Ana have?

4. Ana has 8 cubes. Bo has 2 fewer than Ana. How many does Bo have?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More difference stories

OW-G1-087 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Bo has 3 cubes. Ana has 2 more than Bo. How many cubes does Ana have?

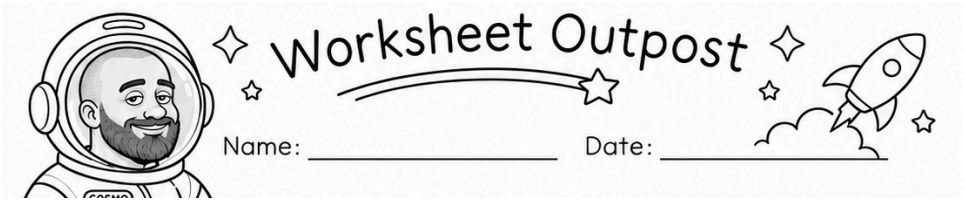
2. Ana has 5 cubes. Bo has 1 fewer than Ana. How many does Bo have?

3. Bo has 5 cubes. Ana has 3 more than Bo. How many cubes does Ana have?

4. Ana has 8 cubes. Bo has 2 fewer than Ana. How many does Bo have?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More difference stories

OW-G1-087 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Bo has 3 cubes. Ana has 2 more than Bo. How many cubes does Ana have?

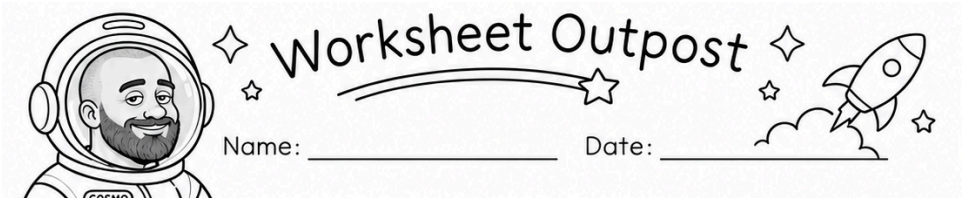
2. Ana has 5 cubes. Bo has 1 fewer than Ana. How many does Bo have?

3. Bo has 5 cubes. Ana has 3 more than Bo. How many cubes does Ana have?

4. Ana has 8 cubes. Bo has 2 fewer than Ana. How many does Bo have?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One away from an equal-addend sum

OW-G1-088 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Use 1 + 1 to solve 1 + 2. Explain.

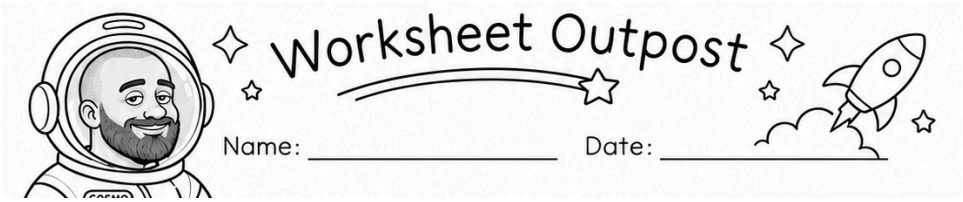
2. Use 2 + 2 to solve 2 + 3. Explain.

3. Use 3 + 3 to solve 3 + 4. Explain.

4. Use 4 + 4 to solve 4 + 5. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One away from an equal-addend sum

OW-G1-088 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Use 1 + 1 to solve 1 + 2. Explain.

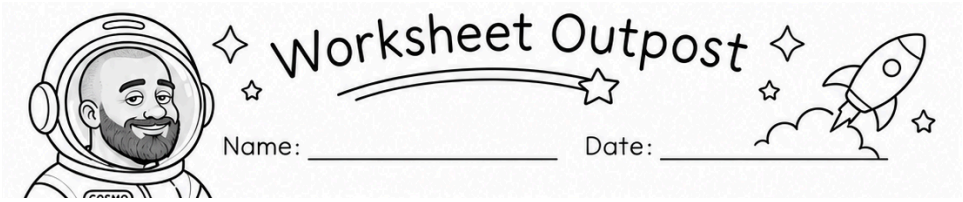
2. Use 2 + 2 to solve 2 + 3. Explain.

3. Use 3 + 3 to solve 3 + 4. Explain.

4. Use 4 + 4 to solve 4 + 5. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One away from an equal-addend sum

OW-G1-088 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Use 1 + 1 to solve 1 + 2. Explain.

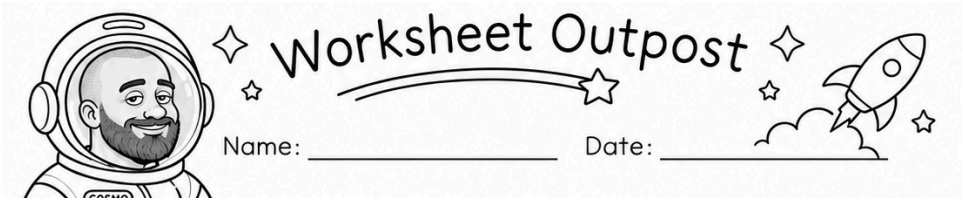
2. Use 2 + 2 to solve 2 + 3. Explain.

3. Use 3 + 3 to solve 3 + 4. Explain.

4. Use 4 + 4 to solve 4 + 5. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One away from an equal-addend sum

OW-G1-088 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Use 1 + 1 to solve 1 + 2. Explain.

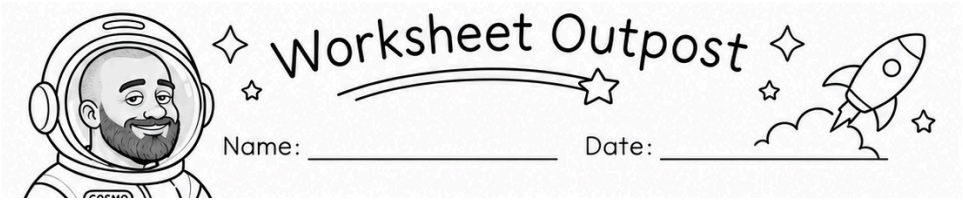
2. Use 2 + 2 to solve 2 + 3. Explain.

3. Use 3 + 3 to solve 3 + 4. Explain.

4. Use 4 + 4 to solve 4 + 5. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

One away from an equal-addend sum

OW-G1-088 E5 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Use 1 + 1 to solve 1 + 2. Explain.

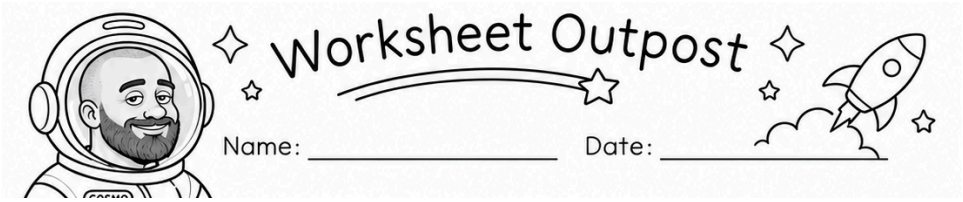
2. Use 2 + 2 to solve 2 + 3. Explain.

3. Use 3 + 3 to solve 3 + 4. Explain.

4. Use 4 + 4 to solve 4 + 5. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Small-number story practice

OW-G1-089 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 children are playing. Then 2 more join them. How many children are playing now?

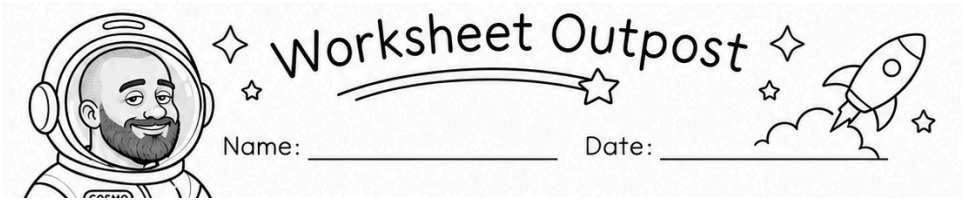
2. 5 children are playing. One child leaves. How many children are still playing? Write an equation.

3. 5 children are playing. Then 3 more join them. How many children are playing now?

4. 8 children are playing. 2 children leave. How many children are still playing? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Small-number story practice

OW-G1-089 E2 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 children are playing. Then 2 more join them. How many children are playing now?

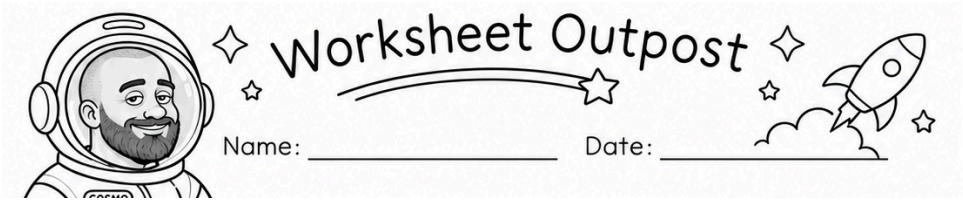
2. 5 children are playing. One child leaves. How many children are still playing? Write an equation.

3. 5 children are playing. Then 3 more join them. How many children are playing now?

4. 8 children are playing. 2 children leave. How many children are still playing? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Small-number story practice

OW-G1-089 E3 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 children are playing. Then 2 more join them. How many children are playing now?

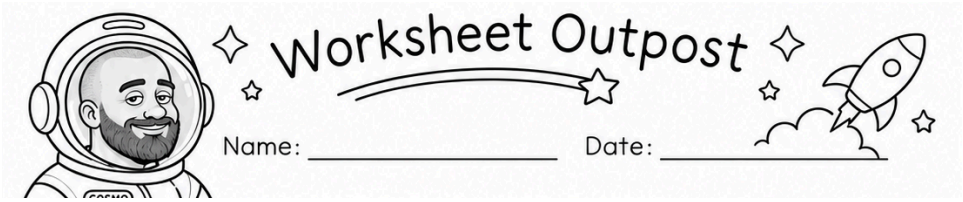
2. 5 children are playing. One child leaves. How many children are still playing? Write an equation.

3. 5 children are playing. Then 3 more join them. How many children are playing now?

4. 8 children are playing. 2 children leave. How many children are still playing? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Small-number story practice

OW-G1-089 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 children are playing. Then 2 more join them. How many children are playing now?

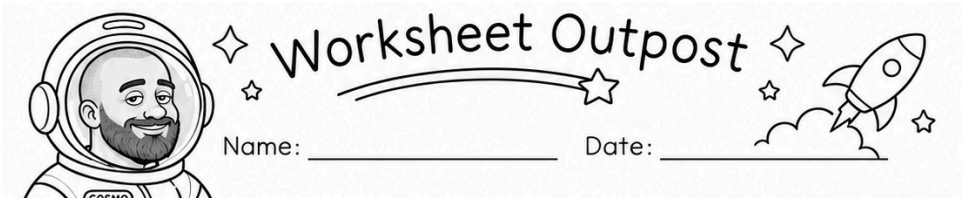
2. 5 children are playing. One child leaves. How many children are still playing? Write an equation.

3. 5 children are playing. Then 3 more join them. How many children are playing now?

4. 8 children are playing. 2 children leave. How many children are still playing? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Small-number story practice

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-089 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 children are playing. Then 2 more join them. How many children are playing now?

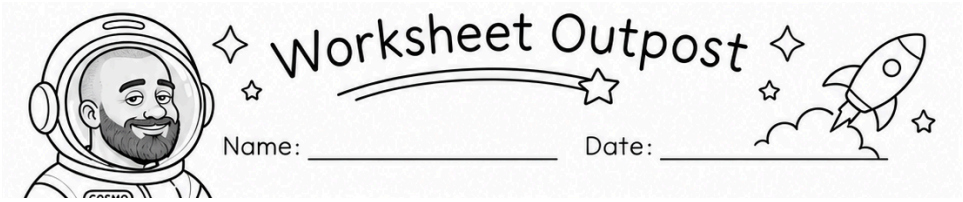
2. 5 children are playing. One child leaves. How many children are still playing? Write an equation.

3. 5 children are playing. Then 3 more join them. How many children are playing now?

4. 8 children are playing. 2 children leave. How many children are still playing? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Start at a number and count forward

OW-G1-090 E1 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Start at 3. Count on 2. Write the numbers you say and the sum.



2. Start at 4. Count on 1. Write the numbers you say and the sum.



3. Start at 5. Count on 3. Write the numbers you say and the sum.

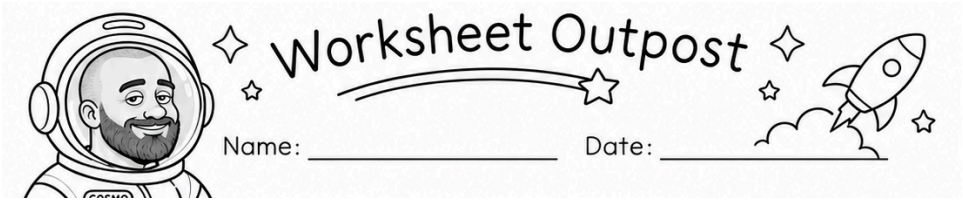


4. Start at 6. Count on 2. Write the numbers you say and the sum.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Start at a number and count forward

OW-G1-090 E2 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Start at 3. Count on 2. Write the numbers you say and the sum.



2. Start at 4. Count on 1. Write the numbers you say and the sum.



3. Start at 5. Count on 3. Write the numbers you say and the sum.

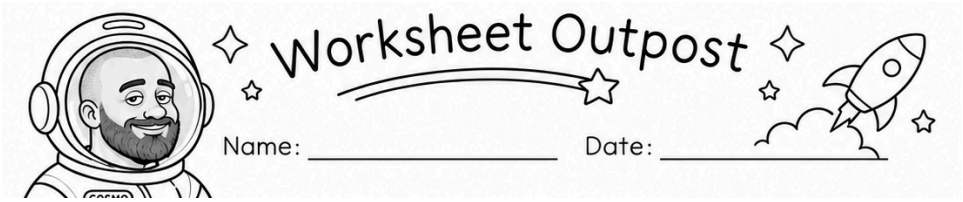


4. Start at 6. Count on 2. Write the numbers you say and the sum.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Start at a number and count forward

OW-G1-090 E3 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Start at 3. Count on 2. Write the numbers you say and the sum.



2. Start at 4. Count on 1. Write the numbers you say and the sum.



3. Start at 5. Count on 3. Write the numbers you say and the sum.

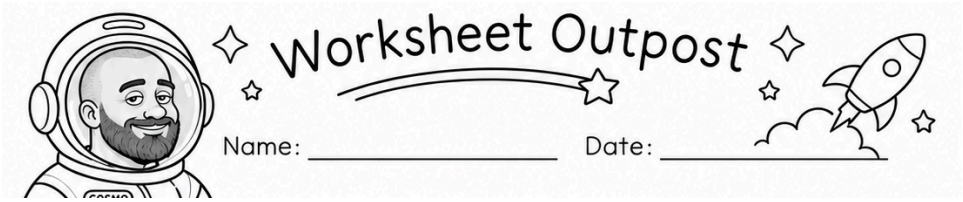


4. Start at 6. Count on 2. Write the numbers you say and the sum.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Start at a number and count forward

OW-G1-090 E4 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Start at 3. Count on 2. Write the numbers you say and the sum.



2. Start at 4. Count on 1. Write the numbers you say and the sum.



3. Start at 5. Count on 3. Write the numbers you say and the sum.

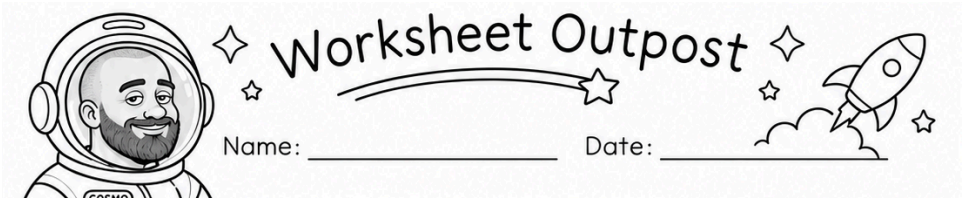


4. Start at 6. Count on 2. Write the numbers you say and the sum.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Start at a number and count forward

OW-G1-090 E5 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Start at 3. Count on 2. Write the numbers you say and the sum.



2. Start at 4. Count on 1. Write the numbers you say and the sum.



3. Start at 5. Count on 3. Write the numbers you say and the sum.

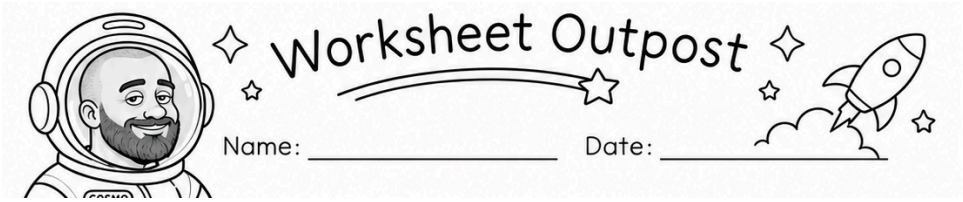


4. Start at 6. Count on 2. Write the numbers you say and the sum.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Step backward to find a difference

OW-G1-091 E1 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 5 - 2 = ___. Use backward hops.



2. 5 - 1 = ___. Use backward hops.



3. 8 - 3 = ___. Use backward hops.

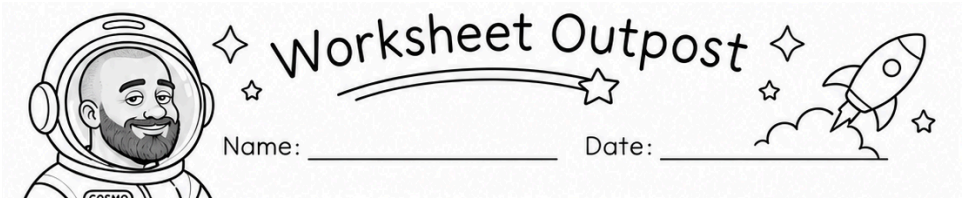


4. 8 - 2 = ___. Use backward hops.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Step backward to find a difference

OW-G1-091 E2 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 5 - 2 = ___. Use backward hops.



2. 5 - 1 = ___. Use backward hops.



3. 8 - 3 = ___. Use backward hops.

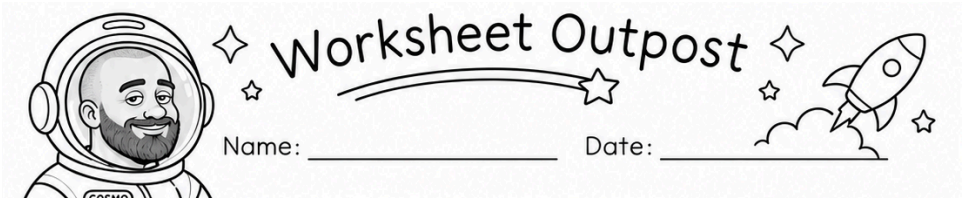


4. 8 - 2 = ___. Use backward hops.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Step backward to find a difference

OW-G1-091 E3 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 5 - 2 = ___. Use backward hops.



2. 5 - 1 = ___. Use backward hops.



3. 8 - 3 = ___. Use backward hops.

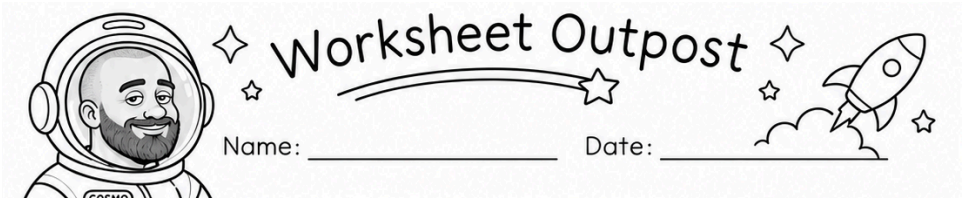


4. 8 - 2 = ___. Use backward hops.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Step backward to find a difference

OW-G1-091 E4 | Five questions

Success criteria
I can count on to add or count back to subtract.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 5 - 2 = ___. Use backward hops.



2. 5 - 1 = ___. Use backward hops.



3. 8 - 3 = ___. Use backward hops.

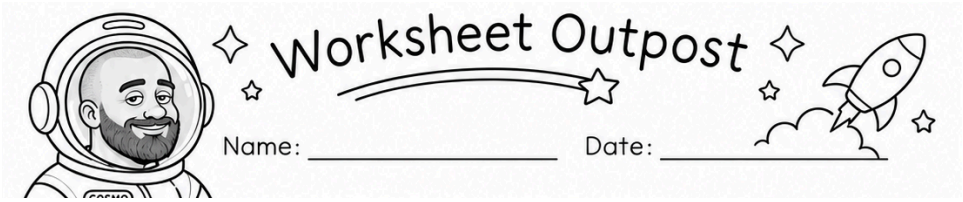


4. 8 - 2 = ___. Use backward hops.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Step backward to find a difference

OW-G1-091 E5 | Five questions

Success criteria

I can count on to add or count back to subtract.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 5 - 2 = ___. Use backward hops.



2. 5 - 1 = ___. Use backward hops.



3. 8 - 3 = ___. Use backward hops.

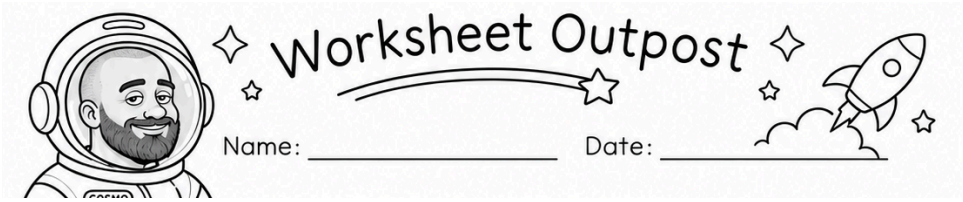


4. 8 - 2 = ___. Use backward hops.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories: More birds land

OW-G1-092 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

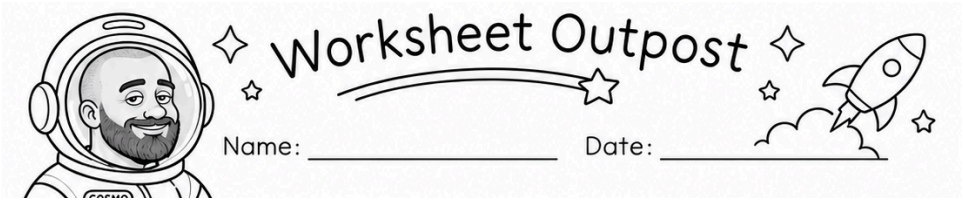
2. 4 birds sit on a branch. One more bird lands. Draw the birds. Write an equation to show how many there are now.

3. 5 birds sit on a branch. 3 more land. Draw the birds. Write an equation to show how many there are now.

4. 6 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories: More birds land

OW-G1-092 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

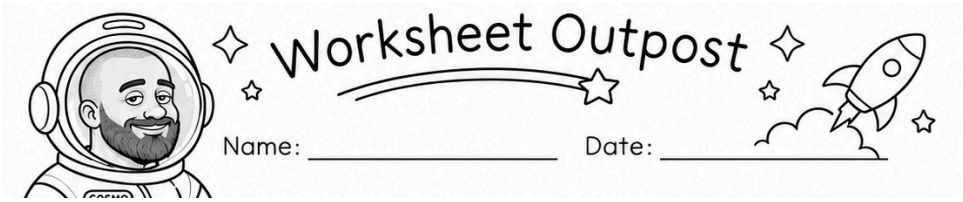
2. 4 birds sit on a branch. One more bird lands. Draw the birds. Write an equation to show how many there are now.

3. 5 birds sit on a branch. 3 more land. Draw the birds. Write an equation to show how many there are now.

4. 6 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories: More birds land

OW-G1-092 E3 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

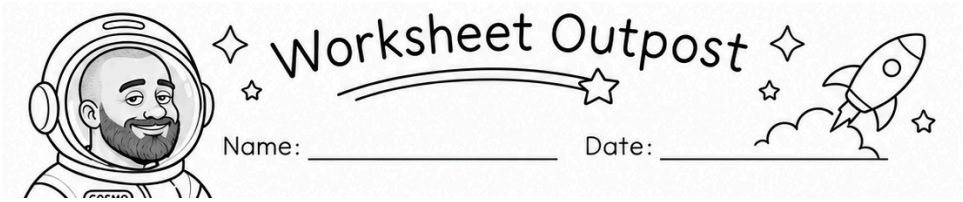
2. 4 birds sit on a branch. One more bird lands. Draw the birds. Write an equation to show how many there are now.

3. 5 birds sit on a branch. 3 more land. Draw the birds. Write an equation to show how many there are now.

4. 6 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories: More birds land

OW-G1-092 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

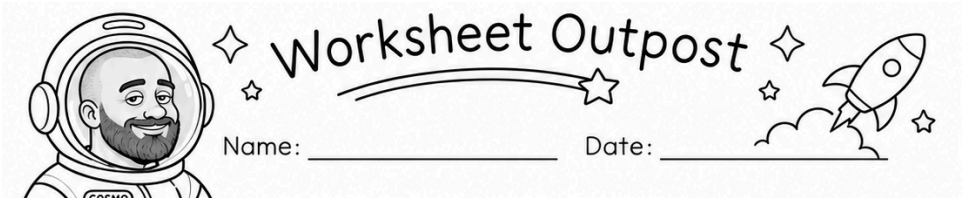
2. 4 birds sit on a branch. One more bird lands. Draw the birds. Write an equation to show how many there are now.

3. 5 birds sit on a branch. 3 more land. Draw the birds. Write an equation to show how many there are now.

4. 6 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Addition stories: More birds land

OW-G1-092 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

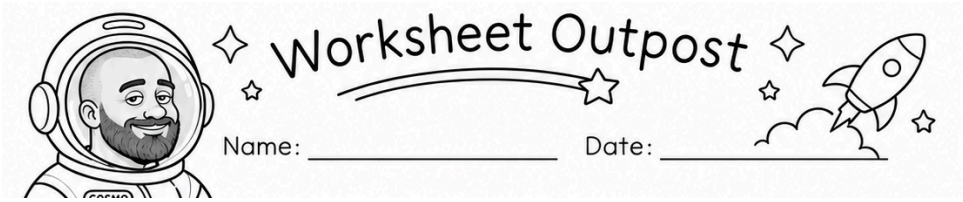
2. 4 birds sit on a branch. One more bird lands. Draw the birds. Write an equation to show how many there are now.

3. 5 birds sit on a branch. 3 more land. Draw the birds. Write an equation to show how many there are now.

4. 6 birds sit on a branch. 2 more land. Draw the birds. Write an equation to show how many there are now.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories: How many are left?

OW-G1-093 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw 5 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

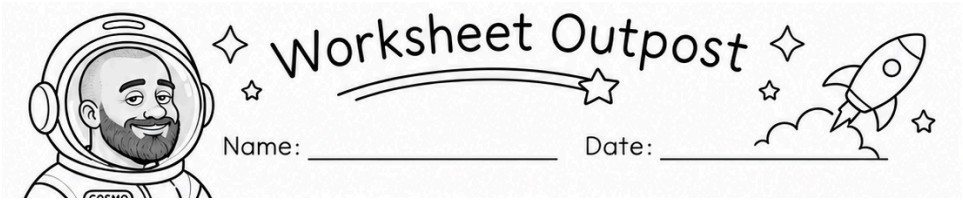
2. Draw 5 apples. Cross out 1 eaten apples. Write an equation to show how many are left.

3. Draw 8 apples. Cross out 3 eaten apples. Write an equation to show how many are left.

4. Draw 8 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories: How many are left?

OW-G1-093 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw 5 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

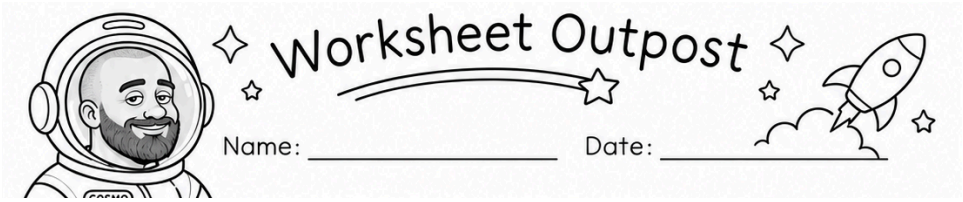
2. Draw 5 apples. Cross out 1 eaten apples. Write an equation to show how many are left.

3. Draw 8 apples. Cross out 3 eaten apples. Write an equation to show how many are left.

4. Draw 8 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories: How many are left?

OW-G1-093 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw 5 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

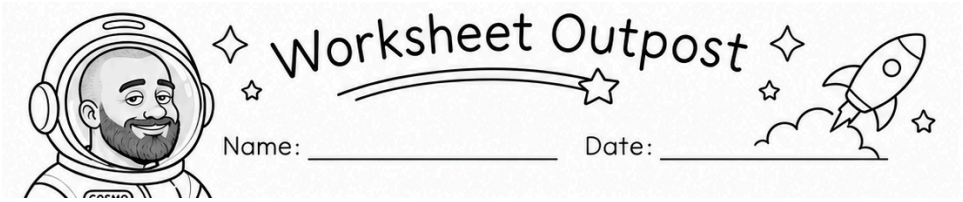
2. Draw 5 apples. Cross out 1 eaten apples. Write an equation to show how many are left.

3. Draw 8 apples. Cross out 3 eaten apples. Write an equation to show how many are left.

4. Draw 8 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories: How many are left?

OW-G1-093 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw 5 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

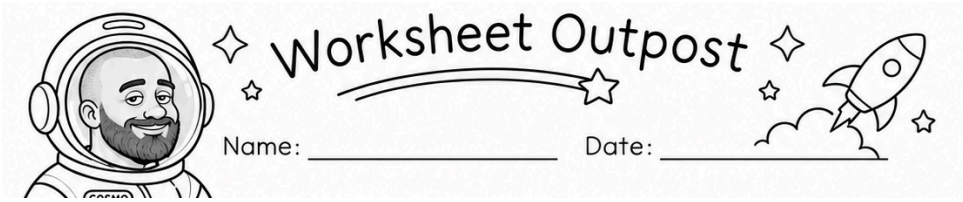
2. Draw 5 apples. Cross out 1 eaten apples. Write an equation to show how many are left.

3. Draw 8 apples. Cross out 3 eaten apples. Write an equation to show how many are left.

4. Draw 8 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories: How many are left?

OW-G1-093 E5 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw 5 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

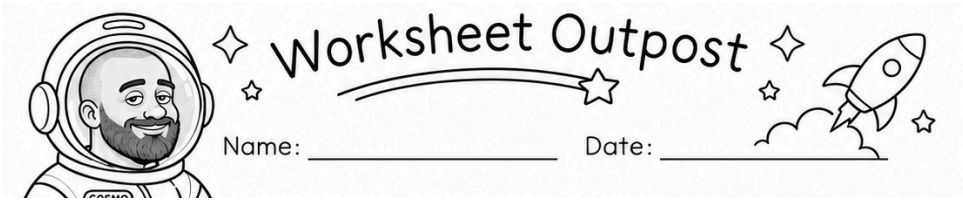
2. Draw 5 apples. Cross out 1 eaten apples. Write an equation to show how many are left.

3. Draw 8 apples. Cross out 3 eaten apples. Write an equation to show how many are left.

4. Draw 8 apples. Cross out 2 eaten apples. Write an equation to show how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stories with three groups

Success criteria
I can add three numbers to find the total.

OW-G1-094 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

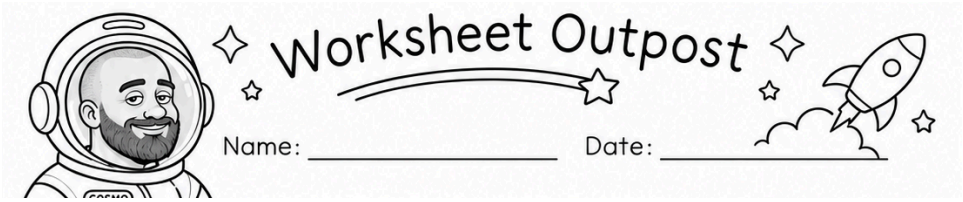
1. There are 3 red, 2 blue, and 1 green beads. How many beads are there in all? Write one equation.

2. There are 4 red, 1 blue, and 2 green beads. How many beads are there in all? Write one equation.

3. There are 5 red, 3 blue, and 3 green beads. How many beads are there in all? Write one equation.

4. There are 6 red, 2 blue, and 4 green beads. How many beads are there in all? Write one equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stories with three groups

Success criteria
I can add three numbers to find the total.

OW-G1-094 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. There are 3 red, 2 blue, and 1 green beads. How many beads are there in all? Write one equation.

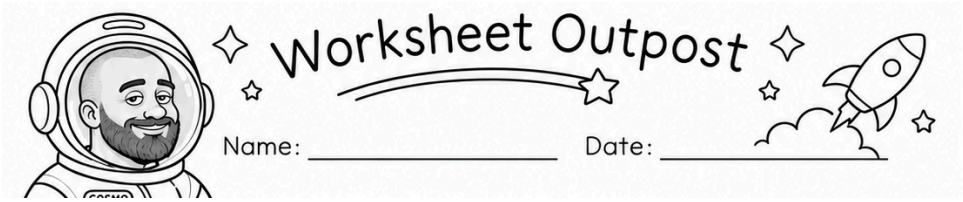
2. There are 4 red, 1 blue, and 2 green beads. How many beads are there in all? Write one equation.

3. There are 5 red, 3 blue, and 3 green beads. How many beads are there in all? Write one equation.

4. There are 6 red, 2 blue, and 4 green beads. How many beads are there in all? Write one equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stories with three groups

Success criteria
I can add three numbers to find the total.

OW-G1-094 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. There are 3 red, 2 blue, and 1 green beads. How many beads are there in all? Write one equation.

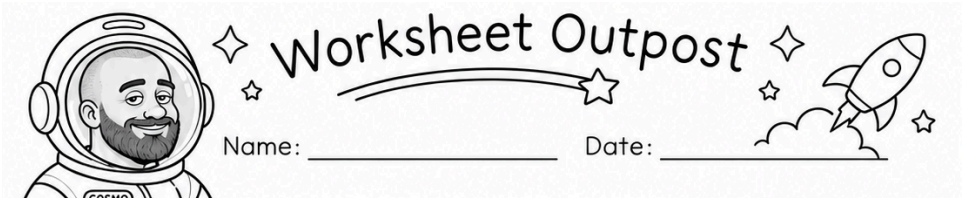
2. There are 4 red, 1 blue, and 2 green beads. How many beads are there in all? Write one equation.

3. There are 5 red, 3 blue, and 3 green beads. How many beads are there in all? Write one equation.

4. There are 6 red, 2 blue, and 4 green beads. How many beads are there in all? Write one equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stories with three groups

Success criteria
I can add three numbers to find the total.

OW-G1-094 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. There are 3 red, 2 blue, and 1 green beads. How many beads are there in all? Write one equation.

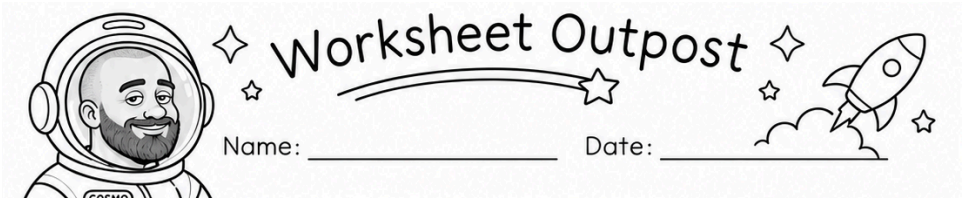
2. There are 4 red, 1 blue, and 2 green beads. How many beads are there in all? Write one equation.

3. There are 5 red, 3 blue, and 3 green beads. How many beads are there in all? Write one equation.

4. There are 6 red, 2 blue, and 4 green beads. How many beads are there in all? Write one equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stories with three groups

Success criteria
I can add three numbers to find the total.

OW-G1-094 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. There are 3 red, 2 blue, and 1 green beads. How many beads are there in all? Write one equation.

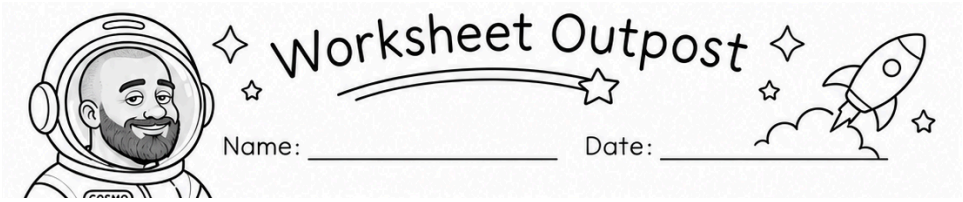
2. There are 4 red, 1 blue, and 2 green beads. How many beads are there in all? Write one equation.

3. There are 5 red, 3 blue, and 3 green beads. How many beads are there in all? Write one equation.

4. There are 6 red, 2 blue, and 4 green beads. How many beads are there in all? Write one equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch the parts of a sum

OW-G1-095 E1 | Five questions

Success criteria

I can use something I know about addition to find a sum.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 3 + 2 = ___. Switch the addends: 2 + 3 = ___. What stays the same?

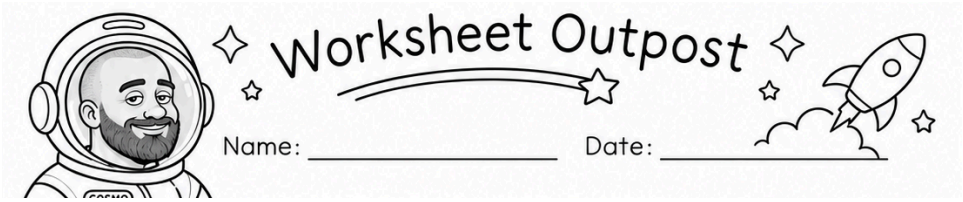
2. 4 + 1 = ___. Switch the addends: 1 + 4 = ___. What stays the same?

3. 5 + 3 = ___. Switch the addends: 3 + 5 = ___. What stays the same?

4. 6 + 2 = ___. Switch the addends: 2 + 6 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch the parts of a sum

OW-G1-095 E2 | Five questions

Success criteria

I can use something I know about addition to find a sum.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 3 + 2 = ___. Switch the addends: 2 + 3 = ___. What stays the same?

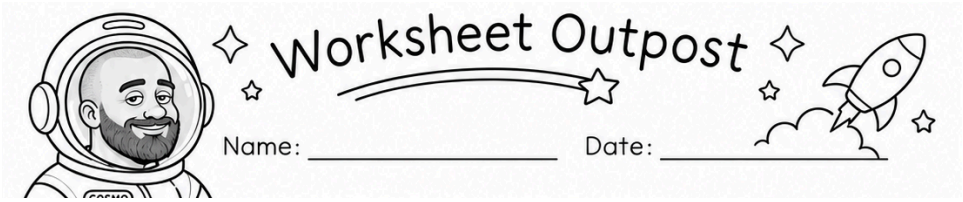
2. 4 + 1 = ___. Switch the addends: 1 + 4 = ___. What stays the same?

3. 5 + 3 = ___. Switch the addends: 3 + 5 = ___. What stays the same?

4. 6 + 2 = ___. Switch the addends: 2 + 6 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch the parts of a sum

OW-G1-095 E3 | Five questions

Success criteria

I can use something I know about addition to find a sum.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 3 + 2 = ___. Switch the addends: 2 + 3 = ___. What stays the same?

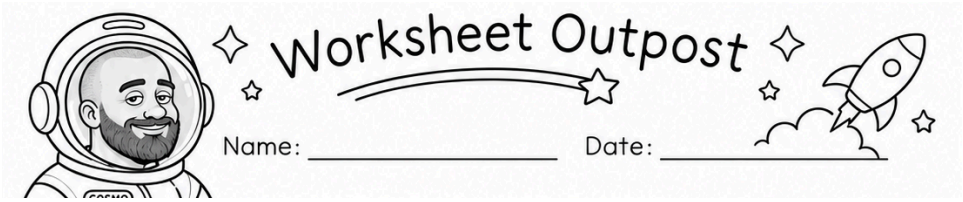
2. 4 + 1 = ___. Switch the addends: 1 + 4 = ___. What stays the same?

3. 5 + 3 = ___. Switch the addends: 3 + 5 = ___. What stays the same?

4. 6 + 2 = ___. Switch the addends: 2 + 6 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch the parts of a sum

Success criteria
I can use something I know about addition to find a sum.

OW-G1-095 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 3 + 2 = ___. Switch the addends: 2 + 3 = ___. What stays the same?

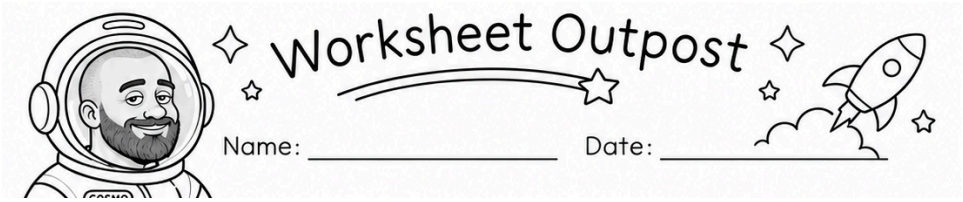
2. 4 + 1 = ___. Switch the addends: 1 + 4 = ___. What stays the same?

3. 5 + 3 = ___. Switch the addends: 3 + 5 = ___. What stays the same?

4. 6 + 2 = ___. Switch the addends: 2 + 6 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Switch the parts of a sum

OW-G1-095 E5 | Five questions

Success criteria

I can use something I know about addition to find a sum.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 3 + 2 = ___. Switch the addends: 2 + 3 = ___. What stays the same?

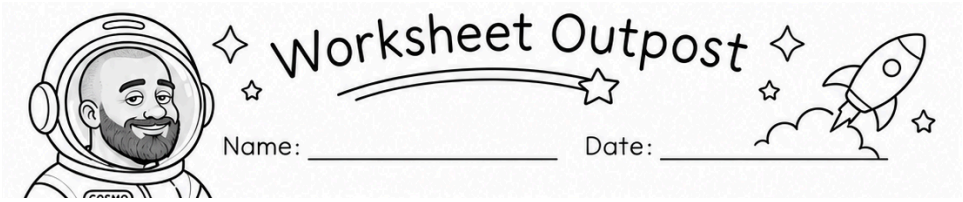
2. 4 + 1 = ___. Switch the addends: 1 + 4 = ___. What stays the same?

3. 5 + 3 = ___. Switch the addends: 3 + 5 = ___. What stays the same?

4. 6 + 2 = ___. Switch the addends: 2 + 6 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 10

OW-G1-096 E1 | Five questions

Name: _____ Date: _____

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○

B

○ ○ ○ ○ ○
○ ○ ○

2. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○ ○ ○

B

○ ○ ○ ○ ○
○

3. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○

B

○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count each group and write its number. Circle the greater number.

A

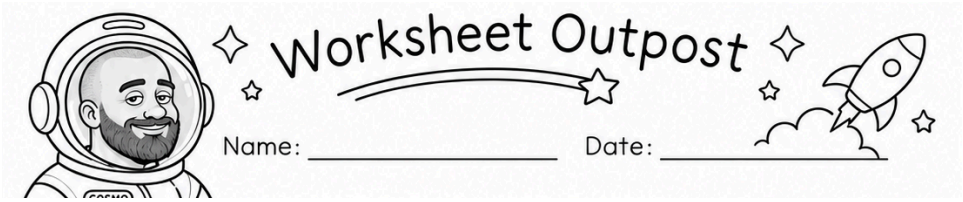
○ ○ ○ ○ ○
○ ○ ○

B

○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 10

OW-G1-096 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Work with a partner. Build a model, then say or write your answer.

1. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○

B

○ ○ ○ ○ ○
○ ○ ○

2. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○ ○ ○

B

○ ○ ○ ○ ○
○

3. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○

B

○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count each group and write its number. Circle the greater number.

A

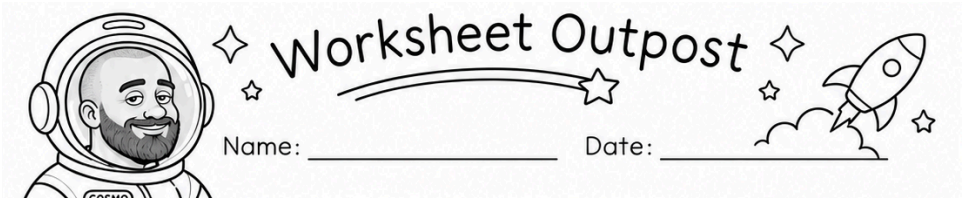
○ ○ ○ ○ ○
○ ○ ○

B

○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 10

OW-G1-096 E3 | Five questions

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○

B

○ ○ ○ ○ ○
○ ○ ○

2. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○ ○ ○

B

○ ○ ○ ○ ○
○

3. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○

B

○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count each group and write its number. Circle the greater number.

A

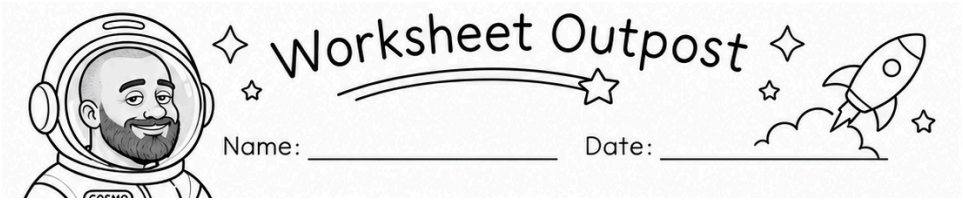
○ ○ ○ ○ ○
○ ○ ○

B

○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 10

OW-G1-096 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Ask an adult to show you how to start. Then finish the problem together.

1. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○

B

○ ○ ○ ○ ○
○ ○ ○

2. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○ ○ ○

B

○ ○ ○ ○ ○
○

3. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○

B

○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count each group and write its number. Circle the greater number.

A

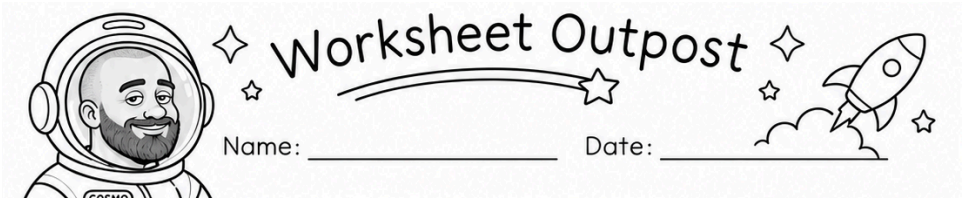
○ ○ ○ ○ ○
○ ○ ○

B

○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 10

OW-G1-096 E5 | Five questions

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○

B

○ ○ ○ ○ ○
○ ○ ○

2. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○
○ ○ ○ ○

B

○ ○ ○ ○ ○
○

3. Count each group and write its number. Circle the greater number.

A

○ ○ ○ ○ ○

B

○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count each group and write its number. Circle the greater number.

A

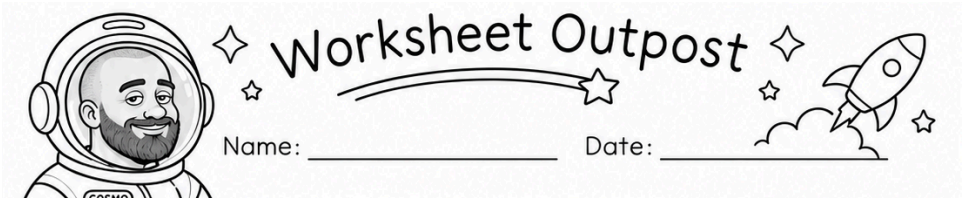
○ ○ ○ ○ ○
○ ○ ○

B

○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 5

OW-G1-097 E1 | Five questions

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○

2. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○

3. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○ ○

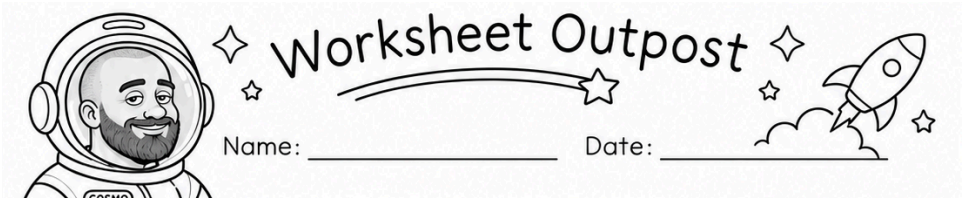
4. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 5

OW-G1-097 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Work with a partner. Build a model, then say or write your answer.

1. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○

2. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○

3. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○ ○

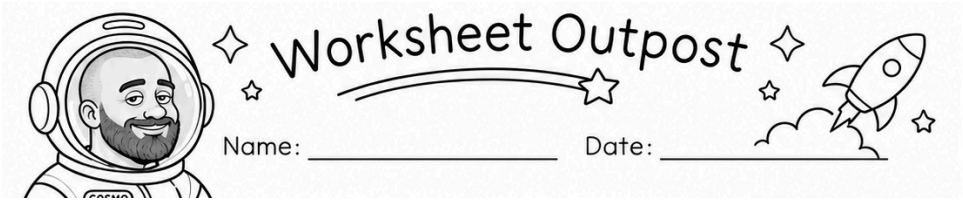
4. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 5

OW-G1-097 E3 | Five questions

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count each group and write its number. Circle the smaller number.

A

B

○ ○ ○

2. Count each group and write its number. Circle the smaller number.

A

○ ○

B

○ ○ ○ ○

3. Count each group and write its number. Circle the smaller number.

A

○ ○ ○ ○ ○

B

○

4. Count each group and write its number. Circle the smaller number.

A

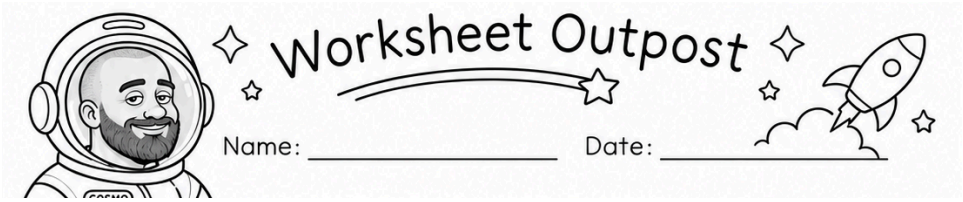
○ ○ ○

B

○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 5

OW-G1-097 E4 | Five questions

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○

2. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○

3. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○ ○

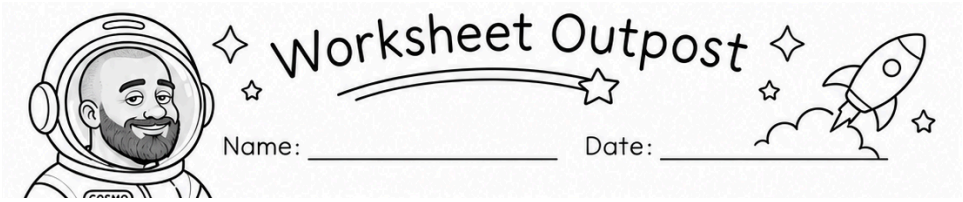
4. Count each group and write its number. Circle the smaller number.

A B

○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Comparing Numbers Through 5

OW-G1-097 E5 | Five questions

Success criteria

I can tell which group has more, which has fewer, or if they are equal.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count each group and write its number. Circle the smaller number.

A

B

○ ○ ○

2. Count each group and write its number. Circle the smaller number.

A

○ ○

B

○ ○ ○ ○

3. Count each group and write its number. Circle the smaller number.

A

○ ○ ○ ○ ○

B

○

4. Count each group and write its number. Circle the smaller number.

A

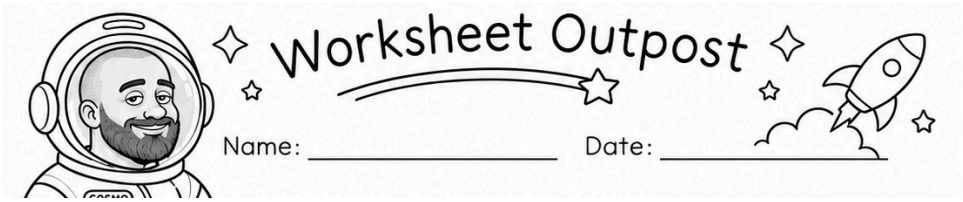
○ ○ ○

B

○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Counting and Writing to 9

OW-G1-098 E1 | Five questions

Success criteria
I can count each object once and tell how many there are.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count the dots and write the number.

○ ○ ○ ○
○

2. Count the dots and write the number.

○ ○ ○ ○
○ ○ ○

3. Count the dots and write the number.

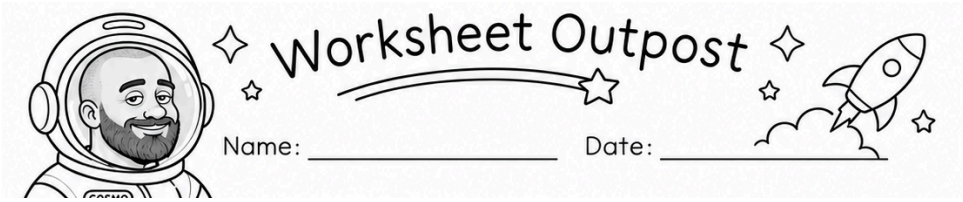
○ ○ ○ ○
○ ○ ○ ○
○

4. Count the dots and write the number.

○ ○ ○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Counting and Writing to 9

OW-G1-098 E2 | Five questions

Success criteria
I can count each object once and tell how many there are.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count the dots and write the number.

○ ○ ○ ○
○

2. Count the dots and write the number.

○ ○ ○ ○
○ ○ ○

3. Count the dots and write the number.

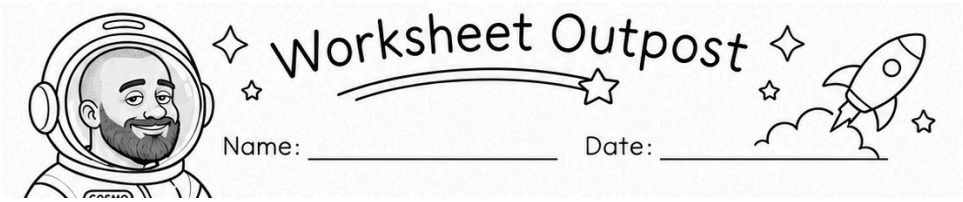
○ ○ ○ ○
○ ○ ○ ○
○

4. Count the dots and write the number.

○ ○ ○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Counting and Writing to 9

OW-G1-098 E3 | Five questions

Success criteria
I can count each object once and tell how many there are.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count the dots and write the number.

○ ○ ○ ○
○

2. Count the dots and write the number.

○ ○ ○ ○
○ ○ ○

3. Count the dots and write the number.

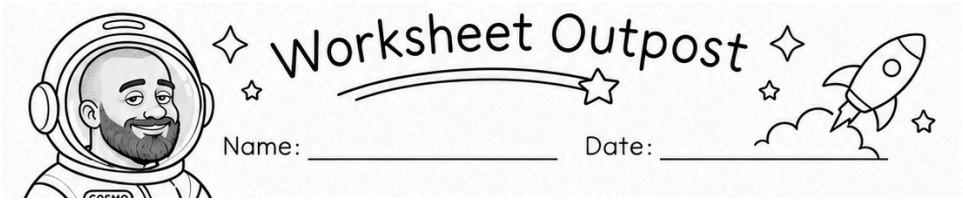
○ ○ ○ ○
○ ○ ○ ○
○

4. Count the dots and write the number.

○ ○ ○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Counting and Writing to 9

OW-G1-098 E4 | Five questions

Success criteria
I can count each object once and tell how many there are.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count the dots and write the number.

○ ○ ○ ○
○

2. Count the dots and write the number.

○ ○ ○ ○
○ ○ ○

3. Count the dots and write the number.

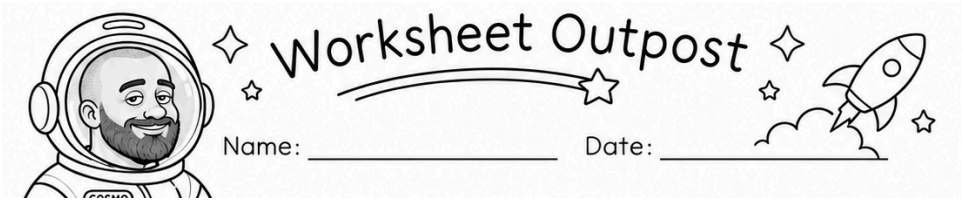
○ ○ ○ ○
○ ○ ○ ○
○

4. Count the dots and write the number.

○ ○ ○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Counting and Writing to 9

OW-G1-098 E5 | Five questions

Success criteria
I can count each object once and tell how many there are.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count the dots and write the number.

○ ○ ○ ○
○

2. Count the dots and write the number.

○ ○ ○ ○
○ ○ ○

3. Count the dots and write the number.

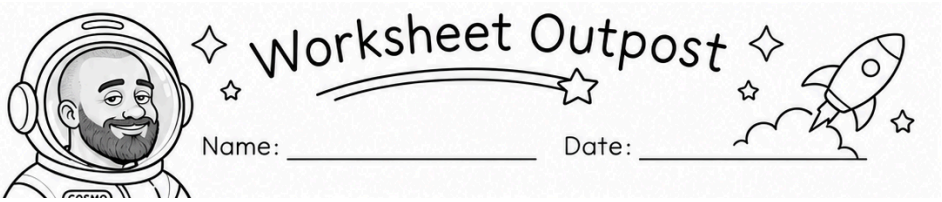
○ ○ ○ ○
○ ○ ○ ○
○

4. Count the dots and write the number.

○ ○ ○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Finding Missing Parts of Numbers 6 to 9

OW-G1-099 E1 | Five questions

Success criteria

I can find the missing part in an addition story.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. There are 6 blocks. 2 are in a box. How many are outside? Complete 2 + ___ = 6.

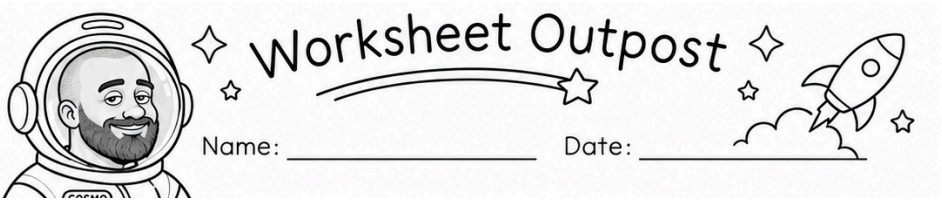
2. There are 7 blocks. 3 are in a box. How many are outside? Complete 3 + ___ = 7.

3. There are 8 blocks. 4 are in a box. How many are outside? Complete 4 + ___ = 8.

4. There are 9 blocks. 5 are in a box. How many are outside? Complete 5 + ___ = 9.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Finding Missing Parts of Numbers 6 to 9

OW-G1-099 E2 | Five questions

Success criteria

I can find the missing part in an addition story.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. There are 6 blocks. 2 are in a box. How many are outside? Complete 2 + ___ = 6.

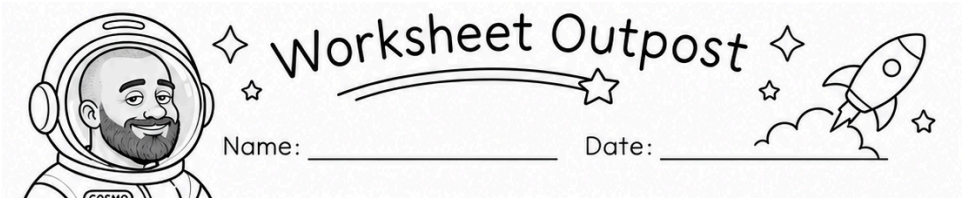
2. There are 7 blocks. 3 are in a box. How many are outside? Complete 3 + ___ = 7.

3. There are 8 blocks. 4 are in a box. How many are outside? Complete 4 + ___ = 8.

4. There are 9 blocks. 5 are in a box. How many are outside? Complete 5 + ___ = 9.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Finding Missing Parts of Numbers 6 to 9

OW-G1-099 E3 | Five questions

Success criteria

I can find the missing part in an addition story.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. There are 6 blocks. 2 are in a box. How many are outside? Complete 2 + ___ = 6.

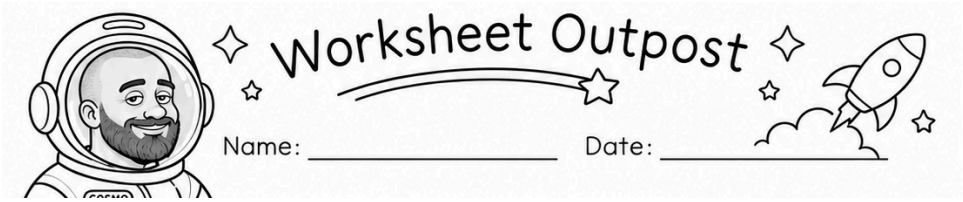
2. There are 7 blocks. 3 are in a box. How many are outside? Complete 3 + ___ = 7.

3. There are 8 blocks. 4 are in a box. How many are outside? Complete 4 + ___ = 8.

4. There are 9 blocks. 5 are in a box. How many are outside? Complete 5 + ___ = 9.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Finding Missing Parts of Numbers 6 to 9

OW-G1-099 E4 | Five questions

Success criteria

I can find the missing part in an addition story.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. There are 6 blocks. 2 are in a box. How many are outside? Complete 2 + ___ = 6.

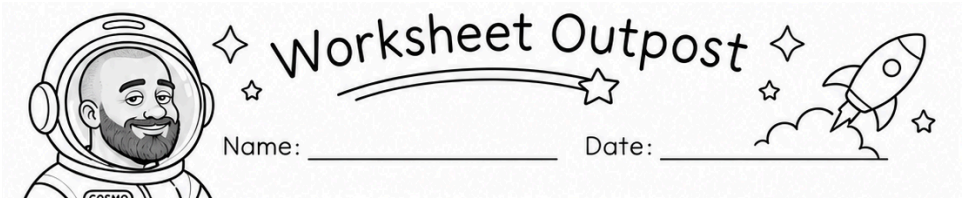
2. There are 7 blocks. 3 are in a box. How many are outside? Complete 3 + ___ = 7.

3. There are 8 blocks. 4 are in a box. How many are outside? Complete 4 + ___ = 8.

4. There are 9 blocks. 5 are in a box. How many are outside? Complete 5 + ___ = 9.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Finding Missing Parts of Numbers 6 to 9

OW-G1-099 E5 | Five questions

Success criteria

I can find the missing part in an addition story.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. There are 6 blocks. 2 are in a box. How many are outside? Complete 2 + ___ = 6.

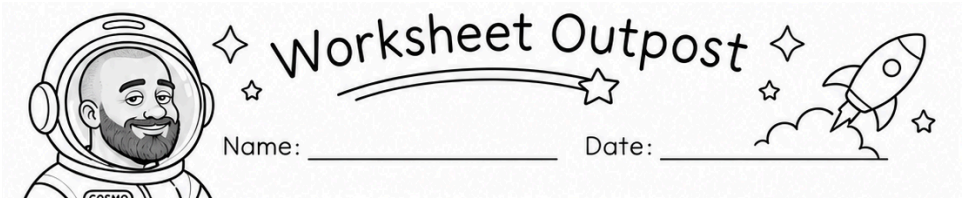
2. There are 7 blocks. 3 are in a box. How many are outside? Complete 3 + ___ = 7.

3. There are 8 blocks. 4 are in a box. How many are outside? Complete 4 + ___ = 8.

4. There are 9 blocks. 5 are in a box. How many are outside? Complete 5 + ___ = 9.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Making Numbers 6 to 9

OW-G1-100 E1 | Five questions

Success criteria
I can show two parts that make the same whole.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the two parts and the whole.

○ ○ ○ ○ ○ ○

2. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○

3. Write the two parts and the whole.

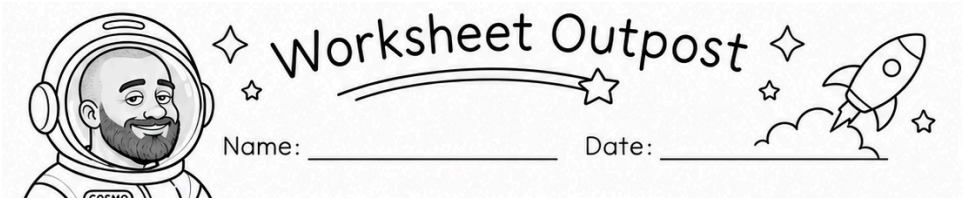
○ ○ ○ ○ ○ ○ ○ ○

4. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Making Numbers 6 to 9

OW-G1-100 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can show two parts that make the same whole.

Work with a partner. Build a model, then say or write your answer.

1. Write the two parts and the whole.

○ ○ ○ ○ ○

2. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○

3. Write the two parts and the whole.

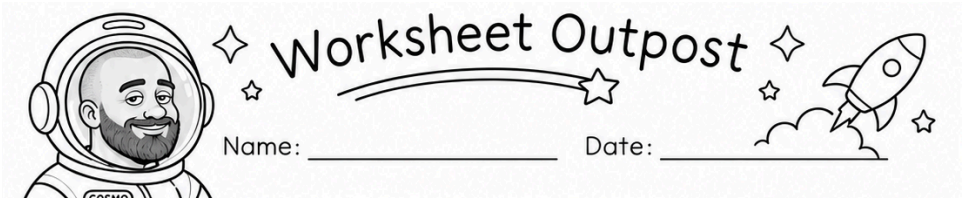
○ ○ ○ ○ ○ ○ ○ ○

4. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Making Numbers 6 to 9

OW-G1-100 E3 | Five questions

Success criteria
I can show two parts that make the same whole.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the two parts and the whole.

○ ○ ○ ○ ○

2. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○

3. Write the two parts and the whole.

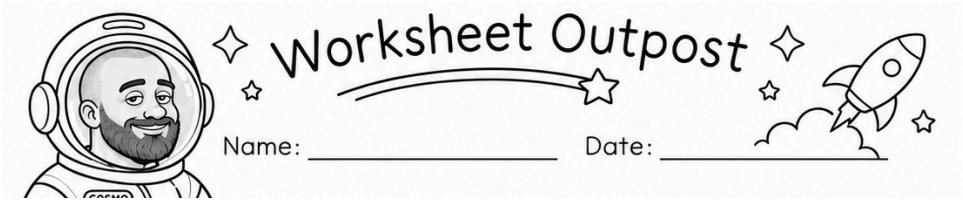
○ ○ ○ ○ ○ ○ ○ ○

4. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Making Numbers 6 to 9

OW-G1-100 E4 | Five questions

Success criteria
I can show two parts that make the same whole.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the two parts and the whole.

○ ○ ○ ○ ○

2. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○

3. Write the two parts and the whole.

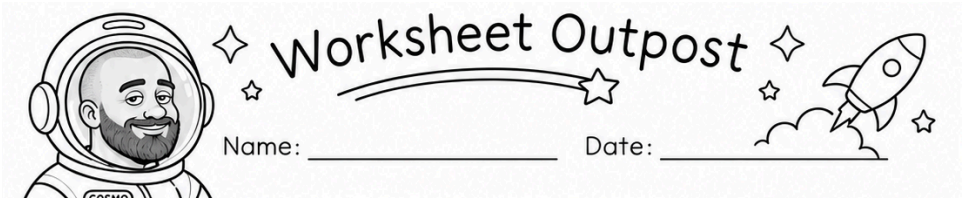
○ ○ ○ ○ ○ ○ ○ ○

4. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Making Numbers 6 to 9

OW-G1-100 E5 | Five questions

Success criteria
I can show two parts that make the same whole.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the two parts and the whole.

○ ○ ○ ○ ○

2. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○

3. Write the two parts and the whole.

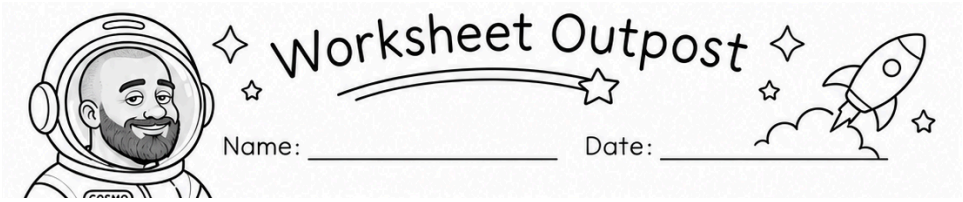
○ ○ ○ ○ ○ ○ ○ ○

4. Write the two parts and the whole.

○ ○ ○ ○ ○ ○ ○ ○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 0 to 4

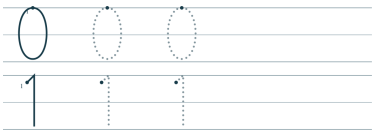
OW-G1-101 E1 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Trace each dotted number. Then write it two more times on the guidelines.



2. Trace each dotted number. Then write it two more times on the guidelines.



3. Trace each dotted number. Then write it two more times on the guidelines.

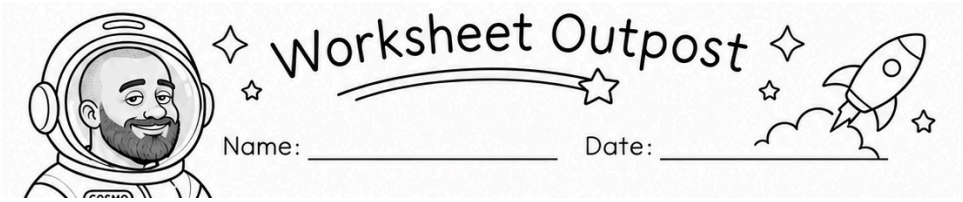


4. Trace each dotted number. Then write it two more times on the guidelines.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 0 to 4

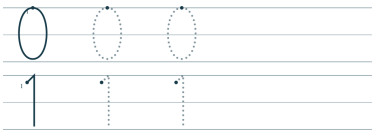
OW-G1-101 E2 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Trace each dotted number. Then write it two more times on the guidelines.



2. Trace each dotted number. Then write it two more times on the guidelines.



3. Trace each dotted number. Then write it two more times on the guidelines.

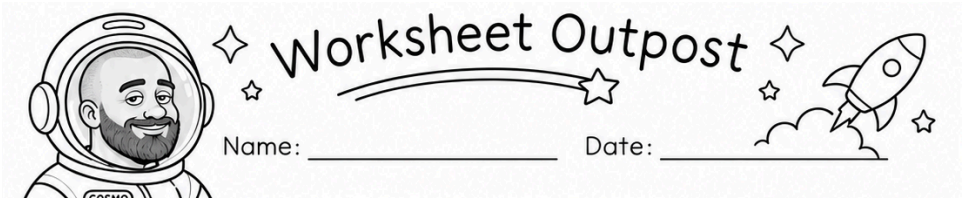


4. Trace each dotted number. Then write it two more times on the guidelines.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 0 to 4

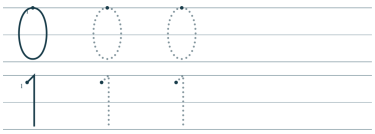
OW-G1-101 E3 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Trace each dotted number. Then write it two more times on the guidelines.



2. Trace each dotted number. Then write it two more times on the guidelines.



3. Trace each dotted number. Then write it two more times on the guidelines.

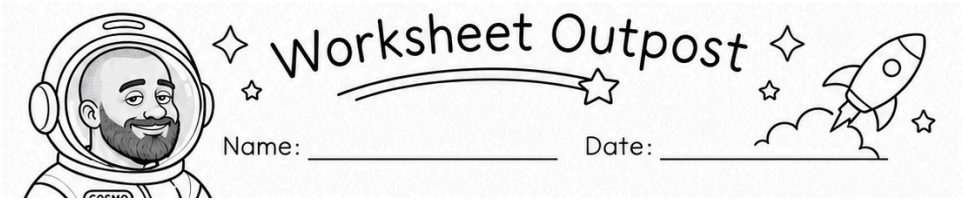


4. Trace each dotted number. Then write it two more times on the guidelines.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 0 to 4

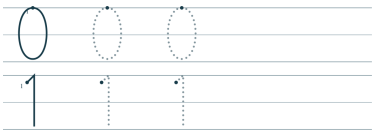
OW-G1-101 E4 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Trace each dotted number. Then write it two more times on the guidelines.



2. Trace each dotted number. Then write it two more times on the guidelines.



3. Trace each dotted number. Then write it two more times on the guidelines.

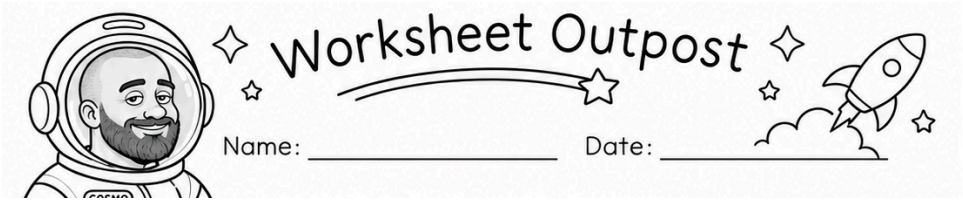


4. Trace each dotted number. Then write it two more times on the guidelines.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 0 to 4

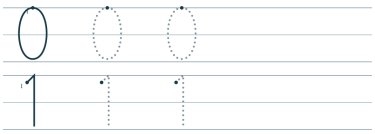
OW-G1-101 E5 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Trace each dotted number. Then write it two more times on the guidelines.



2. Trace each dotted number. Then write it two more times on the guidelines.



3. Trace each dotted number. Then write it two more times on the guidelines.

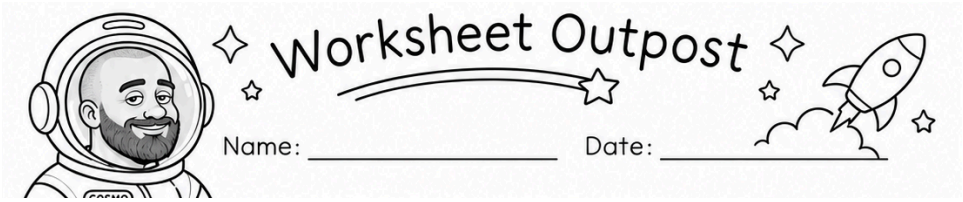


4. Trace each dotted number. Then write it two more times on the guidelines.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 5 to 9

OW-G1-102 E1 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Trace each dotted number. Then write it two more times on the guidelines.

5 5 5

6 6 6

2. Trace each dotted number. Then write it two more times on the guidelines.

7 7 7

3. Trace each dotted number. Then write it two more times on the guidelines.

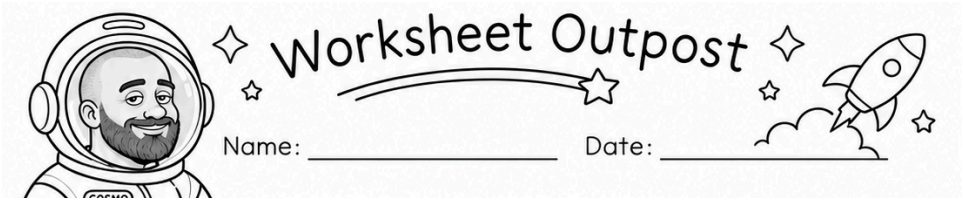
8 8 8

4. Trace each dotted number. Then write it two more times on the guidelines.

9 9 9

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 5 to 9

OW-G1-102 E2 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Trace each dotted number. Then write it two more times on the guidelines.

5 5 5

6 6 6

2. Trace each dotted number. Then write it two more times on the guidelines.

7 7 7

3. Trace each dotted number. Then write it two more times on the guidelines.

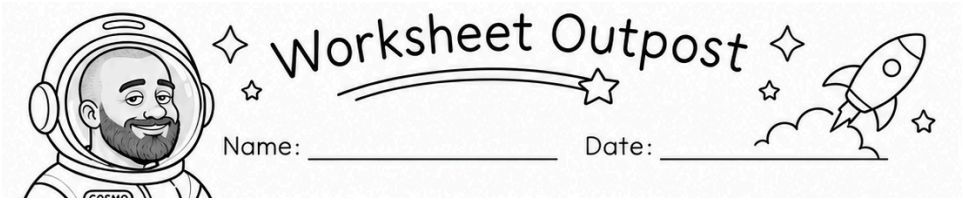
8 8 8

4. Trace each dotted number. Then write it two more times on the guidelines.

9 9 9

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 5 to 9

OW-G1-102 E3 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Trace each dotted number. Then write it two more times on the guidelines.

5 5 5

6 6 6

2. Trace each dotted number. Then write it two more times on the guidelines.

7 7 7

3. Trace each dotted number. Then write it two more times on the guidelines.

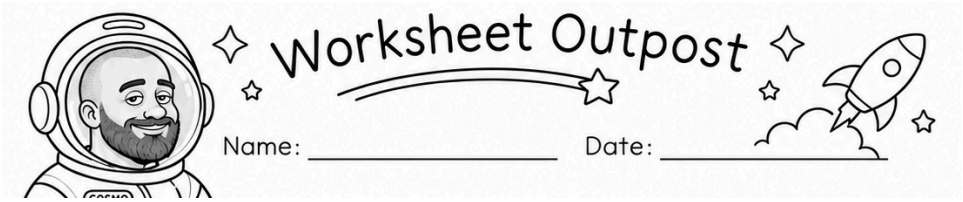
8 8 8

4. Trace each dotted number. Then write it two more times on the guidelines.

9 9 9

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 5 to 9

OW-G1-102 E4 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Trace each dotted number. Then write it two more times on the guidelines.

5 5 5

6 6 6

2. Trace each dotted number. Then write it two more times on the guidelines.

7 7 7

3. Trace each dotted number. Then write it two more times on the guidelines.

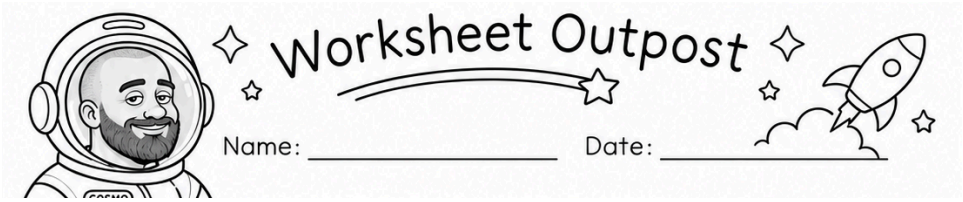
8 8 8

4. Trace each dotted number. Then write it two more times on the guidelines.

9 9 9

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Numeral practice 5 to 9

OW-G1-102 E5 | Five questions

Success criteria
I can write the number and show a group that matches it.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Trace each dotted number. Then write it two more times on the guidelines.

5 5 5

6 6 6

2. Trace each dotted number. Then write it two more times on the guidelines.

7 7 7

3. Trace each dotted number. Then write it two more times on the guidelines.

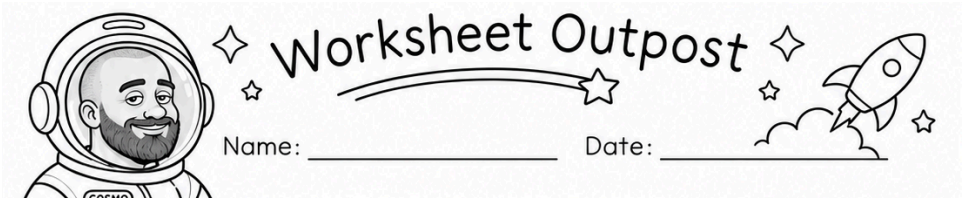
8 8 8

4. Trace each dotted number. Then write it two more times on the guidelines.

9 9 9

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Shapes

OW-G1-103 E1 | Five questions

Success criteria

I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Name the shape. Draw another one turned a different way.



2. Name the shape. Draw another one turned a different way.



3. Name the shape. Draw another one turned a different way.

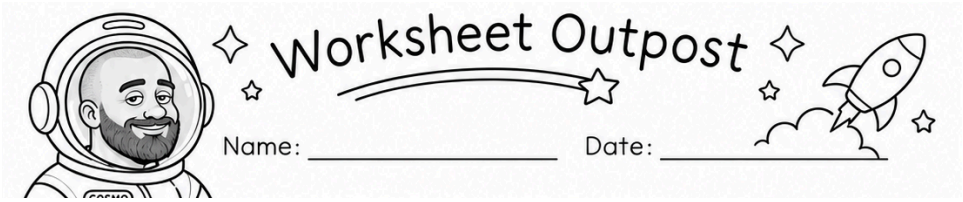


4. Name the shape. Draw another one turned a different way.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Shapes

OW-G1-103 E2 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Name the shape. Draw another one turned a different way.



2. Name the shape. Draw another one turned a different way.



3. Name the shape. Draw another one turned a different way.

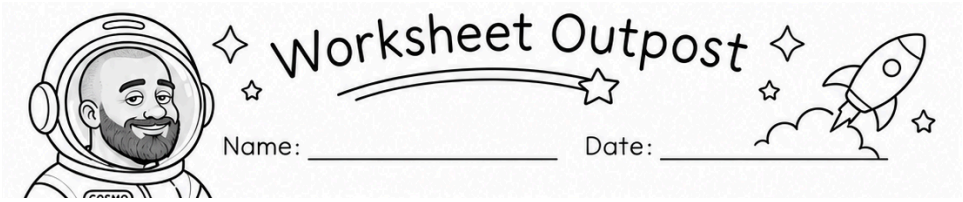


4. Name the shape. Draw another one turned a different way.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Shapes

OW-G1-103 E3 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Name the shape. Draw another one turned a different way.



2. Name the shape. Draw another one turned a different way.



3. Name the shape. Draw another one turned a different way.

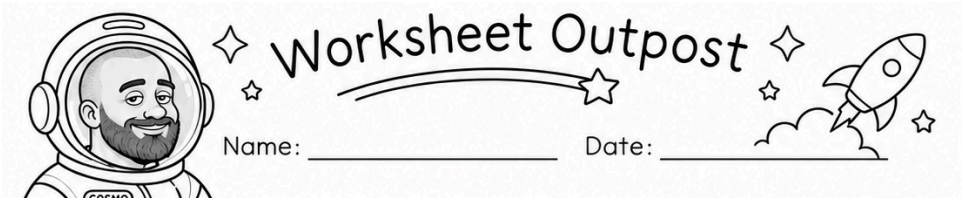


4. Name the shape. Draw another one turned a different way.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Shapes

OW-G1-103 E4 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Name the shape. Draw another one turned a different way.



2. Name the shape. Draw another one turned a different way.



3. Name the shape. Draw another one turned a different way.

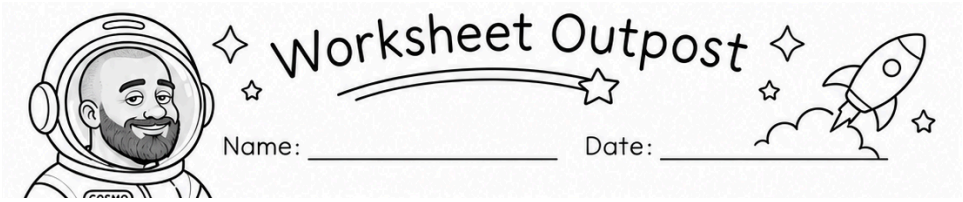


4. Name the shape. Draw another one turned a different way.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Getting ready: Shapes

OW-G1-103 E5 | Five questions

Success criteria

I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Name the shape. Draw another one turned a different way.



2. Name the shape. Draw another one turned a different way.



3. Name the shape. Draw another one turned a different way.

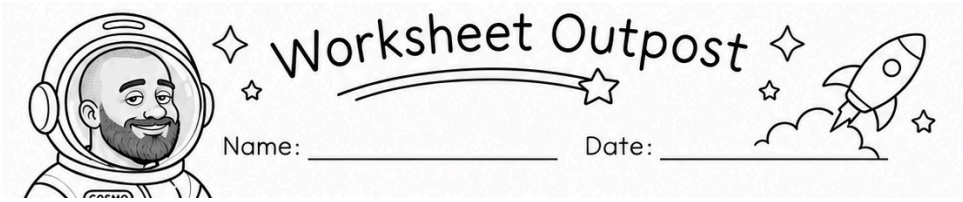


4. Name the shape. Draw another one turned a different way.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Arrange objects from short to long

OW-G1-104 E1 | Five questions

Name: _____ Date: _____

Success criteria

I can compare lengths and order objects from shortest to longest.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

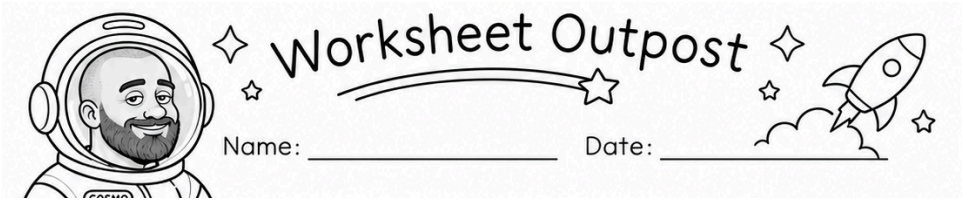
A
B
C

4. Order the strips from shortest to longest.

A
B
C

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Arrange objects from short to long

OW-G1-104 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can compare lengths and order objects from shortest to longest.

Work with a partner. Build a model, then say or write your answer.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

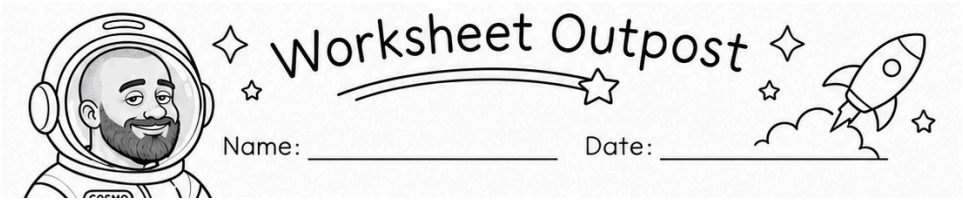
A
B
C

4. Order the strips from shortest to longest.

A
B
C

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Arrange objects from short to long

OW-G1-104 E3 | Five questions

Success criteria

I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

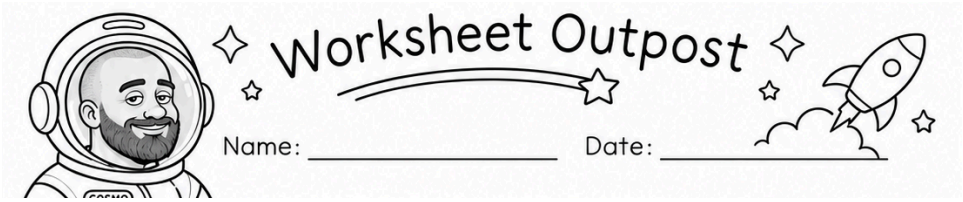
A
B
C

4. Order the strips from shortest to longest.

A
B
C

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Arrange objects from short to long

OW-G1-104 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can compare lengths and order objects from shortest to longest.

Ask an adult to show you how to start. Then finish the problem together.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

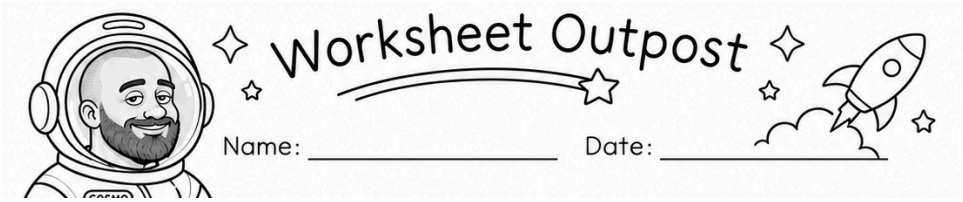
A
B
C

4. Order the strips from shortest to longest.

A
B
C

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Arrange objects from short to long

OW-G1-104 E5 | Five questions

Name: _____ Date: _____

Success criteria

I can compare lengths and order objects from shortest to longest.

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

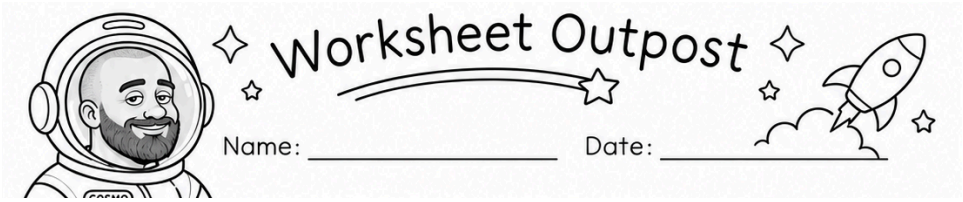
A
B
C

4. Order the strips from shortest to longest.

A
B
C

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Compare lengths through a third object

OW-G1-105 E1 | Five questions

Success criteria
I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A ribbon is longer than a strip. A cord is shorter than the same strip. Which is longer: ribbon or cord? Explain.

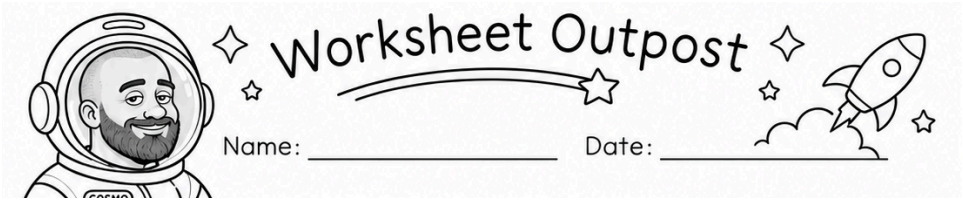
2. A pencil is shorter than a straw. A crayon is shorter than the pencil. Which is shortest? Explain.

3. A blue strip is as long as a stick. A red strip is longer than that stick. Which strip is longer? Explain.

4. A spoon is longer than a key. A brush is longer than the spoon. Order all three from shortest to longest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Compare lengths through a third object

OW-G1-105 E2 | Five questions

Success criteria
I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A ribbon is longer than a strip. A cord is shorter than the same strip. Which is longer: ribbon or cord? Explain.

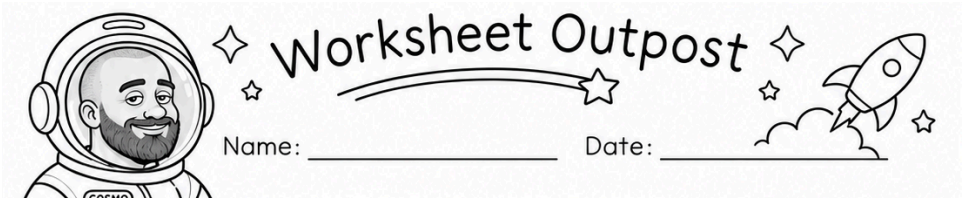
2. A pencil is shorter than a straw. A crayon is shorter than the pencil. Which is shortest? Explain.

3. A blue strip is as long as a stick. A red strip is longer than that stick. Which strip is longer? Explain.

4. A spoon is longer than a key. A brush is longer than the spoon. Order all three from shortest to longest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Compare lengths through a third object

OW-G1-105 E3 | Five questions

Success criteria
I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A ribbon is longer than a strip. A cord is shorter than the same strip. Which is longer: ribbon or cord? Explain.

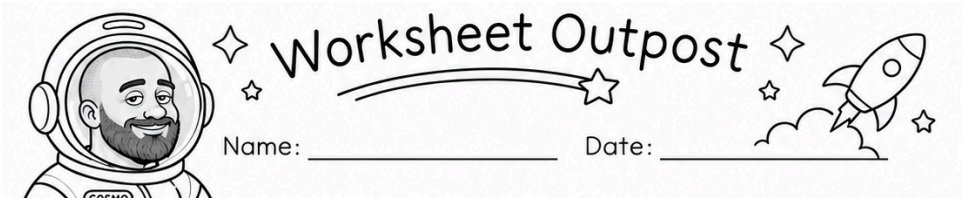
2. A pencil is shorter than a straw. A crayon is shorter than the pencil. Which is shortest? Explain.

3. A blue strip is as long as a stick. A red strip is longer than that stick. Which strip is longer? Explain.

4. A spoon is longer than a key. A brush is longer than the spoon. Order all three from shortest to longest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Compare lengths through a third object

OW-G1-105 E4 | Five questions

Success criteria
I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A ribbon is longer than a strip. A cord is shorter than the same strip. Which is longer: ribbon or cord? Explain.

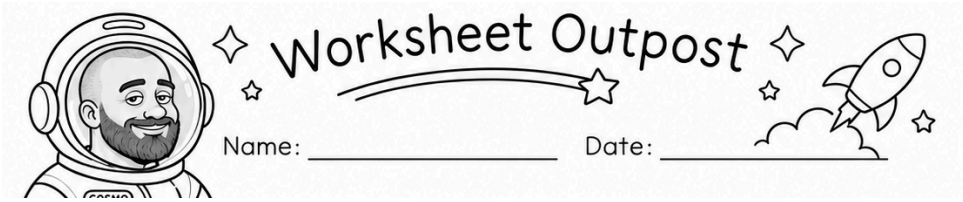
2. A pencil is shorter than a straw. A crayon is shorter than the pencil. Which is shortest? Explain.

3. A blue strip is as long as a stick. A red strip is longer than that stick. Which strip is longer? Explain.

4. A spoon is longer than a key. A brush is longer than the spoon. Order all three from shortest to longest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Compare lengths through a third object

OW-G1-105 E5 | Five questions

Success criteria
I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A ribbon is longer than a strip. A cord is shorter than the same strip. Which is longer: ribbon or cord? Explain.

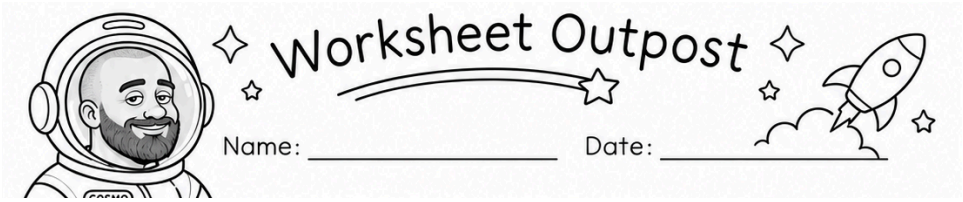
2. A pencil is shorter than a straw. A crayon is shorter than the pencil. Which is shortest? Explain.

3. A blue strip is as long as a stick. A red strip is longer than that stick. Which strip is longer? Explain.

4. A spoon is longer than a key. A brush is longer than the spoon. Order all three from shortest to longest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count equal units along an object

OW-G1-106 E1 | Five questions

Success criteria

I can measure from end to end using equal units with no gaps.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count equal units from end to end. How long is strip A?

A □□□

2. Count equal units from end to end. How long is strip A?

A □□□□

3. Count equal units from end to end. How long is strip A?

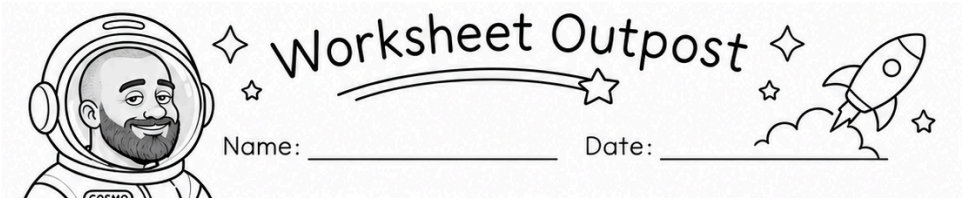
A □□□□□

4. Count equal units from end to end. How long is strip A?

A □□□□□□

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count equal units along an object

OW-G1-106 E2 | Five questions

Success criteria

I can measure from end to end using equal units with no gaps.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count equal units from end to end. How long is strip A?

A □□□

2. Count equal units from end to end. How long is strip A?

A □□□□

3. Count equal units from end to end. How long is strip A?

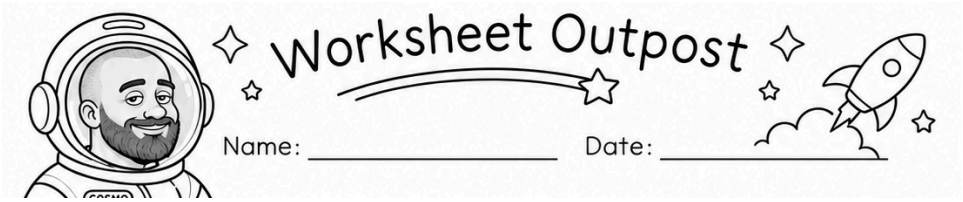
A □□□□□

4. Count equal units from end to end. How long is strip A?

A □□□□□□

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count equal units along an object

OW-G1-106 E3 | Five questions

Success criteria

I can measure from end to end using equal units with no gaps.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count equal units from end to end. How long is strip A?

   A □□□

2. Count equal units from end to end. How long is strip A?

   A □□□□

3. Count equal units from end to end. How long is strip A?

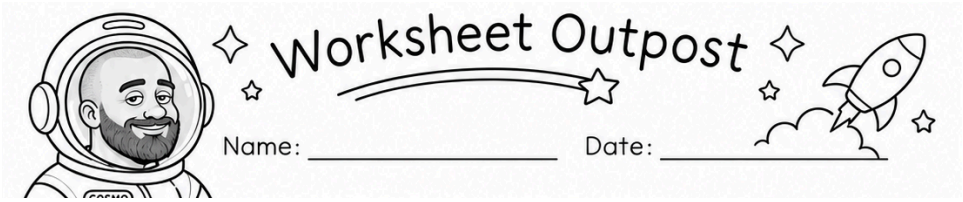
   A □□□□□

4. Count equal units from end to end. How long is strip A?

   A □□□□□□

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count equal units along an object

OW-G1-106 E4 | Five questions

Success criteria

I can measure from end to end using equal units with no gaps.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count equal units from end to end. How long is strip A?

A ☐☐☐

2. Count equal units from end to end. How long is strip A?

A ☐☐☐☐

3. Count equal units from end to end. How long is strip A?

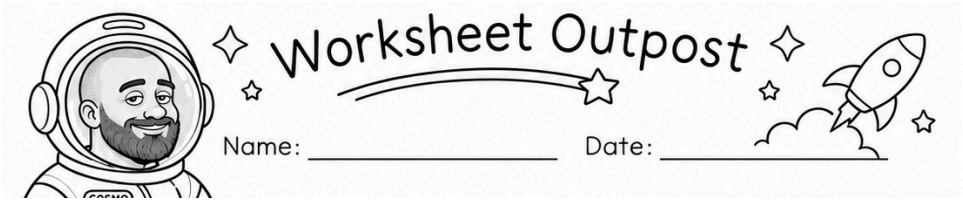
A ☐☐☐☐☐

4. Count equal units from end to end. How long is strip A?

A ☐☐☐☐☐☐

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count equal units along an object

OW-G1-106 E5 | Five questions

Success criteria

I can measure from end to end using equal units with no gaps.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count equal units from end to end. How long is strip A?

A □□□

2. Count equal units from end to end. How long is strip A?

A □□□□

3. Count equal units from end to end. How long is strip A?

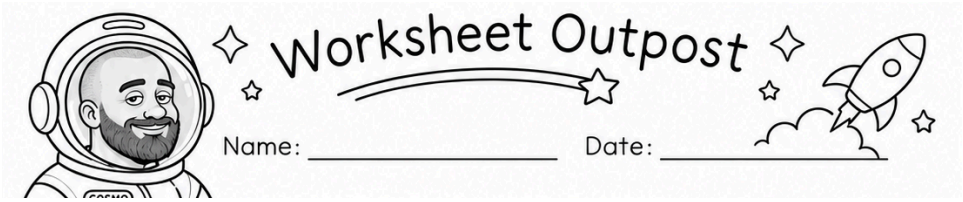
A □□□□□

4. Count equal units from end to end. How long is strip A?

A □□□□□□

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare two lengths

OW-G1-107 E1 | Five questions

Success criteria
I can compare the lengths and tell which is longer or shorter.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Which strip is longer: A or B?

A □□
B □□□□

2. Which strip is longer: A or B?

A □□□
B □□□□□

3. Which strip is longer: A or B?

A □□□□
B □□□□□□

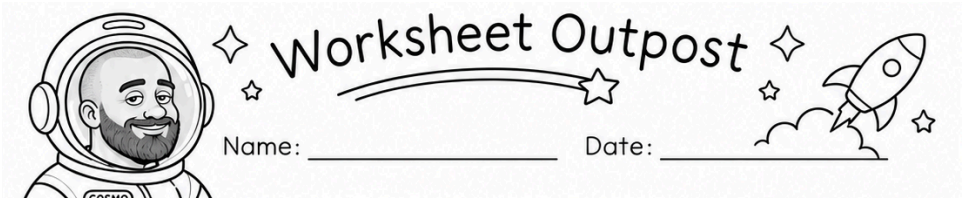
4. Which strip is longer: A or B?

A □□□□□
B □□□□□□□

5. Which strip is longer: A or B?

A □□□□□□
B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare two lengths

OW-G1-107 E2 | Five questions

Success criteria
I can compare the lengths and tell which is longer or shorter.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Which strip is longer: A or B?

A □□
B □□□□

2. Which strip is longer: A or B?

A □□□
B □□□□□

3. Which strip is longer: A or B?

A □□□□
B □□□□□□

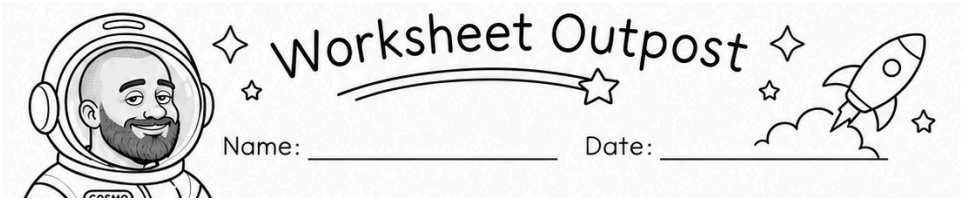
4. Which strip is longer: A or B?

A □□□□□
B □□□□□□□

5. Which strip is longer: A or B?

A □□□□□□
B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare two lengths

OW-G1-107 E3 | Five questions

Success criteria
I can compare the lengths and tell which is longer or shorter.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Which strip is longer: A or B?

A □□
B □□□□

2. Which strip is longer: A or B?

A □□□
B □□□□□

3. Which strip is longer: A or B?

A □□□□
B □□□□□□

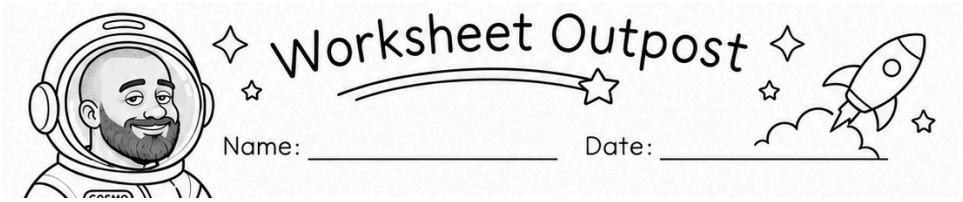
4. Which strip is longer: A or B?

A □□□□□
B □□□□□□□

5. Which strip is longer: A or B?

A □□□□□□
B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare two lengths

OW-G1-107 E4 | Five questions

Success criteria
I can compare the lengths and tell which is longer or shorter.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Which strip is longer: A or B?

A □□
B □□□□

2. Which strip is longer: A or B?

A □□□
B □□□□□

3. Which strip is longer: A or B?

A □□□□
B □□□□□□

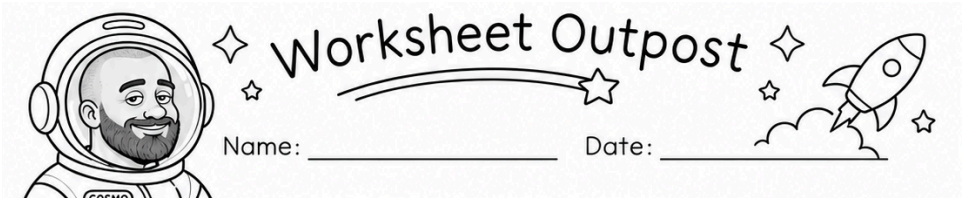
4. Which strip is longer: A or B?

A □□□□□
B □□□□□□□

5. Which strip is longer: A or B?

A □□□□□□
B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare two lengths

OW-G1-107 E5 | Five questions

Success criteria
I can compare the lengths and tell which is longer or shorter.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Which strip is longer: A or B?

A □□
B □□□□

2. Which strip is longer: A or B?

A □□□
B □□□□□

3. Which strip is longer: A or B?

A □□□□
B □□□□□□

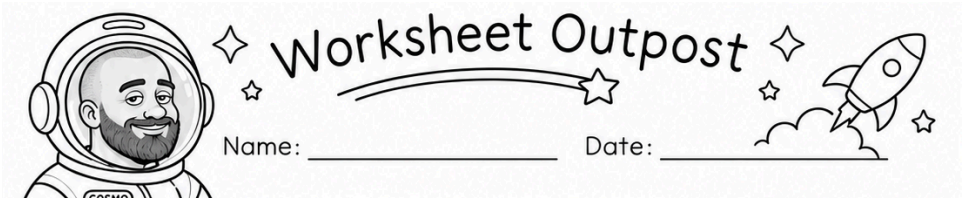
4. Which strip is longer: A or B?

A □□□□□
B □□□□□□□

5. Which strip is longer: A or B?

A □□□□□□
B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count length units

OW-G1-108 E1 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many units long is strip A?

A □□

2. How many units long is strip A?

A □□□

3. How many units long is strip A?

A □□□□

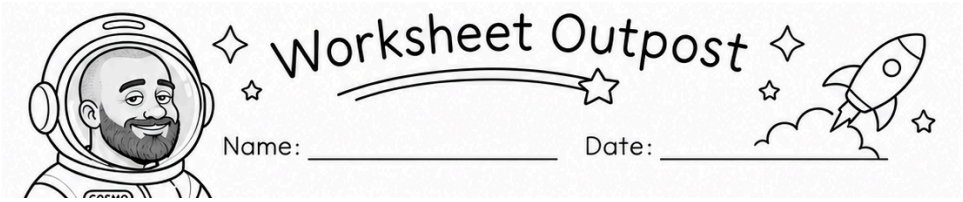
4. How many units long is strip A?

A □□□□□

5. How many units long is strip A?

A □□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count length units

OW-G1-108 E2 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many units long is strip A?

A

2. How many units long is strip A?

A

3. How many units long is strip A?

A

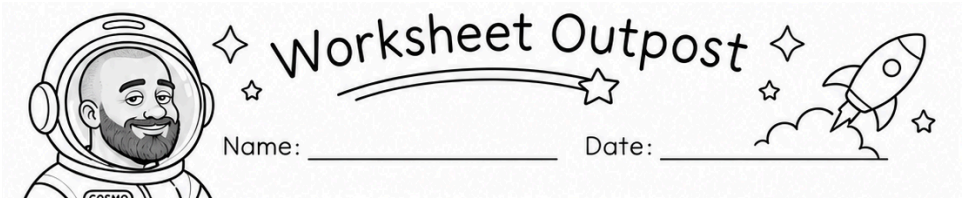
4. How many units long is strip A?

A

5. How many units long is strip A?

A

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count length units

OW-G1-108 E3 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many units long is strip A?

A □□

2. How many units long is strip A?

A □□□

3. How many units long is strip A?

A □□□□

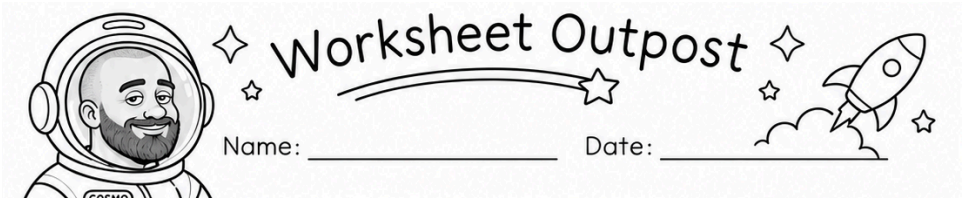
4. How many units long is strip A?

A □□□□□

5. How many units long is strip A?

A □□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count length units

OW-G1-108 E4 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many units long is strip A?

A □□

2. How many units long is strip A?

A □□□

3. How many units long is strip A?

A □□□□

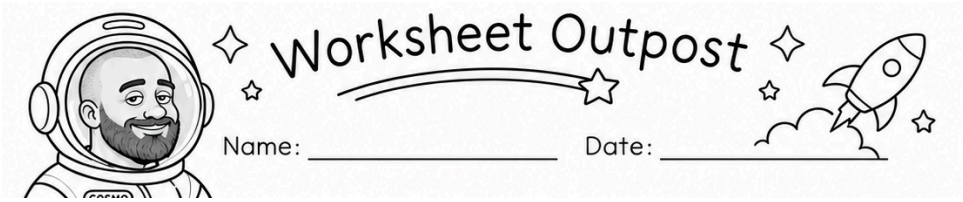
4. How many units long is strip A?

A □□□□□

5. How many units long is strip A?

A □□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count length units

OW-G1-108 E5 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many units long is strip A?

A □□

2. How many units long is strip A?

A □□□

3. How many units long is strip A?

A □□□□

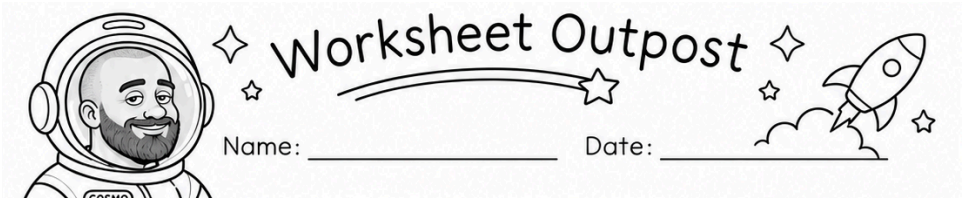
4. How many units long is strip A?

A □□□□□

5. How many units long is strip A?

A □□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find the difference

OW-G1-109 E1 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many units longer is B than A?

A □□

B □□□□

2. How many units longer is B than A?

A □□□

B □□□□□

3. How many units longer is B than A?

A □□□□

B □□□□□□

4. How many units longer is B than A?

A □□□□□

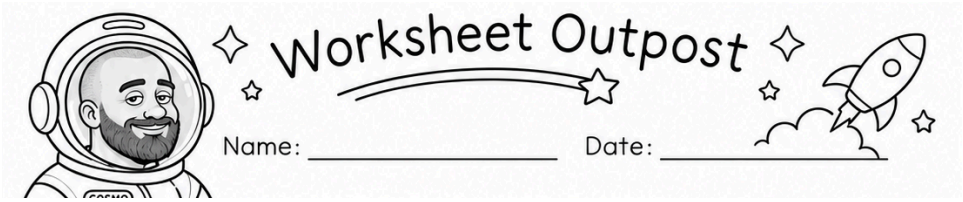
B □□□□□□□

5. How many units longer is B than A?

A □□□□□□

B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find the difference

OW-G1-109 E2 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many units longer is B than A?

A
B

2. How many units longer is B than A?

A
B

3. How many units longer is B than A?

A
B

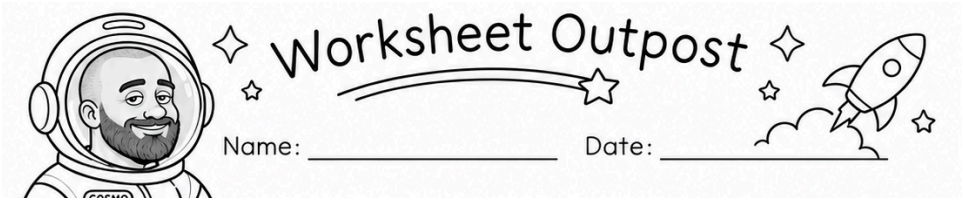
4. How many units longer is B than A?

A
B

5. How many units longer is B than A?

A
B

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find the difference

OW-G1-109 E3 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many units longer is B than A?

A □□

B □□□□

2. How many units longer is B than A?

A □□□

B □□□□□

3. How many units longer is B than A?

A □□□□

B □□□□□□

4. How many units longer is B than A?

A □□□□□

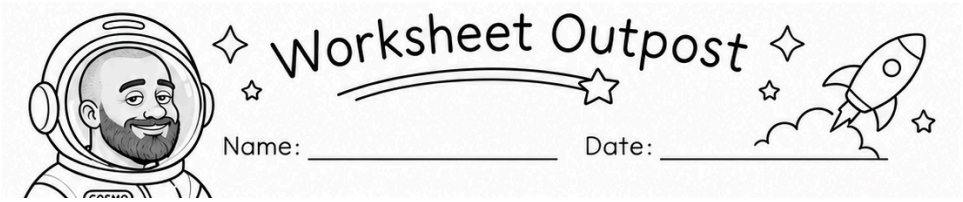
B □□□□□□□

5. How many units longer is B than A?

A □□□□□□

B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find the difference

OW-G1-109 E4 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many units longer is B than A?

A
B

2. How many units longer is B than A?

A
B

3. How many units longer is B than A?

A
B

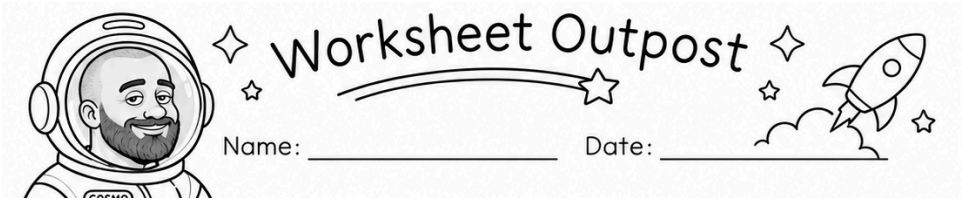
4. How many units longer is B than A?

A
B

5. How many units longer is B than A?

A
B

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: find the difference

OW-G1-109 E5 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many units longer is B than A?

A
B

2. How many units longer is B than A?

A
B

3. How many units longer is B than A?

A
B

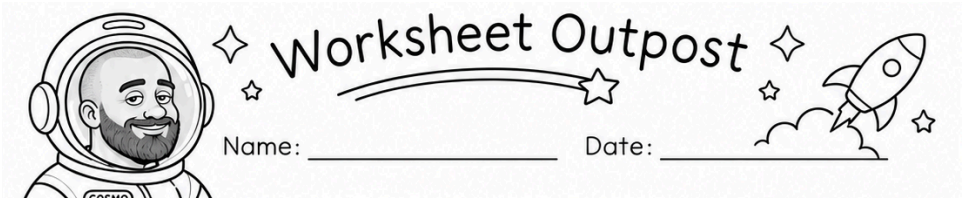
4. How many units longer is B than A?

A
B

5. How many units longer is B than A?

A
B

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: measure and reason

OW-G1-110 E1 | Five questions

Name: _____ Date: _____

Success criteria

I can use the length units shown to measure and compare the strips.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□

B □□□□

2. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□

B □□□□□

3. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□

B □□□□□□

4. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□□

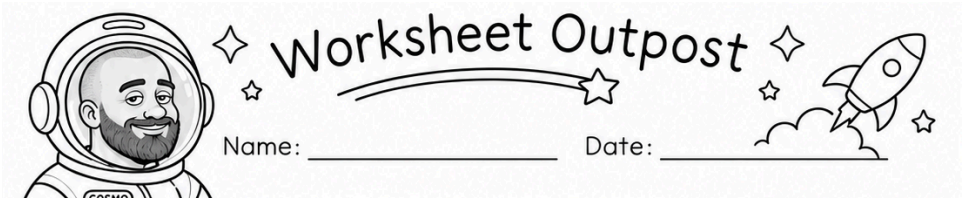
B □□□□□□□

5. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□□□

B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: measure and reason

OW-G1-110 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can use the length units shown to measure and compare the strips.

Work with a partner. Build a model, then say or write your answer.

1. A new strip is 2 units shorter than strip B. How long is the new strip?

   A □□
   B □□□□

2. A new strip is 2 units shorter than strip B. How long is the new strip?

   A □□□
   B □□□□□

3. A new strip is 2 units shorter than strip B. How long is the new strip?

   A □□□□
   B □□□□□□

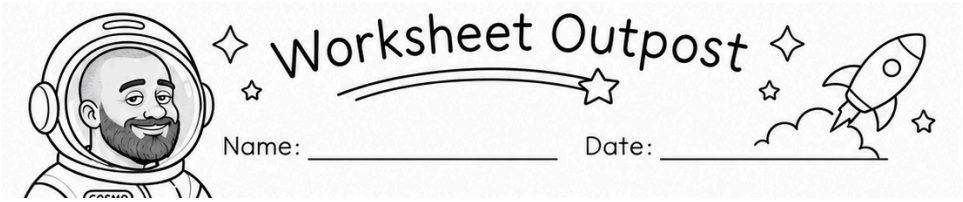
4. A new strip is 2 units shorter than strip B. How long is the new strip?

   A □□□□□
   B □□□□□□□

5. A new strip is 2 units shorter than strip B. How long is the new strip?

   A □□□□□□
   B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: measure and reason

OW-G1-110 E3 | Five questions

Success criteria

I can use the length units shown to measure and compare the strips.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□

B □□□□

2. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□

B □□□□□

3. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□

B □□□□□□

4. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□□

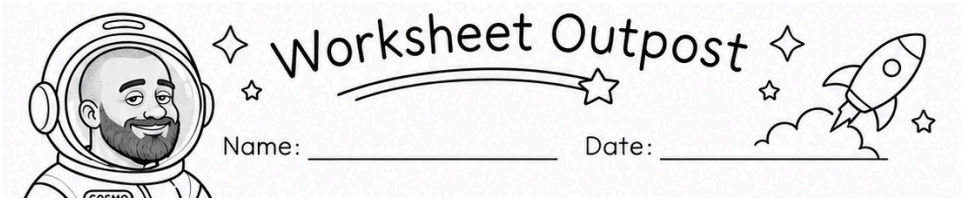
B □□□□□□□

5. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□□□

B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: measure and reason

OW-G1-110 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can use the length units shown to measure and compare the strips.

Ask an adult to show you how to start. Then finish the problem together.

1. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□
B □□□□

2. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□
B □□□□□

3. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□
B □□□□□□

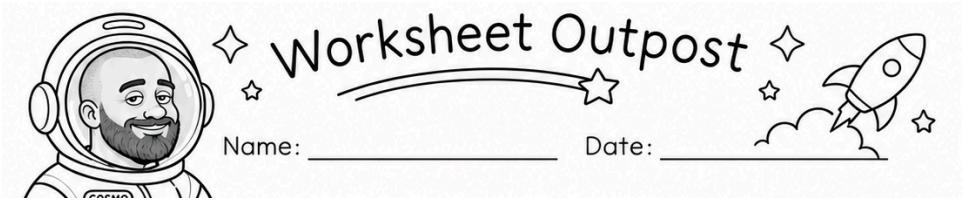
4. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□□
B □□□□□□□

5. A new strip is 2 units shorter than strip B. How long is the new strip?

A □□□□□□
B □□□□□□□□

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: measure and reason

OW-G1-110 E5 | Five questions

Name: _____ Date: _____

Success criteria

I can use the length units shown to measure and compare the strips.

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A new strip is 2 units shorter than strip B. How long is the new strip?

   A ☐☐
   B ☐☐☐☐

2. A new strip is 2 units shorter than strip B. How long is the new strip?

   A ☐☐☐
   B ☐☐☐☐☐

3. A new strip is 2 units shorter than strip B. How long is the new strip?

   A ☐☐☐☐
   B ☐☐☐☐☐☐

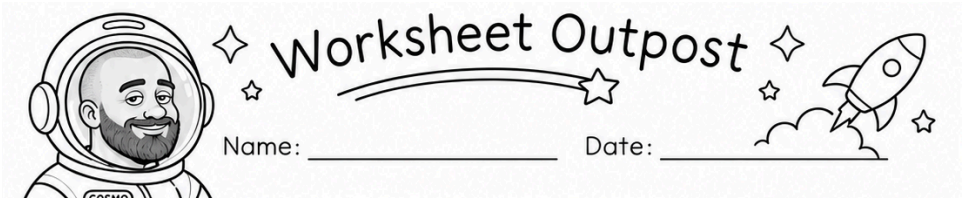
4. A new strip is 2 units shorter than strip B. How long is the new strip?

   A ☐☐☐☐☐
   B ☐☐☐☐☐☐☐

5. A new strip is 2 units shorter than strip B. How long is the new strip?

   A ☐☐☐☐☐☐
   B ☐☐☐☐☐☐☐☐

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order lengths

Success criteria
I can compare the lengths and tell which is longer or shorter.

OW-G1-111 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

A
B
C

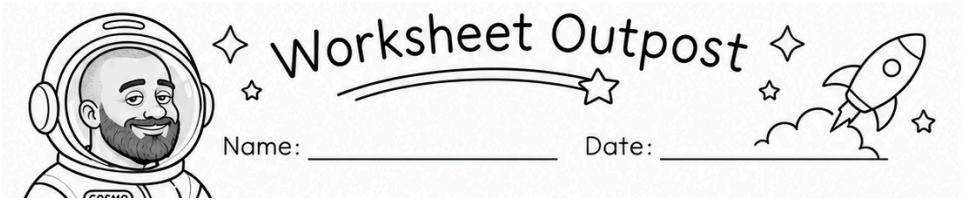
4. Order the strips from shortest to longest.

A
B
C

5. Order the strips from shortest to longest.

A
B
C

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order lengths

Success criteria
I can compare the lengths and tell which is longer or shorter.

OW-G1-111 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

A
B
C

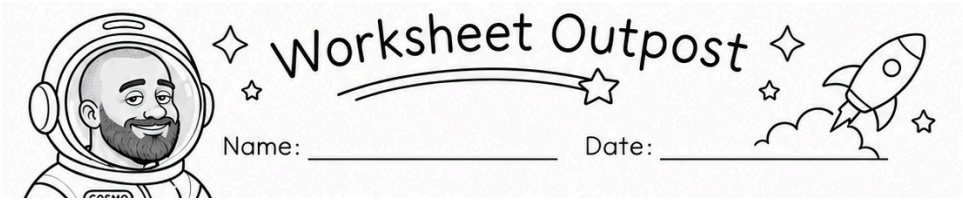
4. Order the strips from shortest to longest.

A
B
C

5. Order the strips from shortest to longest.

A
B
C

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order lengths

Success criteria
I can compare the lengths and tell which is longer or shorter.

OW-G1-111 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

A
B
C

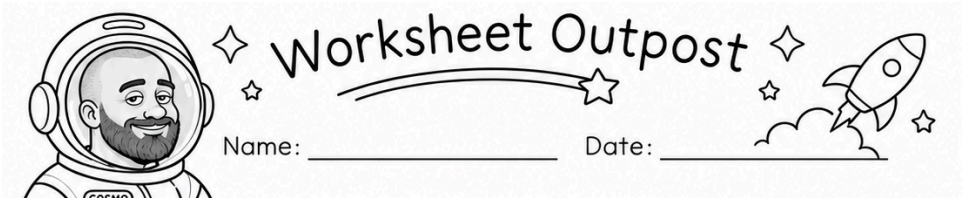
4. Order the strips from shortest to longest.

A
B
C

5. Order the strips from shortest to longest.

A
B
C

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order lengths

Success criteria
I can compare the lengths and tell which is longer or shorter.

OW-G1-111 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

A
B
C

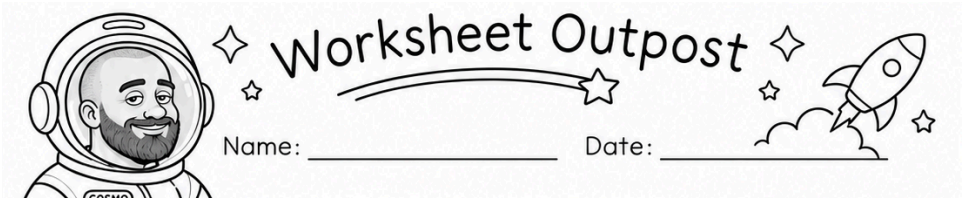
4. Order the strips from shortest to longest.

A
B
C

5. Order the strips from shortest to longest.

A
B
C

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order lengths

Success criteria
I can compare the lengths and tell which is longer or shorter.

OW-G1-111 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Order the strips from shortest to longest.

A
B
C

2. Order the strips from shortest to longest.

A
B
C

3. Order the strips from shortest to longest.

A
B
C

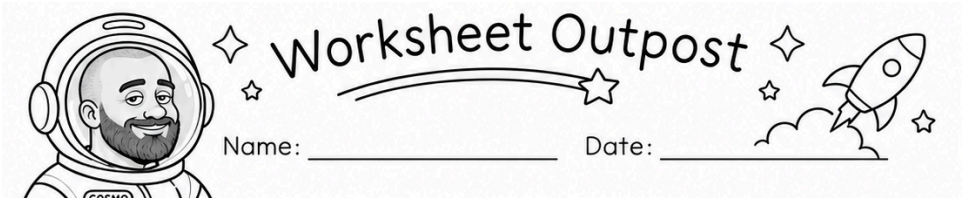
4. Order the strips from shortest to longest.

A
B
C

5. Order the strips from shortest to longest.

A
B
C

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Pick a tool for comparing length

OW-G1-112 E1 | Five questions

Success criteria
I can measure from end to end using equal units with no gaps.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. To measure a desk, should you use equal cubes or different-size blocks? Explain.

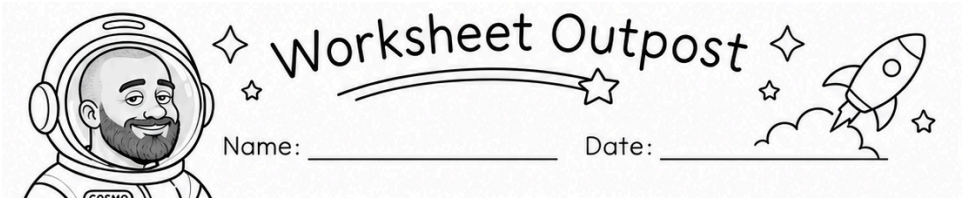
2. Someone leaves gaps between the cubes when measuring. Explain how to fix this.

3. Someone overlaps the squares when measuring a length. Will the measurement be accurate? Why?

4. Which helps compare two ribbons: matching their starting ends or folding both? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Pick a tool for comparing length

Success criteria
I can measure from end to end using equal units with no gaps.

OW-G1-112 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. To measure a desk, should you use equal cubes or different-size blocks? Explain.

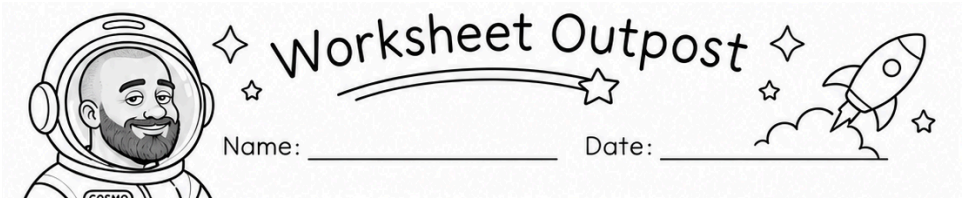
2. Someone leaves gaps between the cubes when measuring. Explain how to fix this.

3. Someone overlaps the squares when measuring a length. Will the measurement be accurate? Why?

4. Which helps compare two ribbons: matching their starting ends or folding both? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Pick a tool for comparing length

Success criteria
I can measure from end to end using equal units with no gaps.

OW-G1-112 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. To measure a desk, should you use equal cubes or different-size blocks? Explain.

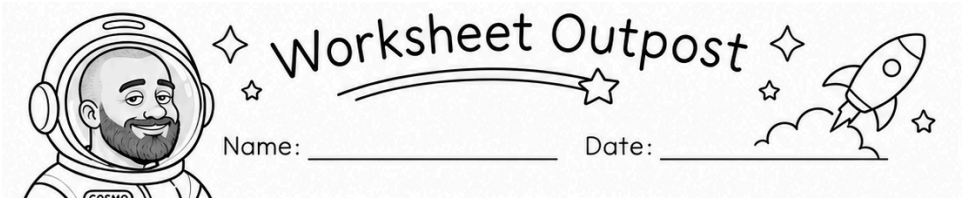
2. Someone leaves gaps between the cubes when measuring. Explain how to fix this.

3. Someone overlaps the squares when measuring a length. Will the measurement be accurate? Why?

4. Which helps compare two ribbons: matching their starting ends or folding both? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Pick a tool for comparing length

Success criteria
I can measure from end to end using equal units with no gaps.

OW-G1-112 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. To measure a desk, should you use equal cubes or different-size blocks? Explain.

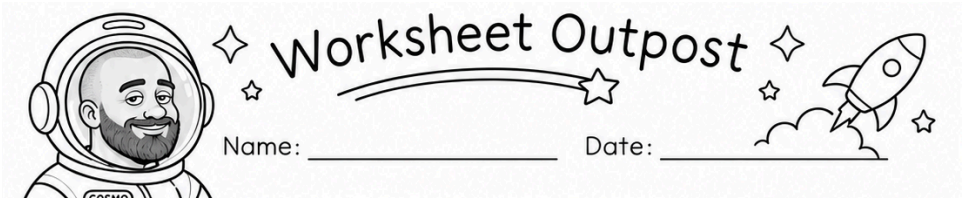
2. Someone leaves gaps between the cubes when measuring. Explain how to fix this.

3. Someone overlaps the squares when measuring a length. Will the measurement be accurate? Why?

4. Which helps compare two ribbons: matching their starting ends or folding both? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Pick a tool for comparing length

Success criteria
I can measure from end to end using equal units with no gaps.

OW-G1-112 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. To measure a desk, should you use equal cubes or different-size blocks? Explain.

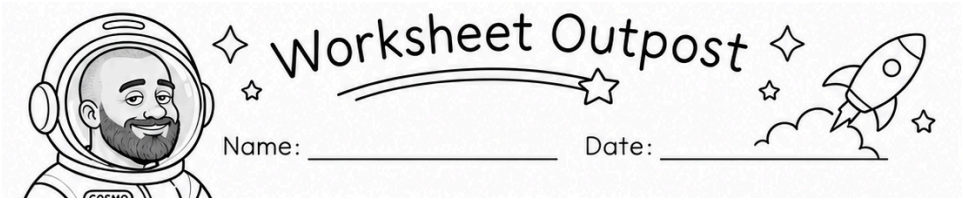
2. Someone leaves gaps between the cubes when measuring. Explain how to fix this.

3. Someone overlaps the squares when measuring a length. Will the measurement be accurate? Why?

4. Which helps compare two ribbons: matching their starting ends or folding both? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: measurement

OW-G1-113 E1 | Five questions

Success criteria
I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How long is A? How long is B? Which is longer?

A ☐☐☐☐
B ☐☐☐☐☐☐

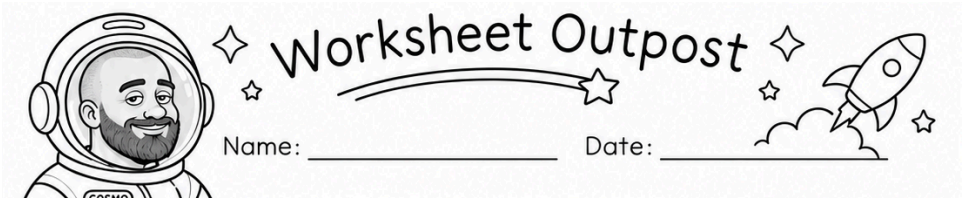
2. A stick is longer than a straw. The straw is longer than a pin. Order from shortest to longest.

3. Why should all the units you use to measure a length be the same size?

4. Draw a strip 5 equal square units long.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: measurement

Success criteria
I can compare lengths and order objects from shortest to longest.

OW-G1-113 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How long is A? How long is B? Which is longer?

A
B

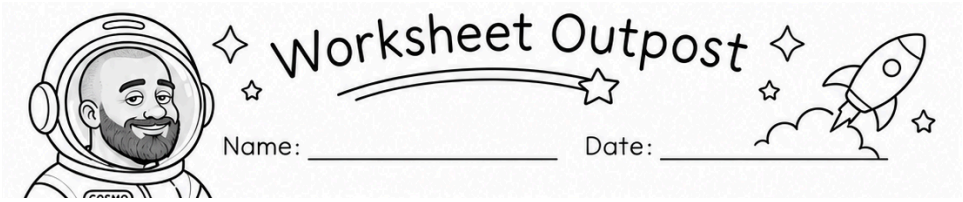
2. A stick is longer than a straw. The straw is longer than a pin. Order from shortest to longest.

3. Why should all the units you use to measure a length be the same size?

4. Draw a strip 5 equal square units long.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: measurement

Success criteria
I can compare lengths and order objects from shortest to longest.

OW-G1-113 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How long is A? How long is B? Which is longer?

A
B

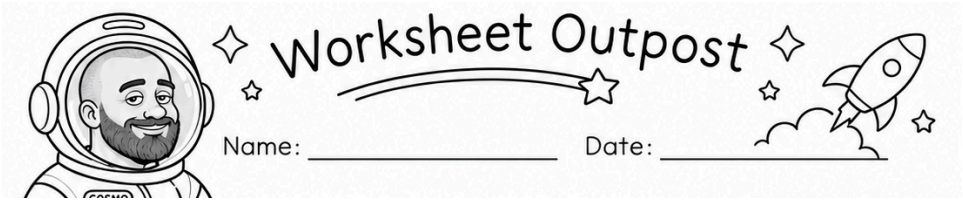
2. A stick is longer than a straw. The straw is longer than a pin. Order from shortest to longest.

3. Why should all the units you use to measure a length be the same size?

4. Draw a strip 5 equal square units long.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: measurement

OW-G1-113 E4 | Five questions

Success criteria

I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How long is A? How long is B? Which is longer?

A

B

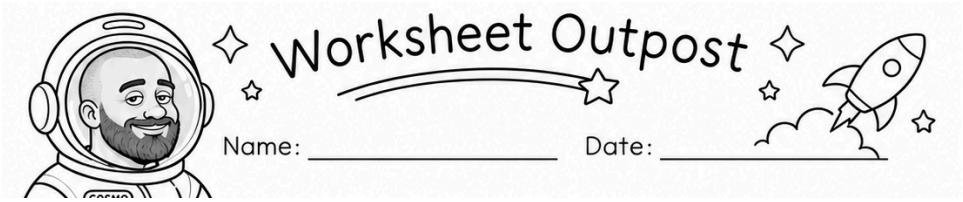
2. A stick is longer than a straw. The straw is longer than a pin. Order from shortest to longest.

3. Why should all the units you use to measure a length be the same size?

4. Draw a strip 5 equal square units long.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: measurement

OW-G1-113 E5 | Five questions

Success criteria

I can compare lengths and order objects from shortest to longest.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How long is A? How long is B? Which is longer?

A
B

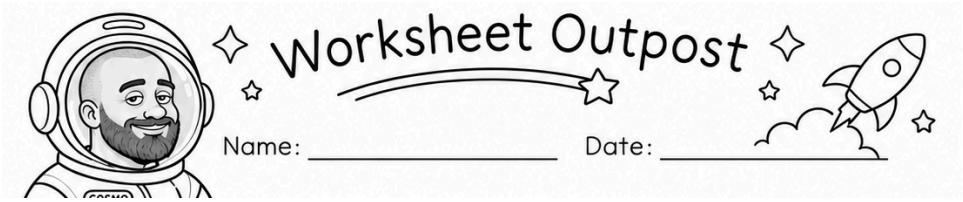
2. A stick is longer than a straw. The straw is longer than a pin. Order from shortest to longest.

3. Why should all the units you use to measure a length be the same size?

4. Draw a strip 5 equal square units long.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Bundles of ten

OW-G1-114 E1 | Five questions

Success criteria

I can show how many tens and ones are in a number.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 groups of 10 = ___. Draw tens rods.

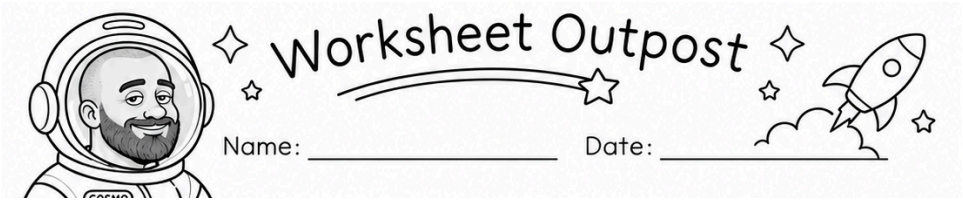
2. 3 groups of 10 = ___. Draw tens rods.

3. 4 groups of 10 = ___. Draw tens rods.

4. 5 groups of 10 = ___. Draw tens rods.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Bundles of ten

OW-G1-114 E2 | Five questions

Success criteria

I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 groups of 10 = ___. Draw tens rods.

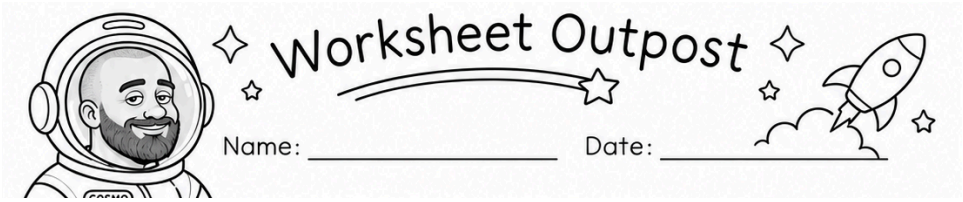
2. 3 groups of 10 = ___. Draw tens rods.

3. 4 groups of 10 = ___. Draw tens rods.

4. 5 groups of 10 = ___. Draw tens rods.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Bundles of ten

OW-G1-114 E3 | Five questions

Success criteria

I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 groups of 10 = ___. Draw tens rods.

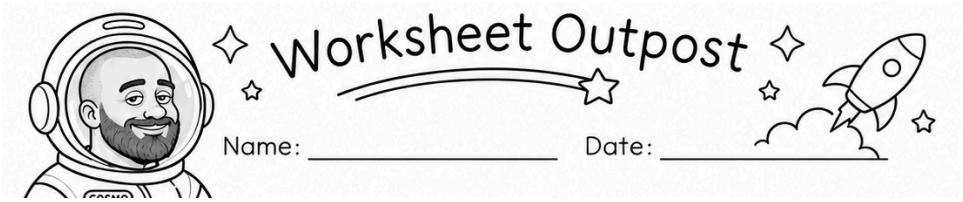
2. 3 groups of 10 = ___. Draw tens rods.

3. 4 groups of 10 = ___. Draw tens rods.

4. 5 groups of 10 = ___. Draw tens rods.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Bundles of ten

OW-G1-114 E4 | Five questions

Success criteria

I can show how many tens and ones are in a number.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 groups of 10 = ___. Draw tens rods.

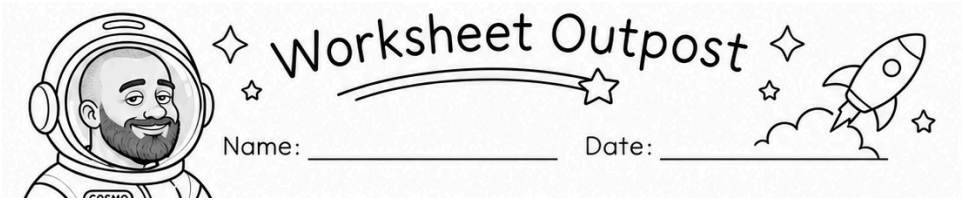
2. 3 groups of 10 = ___. Draw tens rods.

3. 4 groups of 10 = ___. Draw tens rods.

4. 5 groups of 10 = ___. Draw tens rods.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Bundles of ten

OW-G1-114 E5 | Five questions

Success criteria

I can show how many tens and ones are in a number.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 groups of 10 = ___. Draw tens rods.

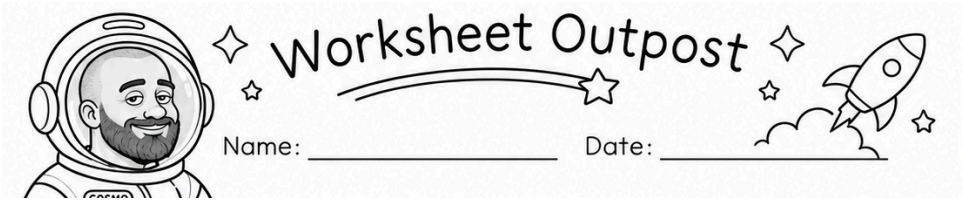
2. 3 groups of 10 = ___. Draw tens rods.

3. 4 groups of 10 = ___. Draw tens rods.

4. 5 groups of 10 = ___. Draw tens rods.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a comparison sign

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-115 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 34 ___ 43. Write >, <, or =. Read the statement aloud.

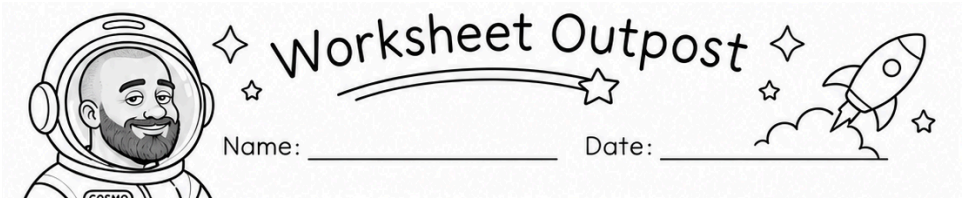
2. 57 ___ 52. Write >, <, or =. Read the statement aloud.

3. 62 ___ 62. Write >, <, or =. Read the statement aloud.

4. 85 ___ 79. Write >, <, or =. Read the statement aloud.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a comparison sign

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-115 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 34 ___ 43. Write >, <, or =. Read the statement aloud.

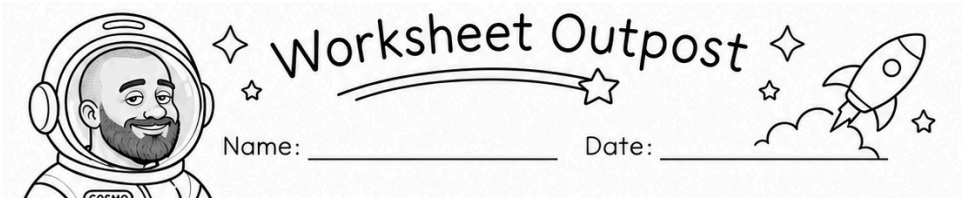
2. 57 ___ 52. Write >, <, or =. Read the statement aloud.

3. 62 ___ 62. Write >, <, or =. Read the statement aloud.

4. 85 ___ 79. Write >, <, or =. Read the statement aloud.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a comparison sign

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-115 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 34 ___ 43. Write >, <, or =. Read the statement aloud.

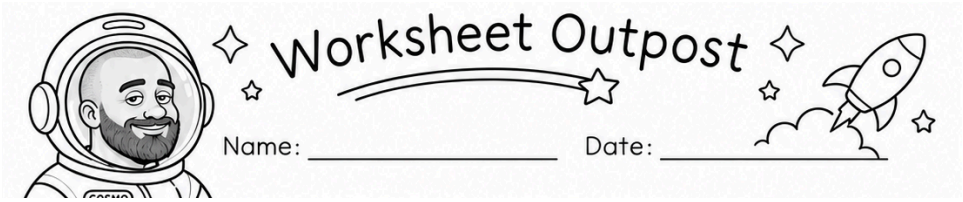
2. 57 ___ 52. Write >, <, or =. Read the statement aloud.

3. 62 ___ 62. Write >, <, or =. Read the statement aloud.

4. 85 ___ 79. Write >, <, or =. Read the statement aloud.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a comparison sign

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-115 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 34 ___ 43. Write >, <, or =. Read the statement aloud.

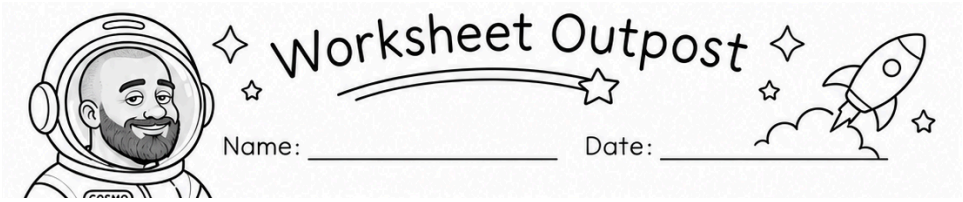
2. 57 ___ 52. Write >, <, or =. Read the statement aloud.

3. 62 ___ 62. Write >, <, or =. Read the statement aloud.

4. 85 ___ 79. Write >, <, or =. Read the statement aloud.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a comparison sign

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-115 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 34 ___ 43. Write >, <, or =. Read the statement aloud.

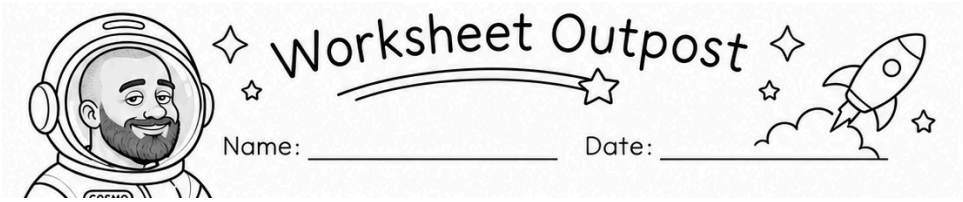
2. 57 ___ 52. Write >, <, or =. Read the statement aloud.

3. 62 ___ 62. Write >, <, or =. Read the statement aloud.

4. 85 ___ 79. Write >, <, or =. Read the statement aloud.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count bundles and loose objects

OW-G1-116 E1 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count the tens rods and ones. Write the number.



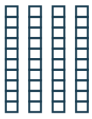
□□□

2. Count the tens rods and ones. Write the number.



□□□□□
□

3. Count the tens rods and ones. Write the number.



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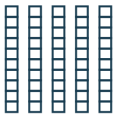
4. Count the tens rods and ones. Write the number.



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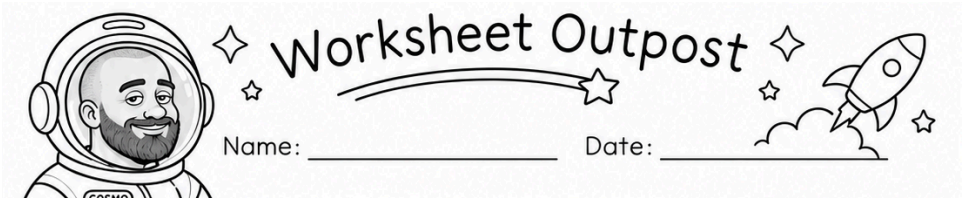
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count bundles and loose objects

OW-G1-116 E2 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count the tens rods and ones. Write the number.



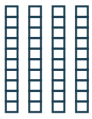
□□□

2. Count the tens rods and ones. Write the number.



□□□□□
□

3. Count the tens rods and ones. Write the number.



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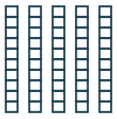
4. Count the tens rods and ones. Write the number.



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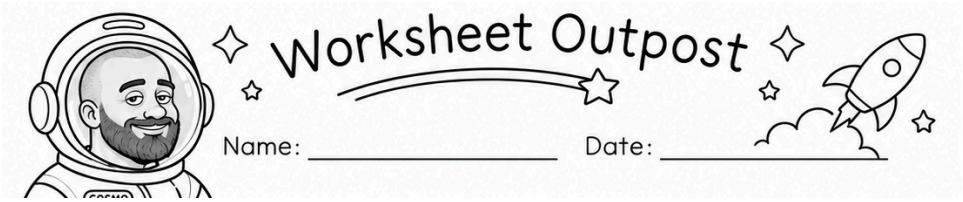
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count bundles and loose objects

OW-G1-116 E3 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count the tens rods and ones. Write the number.



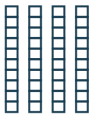
□□□

2. Count the tens rods and ones. Write the number.



□□□□□
□

3. Count the tens rods and ones. Write the number.



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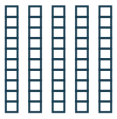
4. Count the tens rods and ones. Write the number.



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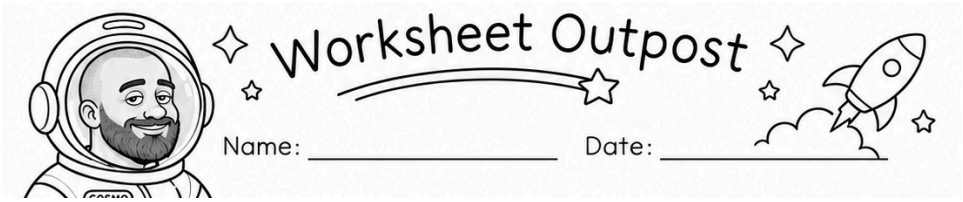
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count bundles and loose objects

OW-G1-116 E4 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count the tens rods and ones. Write the number.



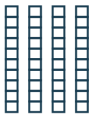
□□□

2. Count the tens rods and ones. Write the number.



□□□□□
□

3. Count the tens rods and ones. Write the number.



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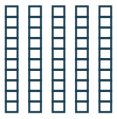
4. Count the tens rods and ones. Write the number.



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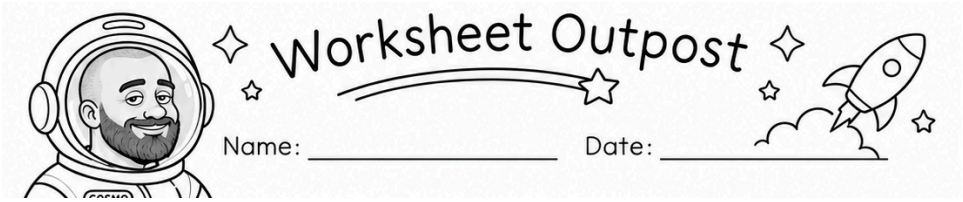
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count bundles and loose objects

OW-G1-116 E5 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count the tens rods and ones. Write the number.



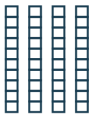
□□□

2. Count the tens rods and ones. Write the number.



□□□□□
□

3. Count the tens rods and ones. Write the number.



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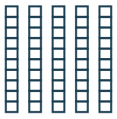
4. Count the tens rods and ones. Write the number.



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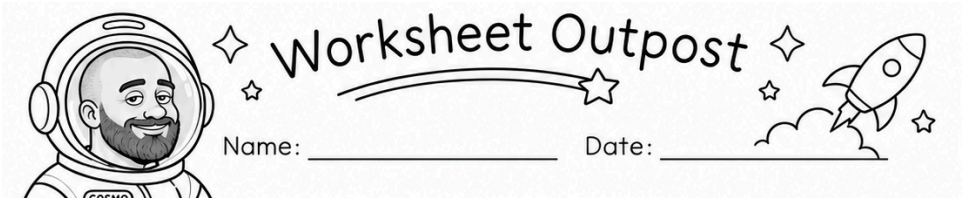
5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a two-digit comparison

OW-G1-117 E1 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Jo says 34 is greater than 43. Use tens and ones to decide if Jo is correct.

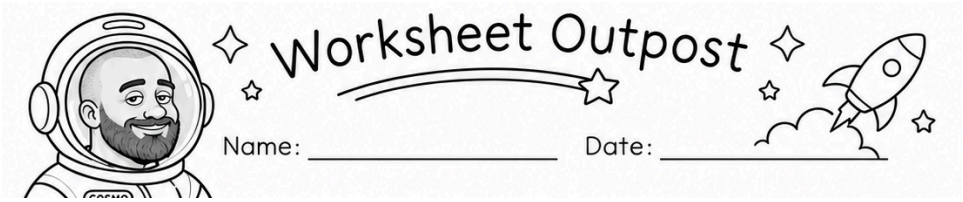
2. Jo says 57 is greater than 52. Use tens and ones to decide if Jo is correct.

3. Jo says 62 is greater than 62. Use tens and ones to decide if Jo is correct.

4. Jo says 85 is greater than 79. Use tens and ones to decide if Jo is correct.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a two-digit comparison

OW-G1-117 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Jo says 34 is greater than 43. Use tens and ones to decide if Jo is correct.

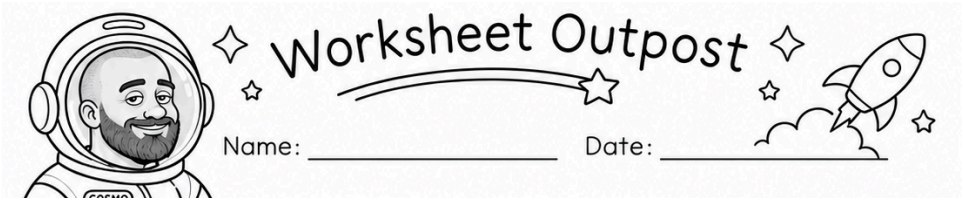
2. Jo says 57 is greater than 52. Use tens and ones to decide if Jo is correct.

3. Jo says 62 is greater than 62. Use tens and ones to decide if Jo is correct.

4. Jo says 85 is greater than 79. Use tens and ones to decide if Jo is correct.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a two-digit comparison

OW-G1-117 E3 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Jo says 34 is greater than 43. Use tens and ones to decide if Jo is correct.

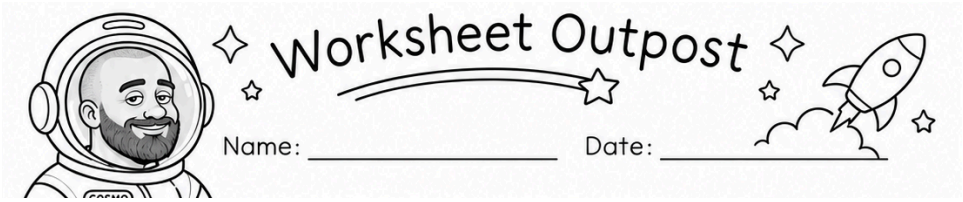
2. Jo says 57 is greater than 52. Use tens and ones to decide if Jo is correct.

3. Jo says 62 is greater than 62. Use tens and ones to decide if Jo is correct.

4. Jo says 85 is greater than 79. Use tens and ones to decide if Jo is correct.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a two-digit comparison

OW-G1-117 E4 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Jo says 34 is greater than 43. Use tens and ones to decide if Jo is correct.

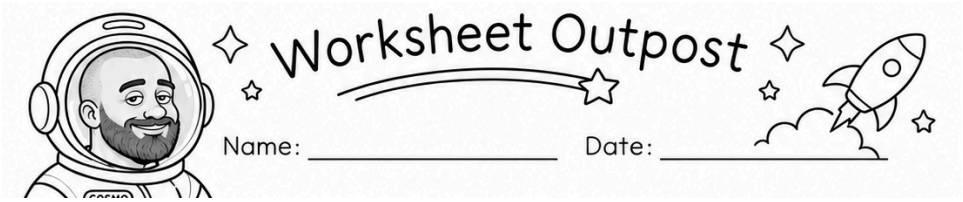
2. Jo says 57 is greater than 52. Use tens and ones to decide if Jo is correct.

3. Jo says 62 is greater than 62. Use tens and ones to decide if Jo is correct.

4. Jo says 85 is greater than 79. Use tens and ones to decide if Jo is correct.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a two-digit comparison

OW-G1-117 E5 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Jo says 34 is greater than 43. Use tens and ones to decide if Jo is correct.

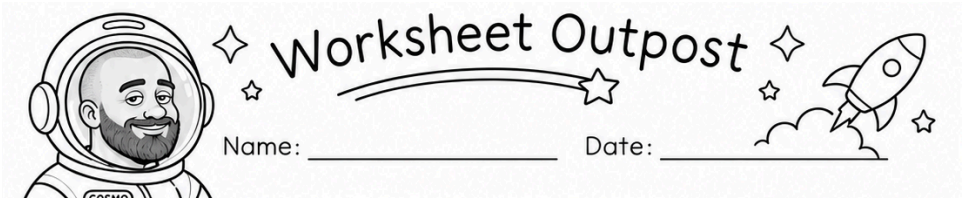
2. Jo says 57 is greater than 52. Use tens and ones to decide if Jo is correct.

3. Jo says 62 is greater than 62. Use tens and ones to decide if Jo is correct.

4. Jo says 85 is greater than 79. Use tens and ones to decide if Jo is correct.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain how bundles work

Success criteria

I can show how many tens and ones are in a number.

OW-G1-118 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Bo says 2 tens and 3 ones is 32. Explain the mistake.

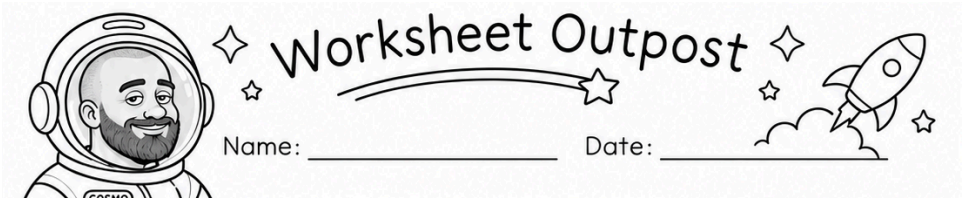
2. Bo says 3 tens and 6 ones is 63. Explain the mistake.

3. Bo says 4 tens and 1 one is 14. Explain the mistake.

4. Bo says 5 tens and 8 ones is 85. Explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain how bundles work

Success criteria
I can show how many tens and ones are in a number.

OW-G1-118 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Bo says 2 tens and 3 ones is 32. Explain the mistake.

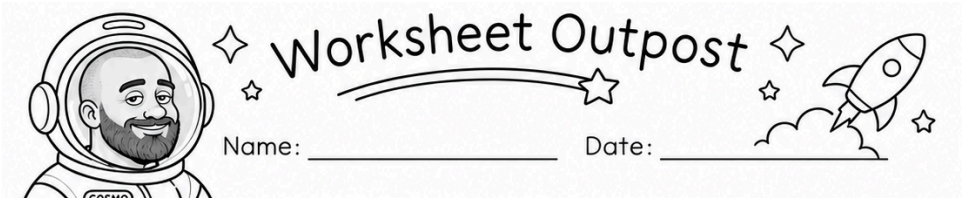
2. Bo says 3 tens and 6 ones is 63. Explain the mistake.

3. Bo says 4 tens and 1 one is 14. Explain the mistake.

4. Bo says 5 tens and 8 ones is 85. Explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain how bundles work

Success criteria
I can show how many tens and ones are in a number.

OW-G1-118 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Bo says 2 tens and 3 ones is 32. Explain the mistake.

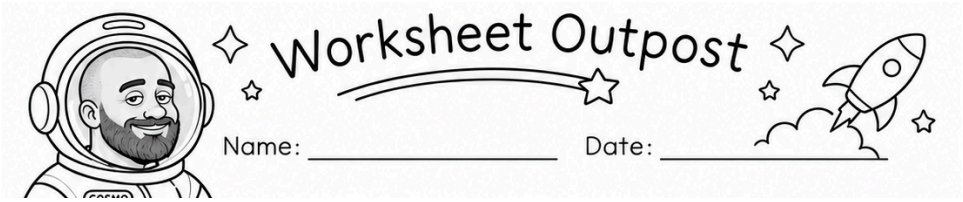
2. Bo says 3 tens and 6 ones is 63. Explain the mistake.

3. Bo says 4 tens and 1 one is 14. Explain the mistake.

4. Bo says 5 tens and 8 ones is 85. Explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain how bundles work

Success criteria
I can show how many tens and ones are in a number.

OW-G1-118 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Bo says 2 tens and 3 ones is 32. Explain the mistake.

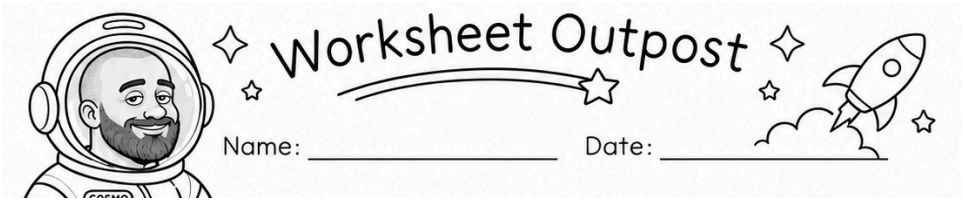
2. Bo says 3 tens and 6 ones is 63. Explain the mistake.

3. Bo says 4 tens and 1 one is 14. Explain the mistake.

4. Bo says 5 tens and 8 ones is 85. Explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain how bundles work

Success criteria

I can show how many tens and ones are in a number.

OW-G1-118 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Bo says 2 tens and 3 ones is 32. Explain the mistake.

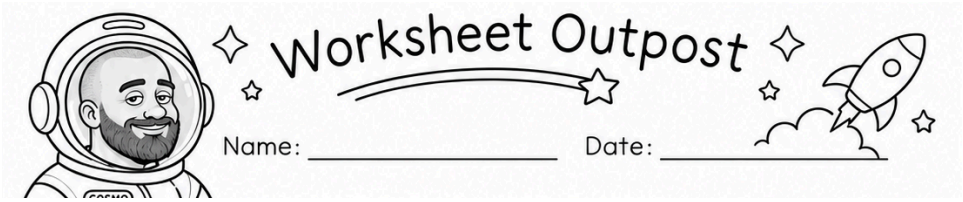
2. Bo says 3 tens and 6 ones is 63. Explain the mistake.

3. Bo says 4 tens and 1 one is 14. Explain the mistake.

4. Bo says 5 tens and 8 ones is 85. Explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart numbers

OW-G1-119 E1 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 23 = ____ tens and ____ ones

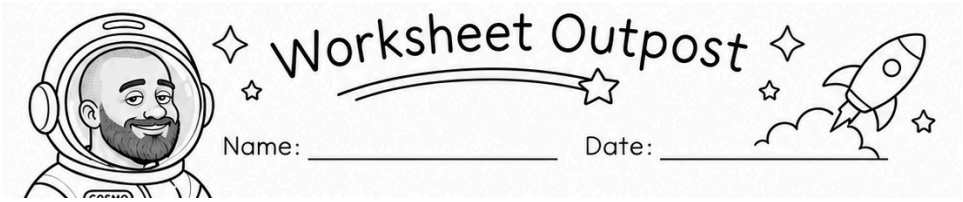
2. 36 = ____ tens and ____ ones

3. 49 = ____ tens and ____ ones

4. 52 = ____ tens and ____ ones

5. 65 = ____ tens and ____ ones

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart numbers

OW-G1-119 E2 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 23 = ____ tens and ____ ones

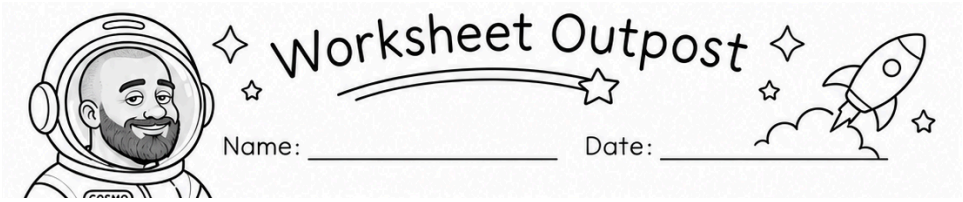
2. 36 = ____ tens and ____ ones

3. 49 = ____ tens and ____ ones

4. 52 = ____ tens and ____ ones

5. 65 = ____ tens and ____ ones

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart numbers

OW-G1-119 E3 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 23 = ____ tens and ____ ones

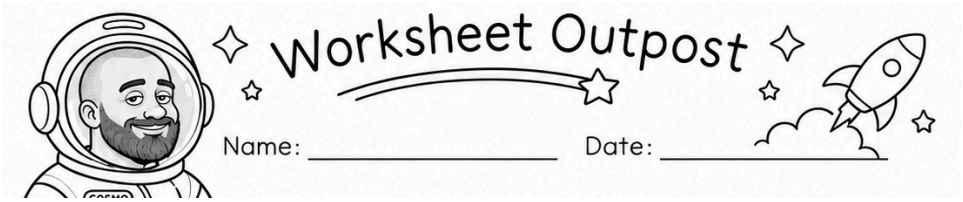
2. 36 = ____ tens and ____ ones

3. 49 = ____ tens and ____ ones

4. 52 = ____ tens and ____ ones

5. 65 = ____ tens and ____ ones

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart numbers

OW-G1-119 E4 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 23 = ____ tens and ____ ones

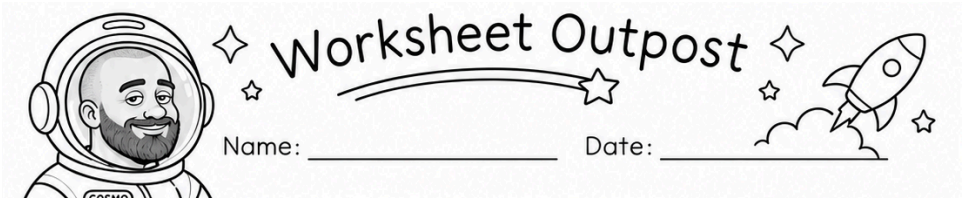
2. 36 = ____ tens and ____ ones

3. 49 = ____ tens and ____ ones

4. 52 = ____ tens and ____ ones

5. 65 = ____ tens and ____ ones

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart numbers

OW-G1-119 E5 | Five questions

Success criteria

I can show how many tens and ones are in a number.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 23 = ____ tens and ____ ones

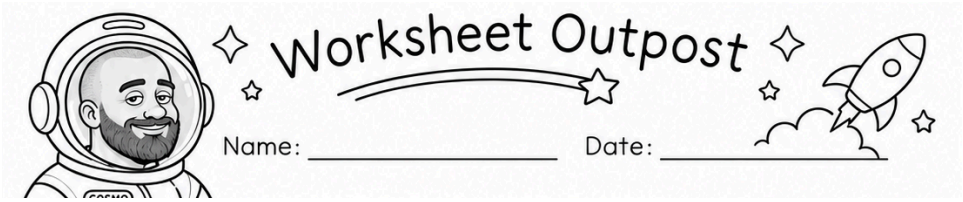
2. 36 = ____ tens and ____ ones

3. 49 = ____ tens and ____ ones

4. 52 = ____ tens and ____ ones

5. 65 = ____ tens and ____ ones

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build a number

Success criteria
I can show how many tens and ones are in a number.

OW-G1-120 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw 2 tens and 2 ones. Write the number.

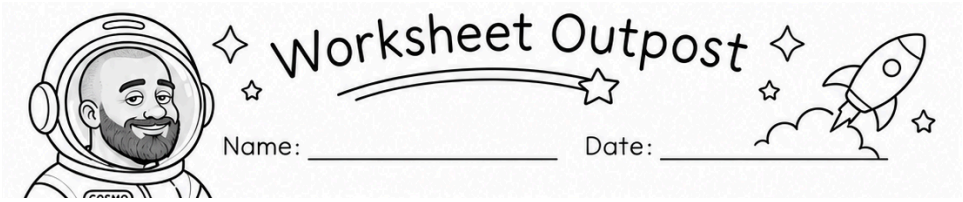
2. Draw 3 tens and 5 ones. Write the number.

3. Draw 4 tens and 8 ones. Write the number.

4. Draw 5 tens and 1 one. Write the number.

5. Draw 6 tens and 4 ones. Write the number.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build a number

Success criteria
I can show how many tens and ones are in a number.

OW-G1-120 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw 2 tens and 2 ones. Write the number.

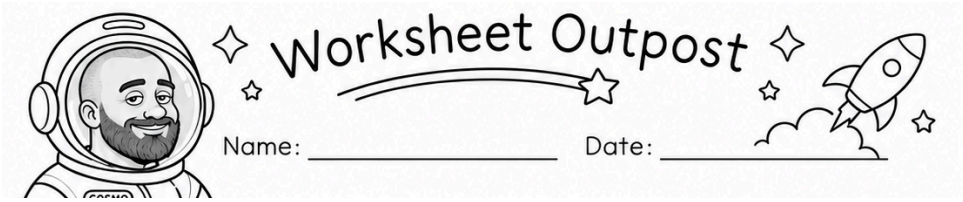
2. Draw 3 tens and 5 ones. Write the number.

3. Draw 4 tens and 8 ones. Write the number.

4. Draw 5 tens and 1 one. Write the number.

5. Draw 6 tens and 4 ones. Write the number.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build a number

Success criteria
I can show how many tens and ones are in a number.

OW-G1-120 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw 2 tens and 2 ones. Write the number.

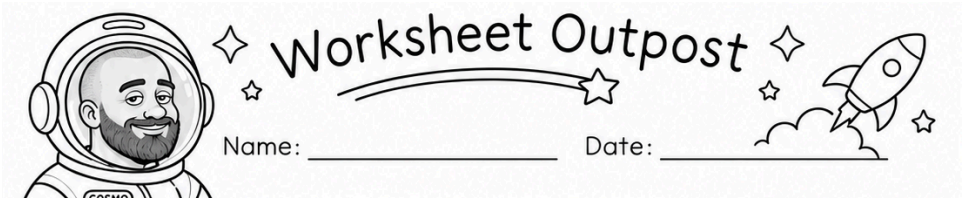
2. Draw 3 tens and 5 ones. Write the number.

3. Draw 4 tens and 8 ones. Write the number.

4. Draw 5 tens and 1 one. Write the number.

5. Draw 6 tens and 4 ones. Write the number.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build a number

Success criteria
I can show how many tens and ones are in a number.

OW-G1-120 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw 2 tens and 2 ones. Write the number.

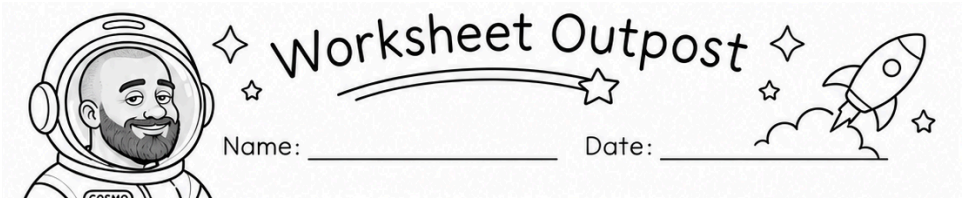
2. Draw 3 tens and 5 ones. Write the number.

3. Draw 4 tens and 8 ones. Write the number.

4. Draw 5 tens and 1 one. Write the number.

5. Draw 6 tens and 4 ones. Write the number.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build a number

Success criteria
I can show how many tens and ones are in a number.

OW-G1-120 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw 2 tens and 2 ones. Write the number.

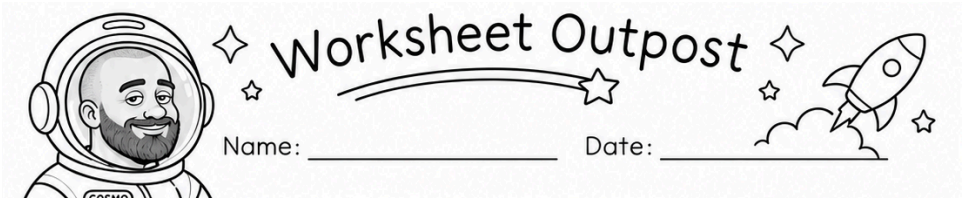
2. Draw 3 tens and 5 ones. Write the number.

3. Draw 4 tens and 8 ones. Write the number.

4. Draw 5 tens and 1 one. Write the number.

5. Draw 6 tens and 4 ones. Write the number.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare in stories

OW-G1-121 E1 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Box A has 22 blocks. Box B has 12 blocks. Which has more, or are they equal?

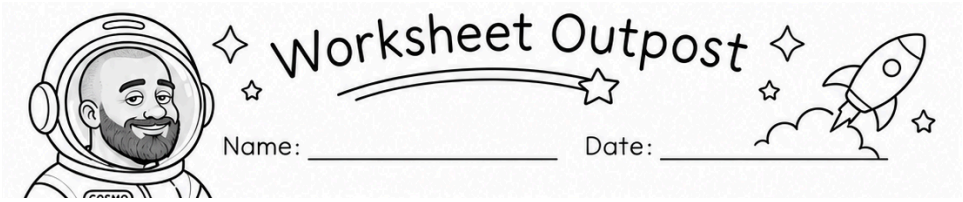
2. Box A has 33 blocks. Box B has 36 blocks. Which has more, or are they equal?

3. Box A has 44 blocks. Box B has 44 blocks. Which has more, or are they equal?

4. Box A has 51 blocks. Box B has 61 blocks. Which has more, or are they equal?

5. Box A has 62 blocks. Box B has 60 blocks. Which has more, or are they equal?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare in stories

OW-G1-121 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Box A has 22 blocks. Box B has 12 blocks. Which has more, or are they equal?

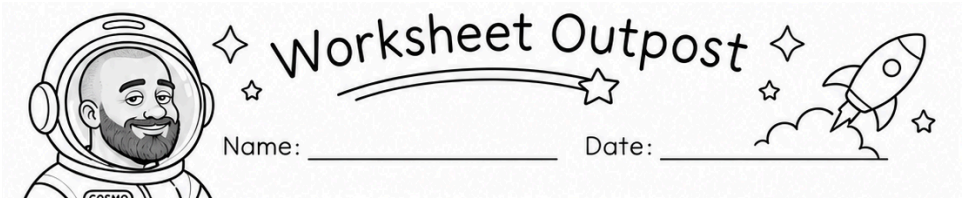
2. Box A has 33 blocks. Box B has 36 blocks. Which has more, or are they equal?

3. Box A has 44 blocks. Box B has 44 blocks. Which has more, or are they equal?

4. Box A has 51 blocks. Box B has 61 blocks. Which has more, or are they equal?

5. Box A has 62 blocks. Box B has 60 blocks. Which has more, or are they equal?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare in stories

OW-G1-121 E3 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Box A has 22 blocks. Box B has 12 blocks. Which has more, or are they equal?

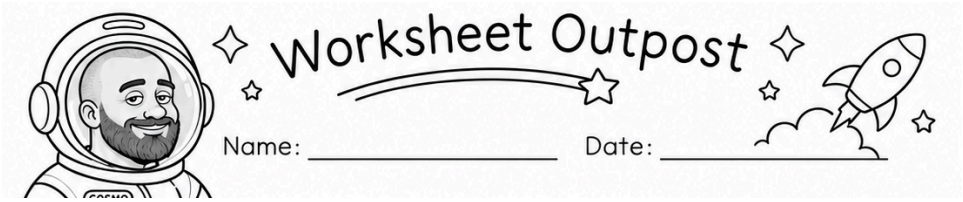
2. Box A has 33 blocks. Box B has 36 blocks. Which has more, or are they equal?

3. Box A has 44 blocks. Box B has 44 blocks. Which has more, or are they equal?

4. Box A has 51 blocks. Box B has 61 blocks. Which has more, or are they equal?

5. Box A has 62 blocks. Box B has 60 blocks. Which has more, or are they equal?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare in stories

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-121 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Box A has 22 blocks. Box B has 12 blocks. Which has more, or are they equal?

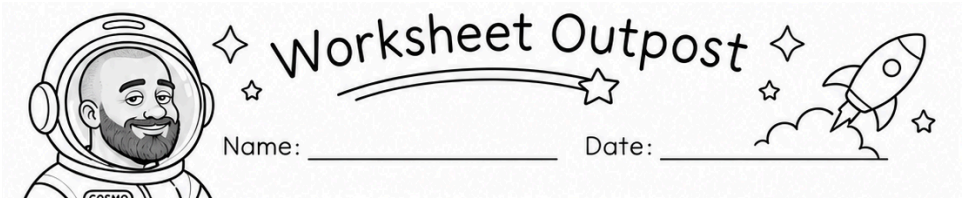
2. Box A has 33 blocks. Box B has 36 blocks. Which has more, or are they equal?

3. Box A has 44 blocks. Box B has 44 blocks. Which has more, or are they equal?

4. Box A has 51 blocks. Box B has 61 blocks. Which has more, or are they equal?

5. Box A has 62 blocks. Box B has 60 blocks. Which has more, or are they equal?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare in stories

OW-G1-121 E5 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Box A has 22 blocks. Box B has 12 blocks. Which has more, or are they equal?

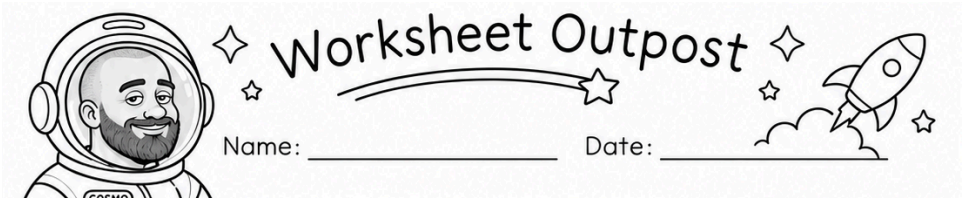
2. Box A has 33 blocks. Box B has 36 blocks. Which has more, or are they equal?

3. Box A has 44 blocks. Box B has 44 blocks. Which has more, or are they equal?

4. Box A has 51 blocks. Box B has 61 blocks. Which has more, or are they equal?

5. Box A has 62 blocks. Box B has 60 blocks. Which has more, or are they equal?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-122 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 ___ 10
Write <, >, or =.

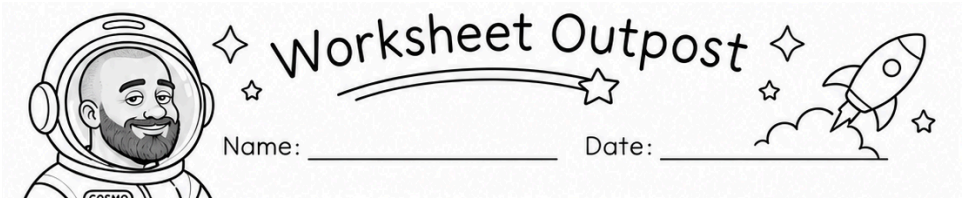
2. 30 ___ 33
Write <, >, or =.

3. 40 ___ 40
Write <, >, or =.

4. 50 ___ 60
Write <, >, or =.

5. 60 ___ 58
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-122 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 ___ 10
Write <, >, or =.

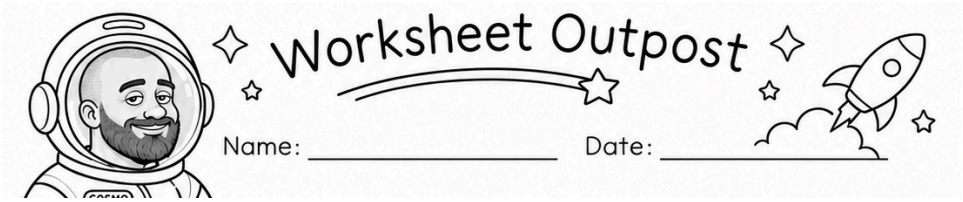
2. 30 ___ 33
Write <, >, or =.

3. 40 ___ 40
Write <, >, or =.

4. 50 ___ 60
Write <, >, or =.

5. 60 ___ 58
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-122 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 ___ 10
Write <, >, or =.

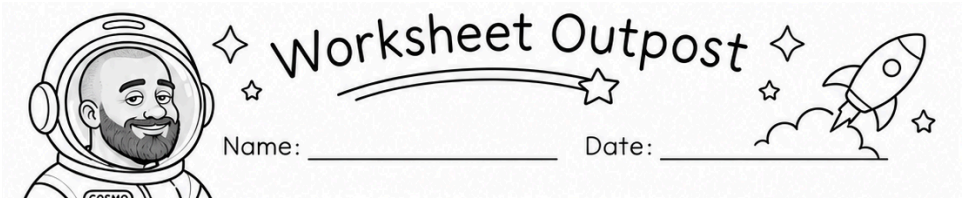
2. 30 ___ 33
Write <, >, or =.

3. 40 ___ 40
Write <, >, or =.

4. 50 ___ 60
Write <, >, or =.

5. 60 ___ 58
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-122 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 ___ 10
Write <, >, or =.

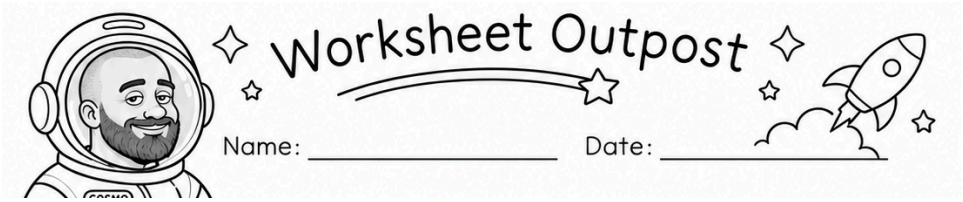
2. 30 ___ 33
Write <, >, or =.

3. 40 ___ 40
Write <, >, or =.

4. 50 ___ 60
Write <, >, or =.

5. 60 ___ 58
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-122 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 ___ 10
Write <, >, or =.

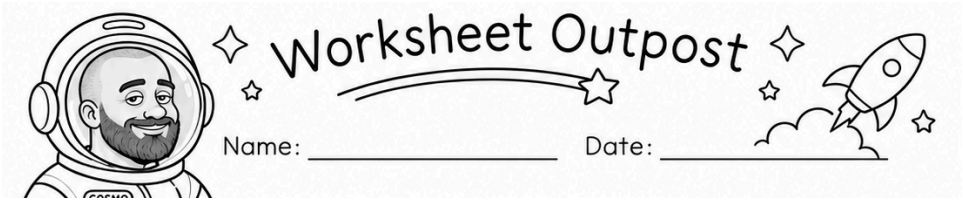
2. 30 ___ 33
Write <, >, or =.

3. 40 ___ 40
Write <, >, or =.

4. 50 ___ 60
Write <, >, or =.

5. 60 ___ 58
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens and ones

OW-G1-123 E1 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 23 ___ 13
Write <, >, or =.

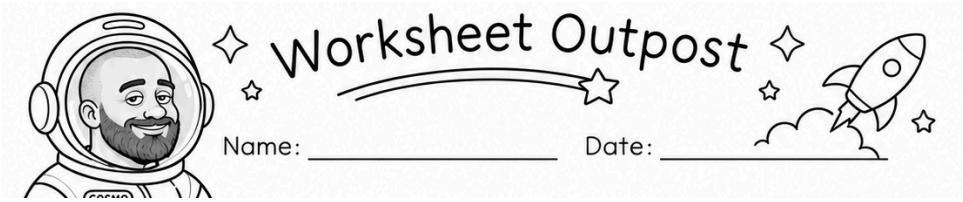
2. 34 ___ 37
Write <, >, or =.

3. 41 ___ 41
Write <, >, or =.

4. 52 ___ 62
Write <, >, or =.

5. 63 ___ 61
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens and ones

OW-G1-123 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 23 ___ 13
Write <, >, or =.

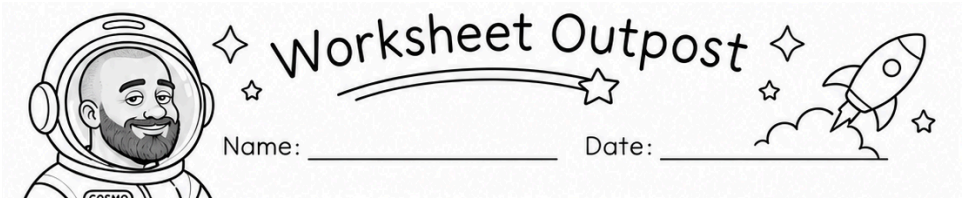
2. 34 ___ 37
Write <, >, or =.

3. 41 ___ 41
Write <, >, or =.

4. 52 ___ 62
Write <, >, or =.

5. 63 ___ 61
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens and ones

OW-G1-123 E3 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 23 ___ 13
Write <, >, or =.

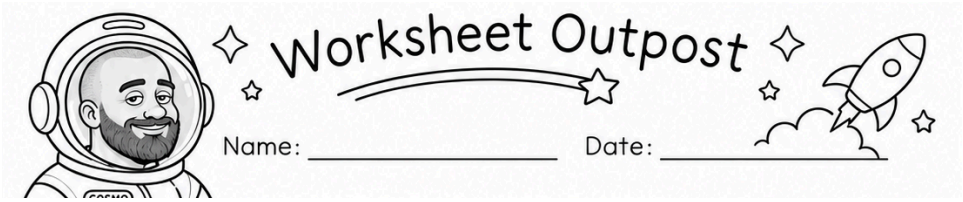
2. 34 ___ 37
Write <, >, or =.

3. 41 ___ 41
Write <, >, or =.

4. 52 ___ 62
Write <, >, or =.

5. 63 ___ 61
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens and ones

OW-G1-123 E4 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 23 ___ 13
Write <, >, or =.

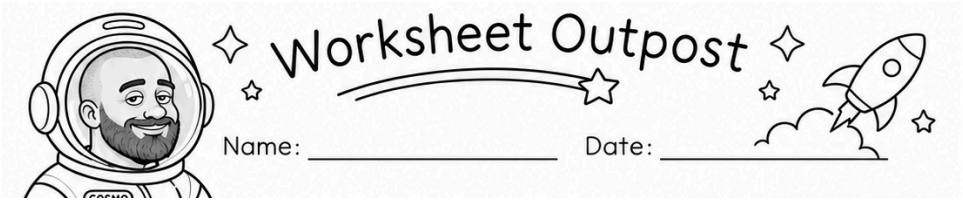
2. 34 ___ 37
Write <, >, or =.

3. 41 ___ 41
Write <, >, or =.

4. 52 ___ 62
Write <, >, or =.

5. 63 ___ 61
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare tens and ones

OW-G1-123 E5 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 23 ___ 13
Write <, >, or =.

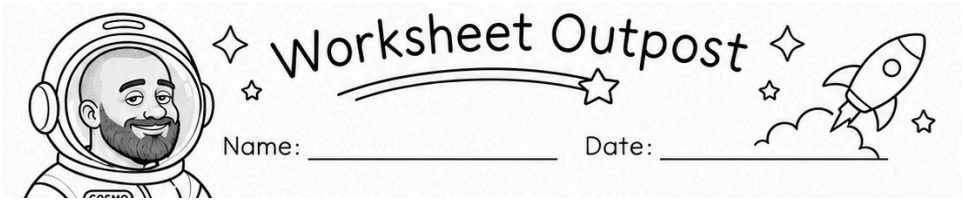
2. 34 ___ 37
Write <, >, or =.

3. 41 ___ 41
Write <, >, or =.

4. 52 ___ 62
Write <, >, or =.

5. 63 ___ 61
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order three numbers

OW-G1-124 E1 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Order from least to greatest:
26, 18, 21

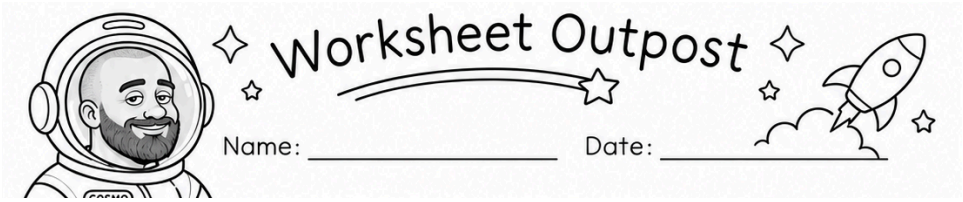
2. Order from least to greatest:
37, 29, 32

3. Order from least to greatest:
48, 40, 43

4. Order from least to greatest:
59, 51, 54

5. Order from least to greatest:
66, 58, 61

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order three numbers

OW-G1-124 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Order from least to greatest:
26, 18, 21

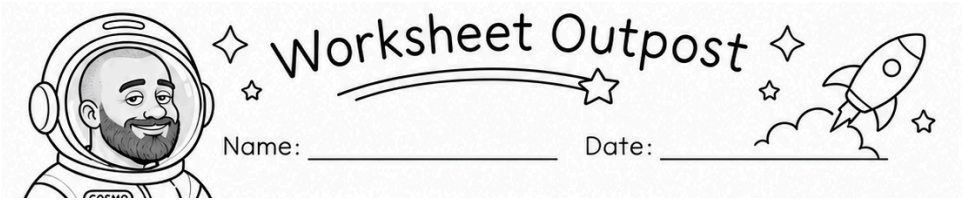
2. Order from least to greatest:
37, 29, 32

3. Order from least to greatest:
48, 40, 43

4. Order from least to greatest:
59, 51, 54

5. Order from least to greatest:
66, 58, 61

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order three numbers

OW-G1-124 E3 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Order from least to greatest:
26, 18, 21

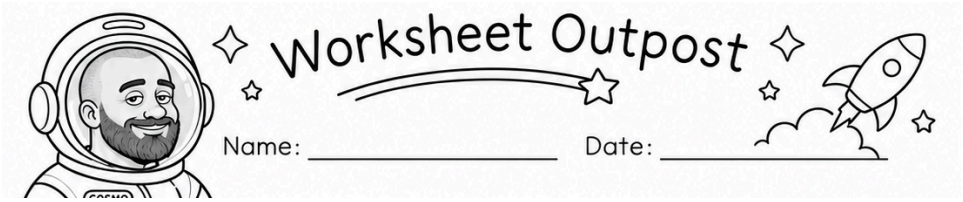
2. Order from least to greatest:
37, 29, 32

3. Order from least to greatest:
48, 40, 43

4. Order from least to greatest:
59, 51, 54

5. Order from least to greatest:
66, 58, 61

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order three numbers

OW-G1-124 E4 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Order from least to greatest:
26, 18, 21

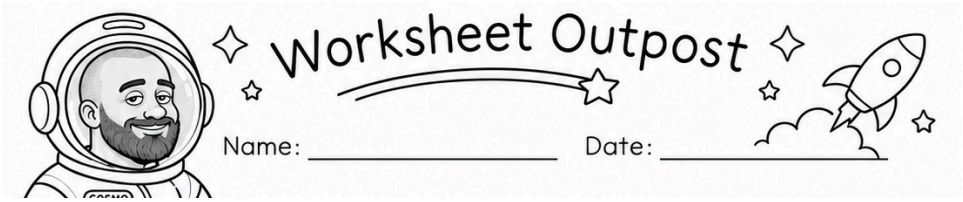
2. Order from least to greatest:
37, 29, 32

3. Order from least to greatest:
48, 40, 43

4. Order from least to greatest:
59, 51, 54

5. Order from least to greatest:
66, 58, 61

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: order three numbers

OW-G1-124 E5 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Order from least to greatest:
26, 18, 21

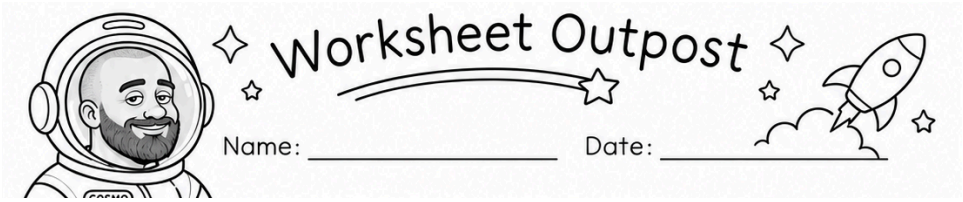
2. Order from least to greatest:
37, 29, 32

3. Order from least to greatest:
48, 40, 43

4. Order from least to greatest:
59, 51, 54

5. Order from least to greatest:
66, 58, 61

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: ten more or ten less

OW-G1-125 E1 | Five questions

Success criteria
I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write ten less and ten more than 25.

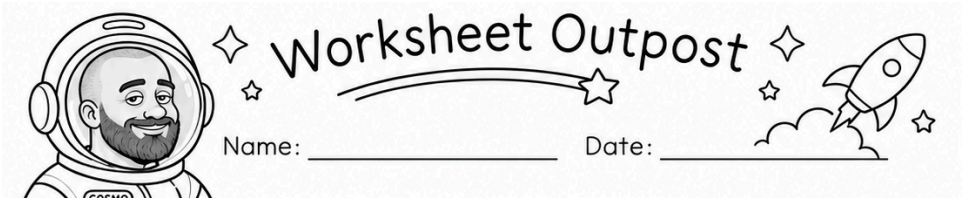
2. Write ten less and ten more than 38.

3. Write ten less and ten more than 41.

4. Write ten less and ten more than 54.

5. Write ten less and ten more than 67.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: ten more or ten less

OW-G1-125 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can find ten more or ten less and explain which digit changes.

Work with a partner. Build a model, then say or write your answer.

1. Write ten less and ten more than 25.

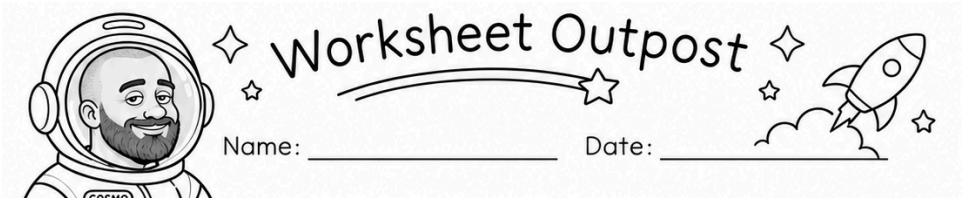
2. Write ten less and ten more than 38.

3. Write ten less and ten more than 41.

4. Write ten less and ten more than 54.

5. Write ten less and ten more than 67.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: ten more or ten less

OW-G1-125 E3 | Five questions

Success criteria
I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write ten less and ten more than 25.

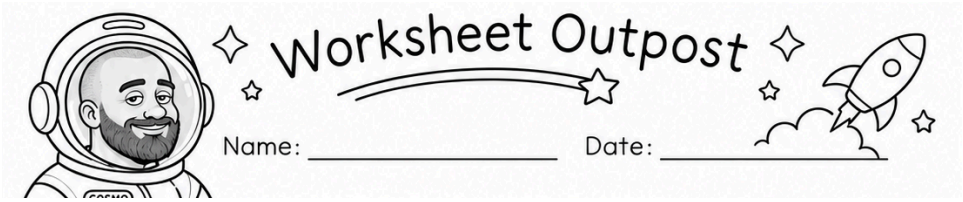
2. Write ten less and ten more than 38.

3. Write ten less and ten more than 41.

4. Write ten less and ten more than 54.

5. Write ten less and ten more than 67.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: ten more or ten less

OW-G1-125 E4 | Five questions

Success criteria
I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write ten less and ten more than 25.

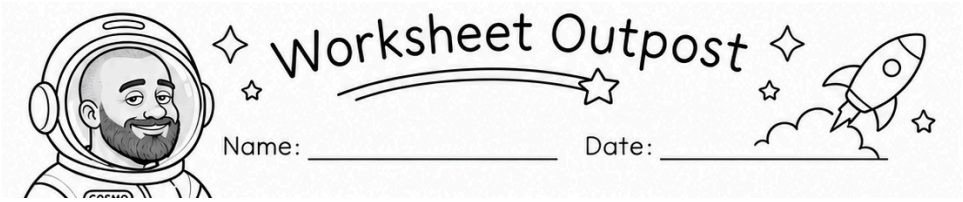
2. Write ten less and ten more than 38.

3. Write ten less and ten more than 41.

4. Write ten less and ten more than 54.

5. Write ten less and ten more than 67.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: ten more or ten less

OW-G1-125 E5 | Five questions

Success criteria
I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write ten less and ten more than 25.

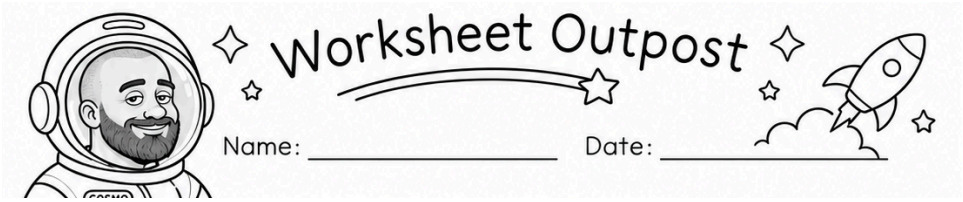
2. Write ten less and ten more than 38.

3. Write ten less and ten more than 41.

4. Write ten less and ten more than 54.

5. Write ten less and ten more than 67.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: tens and ones

Success criteria
I can show how many tens and ones are in a number.

OW-G1-126 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

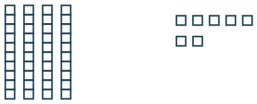
1. Count the tens rods and ones. Write the number.



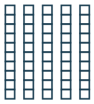
2. Count the tens rods and ones. Write the number.



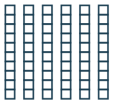
3. Count the tens rods and ones. Write the number.



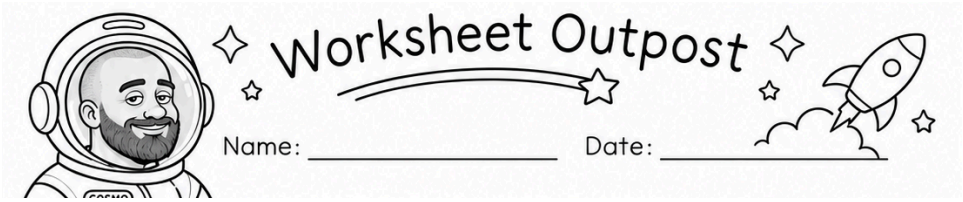
4. Count the tens rods and ones. Write the number.



5. Count the tens rods and ones. Write the number.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: tens and ones

Success criteria
I can show how many tens and ones are in a number.

OW-G1-126 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

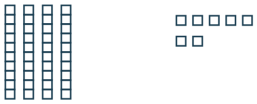
1. Count the tens rods and ones. Write the number.



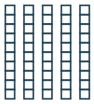
2. Count the tens rods and ones. Write the number.



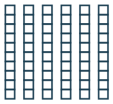
3. Count the tens rods and ones. Write the number.



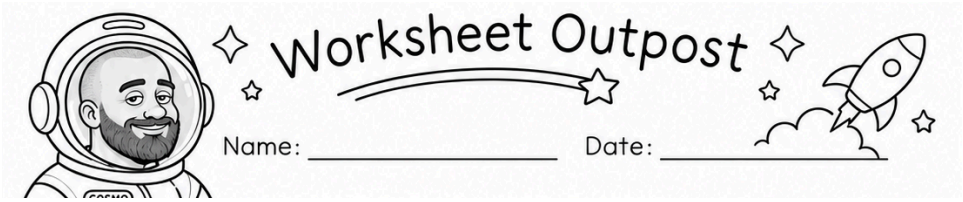
4. Count the tens rods and ones. Write the number.



5. Count the tens rods and ones. Write the number.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: tens and ones

Success criteria
I can show how many tens and ones are in a number.

OW-G1-126 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count the tens rods and ones. Write the number.



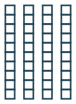
□

2. Count the tens rods and ones. Write the number.



□□□□

3. Count the tens rods and ones. Write the number.



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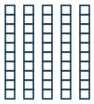
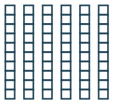
4. Count the tens rods and ones. Write the number.



5. Count the tens rods and ones. Write the number.



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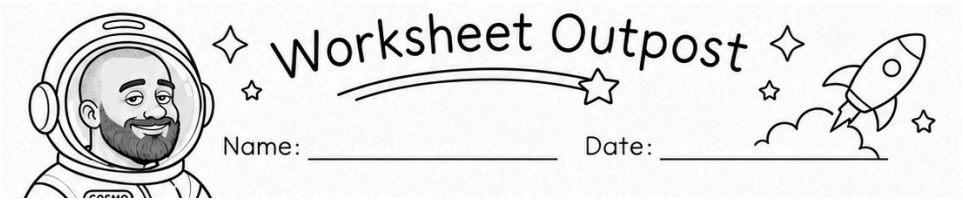
You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: tens and ones

Success criteria
I can show how many tens and ones are in a number.

OW-G1-126 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count the tens rods and ones. Write the number.



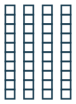
□

2. Count the tens rods and ones. Write the number.



□□□□

3. Count the tens rods and ones. Write the number.



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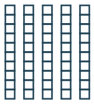
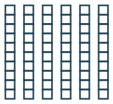
4. Count the tens rods and ones. Write the number.



5. Count the tens rods and ones. Write the number.



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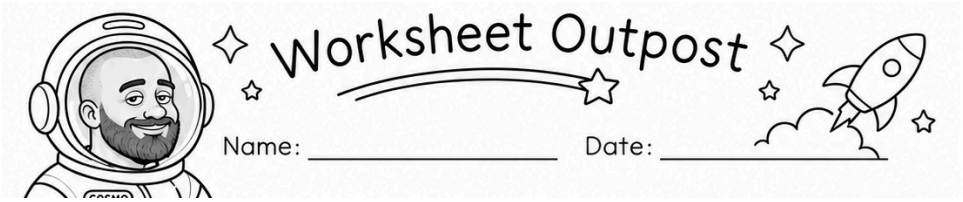
You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: tens and ones

Success criteria
I can show how many tens and ones are in a number.

OW-G1-126 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count the tens rods and ones. Write the number.



□

2. Count the tens rods and ones. Write the number.



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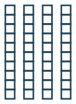
3. Count the tens rods and ones. Write the number.



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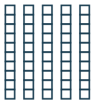
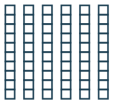
4. Count the tens rods and ones. Write the number.



5. Count the tens rods and ones. Write the number.



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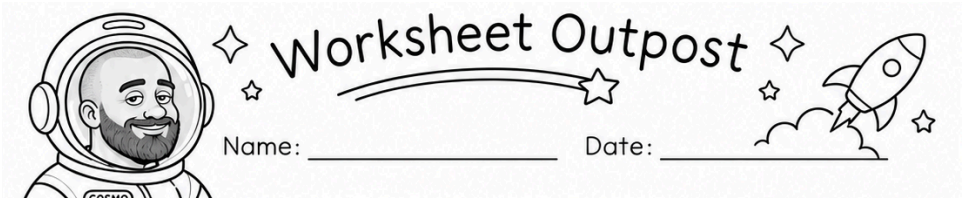
You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: use comparison signs

OW-G1-127 E1 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 24 ___ 14
Write <, >, or =.

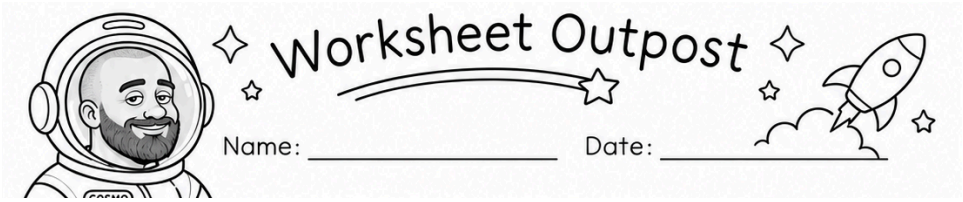
2. 31 ___ 34
Write <, >, or =.

3. 42 ___ 42
Write <, >, or =.

4. 53 ___ 63
Write <, >, or =.

5. 64 ___ 62
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: use comparison signs

OW-G1-127 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 24 ___ 14
Write <, >, or =.

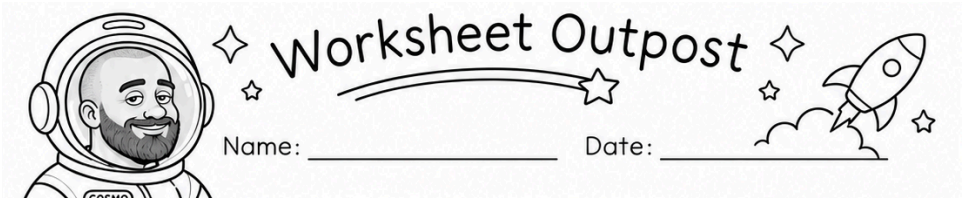
2. 31 ___ 34
Write <, >, or =.

3. 42 ___ 42
Write <, >, or =.

4. 53 ___ 63
Write <, >, or =.

5. 64 ___ 62
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: use comparison signs

OW-G1-127 E3 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 24 ___ 14
Write <, >, or =.

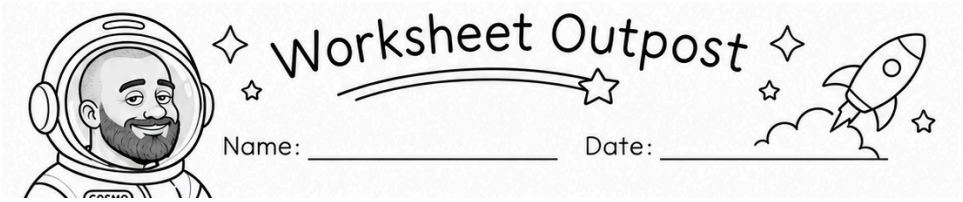
2. 31 ___ 34
Write <, >, or =.

3. 42 ___ 42
Write <, >, or =.

4. 53 ___ 63
Write <, >, or =.

5. 64 ___ 62
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: use comparison signs

OW-G1-127 E4 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 24 ___ 14
Write <, >, or =.

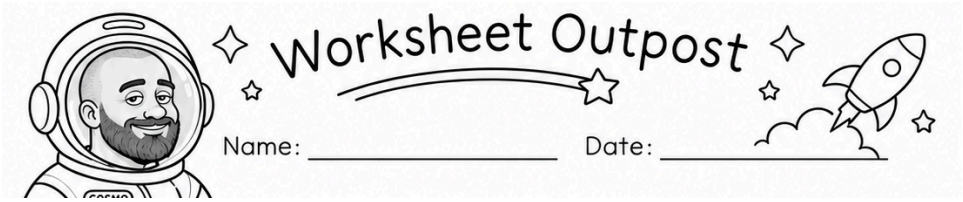
2. 31 ___ 34
Write <, >, or =.

3. 42 ___ 42
Write <, >, or =.

4. 53 ___ 63
Write <, >, or =.

5. 64 ___ 62
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: use comparison signs

OW-G1-127 E5 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 24 ___ 14
Write <, >, or =.

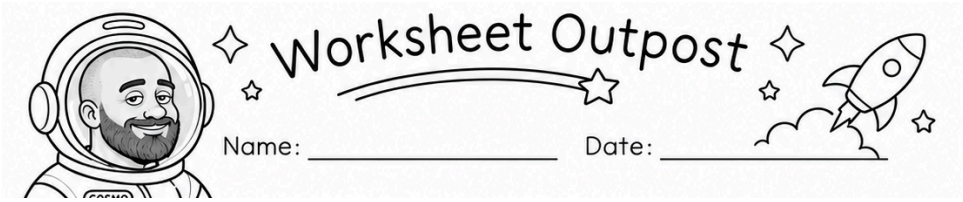
2. 31 ___ 34
Write <, >, or =.

3. 42 ___ 42
Write <, >, or =.

4. 53 ___ 63
Write <, >, or =.

5. 64 ___ 62
Write <, >, or =.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: write expanded form

OW-G1-128 E1 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 24 = ___ + ___
Write tens first, then ones.

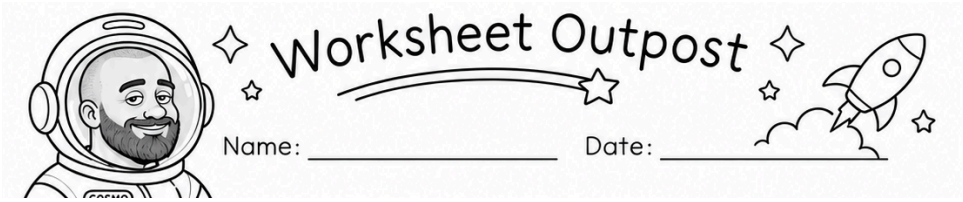
2. 37 = ___ + ___
Write tens first, then ones.

3. 40 = ___ + ___
Write tens first, then ones.

4. 53 = ___ + ___
Write tens first, then ones.

5. 66 = ___ + ___
Write tens first, then ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: write expanded form

OW-G1-128 E2 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 24 = ____ + ____
Write tens first, then ones.

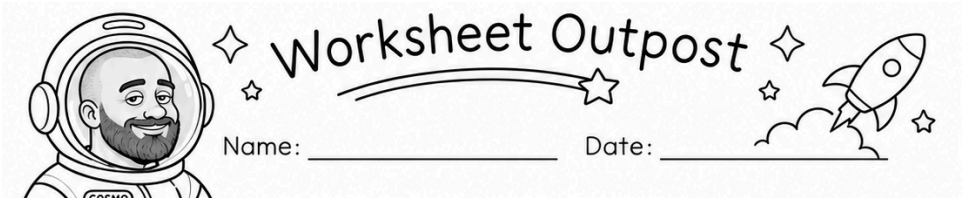
2. 37 = ____ + ____
Write tens first, then ones.

3. 40 = ____ + ____
Write tens first, then ones.

4. 53 = ____ + ____
Write tens first, then ones.

5. 66 = ____ + ____
Write tens first, then ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: write expanded form

OW-G1-128 E3 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 24 = ___ + ___
Write tens first, then ones.

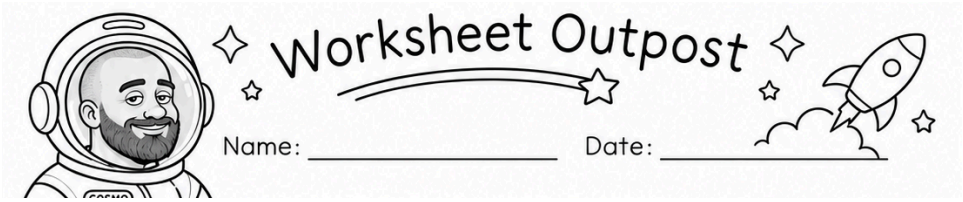
2. 37 = ___ + ___
Write tens first, then ones.

3. 40 = ___ + ___
Write tens first, then ones.

4. 53 = ___ + ___
Write tens first, then ones.

5. 66 = ___ + ___
Write tens first, then ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: write expanded form

OW-G1-128 E4 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 24 = ___ + ___
Write tens first, then ones.

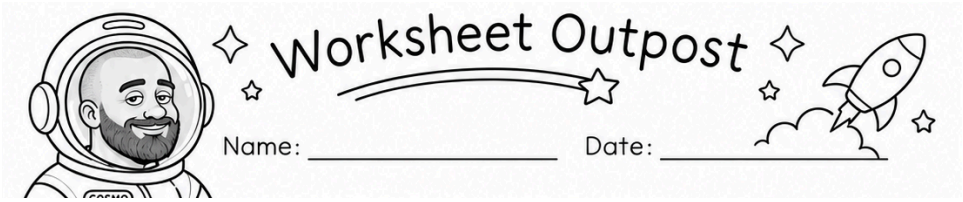
2. 37 = ___ + ___
Write tens first, then ones.

3. 40 = ___ + ___
Write tens first, then ones.

4. 53 = ___ + ___
Write tens first, then ones.

5. 66 = ___ + ___
Write tens first, then ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: write expanded form

OW-G1-128 E5 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 24 = ____ + ____
Write tens first, then ones.

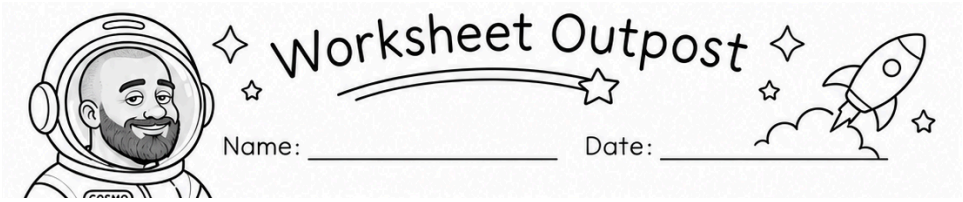
2. 37 = ____ + ____
Write tens first, then ones.

3. 40 = ____ + ____
Write tens first, then ones.

4. 53 = ____ + ____
Write tens first, then ones.

5. 66 = ____ + ____
Write tens first, then ones.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More tens-and-ones models

Success criteria
I can show how many tens and ones are in a number.

OW-G1-129 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 tens and 3 ones = ___. Write the number as a sum of tens and ones.

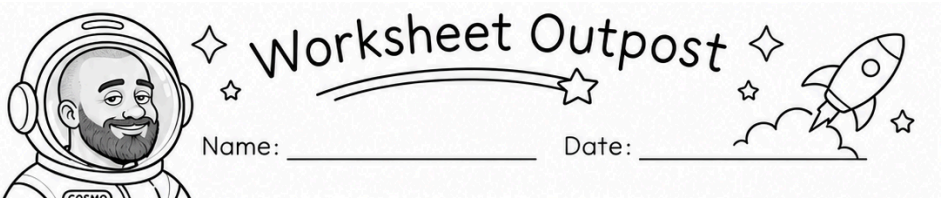
2. 3 tens and 6 ones = ___. Write the number as a sum of tens and ones.

3. 4 tens and 1 one = ___. Write the number as a sum of tens and ones.

4. 5 tens and 8 ones = ___. Write the number as a sum of tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More tens-and-ones models

Success criteria
I can show how many tens and ones are in a number.

OW-G1-129 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 tens and 3 ones = ___. Write the number as a sum of tens and ones.

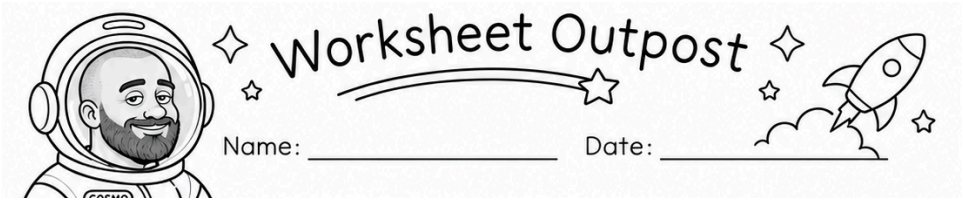
2. 3 tens and 6 ones = ___. Write the number as a sum of tens and ones.

3. 4 tens and 1 one = ___. Write the number as a sum of tens and ones.

4. 5 tens and 8 ones = ___. Write the number as a sum of tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More tens-and-ones models

Success criteria
I can show how many tens and ones are in a number.

OW-G1-129 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 tens and 3 ones = ___. Write the number as a sum of tens and ones.

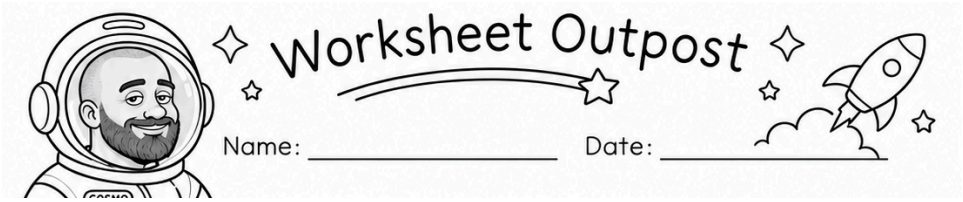
2. 3 tens and 6 ones = ___. Write the number as a sum of tens and ones.

3. 4 tens and 1 one = ___. Write the number as a sum of tens and ones.

4. 5 tens and 8 ones = ___. Write the number as a sum of tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More tens-and-ones models

Success criteria
I can show how many tens and ones are in a number.

OW-G1-129 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 tens and 3 ones = ___. Write the number as a sum of tens and ones.

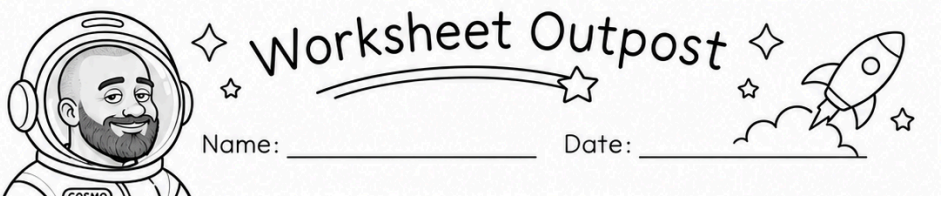
2. 3 tens and 6 ones = ___. Write the number as a sum of tens and ones.

3. 4 tens and 1 one = ___. Write the number as a sum of tens and ones.

4. 5 tens and 8 ones = ___. Write the number as a sum of tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More tens-and-ones models

Success criteria
I can show how many tens and ones are in a number.

OW-G1-129 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 tens and 3 ones = ___. Write the number as a sum of tens and ones.

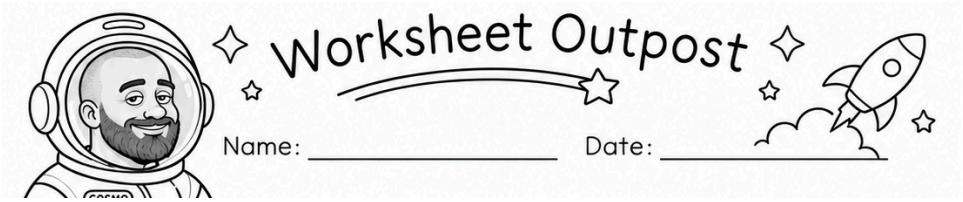
2. 3 tens and 6 ones = ___. Write the number as a sum of tens and ones.

3. 4 tens and 1 one = ___. Write the number as a sum of tens and ones.

4. 5 tens and 8 ones = ___. Write the number as a sum of tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Navigate a hundred chart

OW-G1-130 E1 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Find 34 on the chart. Write the numbers directly above and below it.

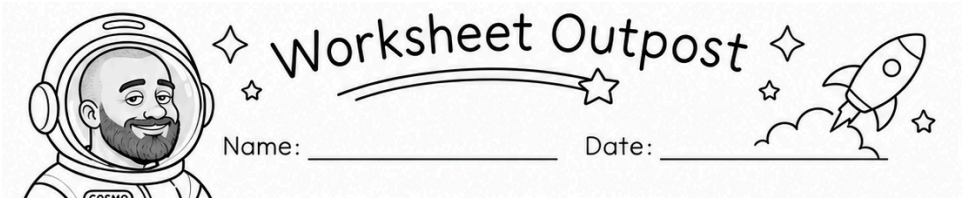
2. Find 57 on the chart. Write the numbers directly above and below it.

3. Find 62 on the chart. Write the numbers directly above and below it.

4. Find 85 on the chart. Write the numbers directly above and below it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Navigate a hundred chart

OW-G1-130 E2 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Find 34 on the chart. Write the numbers directly above and below it.

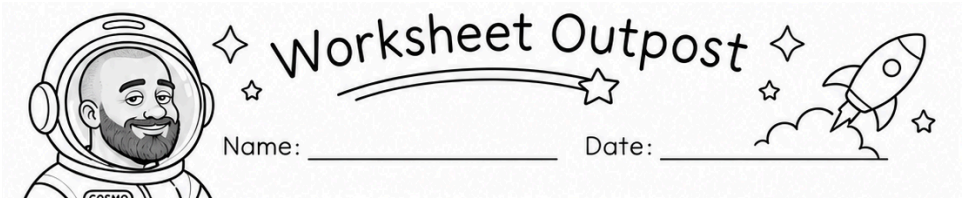
2. Find 57 on the chart. Write the numbers directly above and below it.

3. Find 62 on the chart. Write the numbers directly above and below it.

4. Find 85 on the chart. Write the numbers directly above and below it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Navigate a hundred chart

OW-G1-130 E3 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Find 34 on the chart. Write the numbers directly above and below it.

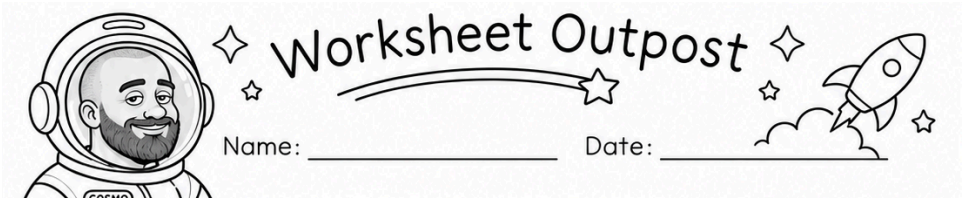
2. Find 57 on the chart. Write the numbers directly above and below it.

3. Find 62 on the chart. Write the numbers directly above and below it.

4. Find 85 on the chart. Write the numbers directly above and below it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Navigate a hundred chart

OW-G1-130 E4 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Find 34 on the chart. Write the numbers directly above and below it.

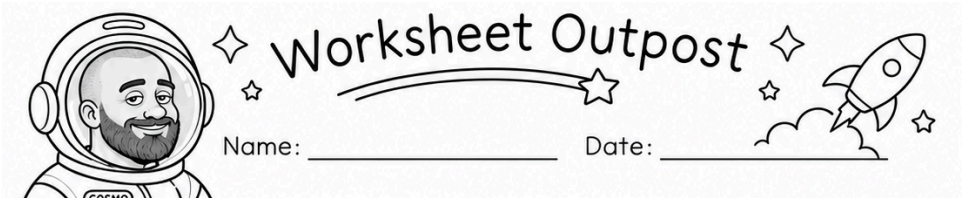
2. Find 57 on the chart. Write the numbers directly above and below it.

3. Find 62 on the chart. Write the numbers directly above and below it.

4. Find 85 on the chart. Write the numbers directly above and below it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Navigate a hundred chart

OW-G1-130 E5 | Five questions

Success criteria

I can find a number on the chart and use the rows or columns to count on.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Find 34 on the chart. Write the numbers directly above and below it.

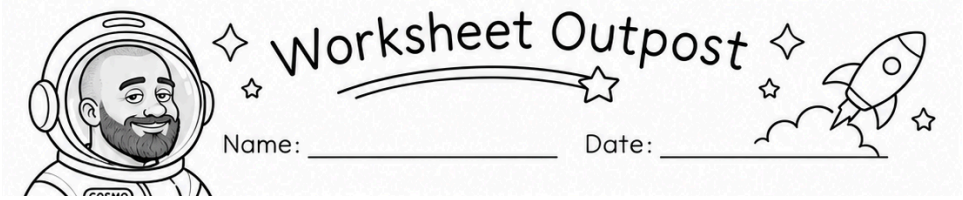
2. Find 57 on the chart. Write the numbers directly above and below it.

3. Find 62 on the chart. Write the numbers directly above and below it.

4. Find 85 on the chart. Write the numbers directly above and below it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



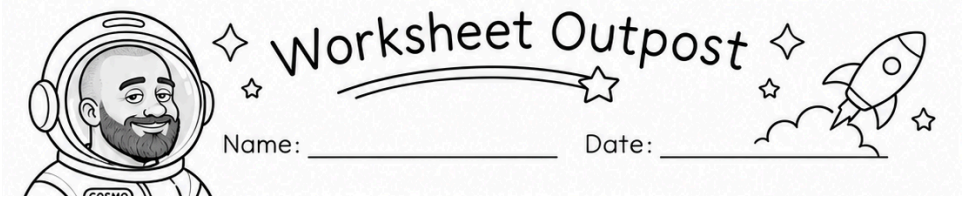
OW-G1-130 | Supported practice

Navigate a hundred chart

Success criteria

I can find a number on the chart and use the rows and columns to count on or back.

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

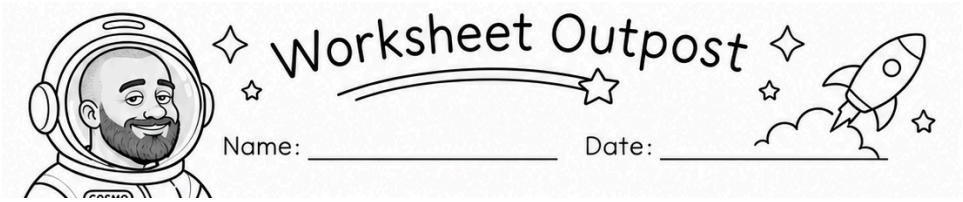


OW-G1-130 | Supported practice

Navigate a hundred chart

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



WORKSHEET OUTPOST | Grade 1 Math — Supported

Nearby numbers and nearby tens

OW-G1-131 E1 | Five questions

Success criteria

I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. For 34, write: 1 more, 1 less, 10 more, 10 less.

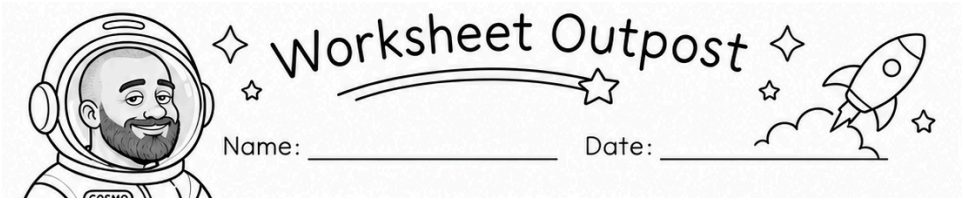
2. For 57, write: 1 more, 1 less, 10 more, 10 less.

3. For 62, write: 1 more, 1 less, 10 more, 10 less.

4. For 85, write: 1 more, 1 less, 10 more, 10 less.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Nearby numbers and nearby tens

OW-G1-131 E2 | Five questions

Success criteria

I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. For 34, write: 1 more, 1 less, 10 more, 10 less.

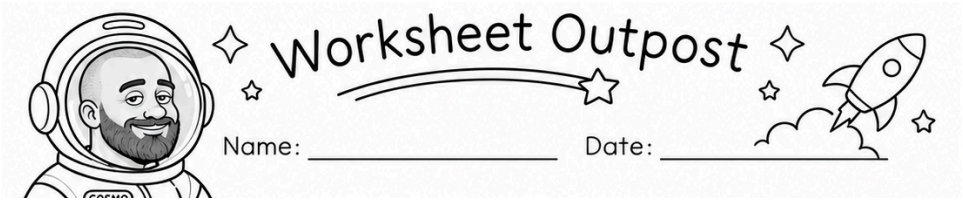
2. For 57, write: 1 more, 1 less, 10 more, 10 less.

3. For 62, write: 1 more, 1 less, 10 more, 10 less.

4. For 85, write: 1 more, 1 less, 10 more, 10 less.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Nearby numbers and nearby tens

OW-G1-131 E3 | Five questions

Success criteria

I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. For 34, write: 1 more, 1 less, 10 more, 10 less.

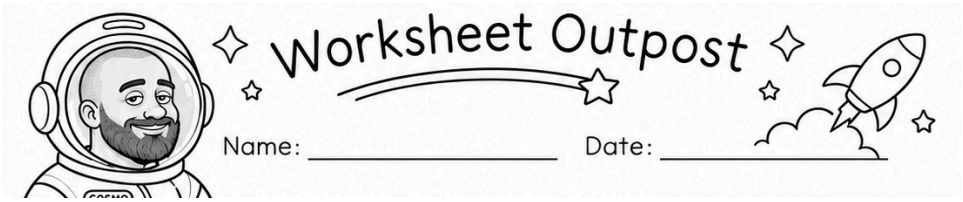
2. For 57, write: 1 more, 1 less, 10 more, 10 less.

3. For 62, write: 1 more, 1 less, 10 more, 10 less.

4. For 85, write: 1 more, 1 less, 10 more, 10 less.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Nearby numbers and nearby tens

OW-G1-131 E4 | Five questions

Success criteria

I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. For 34, write: 1 more, 1 less, 10 more, 10 less.

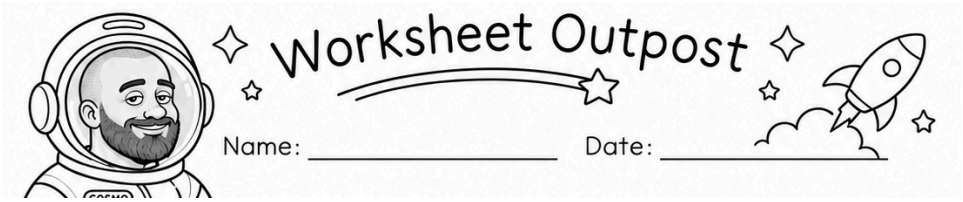
2. For 57, write: 1 more, 1 less, 10 more, 10 less.

3. For 62, write: 1 more, 1 less, 10 more, 10 less.

4. For 85, write: 1 more, 1 less, 10 more, 10 less.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Nearby numbers and nearby tens

OW-G1-131 E5 | Five questions

Success criteria

I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. For 34, write: 1 more, 1 less, 10 more, 10 less.

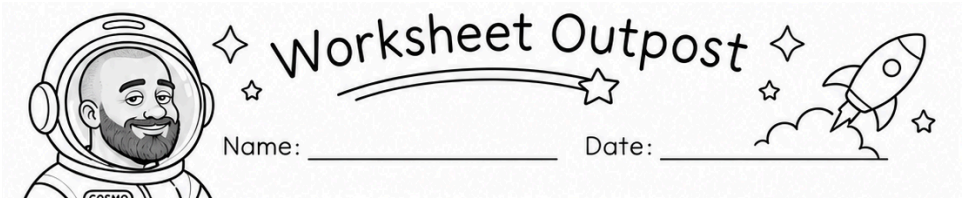
2. For 57, write: 1 more, 1 less, 10 more, 10 less.

3. For 62, write: 1 more, 1 less, 10 more, 10 less.

4. For 85, write: 1 more, 1 less, 10 more, 10 less.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Place and compare on a number line

OW-G1-132 E1 | Five questions

Name: _____ Date: _____

Success criteria
I can compare two numbers by looking at their place values.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Locate 34 and 43 on the line. Which is farther right, or are they at the same point?

30 32 34 36 38 40 42 44 46 48 50
31 33 35 37 39 41 43 45 47 49

2. Locate 57 and 52 on the line. Which is farther right, or are they at the same point?

50 51 52 53 54 55 56 57 58 59 60

3. Locate 62 and 62 on the line. Which is farther right, or are they at the same point?

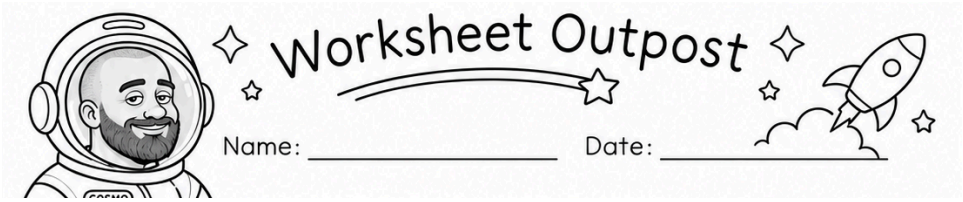
60 61 62 63 64 65 66 67 68 69 70

4. Locate 85 and 79 on the line. Which is farther right, or are they at the same point?

70 72 74 76 78 80 82 84 86 88 90
71 73 75 77 79 81 83 85 87 89

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Place and compare on a number line

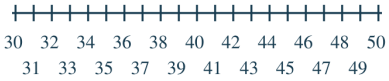
OW-G1-132 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

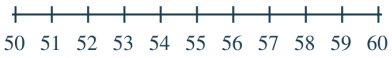
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

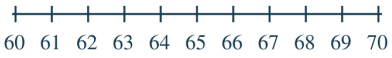
1. Locate 34 and 43 on the line. Which is farther right, or are they at the same point?



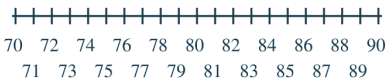
2. Locate 57 and 52 on the line. Which is farther right, or are they at the same point?



3. Locate 62 and 62 on the line. Which is farther right, or are they at the same point?

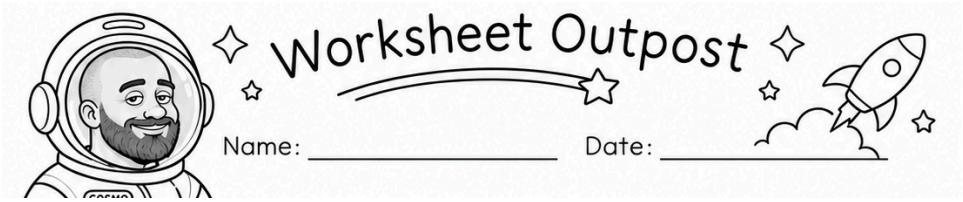


4. Locate 85 and 79 on the line. Which is farther right, or are they at the same point?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Place and compare on a number line

OW-G1-132 E3 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Locate 34 and 43 on the line. Which is farther right, or are they at the same point?

30 32 34 36 38 40 42 44 46 48 50
31 33 35 37 39 41 43 45 47 49

2. Locate 57 and 52 on the line. Which is farther right, or are they at the same point?

50 51 52 53 54 55 56 57 58 59 60

3. Locate 62 and 62 on the line. Which is farther right, or are they at the same point?

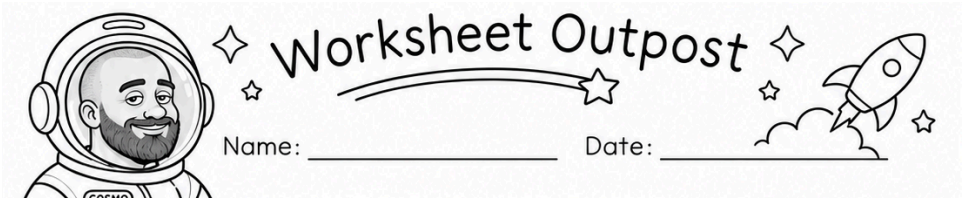
60 61 62 63 64 65 66 67 68 69 70

4. Locate 85 and 79 on the line. Which is farther right, or are they at the same point?

70 72 74 76 78 80 82 84 86 88 90
71 73 75 77 79 81 83 85 87 89

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Place and compare on a number line

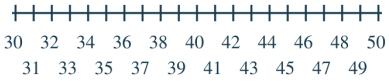
OW-G1-132 E4 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

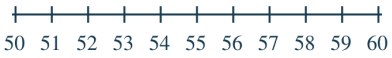
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

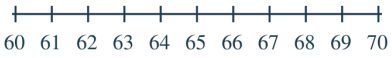
1. Locate 34 and 43 on the line. Which is farther right, or are they at the same point?



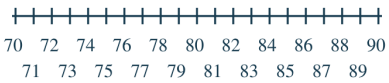
2. Locate 57 and 52 on the line. Which is farther right, or are they at the same point?



3. Locate 62 and 62 on the line. Which is farther right, or are they at the same point?

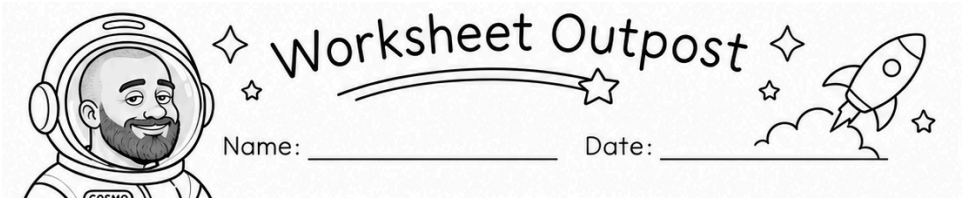


4. Locate 85 and 79 on the line. Which is farther right, or are they at the same point?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Place and compare on a number line

OW-G1-132 E5 | Five questions

Name: _____ Date: _____

Success criteria
I can compare two numbers by looking at their place values.

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Locate 34 and 43 on the line. Which is farther right, or are they at the same point?

30 32 34 36 38 40 42 44 46 48 50
31 33 35 37 39 41 43 45 47 49

2. Locate 57 and 52 on the line. Which is farther right, or are they at the same point?

50 51 52 53 54 55 56 57 58 59 60

3. Locate 62 and 62 on the line. Which is farther right, or are they at the same point?

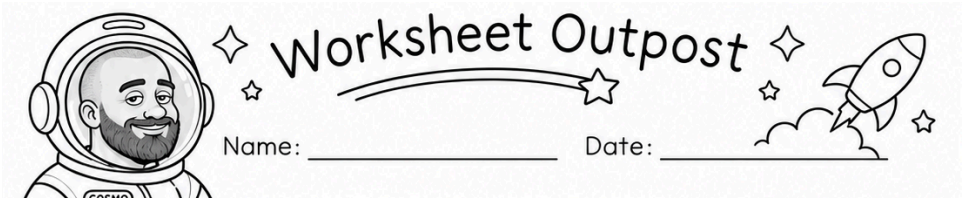
60 61 62 63 64 65 66 67 68 69 70

4. Locate 85 and 79 on the line. Which is farther right, or are they at the same point?

70 72 74 76 78 80 82 84 86 88 90
71 73 75 77 79 81 83 85 87 89

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a tens-and-ones model

Success criteria
I can show how many tens and ones are in a number.

OW-G1-133 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 23 = ___ tens and ___ ones. Draw a model.

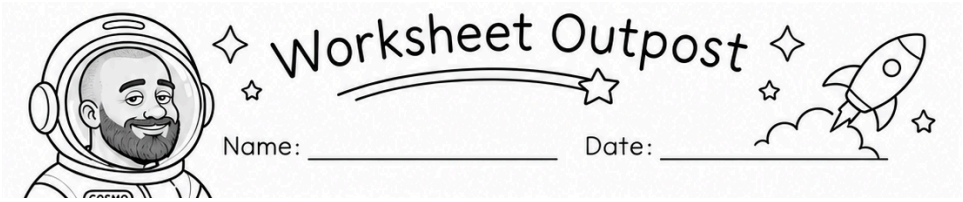
2. 36 = ___ tens and ___ ones. Draw a model.

3. 41 = ___ tens and ___ ones. Draw a model.

4. 58 = ___ tens and ___ ones. Draw a model.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a tens-and-ones model

Success criteria
I can show how many tens and ones are in a number.

OW-G1-133 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 23 = ___ tens and ___ ones. Draw a model.

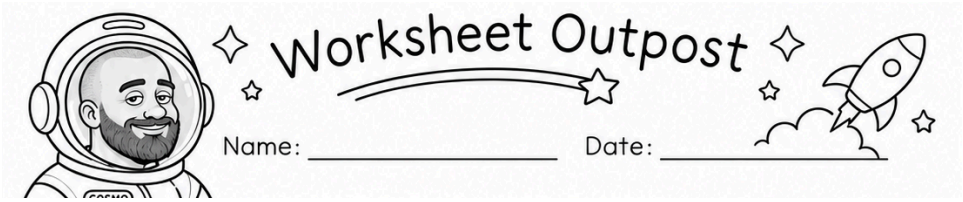
2. 36 = ___ tens and ___ ones. Draw a model.

3. 41 = ___ tens and ___ ones. Draw a model.

4. 58 = ___ tens and ___ ones. Draw a model.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a tens-and-ones model

Success criteria
I can show how many tens and ones are in a number.

OW-G1-133 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 23 = ___ tens and ___ ones. Draw a model.

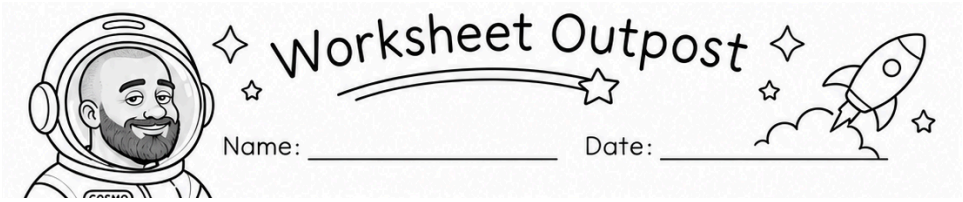
2. 36 = ___ tens and ___ ones. Draw a model.

3. 41 = ___ tens and ___ ones. Draw a model.

4. 58 = ___ tens and ___ ones. Draw a model.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a tens-and-ones model

Success criteria
I can show how many tens and ones are in a number.

OW-G1-133 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 23 = ___ tens and ___ ones. Draw a model.

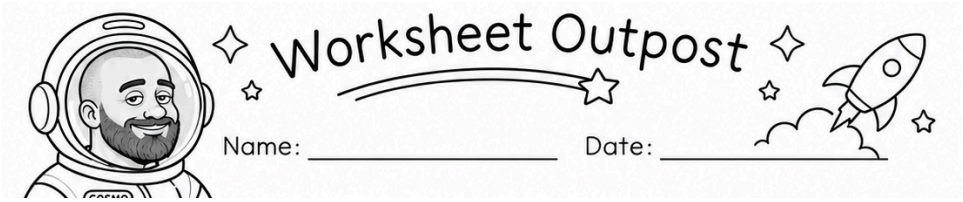
2. 36 = ___ tens and ___ ones. Draw a model.

3. 41 = ___ tens and ___ ones. Draw a model.

4. 58 = ___ tens and ___ ones. Draw a model.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Read a tens-and-ones model

Success criteria
I can show how many tens and ones are in a number.

OW-G1-133 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 23 = ___ tens and ___ ones. Draw a model.

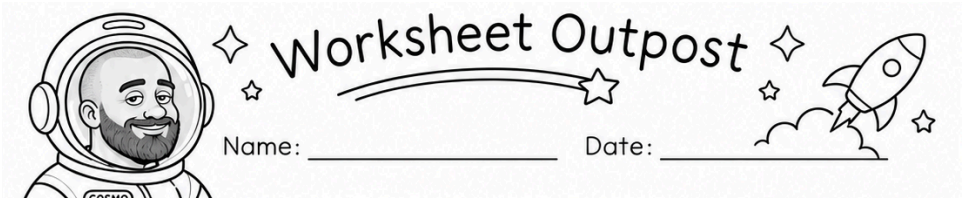
2. 36 = ___ tens and ___ ones. Draw a model.

3. 41 = ___ tens and ___ ones. Draw a model.

4. 58 = ___ tens and ___ ones. Draw a model.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Regroup a number in different ways

OW-G1-134 E1 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 23 = 2 tens and 3 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

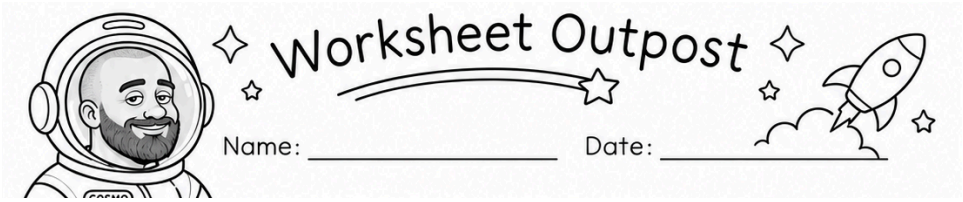
2. 36 = 3 tens and 6 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

3. 41 = 4 tens and 1 one. Trade one ten for ten ones. Now ___ tens and ___ ones.

4. 58 = 5 tens and 8 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Regroup a number in different ways

OW-G1-134 E2 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 23 = 2 tens and 3 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

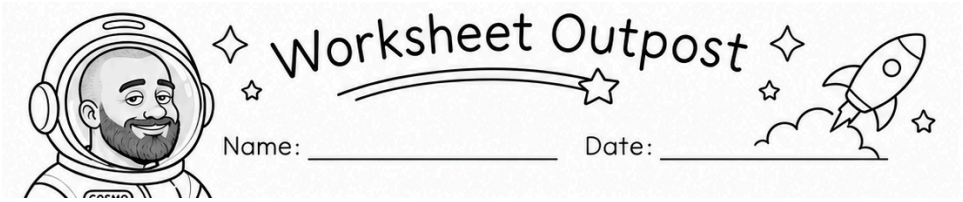
2. 36 = 3 tens and 6 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

3. 41 = 4 tens and 1 one. Trade one ten for ten ones. Now ___ tens and ___ ones.

4. 58 = 5 tens and 8 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Regroup a number in different ways

OW-G1-134 E3 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 23 = 2 tens and 3 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

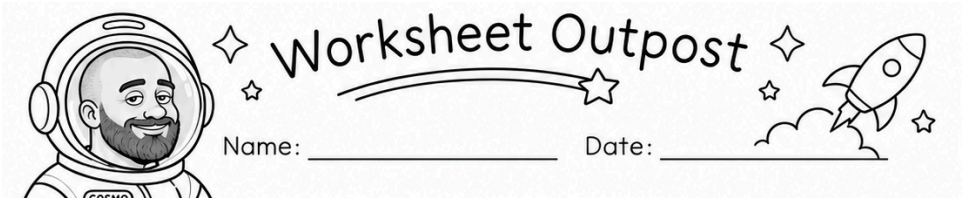
2. 36 = 3 tens and 6 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

3. 41 = 4 tens and 1 one. Trade one ten for ten ones. Now ___ tens and ___ ones.

4. 58 = 5 tens and 8 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Regroup a number in different ways

OW-G1-134 E4 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 23 = 2 tens and 3 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

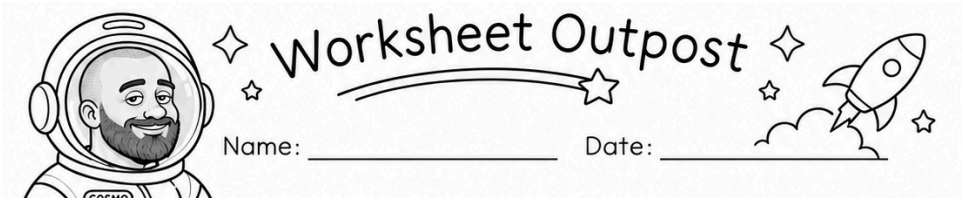
2. 36 = 3 tens and 6 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

3. 41 = 4 tens and 1 one. Trade one ten for ten ones. Now ___ tens and ___ ones.

4. 58 = 5 tens and 8 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Regroup a number in different ways

OW-G1-134 E5 | Five questions

Success criteria
I can show how many tens and ones are in a number.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 23 = 2 tens and 3 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

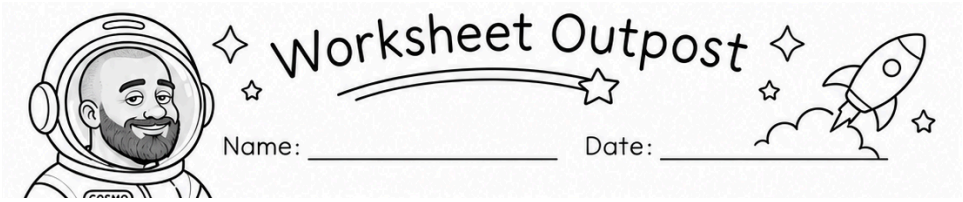
2. 36 = 3 tens and 6 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

3. 41 = 4 tens and 1 one. Trade one ten for ten ones. Now ___ tens and ___ ones.

4. 58 = 5 tens and 8 ones. Trade one ten for ten ones. Now ___ tens and ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Teen numbers as ten and more

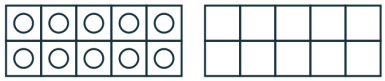
Success criteria
I can show how many tens and ones are in a number.

OW-G1-135 E1 | Five questions

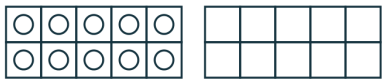
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

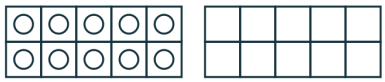
1. Build 11 on the ten-frames. Complete 10 + ___ = 11.



2. Build 13 on the ten-frames. Complete 10 + ___ = 13.



3. Build 15 on the ten-frames. Complete 10 + ___ = 15.

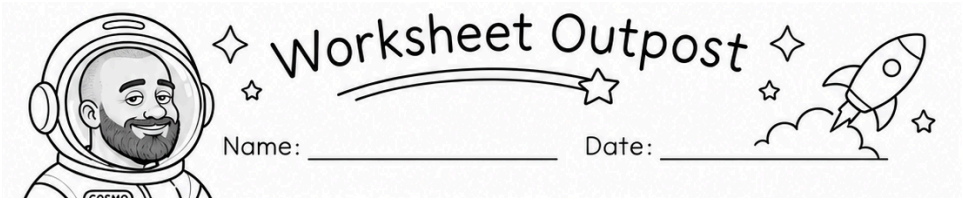


4. Build 17 on the ten-frames. Complete 10 + ___ = 17.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Teen numbers as ten and more

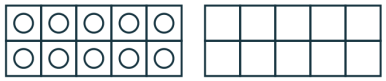
Success criteria
I can show how many tens and ones are in a number.

OW-G1-135 E2 | Five questions

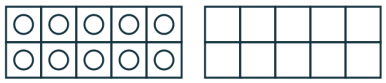
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

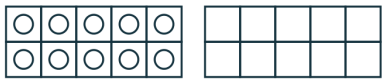
1. Build 11 on the ten-frames. Complete 10 + ___ = 11.



2. Build 13 on the ten-frames. Complete 10 + ___ = 13.



3. Build 15 on the ten-frames. Complete 10 + ___ = 15.

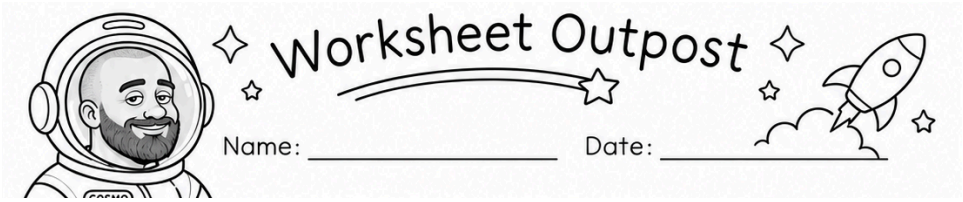


4. Build 17 on the ten-frames. Complete 10 + ___ = 17.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Teen numbers as ten and more

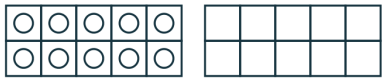
Success criteria
I can show how many tens and ones are in a number.

OW-G1-135 E3 | Five questions

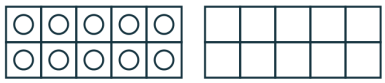
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

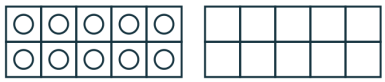
1. Build 11 on the ten-frames. Complete 10 + ___ = 11.



2. Build 13 on the ten-frames. Complete 10 + ___ = 13.



3. Build 15 on the ten-frames. Complete 10 + ___ = 15.

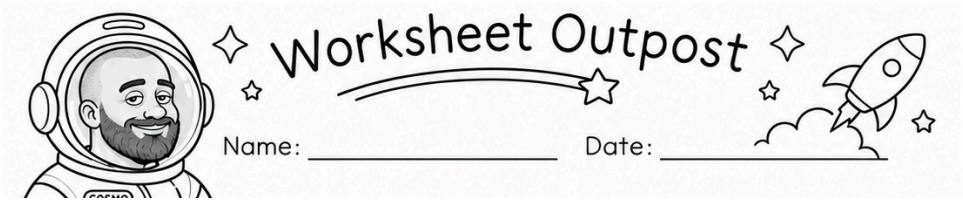


4. Build 17 on the ten-frames. Complete 10 + ___ = 17.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Teen numbers as ten and more

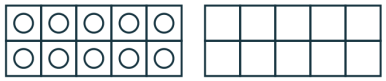
Success criteria
I can show how many tens and ones are in a number.

OW-G1-135 E4 | Five questions

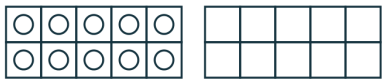
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

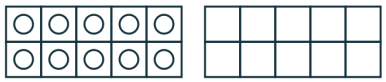
1. Build 11 on the ten-frames. Complete 10 + ___ = 11.



2. Build 13 on the ten-frames. Complete 10 + ___ = 13.



3. Build 15 on the ten-frames. Complete 10 + ___ = 15.

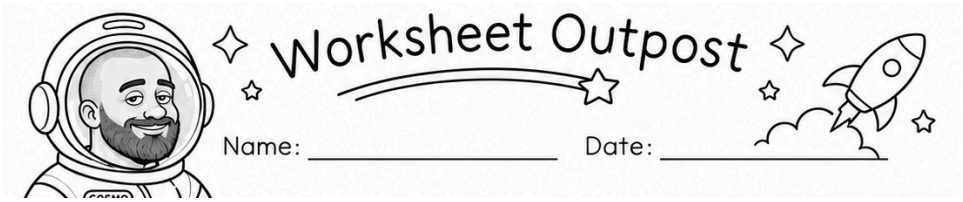


4. Build 17 on the ten-frames. Complete 10 + ___ = 17.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Teen numbers as ten and more

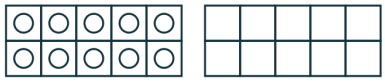
Success criteria
I can show how many tens and ones are in a number.

OW-G1-135 E5 | Five questions

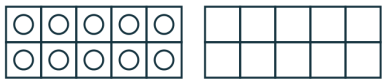
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

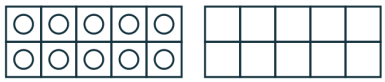
1. Build 11 on the ten-frames. Complete 10 + ___ = 11.



2. Build 13 on the ten-frames. Complete 10 + ___ = 13.



3. Build 15 on the ten-frames. Complete 10 + ___ = 15.

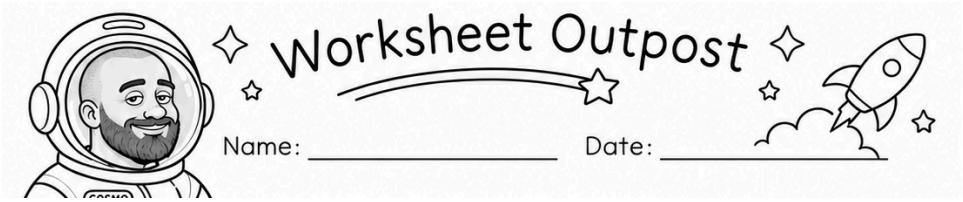


4. Build 17 on the ten-frames. Complete 10 + ___ = 17.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Which two-digit number is larger?

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-136 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Compare 34 and 43. Which is greater, or are they equal? Explain using tens and ones.

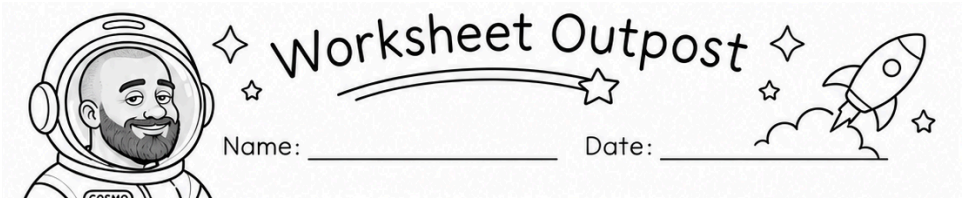
2. Compare 57 and 52. Which is greater, or are they equal? Explain using tens and ones.

3. Compare 62 and 62. Which is greater, or are they equal? Explain using tens and ones.

4. Compare 85 and 79. Which is greater, or are they equal? Explain using tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Which two-digit number is larger?

OW-G1-136 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Compare 34 and 43. Which is greater, or are they equal? Explain using tens and ones.

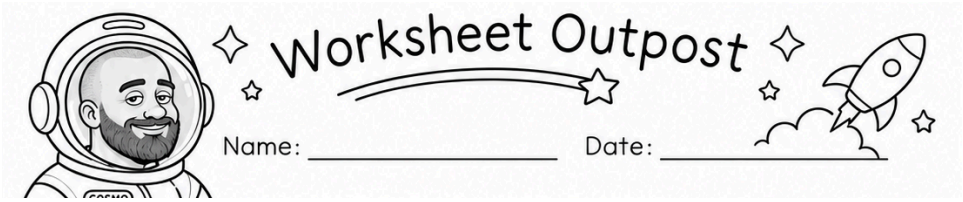
2. Compare 57 and 52. Which is greater, or are they equal? Explain using tens and ones.

3. Compare 62 and 62. Which is greater, or are they equal? Explain using tens and ones.

4. Compare 85 and 79. Which is greater, or are they equal? Explain using tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Which two-digit number is larger?

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-136 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Compare 34 and 43. Which is greater, or are they equal? Explain using tens and ones.

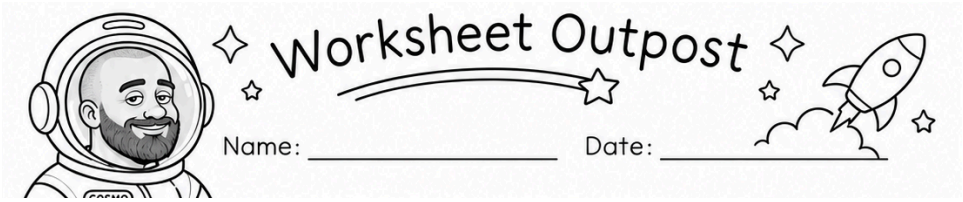
2. Compare 57 and 52. Which is greater, or are they equal? Explain using tens and ones.

3. Compare 62 and 62. Which is greater, or are they equal? Explain using tens and ones.

4. Compare 85 and 79. Which is greater, or are they equal? Explain using tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Which two-digit number is larger?

Success criteria
I can compare two numbers by looking at their place values.

OW-G1-136 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Compare 34 and 43. Which is greater, or are they equal? Explain using tens and ones.

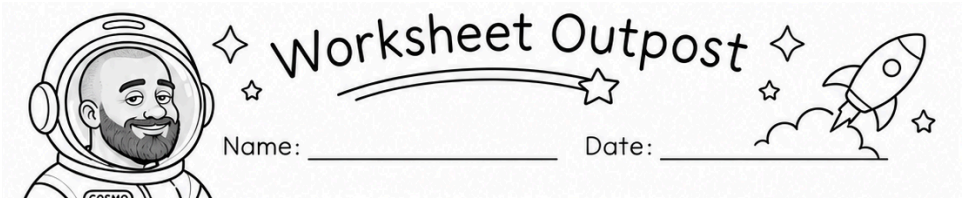
2. Compare 57 and 52. Which is greater, or are they equal? Explain using tens and ones.

3. Compare 62 and 62. Which is greater, or are they equal? Explain using tens and ones.

4. Compare 85 and 79. Which is greater, or are they equal? Explain using tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Which two-digit number is larger?

OW-G1-136 E5 | Five questions

Success criteria

I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Compare 34 and 43. Which is greater, or are they equal? Explain using tens and ones.

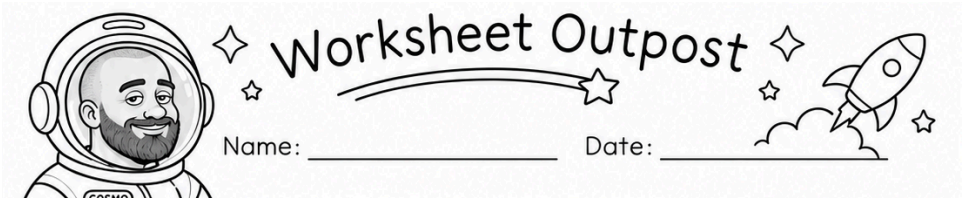
2. Compare 57 and 52. Which is greater, or are they equal? Explain using tens and ones.

3. Compare 62 and 62. Which is greater, or are they equal? Explain using tens and ones.

4. Compare 85 and 79. Which is greater, or are they equal? Explain using tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Build a model with solids

Success criteria
I can put shapes together and name the shape I made.

OW-G1-137 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Use 2 cubes to build a solid with no gaps. Sketch it. What faces touch?

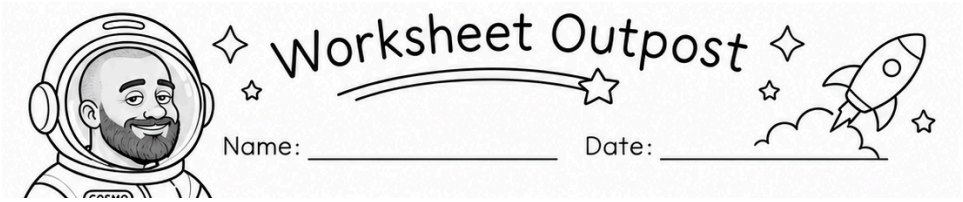
2. Use 4 cubes to make one long row. Sketch the whole solid.

3. Use 4 cubes to make a flat 2-by-2 layer. Sketch the layer.

4. Use 8 cubes to build a larger cube. Tell how many cubes are in each layer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Build a model with solids

Success criteria
I can put shapes together and name the shape I made.

OW-G1-137 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Use 2 cubes to build a solid with no gaps. Sketch it. What faces touch?

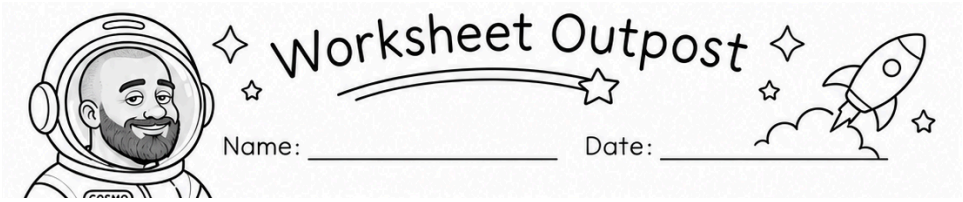
2. Use 4 cubes to make one long row. Sketch the whole solid.

3. Use 4 cubes to make a flat 2-by-2 layer. Sketch the layer.

4. Use 8 cubes to build a larger cube. Tell how many cubes are in each layer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Build a model with solids

Success criteria
I can put shapes together and name the shape I made.

OW-G1-137 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Use 2 cubes to build a solid with no gaps. Sketch it. What faces touch?

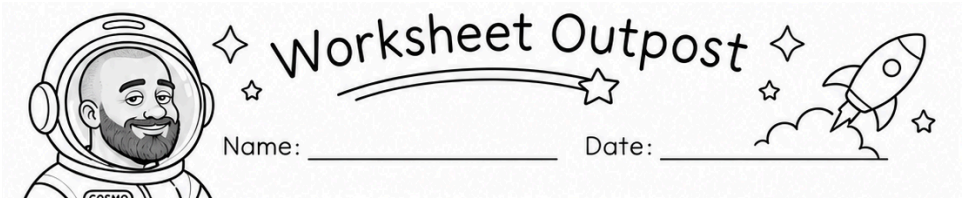
2. Use 4 cubes to make one long row. Sketch the whole solid.

3. Use 4 cubes to make a flat 2-by-2 layer. Sketch the layer.

4. Use 8 cubes to build a larger cube. Tell how many cubes are in each layer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Build a model with solids

Success criteria
I can put shapes together and name the shape I made.

OW-G1-137 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Use 2 cubes to build a solid with no gaps. Sketch it. What faces touch?

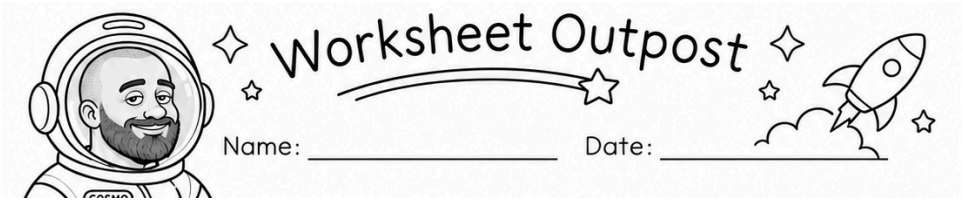
2. Use 4 cubes to make one long row. Sketch the whole solid.

3. Use 4 cubes to make a flat 2-by-2 layer. Sketch the layer.

4. Use 8 cubes to build a larger cube. Tell how many cubes are in each layer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Build a model with solids

Success criteria
I can put shapes together and name the shape I made.

OW-G1-137 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Use 2 cubes to build a solid with no gaps. Sketch it. What faces touch?

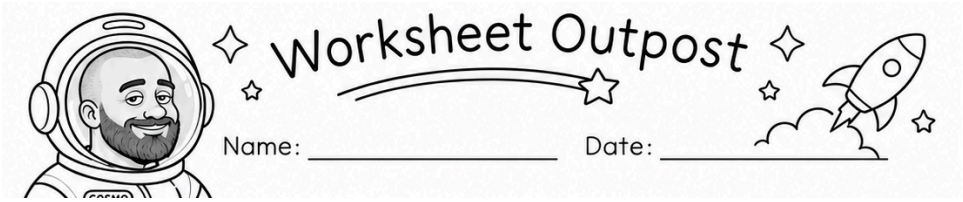
2. Use 4 cubes to make one long row. Sketch the whole solid.

3. Use 4 cubes to make a flat 2-by-2 layer. Sketch the layer.

4. Use 8 cubes to build a larger cube. Tell how many cubes are in each layer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Divide a whole into two or four equal parts

OW-G1-138 E1 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

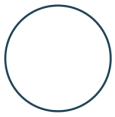
1. Divide the rectangle into 2 equal shares. Shade one share. Name it.



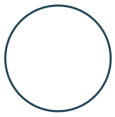
2. Divide the rectangle into 4 equal shares. Shade one share. Name it.



3. Divide the circle into 2 equal shares. Shade one share. Name it.

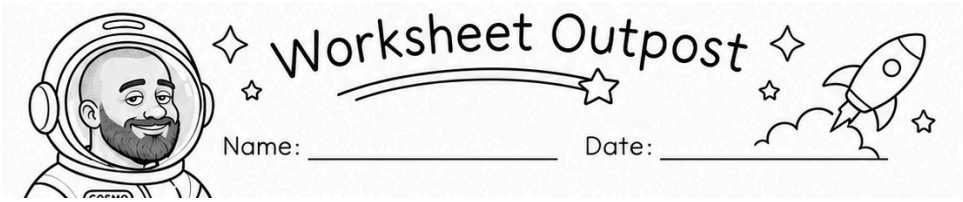


4. Divide the circle into 4 equal shares. Shade one share. Name it.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Divide a whole into two or four equal parts

OW-G1-138 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can divide a shape into equal parts and name each share.

Work with a partner. Build a model, then say or write your answer.

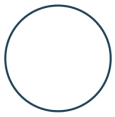
1. Divide the rectangle into 2 equal shares. Shade one share. Name it.



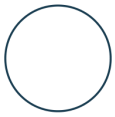
2. Divide the rectangle into 4 equal shares. Shade one share. Name it.



3. Divide the circle into 2 equal shares. Shade one share. Name it.

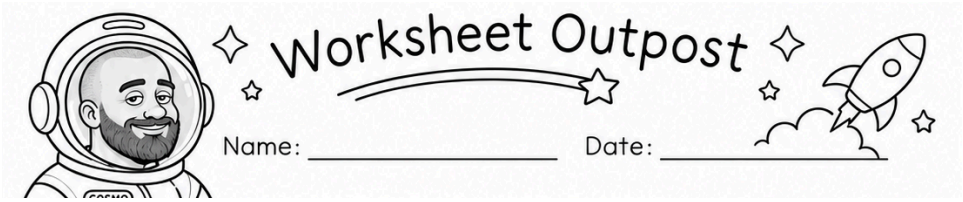


4. Divide the circle into 4 equal shares. Shade one share. Name it.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Divide a whole into two or four equal parts

OW-G1-138 E3 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

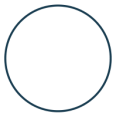
1. Divide the rectangle into 2 equal shares. Shade one share. Name it.



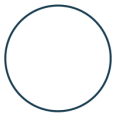
2. Divide the rectangle into 4 equal shares. Shade one share. Name it.



3. Divide the circle into 2 equal shares. Shade one share. Name it.

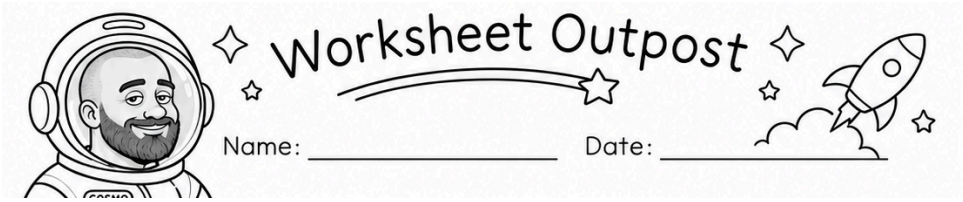


4. Divide the circle into 4 equal shares. Shade one share. Name it.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Divide a whole into two or four equal parts

OW-G1-138 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can divide a shape into equal parts and name each share.

Ask an adult to show you how to start. Then finish the problem together.

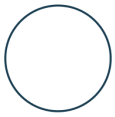
1. Divide the rectangle into 2 equal shares. Shade one share. Name it.



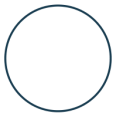
2. Divide the rectangle into 4 equal shares. Shade one share. Name it.



3. Divide the circle into 2 equal shares. Shade one share. Name it.

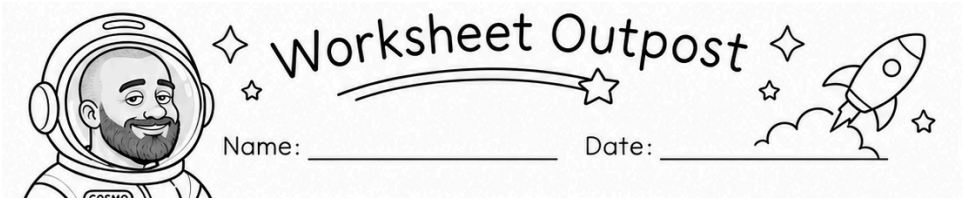


4. Divide the circle into 4 equal shares. Shade one share. Name it.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Divide a whole into two or four equal parts

OW-G1-138 E5 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

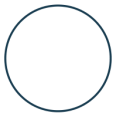
1. Divide the rectangle into 2 equal shares. Shade one share. Name it.



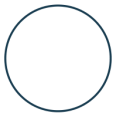
2. Divide the rectangle into 4 equal shares. Shade one share. Name it.



3. Divide the circle into 2 equal shares. Shade one share. Name it.

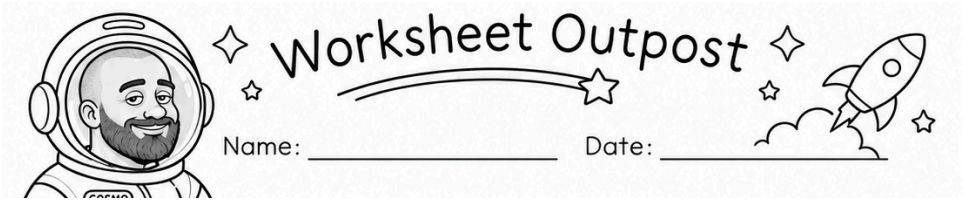


4. Divide the circle into 4 equal shares. Shade one share. Name it.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a fair-sharing model

OW-G1-139 E1 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Two friends share one sandwich equally. Draw the sandwich and show each share.

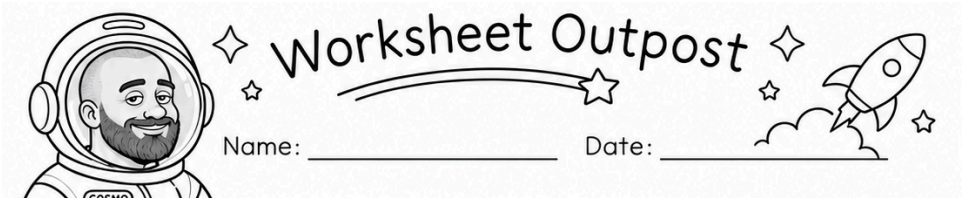
2. Four friends share one round pizza equally. Draw and label the shares.

3. Jo cuts a rectangle into one large piece and one small piece. Are these halves? Explain.

4. Draw two same-size rectangles. Split one into halves and one into fourths. Circle the larger single share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a fair-sharing model

Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-139 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Two friends share one sandwich equally. Draw the sandwich and show each share.

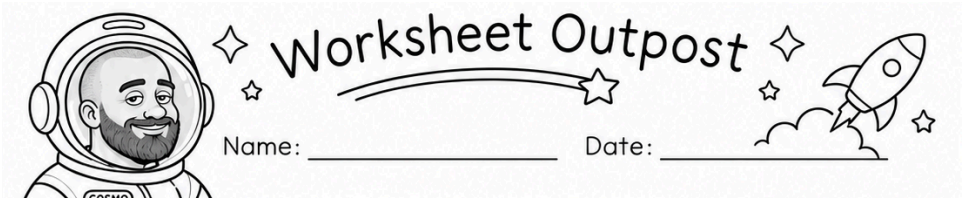
2. Four friends share one round pizza equally. Draw and label the shares.

3. Jo cuts a rectangle into one large piece and one small piece. Are these halves? Explain.

4. Draw two same-size rectangles. Split one into halves and one into fourths. Circle the larger single share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a fair-sharing model

OW-G1-139 E3 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Two friends share one sandwich equally. Draw the sandwich and show each share.

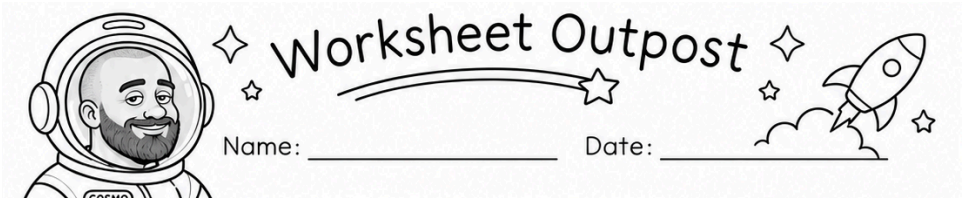
2. Four friends share one round pizza equally. Draw and label the shares.

3. Jo cuts a rectangle into one large piece and one small piece. Are these halves? Explain.

4. Draw two same-size rectangles. Split one into halves and one into fourths. Circle the larger single share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a fair-sharing model

OW-G1-139 E4 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Two friends share one sandwich equally. Draw the sandwich and show each share.

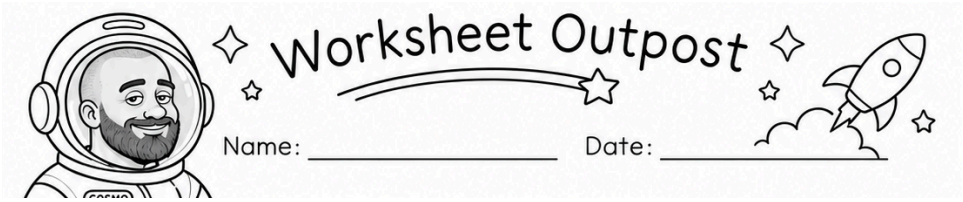
2. Four friends share one round pizza equally. Draw and label the shares.

3. Jo cuts a rectangle into one large piece and one small piece. Are these halves? Explain.

4. Draw two same-size rectangles. Split one into halves and one into fourths. Circle the larger single share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a fair-sharing model

Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-139 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Two friends share one sandwich equally. Draw the sandwich and show each share.

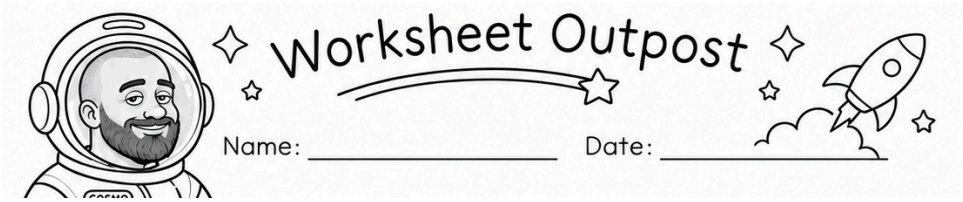
2. Four friends share one round pizza equally. Draw and label the shares.

3. Jo cuts a rectangle into one large piece and one small piece. Are these halves? Explain.

4. Draw two same-size rectangles. Split one into halves and one into fourths. Circle the larger single share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a shape from clues

Success criteria
I can identify a shape by its sides and corners.

OW-G1-140 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a closed shape with 3 straight sides. Name it.

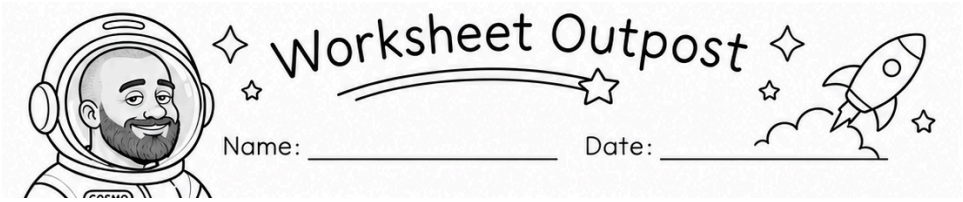
2. Draw a square with 4 equal straight sides and 4 square corners.

3. Draw a rectangle that is not a square.

4. Draw a closed curved shape with no corners. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a shape from clues

Success criteria
I can identify a shape by its sides and corners.

OW-G1-140 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a closed shape with 3 straight sides. Name it.

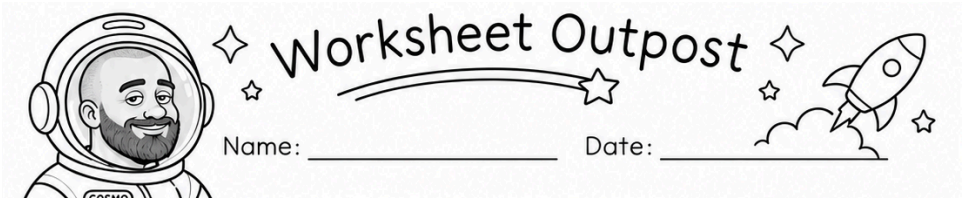
2. Draw a square with 4 equal straight sides and 4 square corners.

3. Draw a rectangle that is not a square.

4. Draw a closed curved shape with no corners. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a shape from clues

Success criteria
I can identify a shape by its sides and corners.

OW-G1-140 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a closed shape with 3 straight sides. Name it.

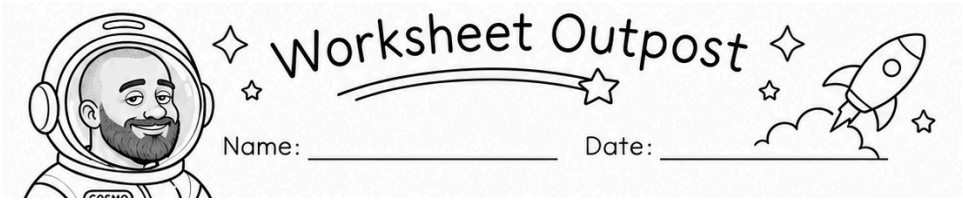
2. Draw a square with 4 equal straight sides and 4 square corners.

3. Draw a rectangle that is not a square.

4. Draw a closed curved shape with no corners. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a shape from clues

Success criteria
I can identify a shape by its sides and corners.

OW-G1-140 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a closed shape with 3 straight sides. Name it.

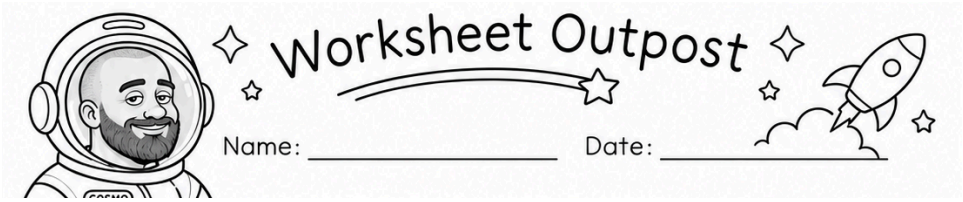
2. Draw a square with 4 equal straight sides and 4 square corners.

3. Draw a rectangle that is not a square.

4. Draw a closed curved shape with no corners. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a shape from clues

Success criteria
I can identify a shape by its sides and corners.

OW-G1-140 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a closed shape with 3 straight sides. Name it.

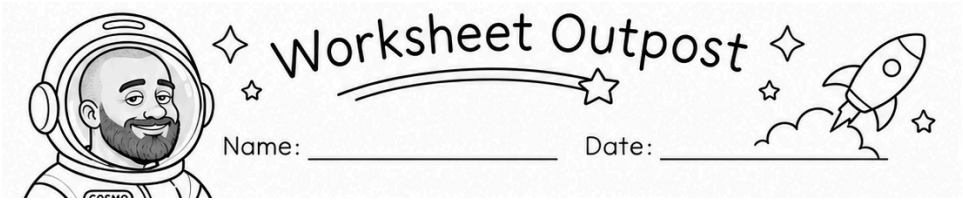
2. Draw a square with 4 equal straight sides and 4 square corners.

3. Draw a rectangle that is not a square.

4. Draw a closed curved shape with no corners. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build with shapes

OW-G1-141 E1 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

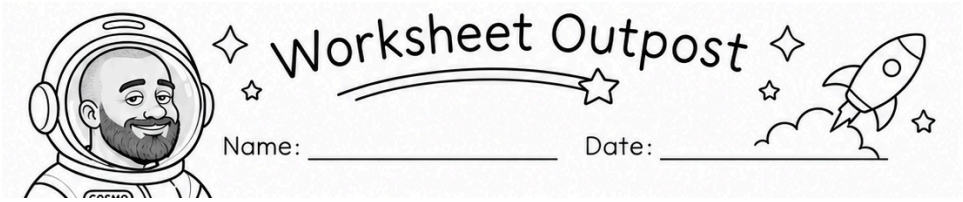
2. Draw two equal squares side by side, touching. What larger shape do they make?

3. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

4. Draw two equal squares side by side, touching. What larger shape do they make?

5. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build with shapes

OW-G1-141 E2 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

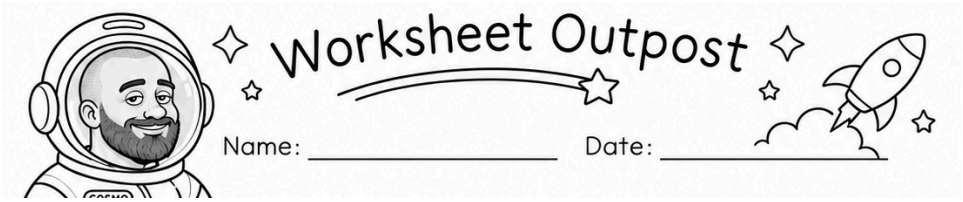
2. Draw two equal squares side by side, touching. What larger shape do they make?

3. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

4. Draw two equal squares side by side, touching. What larger shape do they make?

5. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build with shapes

OW-G1-141 E3 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

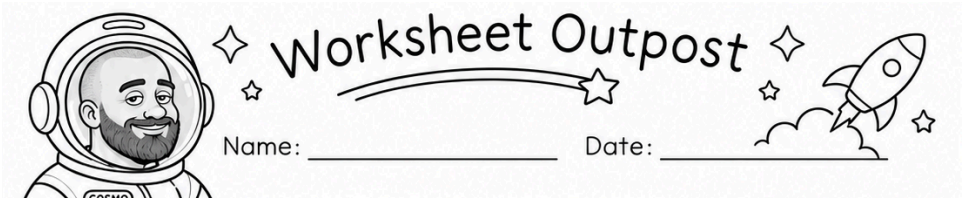
2. Draw two equal squares side by side, touching. What larger shape do they make?

3. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

4. Draw two equal squares side by side, touching. What larger shape do they make?

5. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build with shapes

OW-G1-141 E4 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

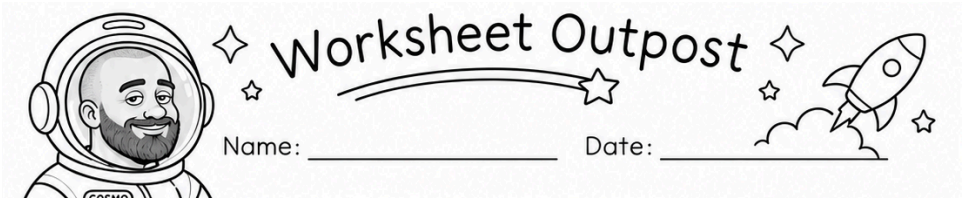
2. Draw two equal squares side by side, touching. What larger shape do they make?

3. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

4. Draw two equal squares side by side, touching. What larger shape do they make?

5. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: build with shapes

OW-G1-141 E5 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

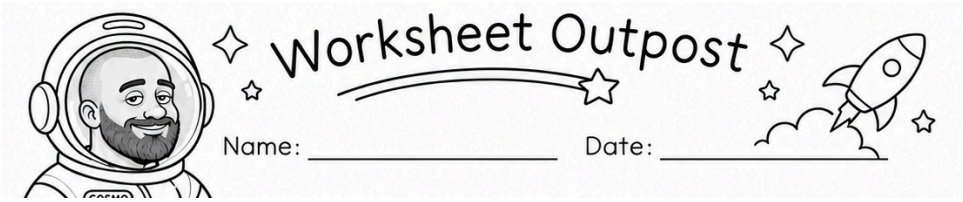
2. Draw two equal squares side by side, touching. What larger shape do they make?

3. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

4. Draw two equal squares side by side, touching. What larger shape do they make?

5. Draw a square. Draw a line joining opposite corners. What two shapes did you make?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare equal shares

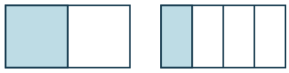
OW-G1-142 E1 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

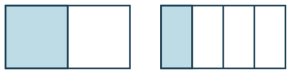
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

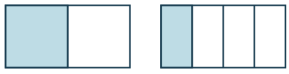
1. The two wholes are the same size. Which shaded part is larger?



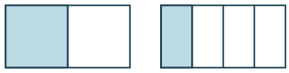
2. How many halves make one whole?



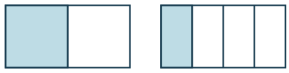
3. How many fourths make one whole?



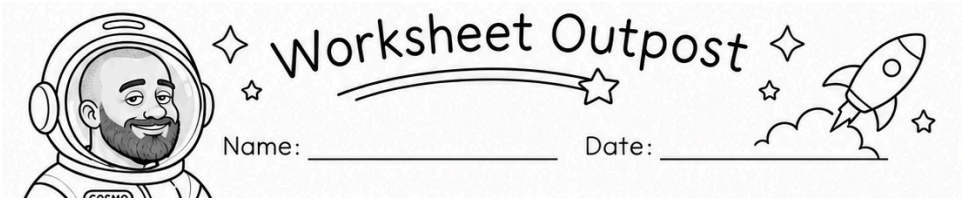
4. Which whole has more equal parts: left or right?



5. Which shaded share is smaller?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare equal shares

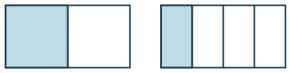
OW-G1-142 E2 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

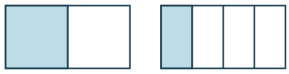
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

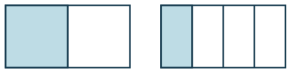
1. The two wholes are the same size. Which shaded part is larger?



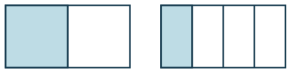
2. How many halves make one whole?



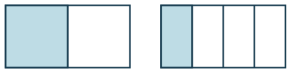
3. How many fourths make one whole?



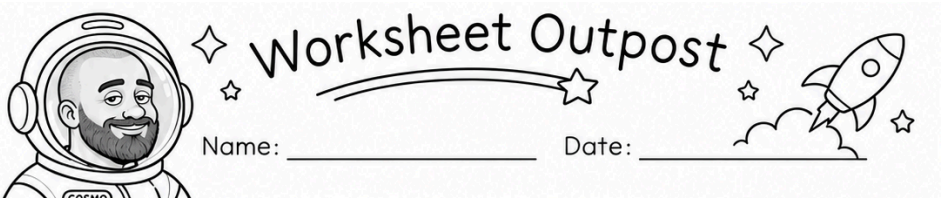
4. Which whole has more equal parts: left or right?



5. Which shaded share is smaller?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare equal shares

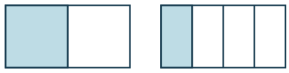
OW-G1-142 E3 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

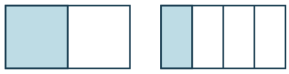
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

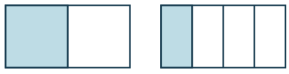
1. The two wholes are the same size. Which shaded part is larger?



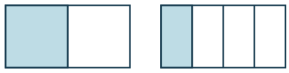
2. How many halves make one whole?



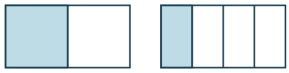
3. How many fourths make one whole?



4. Which whole has more equal parts: left or right?



5. Which shaded share is smaller?



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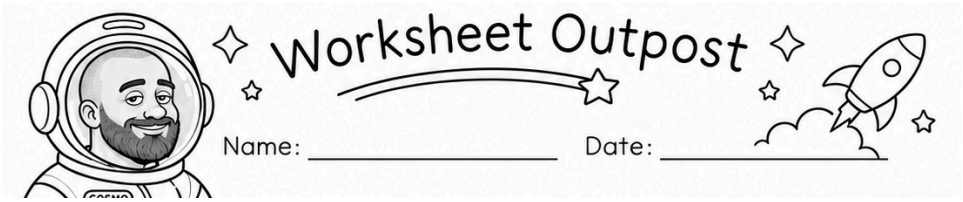


WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare equal shares

OW-G1-142 E4 | Five questions

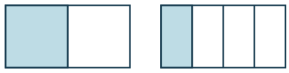
Success criteria

I can divide a shape into equal parts and name each share.

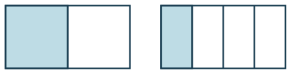
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

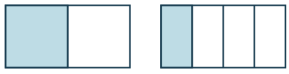
1. The two wholes are the same size. Which shaded part is larger?



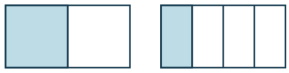
2. How many halves make one whole?



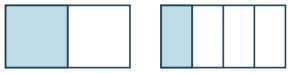
3. How many fourths make one whole?



4. Which whole has more equal parts: left or right?



5. Which shaded share is smaller?



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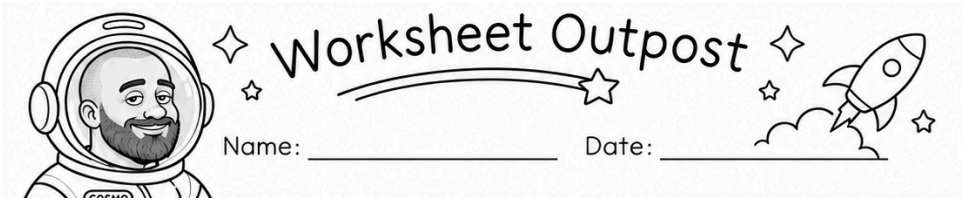


WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare equal shares

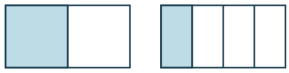
OW-G1-142 E5 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

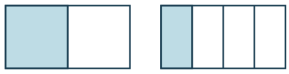
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

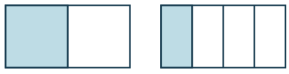
1. The two wholes are the same size. Which shaded part is larger?



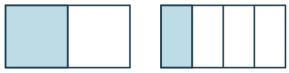
2. How many halves make one whole?



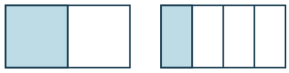
3. How many fourths make one whole?



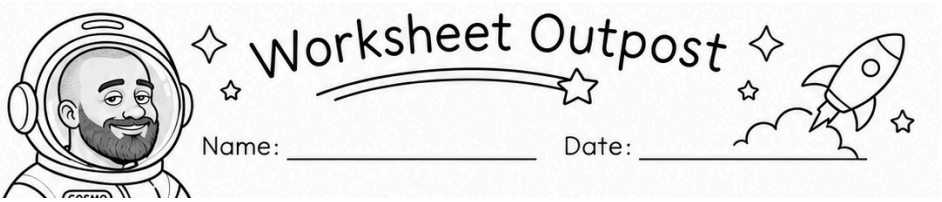
4. Which whole has more equal parts: left or right?



5. Which shaded share is smaller?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count sides and corners

OW-G1-143 E1 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count the straight sides and corners.



2. Count the straight sides and corners.



3. Count the straight sides and corners.



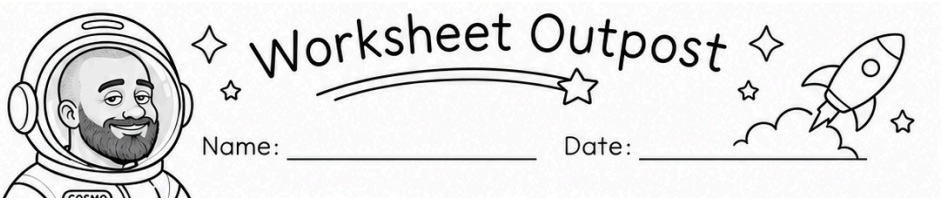
4. Count the straight sides and corners.



5. Count the straight sides and corners.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count sides and corners

OW-G1-143 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can identify a shape by its sides and corners.

Work with a partner. Build a model, then say or write your answer.

1. Count the straight sides and corners.



2. Count the straight sides and corners.



3. Count the straight sides and corners.



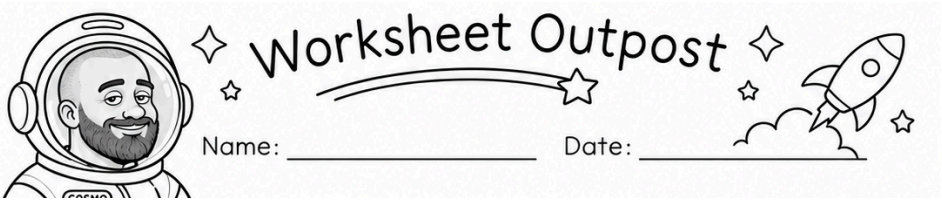
4. Count the straight sides and corners.



5. Count the straight sides and corners.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count sides and corners

OW-G1-143 E3 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count the straight sides and corners.



2. Count the straight sides and corners.



3. Count the straight sides and corners.



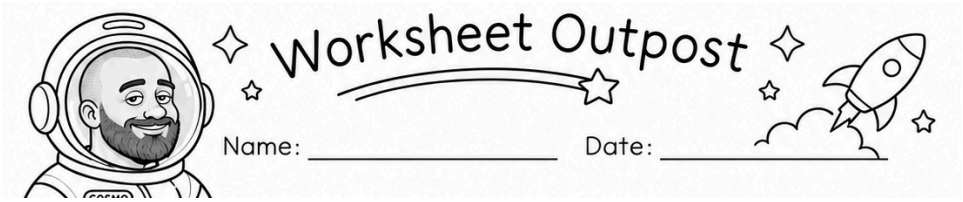
4. Count the straight sides and corners.



5. Count the straight sides and corners.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count sides and corners

OW-G1-143 E4 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count the straight sides and corners.



2. Count the straight sides and corners.



3. Count the straight sides and corners.



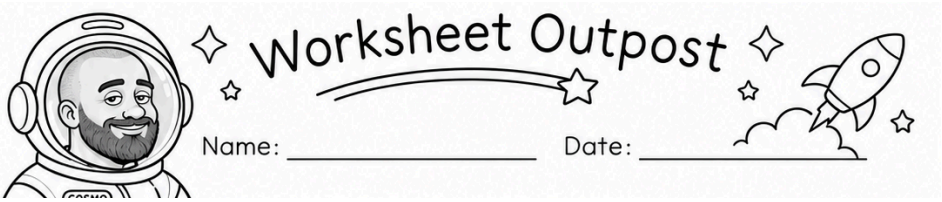
4. Count the straight sides and corners.



5. Count the straight sides and corners.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count sides and corners

OW-G1-143 E5 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count the straight sides and corners.



2. Count the straight sides and corners.



3. Count the straight sides and corners.



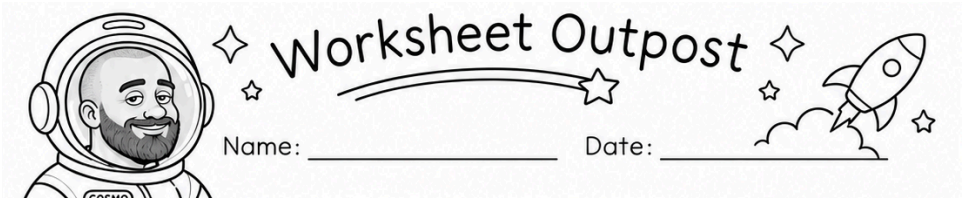
4. Count the straight sides and corners.



5. Count the straight sides and corners.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of circles

Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-144 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Shade 1 of the 4 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



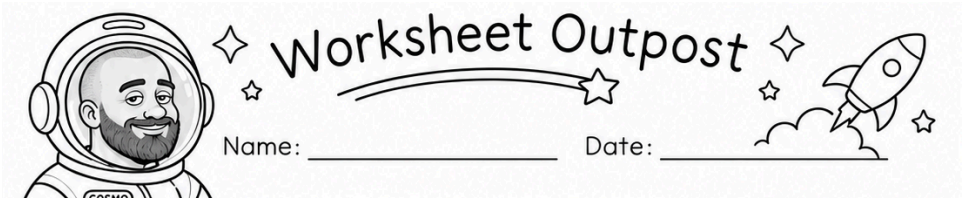
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of circles

Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-144 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Shade 1 of the 4 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



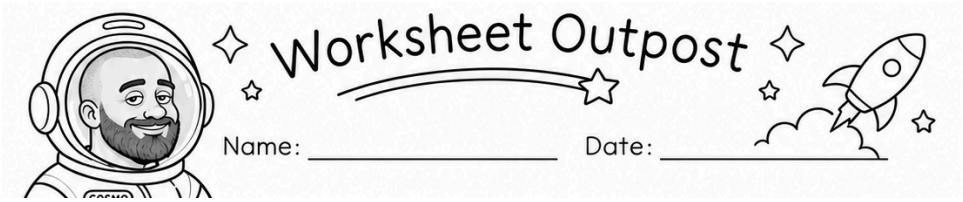
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of circles

Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-144 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Shade 1 of the 4 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



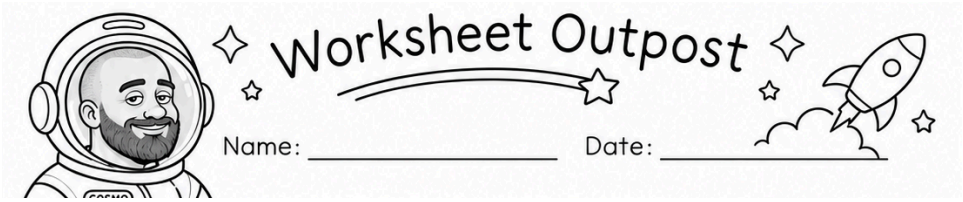
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of circles

Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-144 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Shade 1 of the 4 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



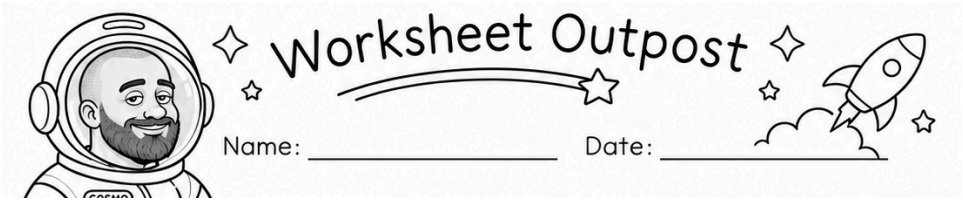
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of circles

Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-144 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Shade 1 of the 4 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



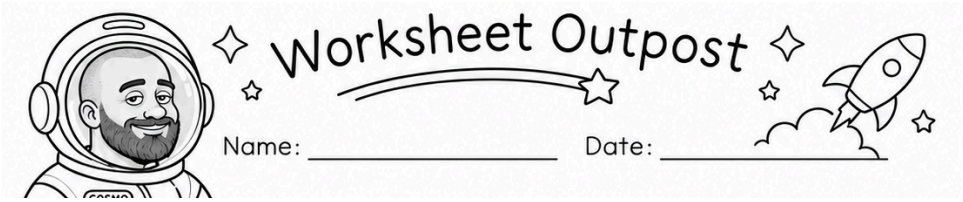
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of rectangles

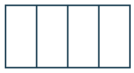
OW-G1-145 E1 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

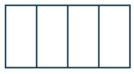
1. Shade 1 of the 4 equal parts. Name the shaded share.



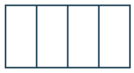
2. How many equal parts make up the whole?



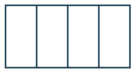
3. Shade one part. How many parts stay unshaded?



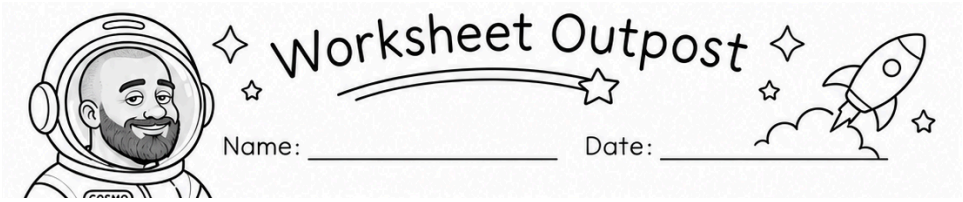
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of rectangles

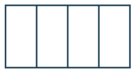
OW-G1-145 E2 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

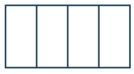
1. Shade 1 of the 4 equal parts. Name the shaded share.



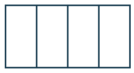
2. How many equal parts make up the whole?



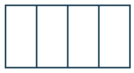
3. Shade one part. How many parts stay unshaded?



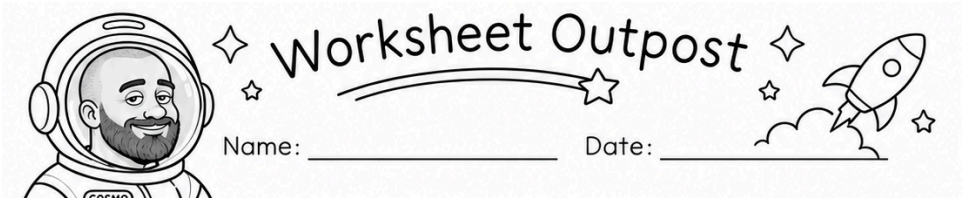
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of rectangles

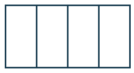
OW-G1-145 E3 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

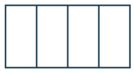
1. Shade 1 of the 4 equal parts. Name the shaded share.



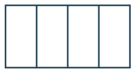
2. How many equal parts make up the whole?



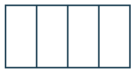
3. Shade one part. How many parts stay unshaded?



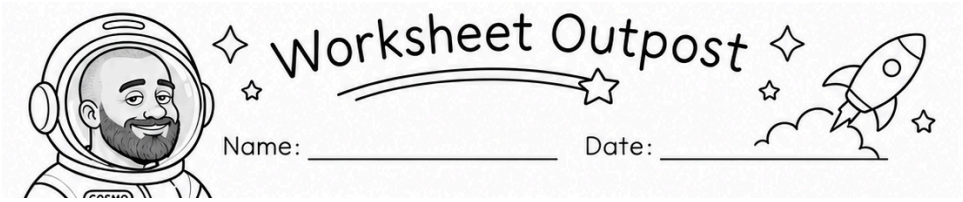
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of rectangles

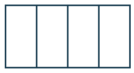
OW-G1-145 E4 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

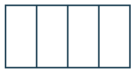
1. Shade 1 of the 4 equal parts. Name the shaded share.



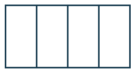
2. How many equal parts make up the whole?



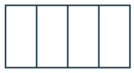
3. Shade one part. How many parts stay unshaded?



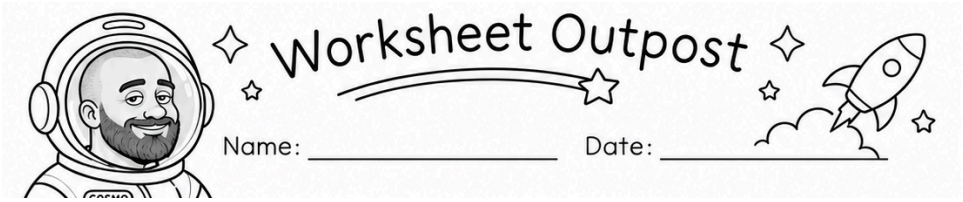
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: fourths of rectangles

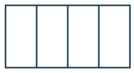
OW-G1-145 E5 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

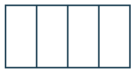
1. Shade 1 of the 4 equal parts. Name the shaded share.



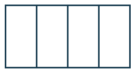
2. How many equal parts make up the whole?



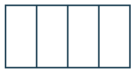
3. Shade one part. How many parts stay unshaded?



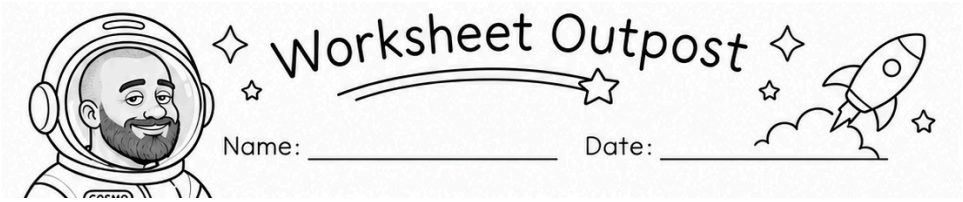
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of circles

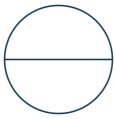
Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-146 E1 | Five questions

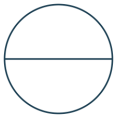
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

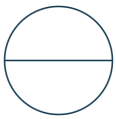
1. Shade 1 of the 2 equal parts. Name the shaded share.



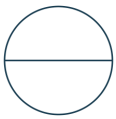
2. How many equal parts make up the whole?



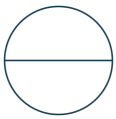
3. Shade one part. How many parts stay unshaded?



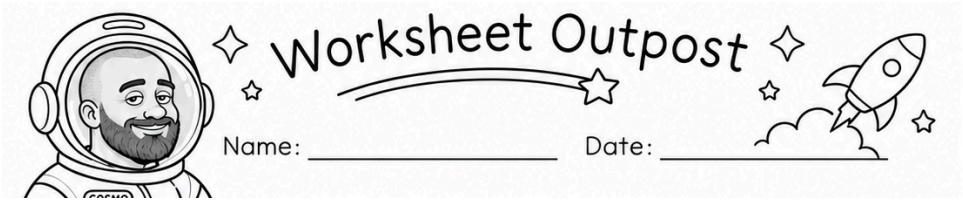
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of circles

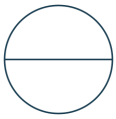
OW-G1-146 E2 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

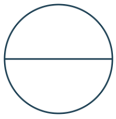
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

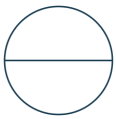
1. Shade 1 of the 2 equal parts. Name the shaded share.



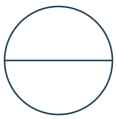
2. How many equal parts make up the whole?



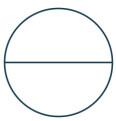
3. Shade one part. How many parts stay unshaded?



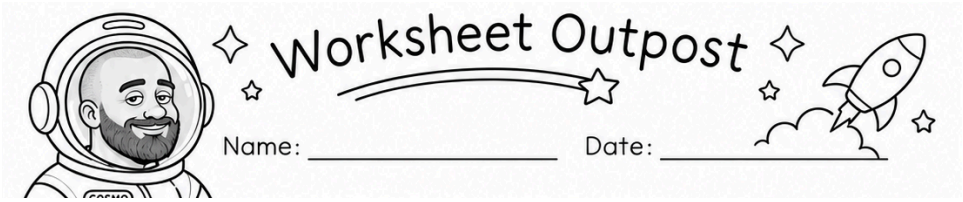
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of circles

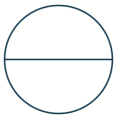
Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-146 E3 | Five questions

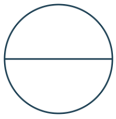
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

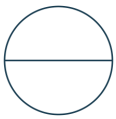
1. Shade 1 of the 2 equal parts. Name the shaded share.



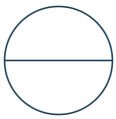
2. How many equal parts make up the whole?



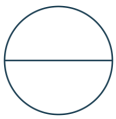
3. Shade one part. How many parts stay unshaded?



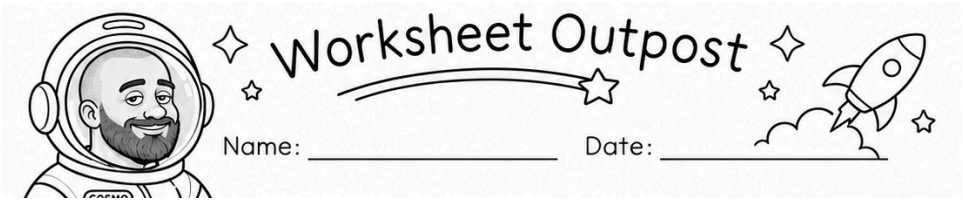
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of circles

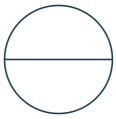
Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-146 E4 | Five questions

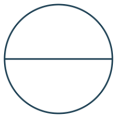
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

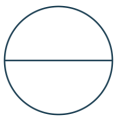
1. Shade 1 of the 2 equal parts. Name the shaded share.



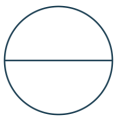
2. How many equal parts make up the whole?



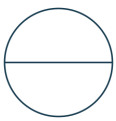
3. Shade one part. How many parts stay unshaded?



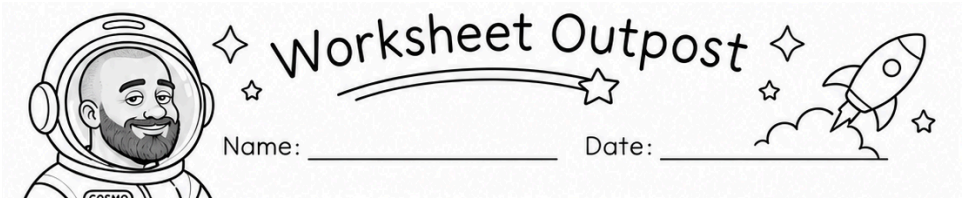
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of circles

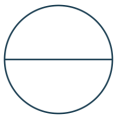
Success criteria
I can divide a shape into equal parts and name each share.

OW-G1-146 E5 | Five questions

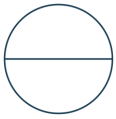
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

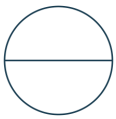
1. Shade 1 of the 2 equal parts. Name the shaded share.



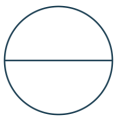
2. How many equal parts make up the whole?



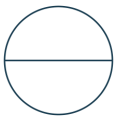
3. Shade one part. How many parts stay unshaded?



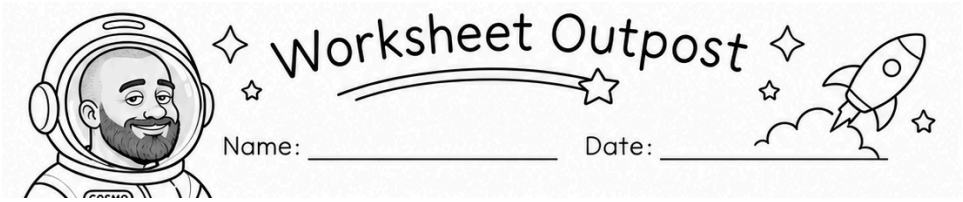
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of rectangles

OW-G1-147 E1 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Shade 1 of the 2 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



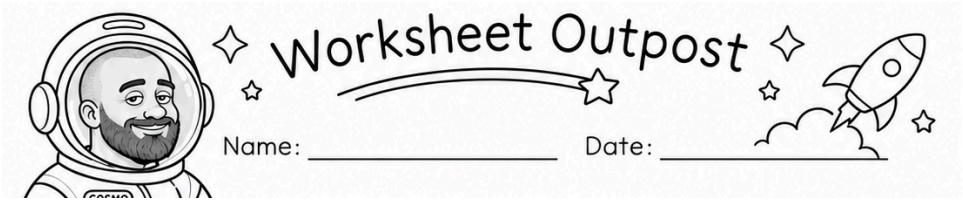
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of rectangles

OW-G1-147 E2 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Shade 1 of the 2 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



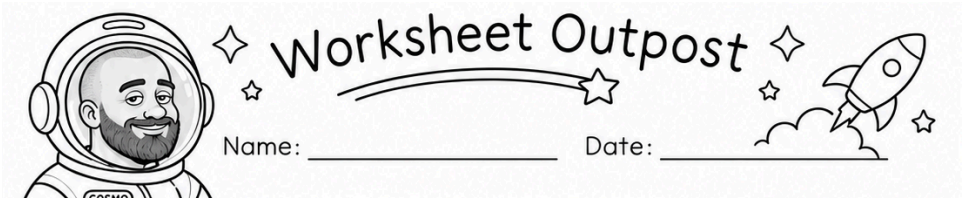
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of rectangles

OW-G1-147 E3 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Shade 1 of the 2 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



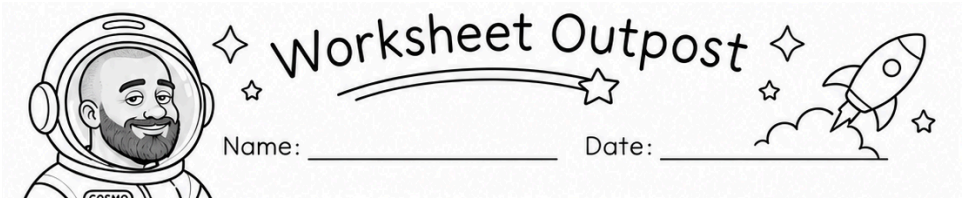
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of rectangles

OW-G1-147 E4 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Shade 1 of the 2 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



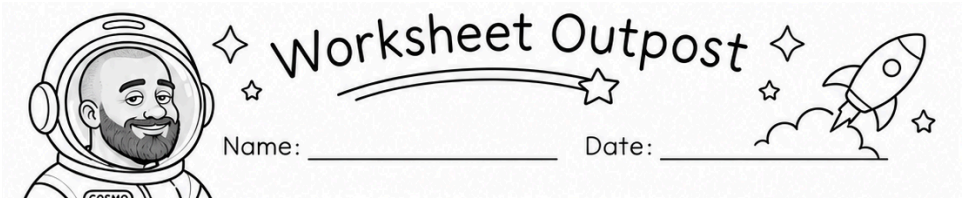
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: halves of rectangles

OW-G1-147 E5 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Shade 1 of the 2 equal parts. Name the shaded share.



2. How many equal parts make up the whole?



3. Shade one part. How many parts stay unshaded?



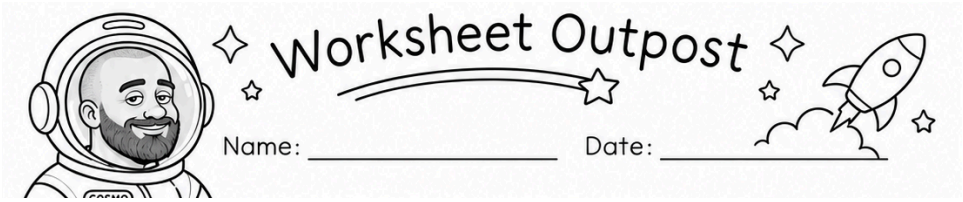
4. Shade every part. Did you shade a whole?



5. Draw a star in one part. Is that part a half or a fourth?



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: name flat shapes

OW-G1-148 E1 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Name this flat shape.



2. Name this flat shape.



3. Name this flat shape.



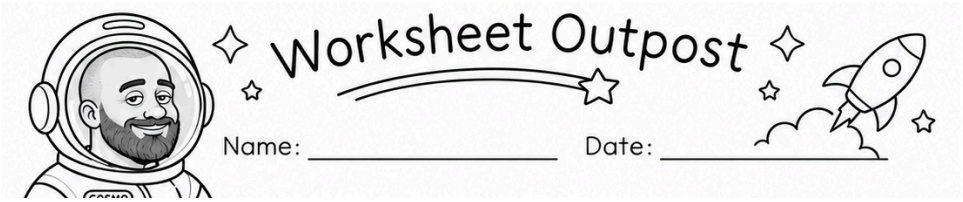
4. Name this flat shape.



5. Name this flat shape.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: name flat shapes

OW-G1-148 E2 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Name this flat shape.



2. Name this flat shape.



3. Name this flat shape.



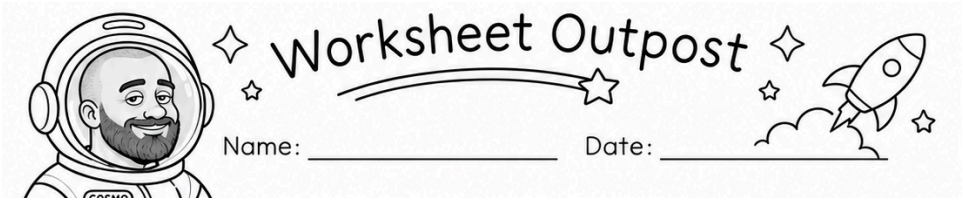
4. Name this flat shape.



5. Name this flat shape.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: name flat shapes

OW-G1-148 E3 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Name this flat shape.



2. Name this flat shape.



3. Name this flat shape.



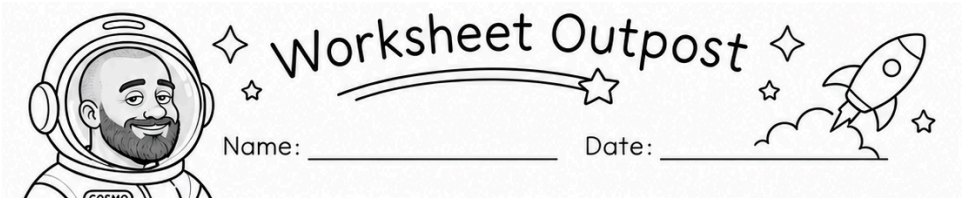
4. Name this flat shape.



5. Name this flat shape.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: name flat shapes

OW-G1-148 E4 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Name this flat shape.



2. Name this flat shape.



3. Name this flat shape.



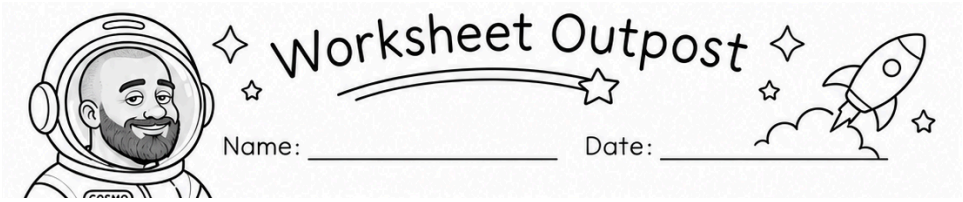
4. Name this flat shape.



5. Name this flat shape.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: name flat shapes

OW-G1-148 E5 | Five questions

Success criteria
I can name a shape even when it is turned or a different size.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Name this flat shape.



2. Name this flat shape.



3. Name this flat shape.



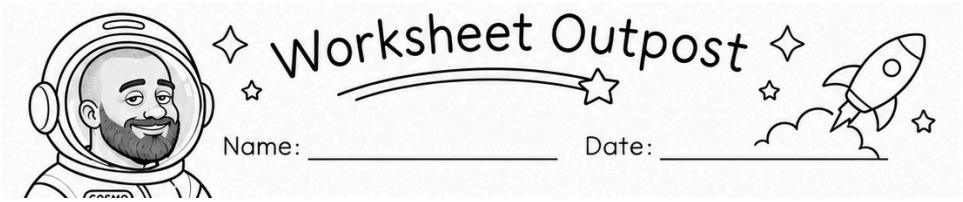
4. Name this flat shape.



5. Name this flat shape.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: notice solid shapes

Success criteria
I can name a shape and tell where it is.

OW-G1-149 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Which solid is shaped like a ball?

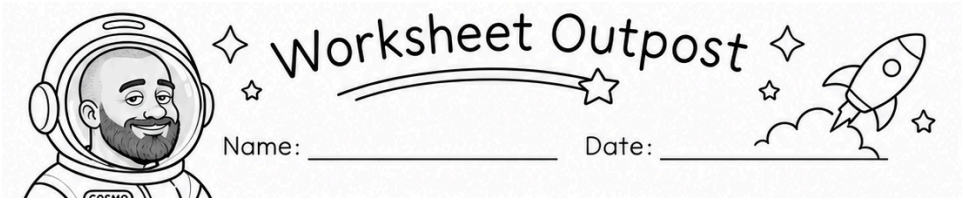
2. Which solid is shaped like a soup can?

3. Which solid has six equal square faces?

4. Which solid is shaped like an ice-cream cone?

5. Which can roll in every direction, a cube or a sphere?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: notice solid shapes

Success criteria
I can name a shape and tell where it is.

OW-G1-149 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Which solid is shaped like a ball?

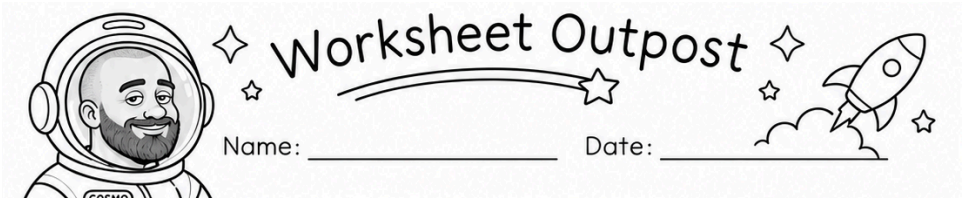
2. Which solid is shaped like a soup can?

3. Which solid has six equal square faces?

4. Which solid is shaped like an ice-cream cone?

5. Which can roll in every direction, a cube or a sphere?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: notice solid shapes

Success criteria
I can name a shape and tell where it is.

OW-G1-149 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Which solid is shaped like a ball?

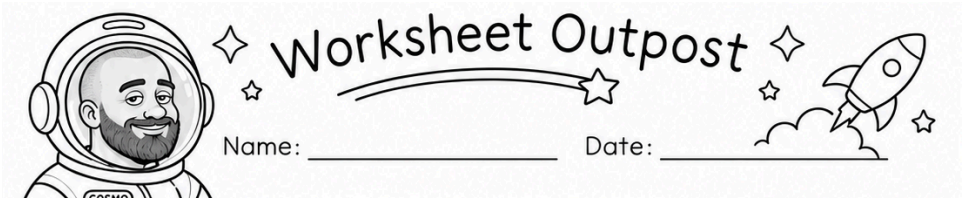
2. Which solid is shaped like a soup can?

3. Which solid has six equal square faces?

4. Which solid is shaped like an ice-cream cone?

5. Which can roll in every direction, a cube or a sphere?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: notice solid shapes

Success criteria
I can name a shape and tell where it is.

OW-G1-149 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Which solid is shaped like a ball?

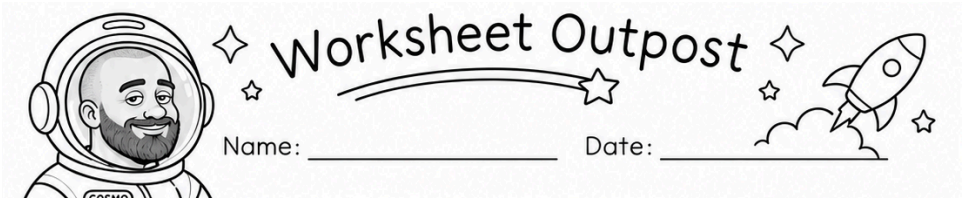
2. Which solid is shaped like a soup can?

3. Which solid has six equal square faces?

4. Which solid is shaped like an ice-cream cone?

5. Which can roll in every direction, a cube or a sphere?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: notice solid shapes

Success criteria
I can name a shape and tell where it is.

OW-G1-149 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Which solid is shaped like a ball?

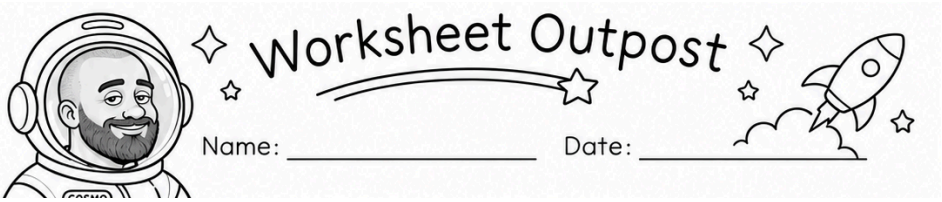
2. Which solid is shaped like a soup can?

3. Which solid has six equal square faces?

4. Which solid is shaped like an ice-cream cone?

5. Which can roll in every direction, a cube or a sphere?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: reason about attributes

OW-G1-150 E1 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Does turning this shape change its number of sides? Explain.



2. Does turning this shape change its number of sides? Explain.



3. Does turning this shape change its number of sides? Explain.



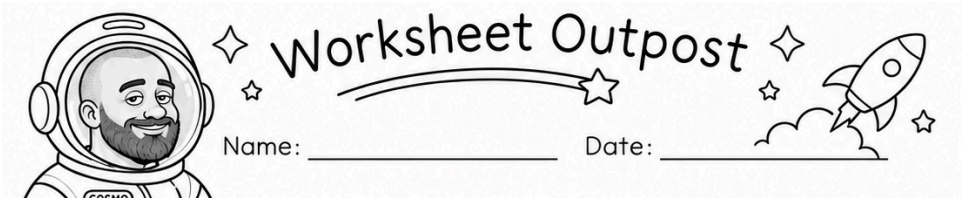
4. Does turning this shape change its number of sides? Explain.



5. Does turning this shape change its number of sides? Explain.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: reason about attributes

OW-G1-150 E2 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Does turning this shape change its number of sides? Explain.



2. Does turning this shape change its number of sides? Explain.



3. Does turning this shape change its number of sides? Explain.



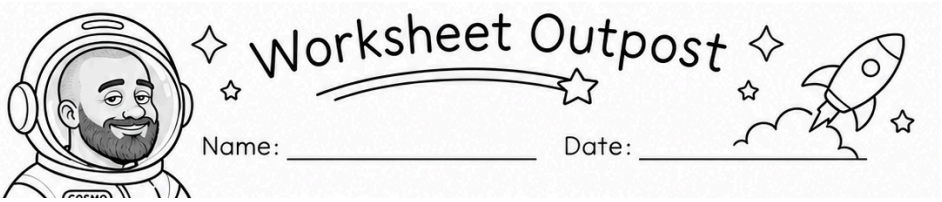
4. Does turning this shape change its number of sides? Explain.



5. Does turning this shape change its number of sides? Explain.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: reason about attributes

OW-G1-150 E3 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Does turning this shape change its number of sides? Explain.



2. Does turning this shape change its number of sides? Explain.



3. Does turning this shape change its number of sides? Explain.



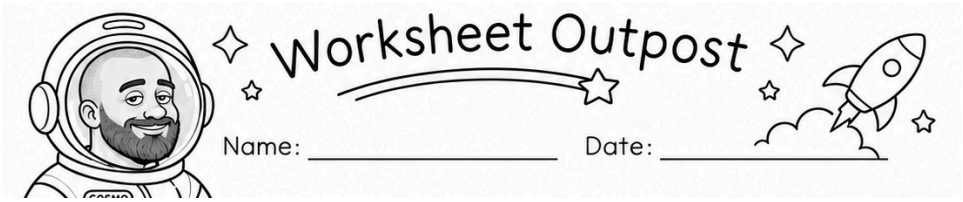
4. Does turning this shape change its number of sides? Explain.



5. Does turning this shape change its number of sides? Explain.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: reason about attributes

OW-G1-150 E4 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Does turning this shape change its number of sides? Explain.



2. Does turning this shape change its number of sides? Explain.



3. Does turning this shape change its number of sides? Explain.



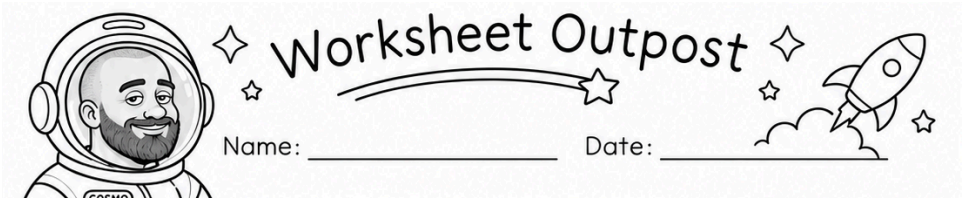
4. Does turning this shape change its number of sides? Explain.



5. Does turning this shape change its number of sides? Explain.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: reason about attributes

OW-G1-150 E5 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Does turning this shape change its number of sides? Explain.



2. Does turning this shape change its number of sides? Explain.



3. Does turning this shape change its number of sides? Explain.



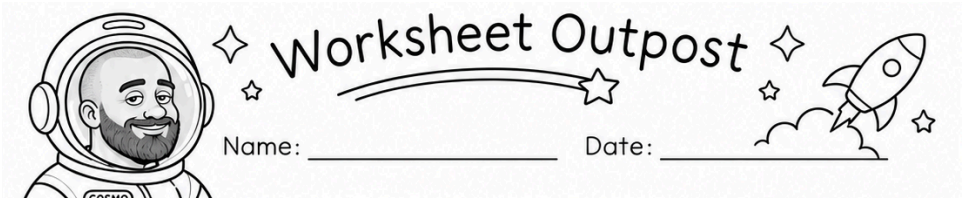
4. Does turning this shape change its number of sides? Explain.



5. Does turning this shape change its number of sides? Explain.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find another shape combination

OW-G1-151 E1 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw two equal squares touching along a whole side. Name the larger shape.

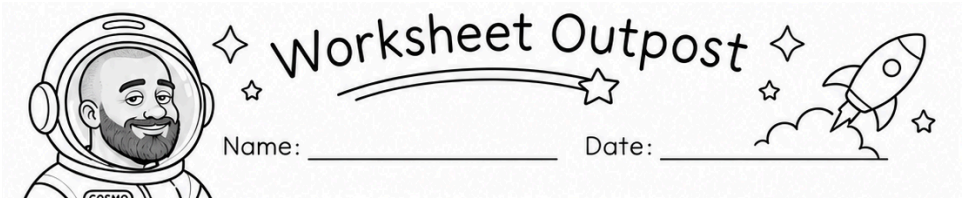
2. Draw a square. Divide it into two triangles with one line.

3. Draw a rectangle built from 3 equal squares in a row. Trace its outer edge.

4. Draw a larger square built from 4 equal small squares.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find another shape combination

OW-G1-151 E2 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw two equal squares touching along a whole side. Name the larger shape.

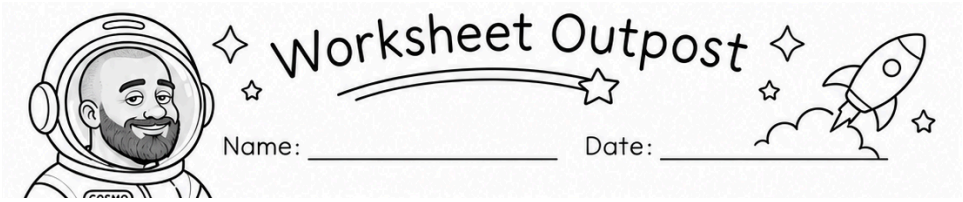
2. Draw a square. Divide it into two triangles with one line.

3. Draw a rectangle built from 3 equal squares in a row. Trace its outer edge.

4. Draw a larger square built from 4 equal small squares.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find another shape combination

Success criteria
I can put shapes together and name the shape I made.

OW-G1-151 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw two equal squares touching along a whole side. Name the larger shape.

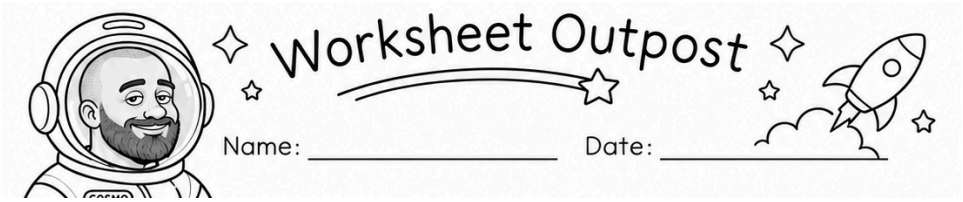
2. Draw a square. Divide it into two triangles with one line.

3. Draw a rectangle built from 3 equal squares in a row. Trace its outer edge.

4. Draw a larger square built from 4 equal small squares.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find another shape combination

OW-G1-151 E4 | Five questions

Success criteria
I can put shapes together and name the shape I made.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw two equal squares touching along a whole side. Name the larger shape.

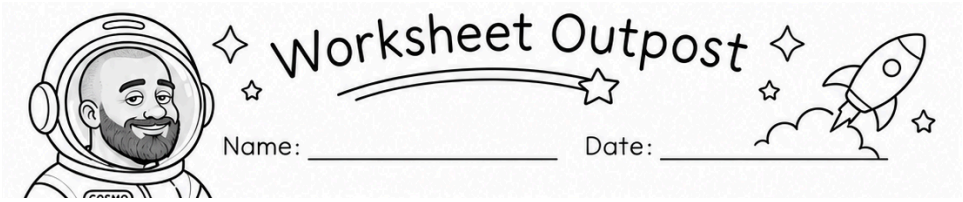
2. Draw a square. Divide it into two triangles with one line.

3. Draw a rectangle built from 3 equal squares in a row. Trace its outer edge.

4. Draw a larger square built from 4 equal small squares.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find another shape combination

Success criteria
I can put shapes together and name the shape I made.

OW-G1-151 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw two equal squares touching along a whole side. Name the larger shape.

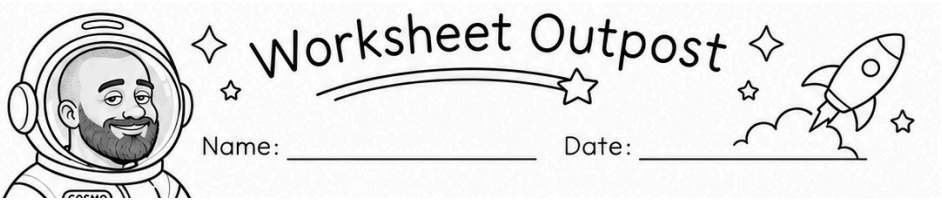
2. Draw a square. Divide it into two triangles with one line.

3. Draw a rectangle built from 3 equal squares in a row. Trace its outer edge.

4. Draw a larger square built from 4 equal small squares.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Join flat pieces into a shape

Success criteria
I can put shapes together and name the shape I made.

OW-G1-152 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw the outside shape made by the touching pieces. Name the whole shape.



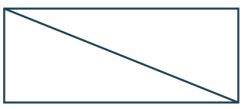
2. Draw the outside shape made by the touching pieces. Name the whole shape.



3. Draw the outside shape made by the touching pieces. Name the whole shape.

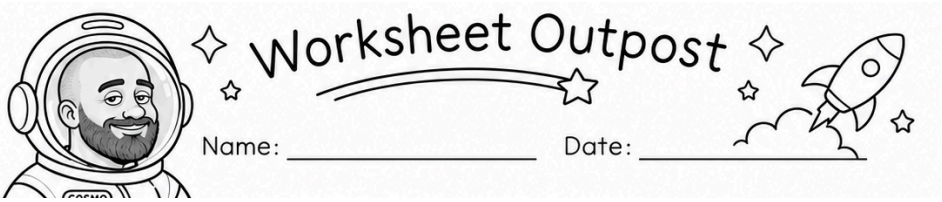


4. Draw the outside shape made by the touching pieces. Name the whole shape.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Join flat pieces into a shape

Success criteria
I can put shapes together and name the shape I made.

OW-G1-152 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw the outside shape made by the touching pieces. Name the whole shape.



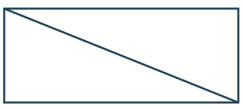
2. Draw the outside shape made by the touching pieces. Name the whole shape.



3. Draw the outside shape made by the touching pieces. Name the whole shape.

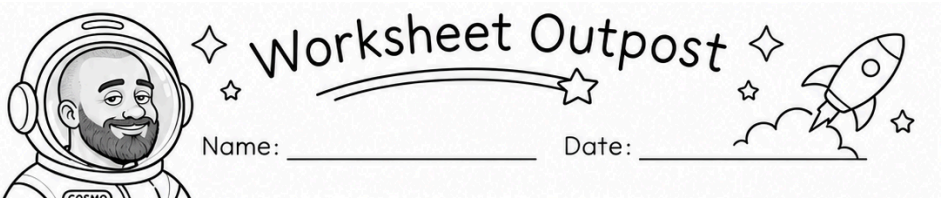


4. Draw the outside shape made by the touching pieces. Name the whole shape.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Join flat pieces into a shape

Success criteria
I can put shapes together and name the shape I made.

OW-G1-152 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw the outside shape made by the touching pieces. Name the whole shape.



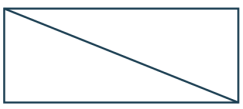
2. Draw the outside shape made by the touching pieces. Name the whole shape.



3. Draw the outside shape made by the touching pieces. Name the whole shape.

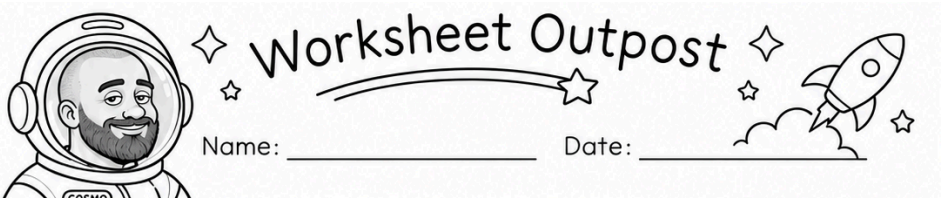


4. Draw the outside shape made by the touching pieces. Name the whole shape.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Join flat pieces into a shape

Success criteria
I can put shapes together and name the shape I made.

OW-G1-152 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw the outside shape made by the touching pieces. Name the whole shape.



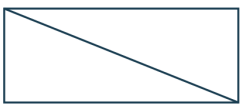
2. Draw the outside shape made by the touching pieces. Name the whole shape.



3. Draw the outside shape made by the touching pieces. Name the whole shape.

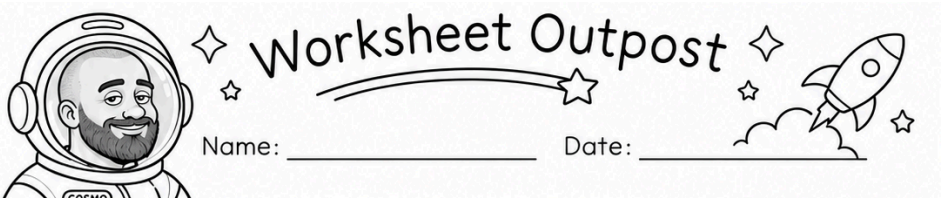


4. Draw the outside shape made by the touching pieces. Name the whole shape.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Join flat pieces into a shape

Success criteria
I can put shapes together and name the shape I made.

OW-G1-152 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw the outside shape made by the touching pieces. Name the whole shape.



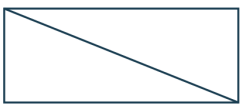
2. Draw the outside shape made by the touching pieces. Name the whole shape.



3. Draw the outside shape made by the touching pieces. Name the whole shape.

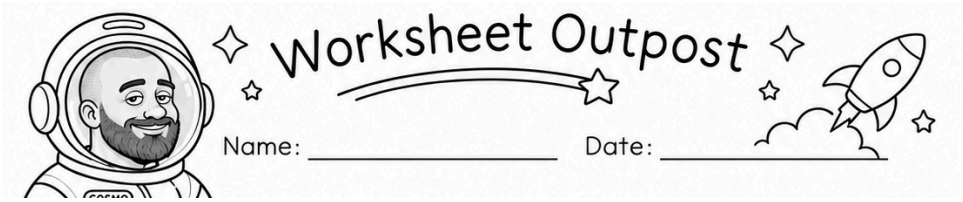


4. Draw the outside shape made by the touching pieces. Name the whole shape.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name a half or a fourth

OW-G1-153 E1 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many halves make a whole? Shade one half.



2. How many fourths make a whole? Shade one fourth.

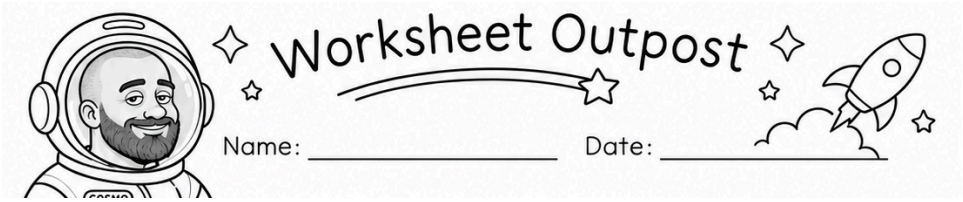


3. If two wholes are the same size, which is larger, one half or one fourth? Explain.

4. Two equal parts of a whole are called ___. Four equal parts are called ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name a half or a fourth

OW-G1-153 E2 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many halves make a whole? Shade one half.



2. How many fourths make a whole? Shade one fourth.

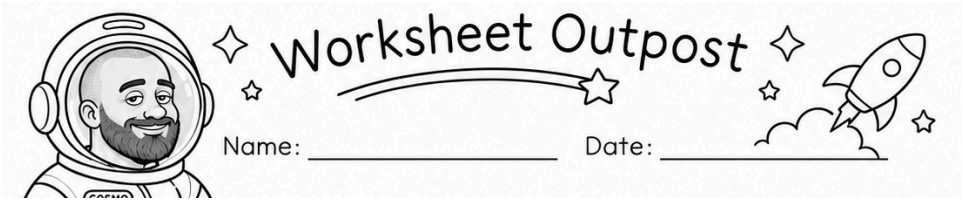


3. If two wholes are the same size, which is larger, one half or one fourth? Explain.

4. Two equal parts of a whole are called ___. Four equal parts are called ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name a half or a fourth

OW-G1-153 E3 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many halves make a whole? Shade one half.



2. How many fourths make a whole? Shade one fourth.

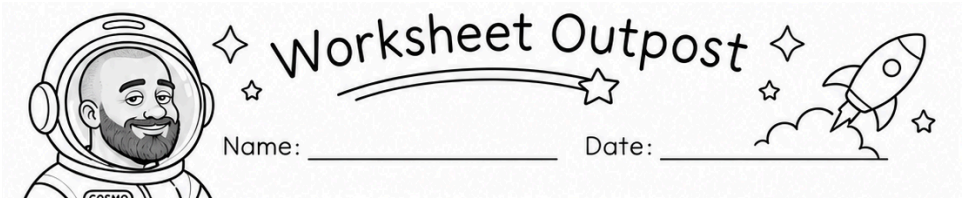


3. If two wholes are the same size, which is larger, one half or one fourth? Explain.

4. Two equal parts of a whole are called ___. Four equal parts are called ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name a half or a fourth

OW-G1-153 E4 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many halves make a whole? Shade one half.



2. How many fourths make a whole? Shade one fourth.

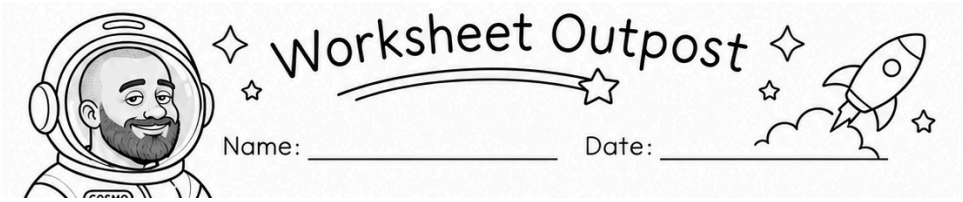


3. If two wholes are the same size, which is larger, one half or one fourth? Explain.

4. Two equal parts of a whole are called ___. Four equal parts are called ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name a half or a fourth

OW-G1-153 E5 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many halves make a whole? Shade one half.



2. How many fourths make a whole? Shade one fourth.

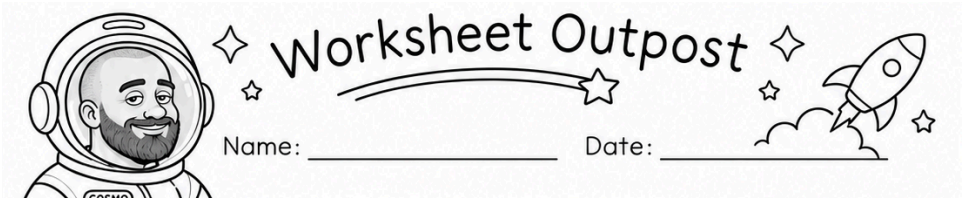


3. If two wholes are the same size, which is larger, one half or one fourth? Explain.

4. Two equal parts of a whole are called ___. Four equal parts are called ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name flat shapes by their features

OW-G1-154 E1 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Name the shape. How many straight sides and corners does it have?



2. Name the shape. How many straight sides and corners does it have?



3. Name the shape. How many straight sides and corners does it have?

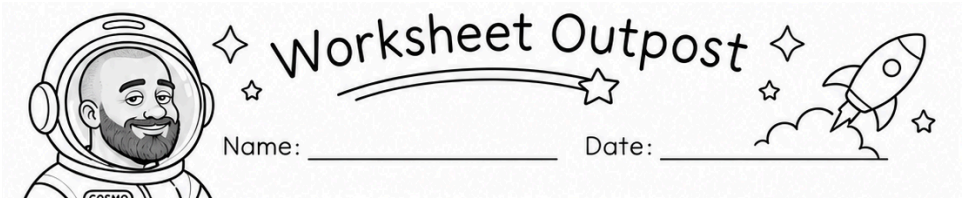


4. Name the shape. How many straight sides and corners does it have?



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name flat shapes by their features

OW-G1-154 E2 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Name the shape. How many straight sides and corners does it have?



2. Name the shape. How many straight sides and corners does it have?



3. Name the shape. How many straight sides and corners does it have?

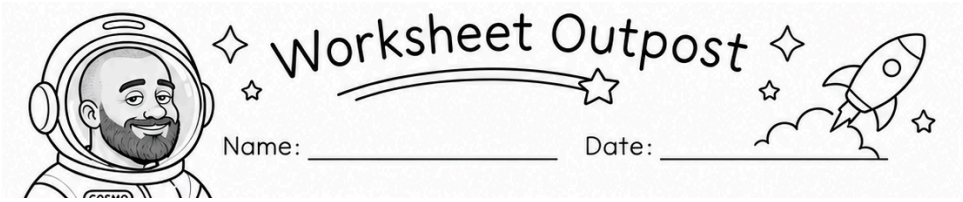


4. Name the shape. How many straight sides and corners does it have?



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name flat shapes by their features

Success criteria
I can identify a shape by its sides and corners.

OW-G1-154 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Name the shape. How many straight sides and corners does it have?



2. Name the shape. How many straight sides and corners does it have?



3. Name the shape. How many straight sides and corners does it have?

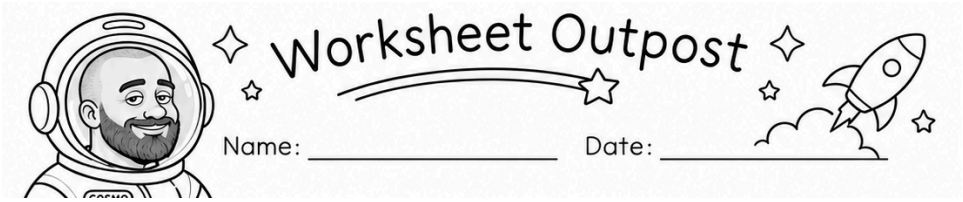


4. Name the shape. How many straight sides and corners does it have?



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name flat shapes by their features

OW-G1-154 E4 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Name the shape. How many straight sides and corners does it have?



2. Name the shape. How many straight sides and corners does it have?



3. Name the shape. How many straight sides and corners does it have?

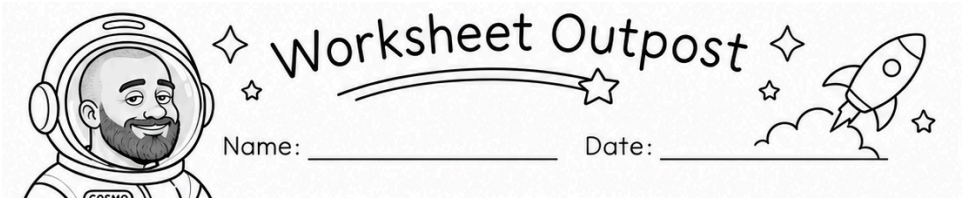


4. Name the shape. How many straight sides and corners does it have?



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name flat shapes by their features

OW-G1-154 E5 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Name the shape. How many straight sides and corners does it have?



2. Name the shape. How many straight sides and corners does it have?



3. Name the shape. How many straight sides and corners does it have?

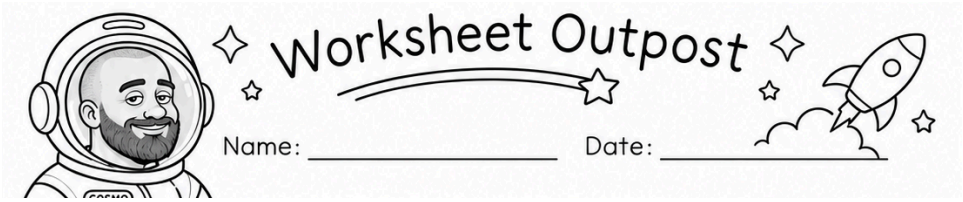


4. Name the shape. How many straight sides and corners does it have?



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name solids by their features

Success criteria
I can identify a shape by its sides and corners.

OW-G1-155 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Name the solid. Describe a flat face or curved surface.



2. Name the solid. Describe a flat face or curved surface.



3. Name the solid. Describe a flat face or curved surface.

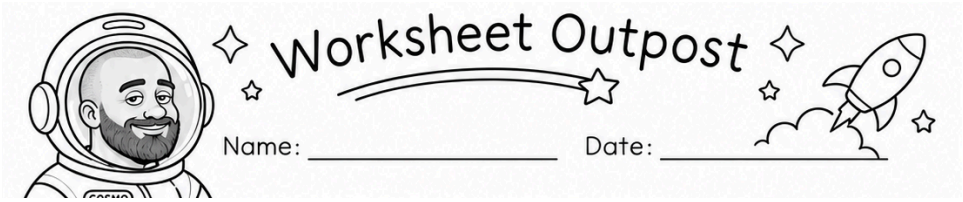


4. Name the solid. Describe a flat face or curved surface.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name solids by their features

Success criteria
I can identify a shape by its sides and corners.

OW-G1-155 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Name the solid. Describe a flat face or curved surface.



2. Name the solid. Describe a flat face or curved surface.



3. Name the solid. Describe a flat face or curved surface.

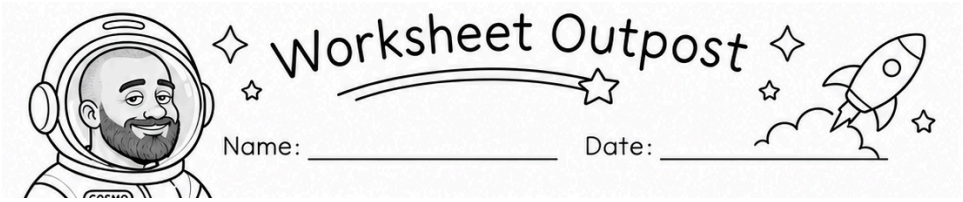


4. Name the solid. Describe a flat face or curved surface.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name solids by their features

Success criteria
I can identify a shape by its sides and corners.

OW-G1-155 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Name the solid. Describe a flat face or curved surface.



2. Name the solid. Describe a flat face or curved surface.



3. Name the solid. Describe a flat face or curved surface.

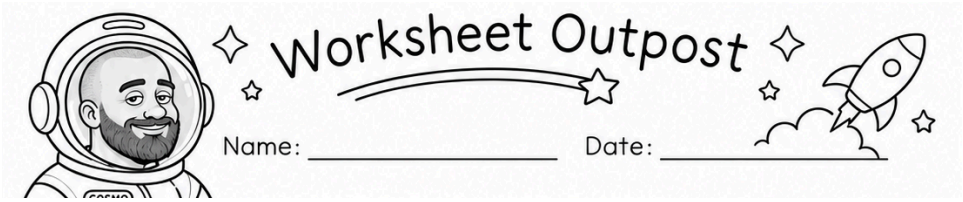


4. Name the solid. Describe a flat face or curved surface.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name solids by their features

Success criteria
I can identify a shape by its sides and corners.

OW-G1-155 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Name the solid. Describe a flat face or curved surface.



2. Name the solid. Describe a flat face or curved surface.



3. Name the solid. Describe a flat face or curved surface.

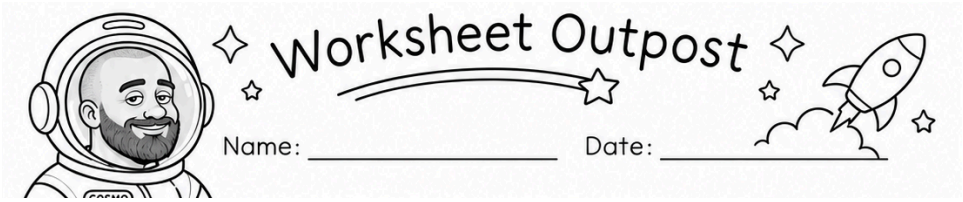


4. Name the solid. Describe a flat face or curved surface.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Name solids by their features

Success criteria
I can identify a shape by its sides and corners.

OW-G1-155 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Name the solid. Describe a flat face or curved surface.



2. Name the solid. Describe a flat face or curved surface.



3. Name the solid. Describe a flat face or curved surface.

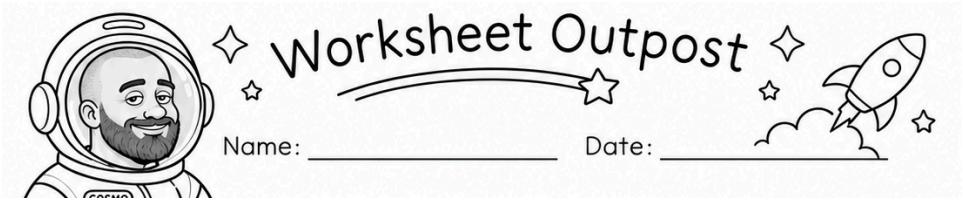


4. Name the solid. Describe a flat face or curved surface.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: shapes and equal parts

OW-G1-156 E1 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

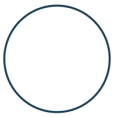
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Split this rectangle into halves. Shade one half.



2. Split this circle into fourths. Shade one fourth.

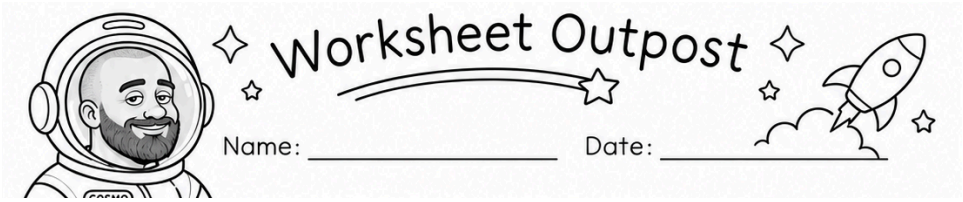


3. How many halves make one whole? How many fourths?

4. If two wholes are the same size, why is one fourth smaller than one half?

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: shapes and equal parts

OW-G1-156 E2 | Five questions

Name: _____ Date: _____

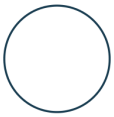
Success criteria
I can divide a shape into equal parts and name each share.

Work with a partner. Build a model, then say or write your answer.

1. Split this rectangle into halves. Shade one half.



2. Split this circle into fourths. Shade one fourth.

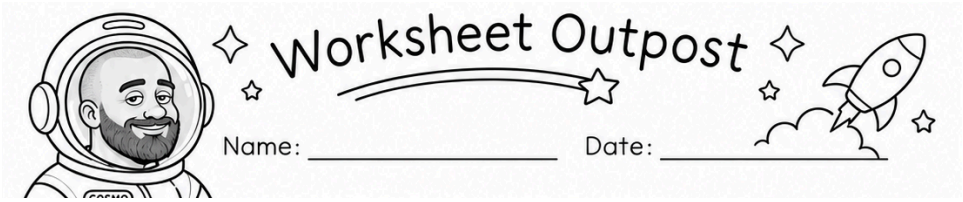


3. How many halves make one whole? How many fourths?

4. If two wholes are the same size, why is one fourth smaller than one half?

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: shapes and equal parts

OW-G1-156 E3 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

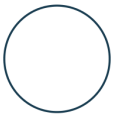
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Split this rectangle into halves. Shade one half.



2. Split this circle into fourths. Shade one fourth.

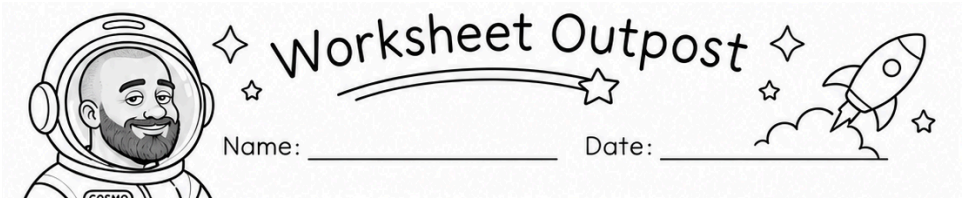


3. How many halves make one whole? How many fourths?

4. If two wholes are the same size, why is one fourth smaller than one half?

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: shapes and equal parts

OW-G1-156 E4 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

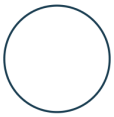
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Split this rectangle into halves. Shade one half.



2. Split this circle into fourths. Shade one fourth.

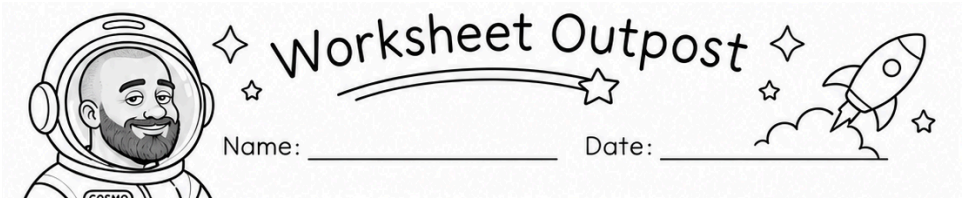


3. How many halves make one whole? How many fourths?

4. If two wholes are the same size, why is one fourth smaller than one half?

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Practice review: shapes and equal parts

OW-G1-156 E5 | Five questions

Success criteria
I can divide a shape into equal parts and name each share.

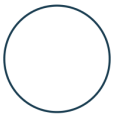
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Split this rectangle into halves. Shade one half.



2. Split this circle into fourths. Shade one fourth.

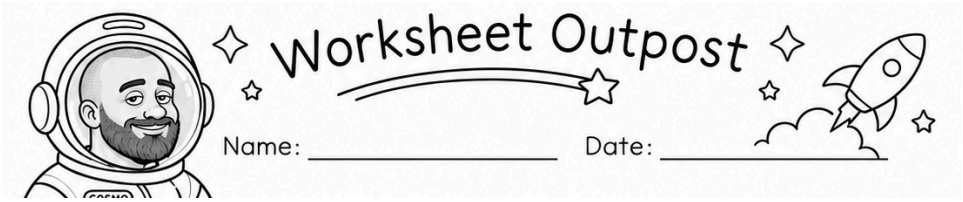


3. How many halves make one whole? How many fourths?

4. If two wholes are the same size, why is one fourth smaller than one half?

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Shape features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-157 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A triangle is made bigger, turned, and colored red. Is it still a triangle? Tell what matters.

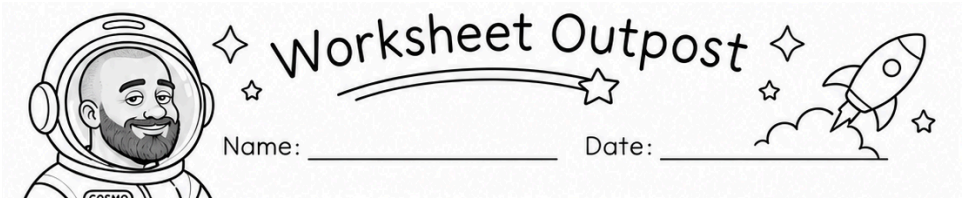
2. A square is made bigger, turned, and colored red. Is it still a square? Tell what matters.

3. A rectangle is made bigger, turned, and colored red. Is it still a rectangle? Tell what matters.

4. A circle is made bigger, turned, and colored red. Is it still a circle? Tell what matters.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Shape features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-157 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A triangle is made bigger, turned, and colored red. Is it still a triangle? Tell what matters.

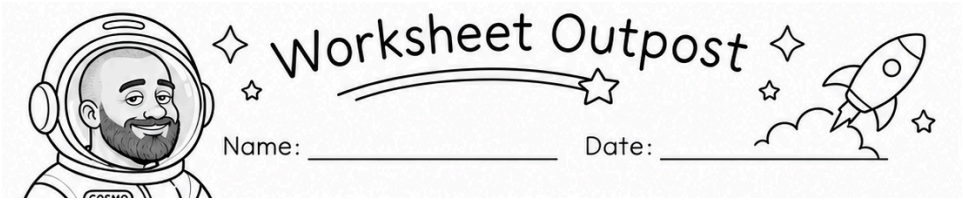
2. A square is made bigger, turned, and colored red. Is it still a square? Tell what matters.

3. A rectangle is made bigger, turned, and colored red. Is it still a rectangle? Tell what matters.

4. A circle is made bigger, turned, and colored red. Is it still a circle? Tell what matters.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Shape features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-157 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A triangle is made bigger, turned, and colored red. Is it still a triangle? Tell what matters.

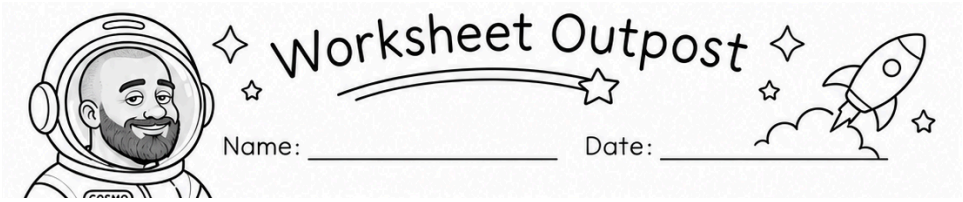
2. A square is made bigger, turned, and colored red. Is it still a square? Tell what matters.

3. A rectangle is made bigger, turned, and colored red. Is it still a rectangle? Tell what matters.

4. A circle is made bigger, turned, and colored red. Is it still a circle? Tell what matters.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Shape features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-157 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A triangle is made bigger, turned, and colored red. Is it still a triangle? Tell what matters.

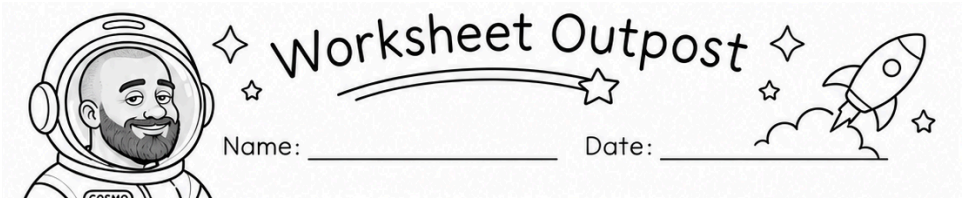
2. A square is made bigger, turned, and colored red. Is it still a square? Tell what matters.

3. A rectangle is made bigger, turned, and colored red. Is it still a rectangle? Tell what matters.

4. A circle is made bigger, turned, and colored red. Is it still a circle? Tell what matters.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Shape features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-157 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A triangle is made bigger, turned, and colored red. Is it still a triangle? Tell what matters.

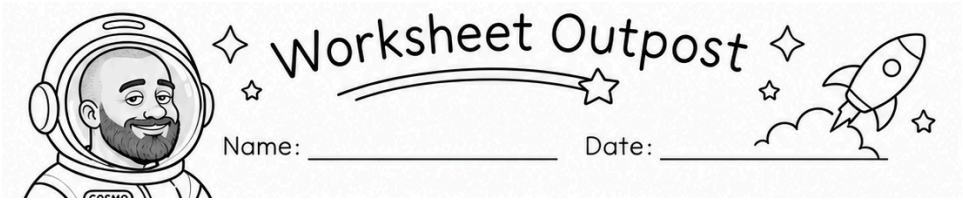
2. A square is made bigger, turned, and colored red. Is it still a square? Tell what matters.

3. A rectangle is made bigger, turned, and colored red. Is it still a rectangle? Tell what matters.

4. A circle is made bigger, turned, and colored red. Is it still a circle? Tell what matters.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Share a shape fairly

OW-G1-158 E1 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Are these equal shares? Explain how you know.



2. Are these equal shares? Explain how you know.



3. Are these equal shares? Explain how you know.

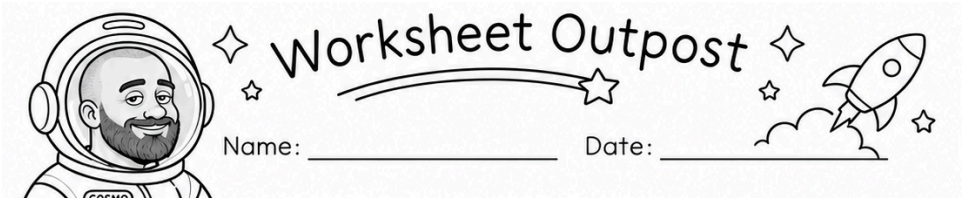


4. Are these equal shares? Explain how you know.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Share a shape fairly

OW-G1-158 E2 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Are these equal shares? Explain how you know.



2. Are these equal shares? Explain how you know.



3. Are these equal shares? Explain how you know.

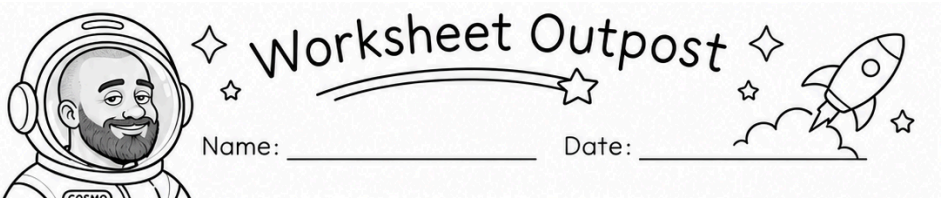


4. Are these equal shares? Explain how you know.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Share a shape fairly

OW-G1-158 E3 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Are these equal shares? Explain how you know.



2. Are these equal shares? Explain how you know.



3. Are these equal shares? Explain how you know.

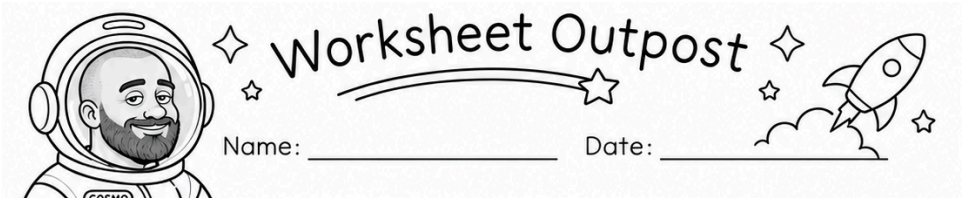


4. Are these equal shares? Explain how you know.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Share a shape fairly

OW-G1-158 E4 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Are these equal shares? Explain how you know.



2. Are these equal shares? Explain how you know.



3. Are these equal shares? Explain how you know.

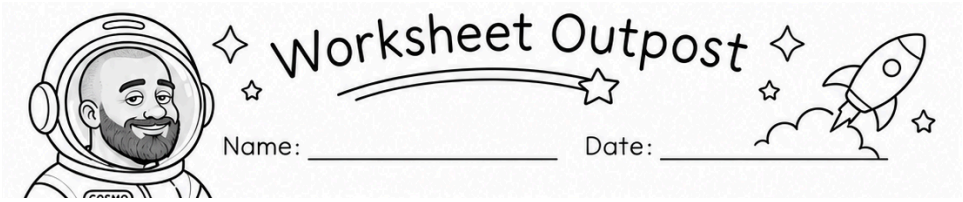


4. Are these equal shares? Explain how you know.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Share a shape fairly

OW-G1-158 E5 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Are these equal shares? Explain how you know.



2. Are these equal shares? Explain how you know.



3. Are these equal shares? Explain how you know.

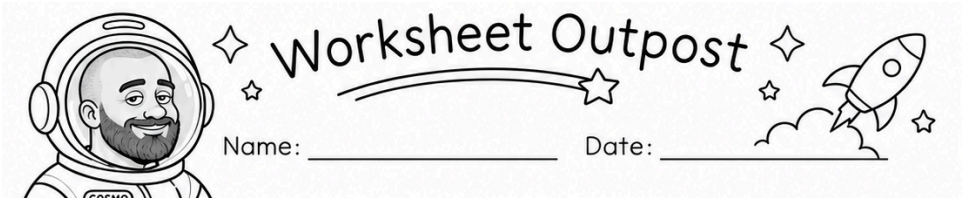


4. Are these equal shares? Explain how you know.



5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Solid features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

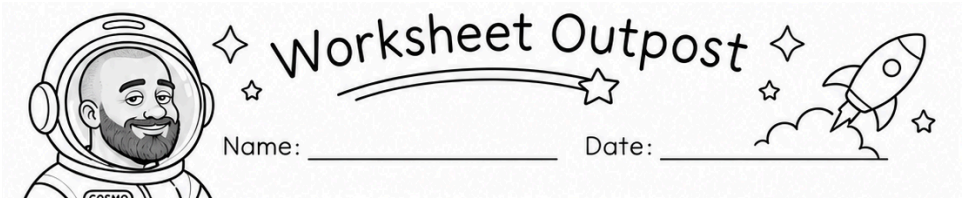
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Solid features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

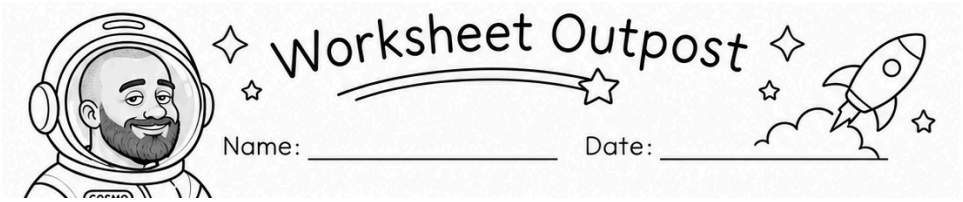
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Solid features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

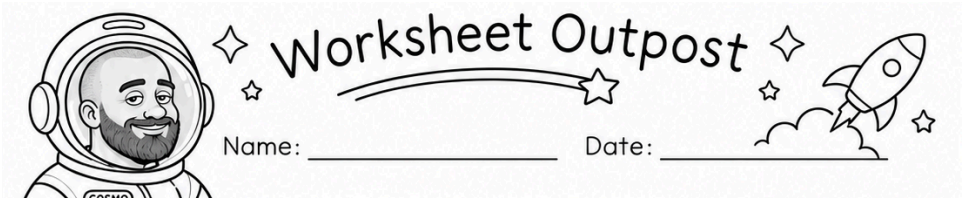
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Solid features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

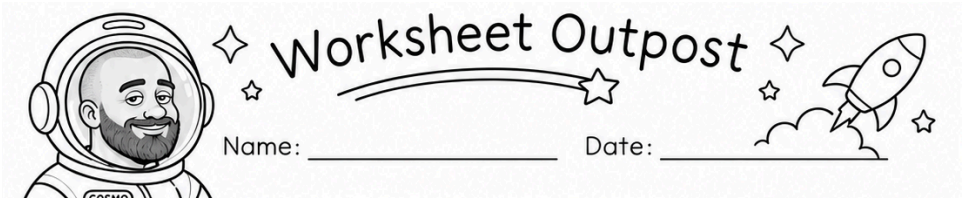
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Solid features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

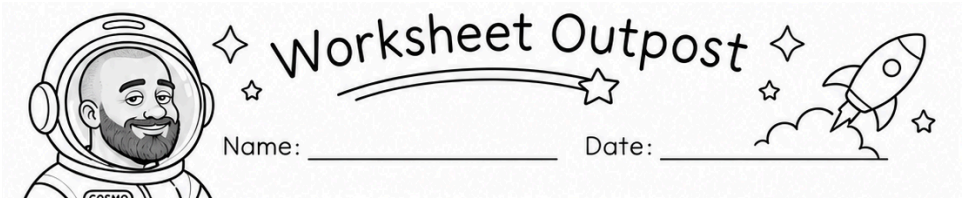
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Work through a shape puzzle

Success criteria
I can put shapes together and name the shape I made.

OW-G1-160 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Can two equal triangles make a square? Draw a way or explain which triangles you need.

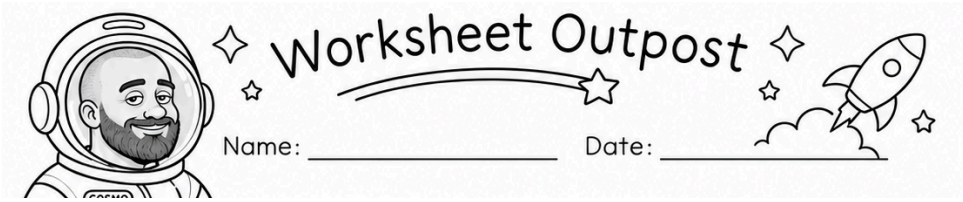
2. A child builds a flat 2-by-2 layer with 3 cubes. Is one cube missing? Draw to explain.

3. Can color alone tell you whether a shape is a triangle? Explain.

4. Can a sphere and a cube both have flat square faces? Explain.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Work through a shape puzzle

Success criteria
I can put shapes together and name the shape I made.

OW-G1-160 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Can two equal triangles make a square? Draw a way or explain which triangles you need.

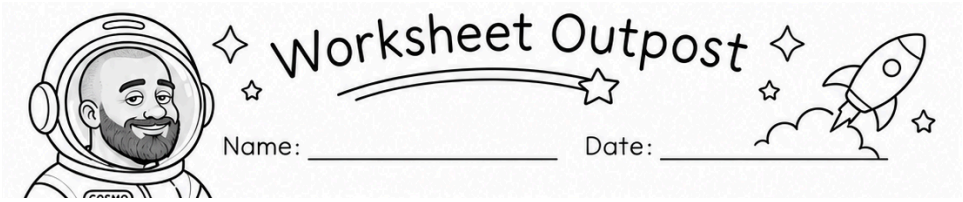
2. A child builds a flat 2-by-2 layer with 3 cubes. Is one cube missing? Draw to explain.

3. Can color alone tell you whether a shape is a triangle? Explain.

4. Can a sphere and a cube both have flat square faces? Explain.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Work through a shape puzzle

Success criteria
I can put shapes together and name the shape I made.

OW-G1-160 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Can two equal triangles make a square? Draw a way or explain which triangles you need.

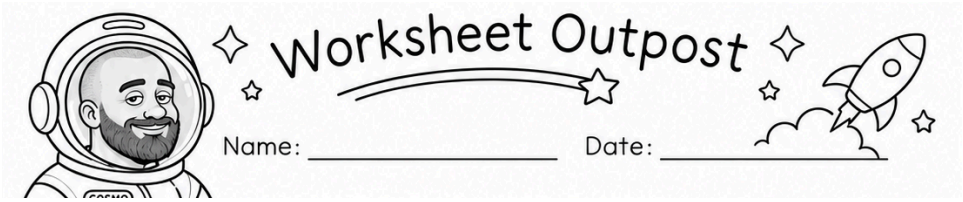
2. A child builds a flat 2-by-2 layer with 3 cubes. Is one cube missing? Draw to explain.

3. Can color alone tell you whether a shape is a triangle? Explain.

4. Can a sphere and a cube both have flat square faces? Explain.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Work through a shape puzzle

Success criteria
I can put shapes together and name the shape I made.

OW-G1-160 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Can two equal triangles make a square? Draw a way or explain which triangles you need.

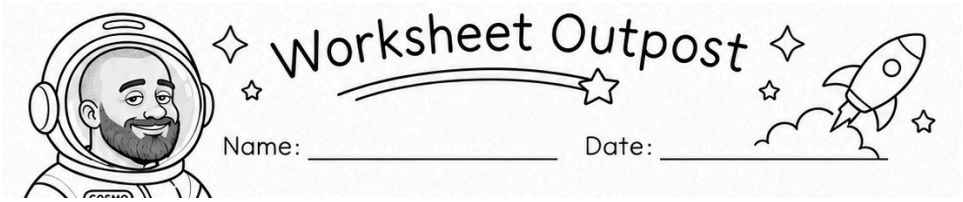
2. A child builds a flat 2-by-2 layer with 3 cubes. Is one cube missing? Draw to explain.

3. Can color alone tell you whether a shape is a triangle? Explain.

4. Can a sphere and a cube both have flat square faces? Explain.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Work through a shape puzzle

Success criteria
I can put shapes together and name the shape I made.

OW-G1-160 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Can two equal triangles make a square? Draw a way or explain which triangles you need.

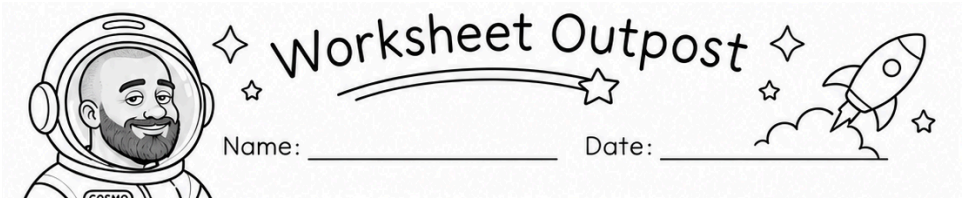
2. A child builds a flat 2-by-2 layer with 3 cubes. Is one cube missing? Draw to explain.

3. Can color alone tell you whether a shape is a triangle? Explain.

4. Can a sphere and a cube both have flat square faces? Explain.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use addition to subtract

OW-G1-161 E1 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 4 + ___ = 12. Use addition to solve 12 - 4. Show how you counted.

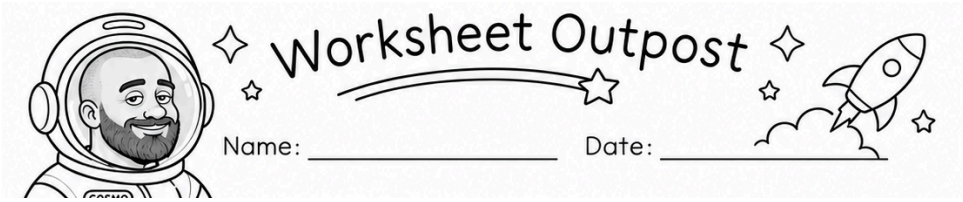
2. 5 + ___ = 13. Use addition to solve 13 - 5. Show how you counted.

3. 6 + ___ = 14. Use addition to solve 14 - 6. Show how you counted.

4. 7 + ___ = 15. Use addition to solve 15 - 7. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use addition to subtract

OW-G1-161 E2 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 4 + ___ = 12. Use addition to solve 12 - 4. Show how you counted.

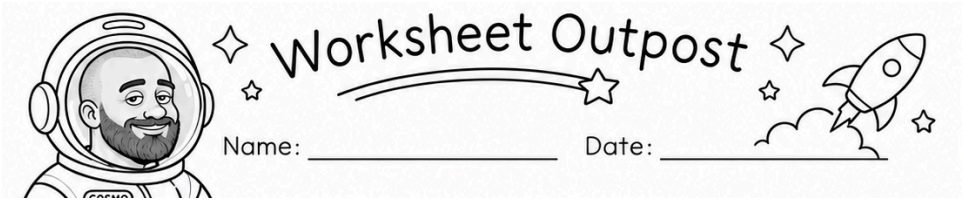
2. 5 + ___ = 13. Use addition to solve 13 - 5. Show how you counted.

3. 6 + ___ = 14. Use addition to solve 14 - 6. Show how you counted.

4. 7 + ___ = 15. Use addition to solve 15 - 7. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use addition to subtract

OW-G1-161 E3 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 4 + ___ = 12. Use addition to solve 12 - 4. Show how you counted.

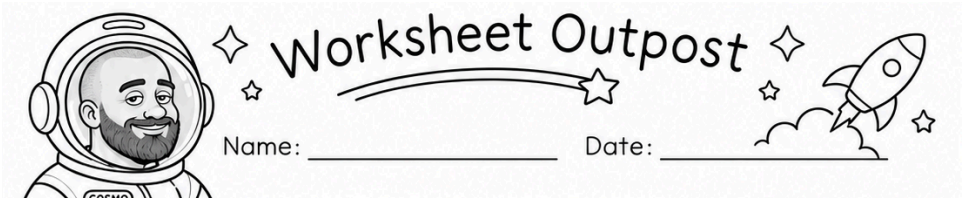
2. 5 + ___ = 13. Use addition to solve 13 - 5. Show how you counted.

3. 6 + ___ = 14. Use addition to solve 14 - 6. Show how you counted.

4. 7 + ___ = 15. Use addition to solve 15 - 7. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use addition to subtract

OW-G1-161 E4 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 4 + ___ = 12. Use addition to solve 12 - 4. Show how you counted.

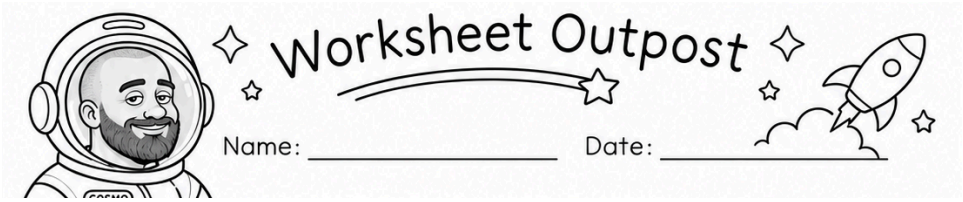
2. 5 + ___ = 13. Use addition to solve 13 - 5. Show how you counted.

3. 6 + ___ = 14. Use addition to solve 14 - 6. Show how you counted.

4. 7 + ___ = 15. Use addition to solve 15 - 7. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use addition to subtract

OW-G1-161 E5 | Five questions

Success criteria

I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 4 + ___ = 12. Use addition to solve 12 - 4. Show how you counted.

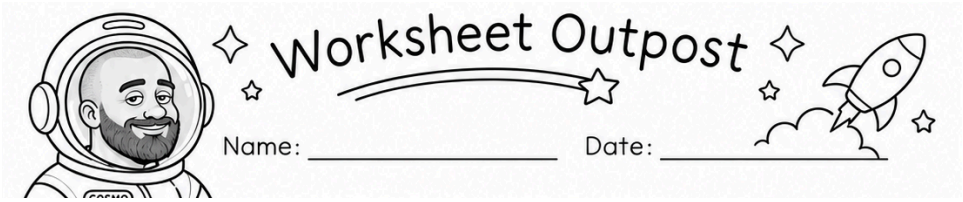
2. 5 + ___ = 13. Use addition to solve 13 - 5. Show how you counted.

3. 6 + ___ = 14. Use addition to solve 14 - 6. Show how you counted.

4. 7 + ___ = 15. Use addition to solve 15 - 7. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step decrease

Success criteria
I can subtract ten and explain which digit changes.

OW-G1-162 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. What is 10 less than 34? Explain the change.

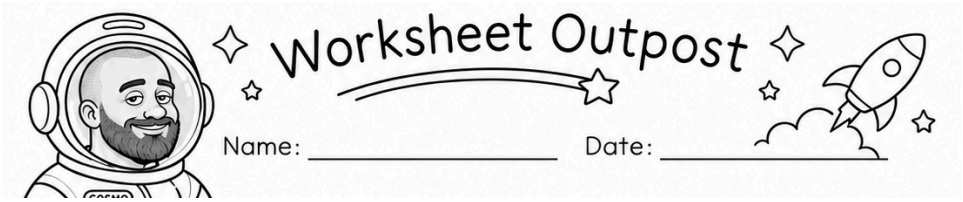
2. What is 10 less than 58? Explain the change.

3. What is 10 less than 61? Explain the change.

4. What is 10 less than 90? Explain the change.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step decrease

Success criteria
I can subtract ten and explain which digit changes.

OW-G1-162 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. What is 10 less than 34? Explain the change.

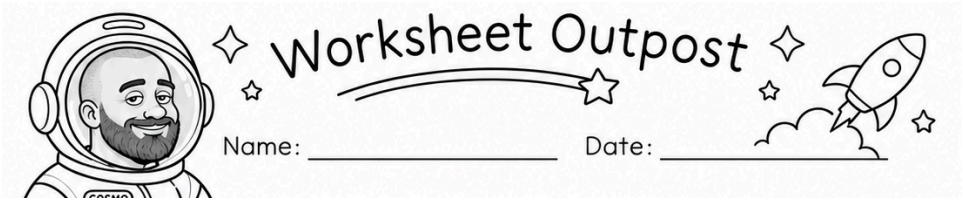
2. What is 10 less than 58? Explain the change.

3. What is 10 less than 61? Explain the change.

4. What is 10 less than 90? Explain the change.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step decrease

Success criteria
I can subtract ten and explain which digit changes.

OW-G1-162 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. What is 10 less than 34? Explain the change.

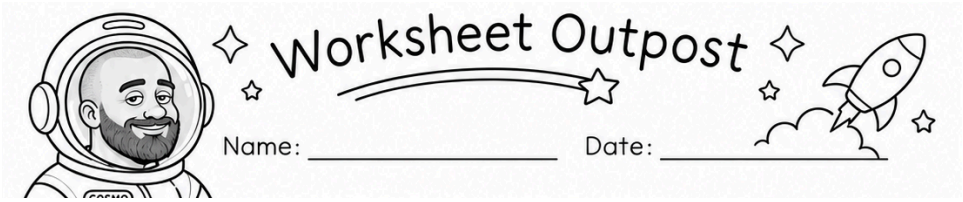
2. What is 10 less than 58? Explain the change.

3. What is 10 less than 61? Explain the change.

4. What is 10 less than 90? Explain the change.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step decrease

Success criteria
I can subtract ten and explain which digit changes.

OW-G1-162 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. What is 10 less than 34? Explain the change.

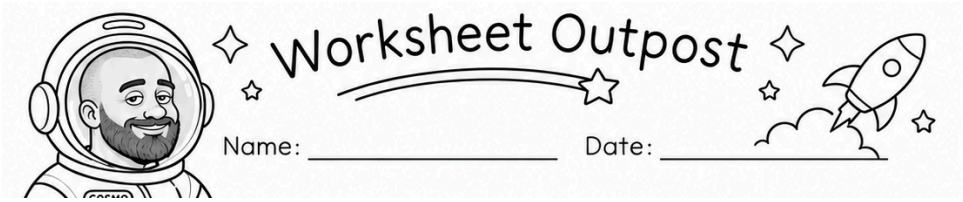
2. What is 10 less than 58? Explain the change.

3. What is 10 less than 61? Explain the change.

4. What is 10 less than 90? Explain the change.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

A ten-step decrease

Success criteria
I can subtract ten and explain which digit changes.

OW-G1-162 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. What is 10 less than 34? Explain the change.

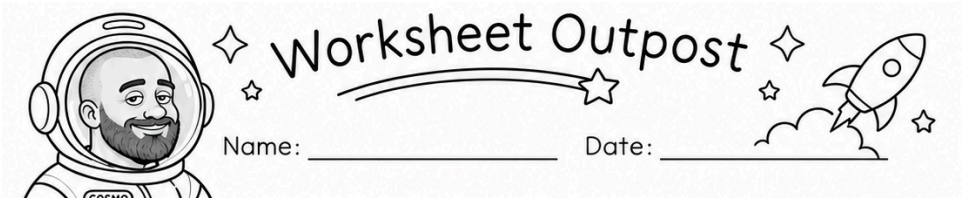
2. What is 10 less than 58? Explain the change.

3. What is 10 less than 61? Explain the change.

4. What is 10 less than 90? Explain the change.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a difference

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-163 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 50 - 20 = ___. Show a strategy and check with addition.

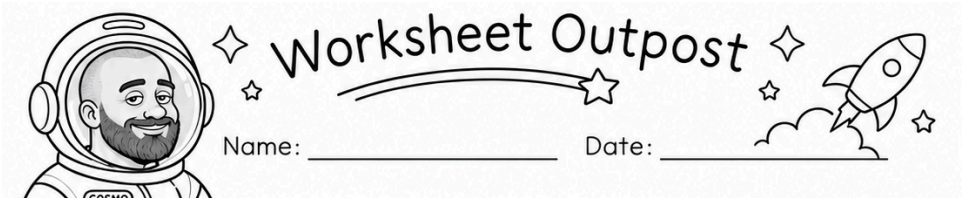
2. 60 - 30 = ___. Show a strategy and check with addition.

3. 70 - 10 = ___. Show a strategy and check with addition.

4. 90 - 40 = ___. Show a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a difference

OW-G1-163 E2 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 50 - 20 = ___. Show a strategy and check with addition.

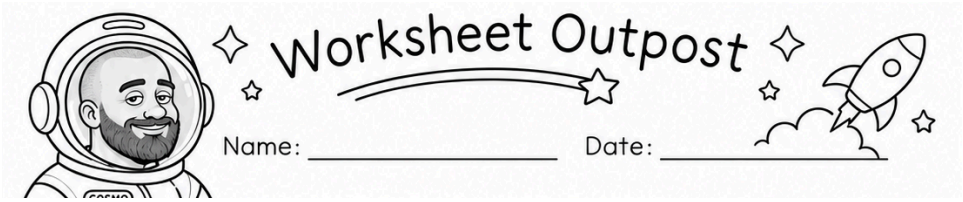
2. 60 - 30 = ___. Show a strategy and check with addition.

3. 70 - 10 = ___. Show a strategy and check with addition.

4. 90 - 40 = ___. Show a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a difference

OW-G1-163 E3 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 50 - 20 = ___. Show a strategy and check with addition.

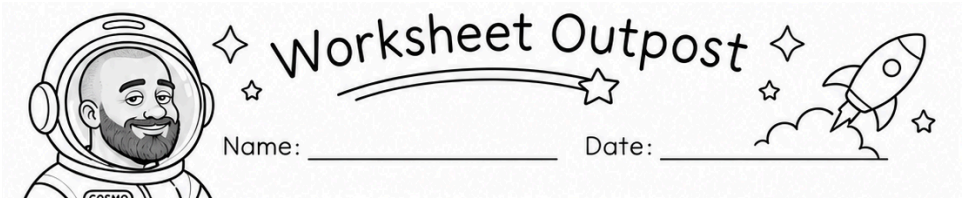
2. 60 - 30 = ___. Show a strategy and check with addition.

3. 70 - 10 = ___. Show a strategy and check with addition.

4. 90 - 40 = ___. Show a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a difference

OW-G1-163 E4 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 50 - 20 = ___. Show a strategy and check with addition.

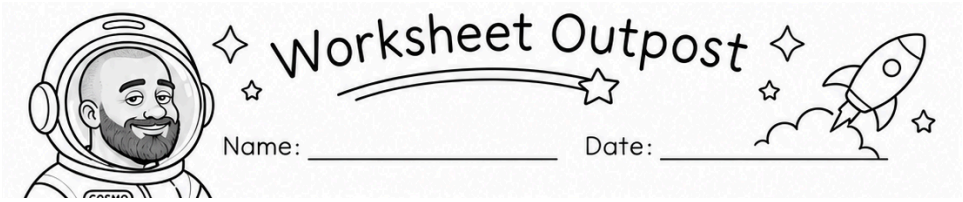
2. 60 - 30 = ___. Show a strategy and check with addition.

3. 70 - 10 = ___. Show a strategy and check with addition.

4. 90 - 40 = ___. Show a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Choose a method for a difference

OW-G1-163 E5 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 50 - 20 = ___. Show a strategy and check with addition.

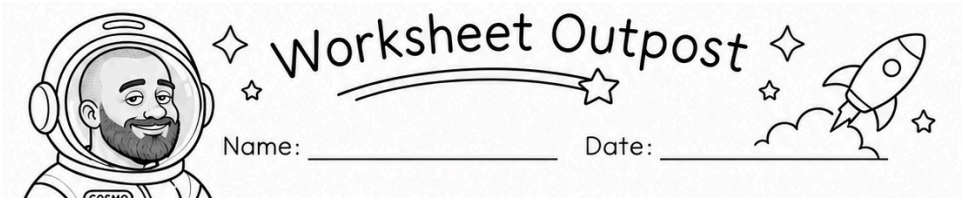
2. 60 - 30 = ___. Show a strategy and check with addition.

3. 70 - 10 = ___. Show a strategy and check with addition.

4. 90 - 40 = ___. Show a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Counting steps for differences

Success criteria
I can count on to add or count back to subtract.

OW-G1-164 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 1 = ___. Count back on the line.

0 2 4 6 8 10 12 14 16 18 20
1 3 5 7 9 11 13 15 17 19

2. 13 - 2 = ___. Count back on the line.

0 2 4 6 8 10 12 14 16 18 20
1 3 5 7 9 11 13 15 17 19

3. 14 - 3 = ___. Count back on the line.

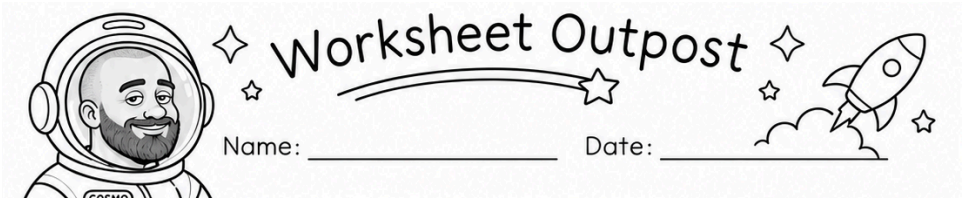
0 2 4 6 8 10 12 14 16 18 20
1 3 5 7 9 11 13 15 17 19

4. 15 - 4 = ___. Count back on the line.

0 2 4 6 8 10 12 14 16 18 20
1 3 5 7 9 11 13 15 17 19

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Counting steps for differences

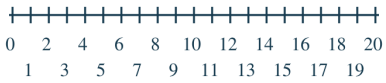
Success criteria
I can count on to add or count back to subtract.

OW-G1-164 E2 | Five questions

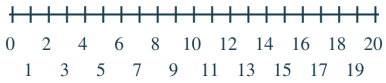
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

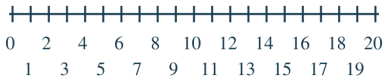
1. 12 - 1 = ___. Count back on the line.



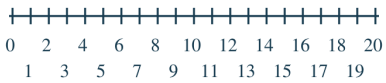
2. 13 - 2 = ___. Count back on the line.



3. 14 - 3 = ___. Count back on the line.

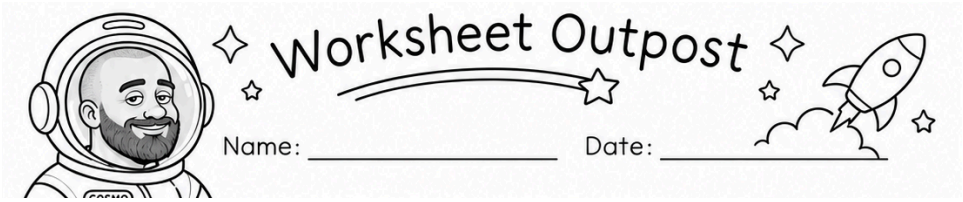


4. 15 - 4 = ___. Count back on the line.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Counting steps for differences

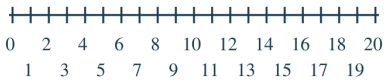
Success criteria
I can count on to add or count back to subtract.

OW-G1-164 E3 | Five questions

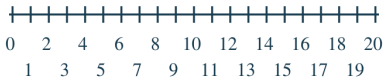
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

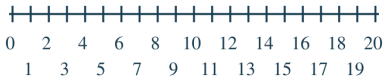
1. 12 - 1 = ___. Count back on the line.



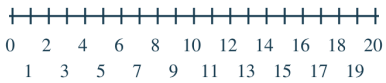
2. 13 - 2 = ___. Count back on the line.



3. 14 - 3 = ___. Count back on the line.

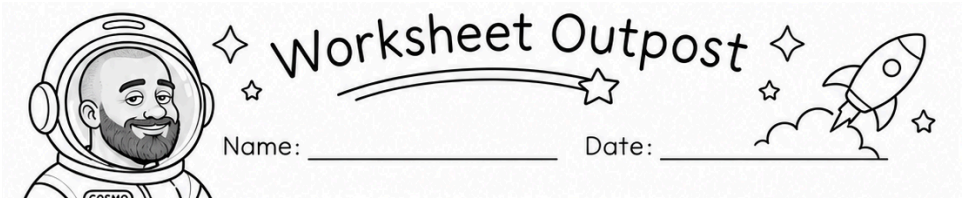


4. 15 - 4 = ___. Count back on the line.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Counting steps for differences

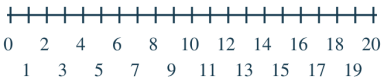
Success criteria
I can count on to add or count back to subtract.

OW-G1-164 E4 | Five questions

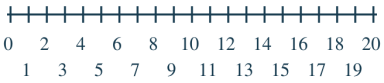
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

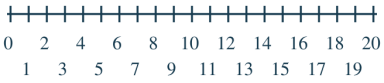
1. 12 - 1 = ___. Count back on the line.



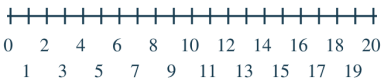
2. 13 - 2 = ___. Count back on the line.



3. 14 - 3 = ___. Count back on the line.

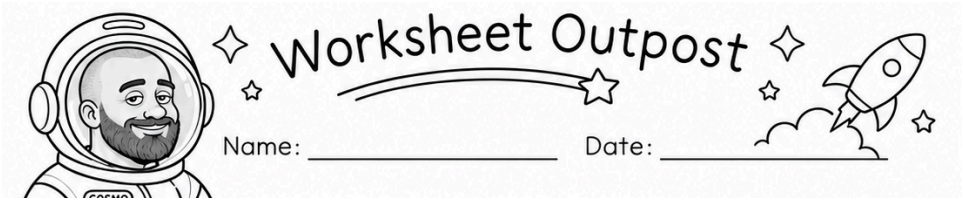


4. 15 - 4 = ___. Count back on the line.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Counting steps for differences

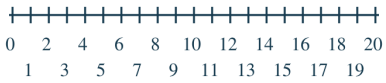
Success criteria
I can count on to add or count back to subtract.

OW-G1-164 E5 | Five questions

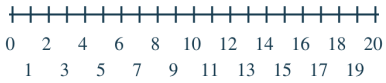
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

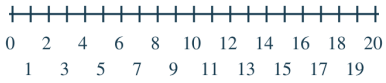
1. 12 - 1 = ___. Count back on the line.



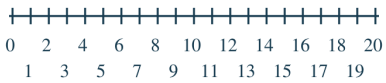
2. 13 - 2 = ___. Count back on the line.



3. 14 - 3 = ___. Count back on the line.

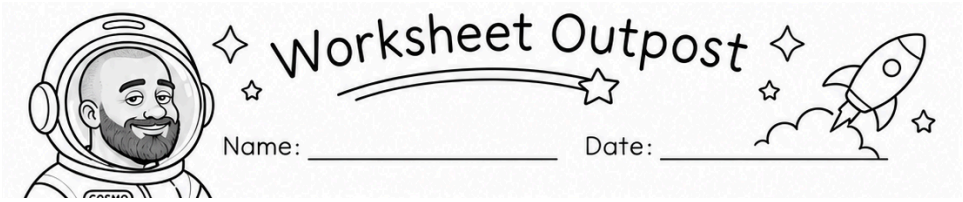


4. 15 - 4 = ___. Count back on the line.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a difference

OW-G1-165 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Solve 12 - 4. Explain a strategy and check with addition.

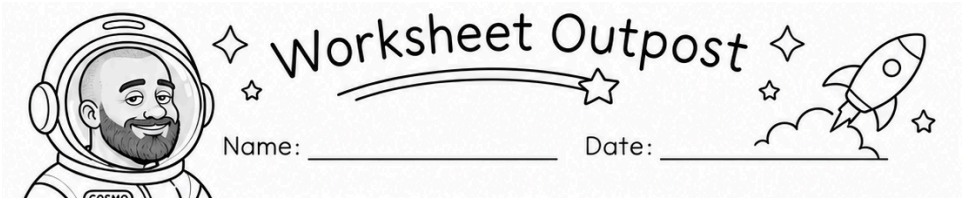
2. Solve 13 - 5. Explain a strategy and check with addition.

3. Solve 14 - 6. Explain a strategy and check with addition.

4. Solve 15 - 7. Explain a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a difference

OW-G1-165 E2 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Solve 12 - 4. Explain a strategy and check with addition.

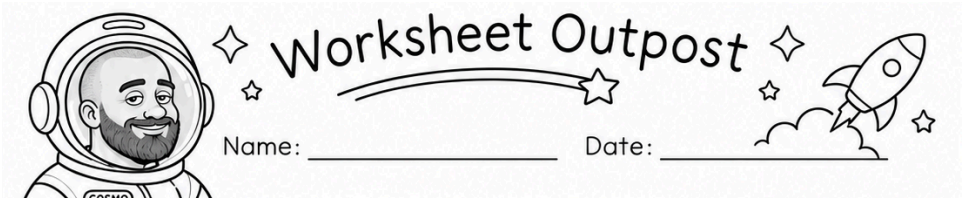
2. Solve 13 - 5. Explain a strategy and check with addition.

3. Solve 14 - 6. Explain a strategy and check with addition.

4. Solve 15 - 7. Explain a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a difference

OW-G1-165 E3 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Solve 12 - 4. Explain a strategy and check with addition.

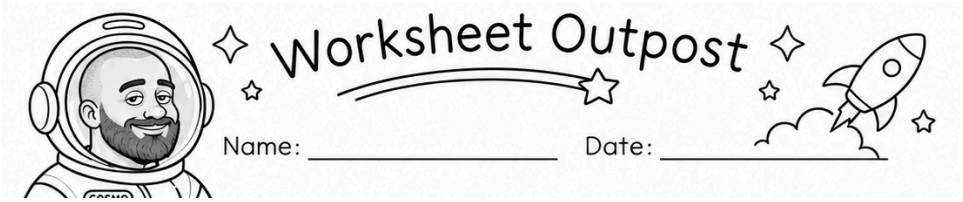
2. Solve 13 - 5. Explain a strategy and check with addition.

3. Solve 14 - 6. Explain a strategy and check with addition.

4. Solve 15 - 7. Explain a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a difference

OW-G1-165 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Solve 12 - 4. Explain a strategy and check with addition.

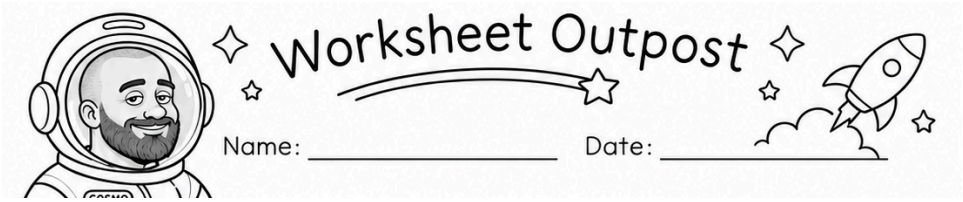
2. Solve 13 - 5. Explain a strategy and check with addition.

3. Solve 14 - 6. Explain a strategy and check with addition.

4. Solve 15 - 7. Explain a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Describe how you found a difference

OW-G1-165 E5 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Solve 12 - 4. Explain a strategy and check with addition.

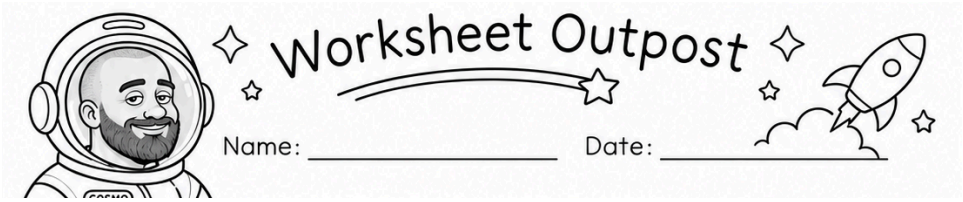
2. Solve 13 - 5. Explain a strategy and check with addition.

3. Solve 14 - 6. Explain a strategy and check with addition.

4. Solve 15 - 7. Explain a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a tens subtraction model

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-166 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A tub holds 50 cubes. 20 are used. Draw a model and find how many are left.

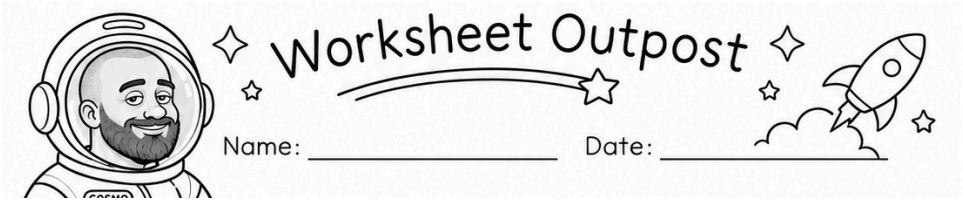
2. A tub holds 60 cubes. 30 are used. Draw a model and find how many are left.

3. A tub holds 70 cubes. 10 are used. Draw a model and find how many are left.

4. A tub holds 90 cubes. 40 are used. Draw a model and find how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a tens subtraction model

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-166 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A tub holds 50 cubes. 20 are used. Draw a model and find how many are left.

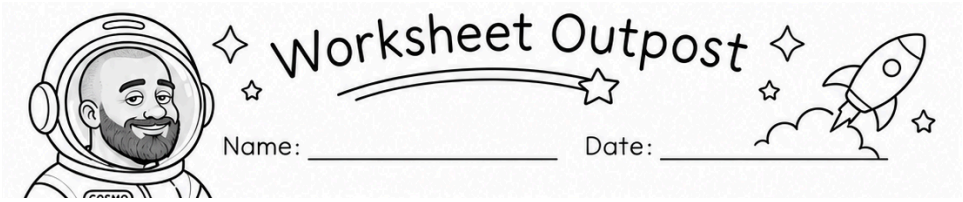
2. A tub holds 60 cubes. 30 are used. Draw a model and find how many are left.

3. A tub holds 70 cubes. 10 are used. Draw a model and find how many are left.

4. A tub holds 90 cubes. 40 are used. Draw a model and find how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a tens subtraction model

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-166 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A tub holds 50 cubes. 20 are used. Draw a model and find how many are left.

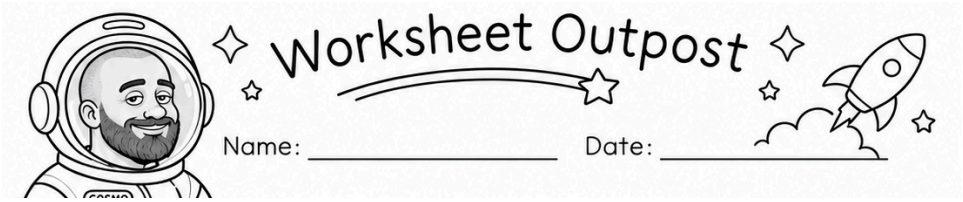
2. A tub holds 60 cubes. 30 are used. Draw a model and find how many are left.

3. A tub holds 70 cubes. 10 are used. Draw a model and find how many are left.

4. A tub holds 90 cubes. 40 are used. Draw a model and find how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a tens subtraction model

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-166 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A tub holds 50 cubes. 20 are used. Draw a model and find how many are left.

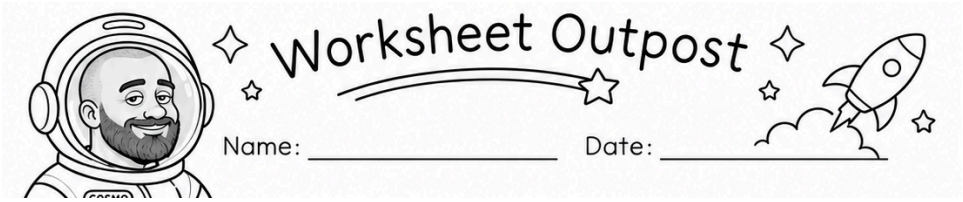
2. A tub holds 60 cubes. 30 are used. Draw a model and find how many are left.

3. A tub holds 70 cubes. 10 are used. Draw a model and find how many are left.

4. A tub holds 90 cubes. 40 are used. Draw a model and find how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw a tens subtraction model

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-166 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A tub holds 50 cubes. 20 are used. Draw a model and find how many are left.

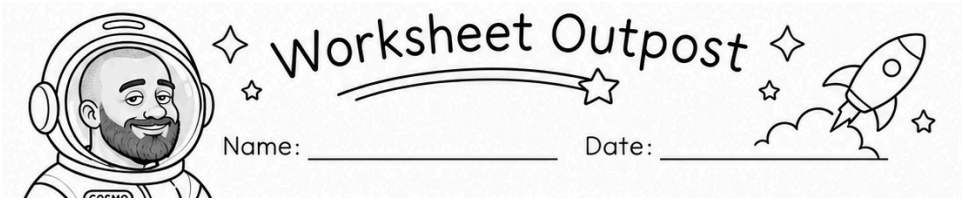
2. A tub holds 60 cubes. 30 are used. Draw a model and find how many are left.

3. A tub holds 70 cubes. 10 are used. Draw a model and find how many are left.

4. A tub holds 90 cubes. 40 are used. Draw a model and find how many are left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps to remove tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-167 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 50 - 20 = ___. Show backward jumps of ten.

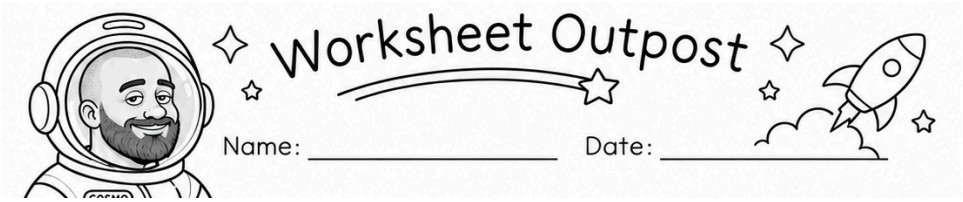
2. 60 - 30 = ___. Show backward jumps of ten.

3. 70 - 10 = ___. Show backward jumps of ten.

4. 90 - 40 = ___. Show backward jumps of ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps to remove tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-167 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 50 - 20 = ___. Show backward jumps of ten.



2. 60 - 30 = ___. Show backward jumps of ten.



3. 70 - 10 = ___. Show backward jumps of ten.

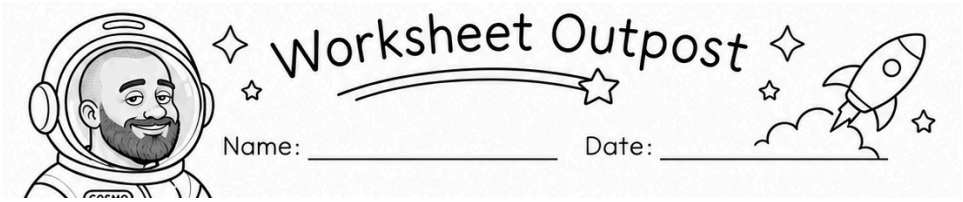


4. 90 - 40 = ___. Show backward jumps of ten.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps to remove tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-167 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 50 - 20 = ___. Show backward jumps of ten.

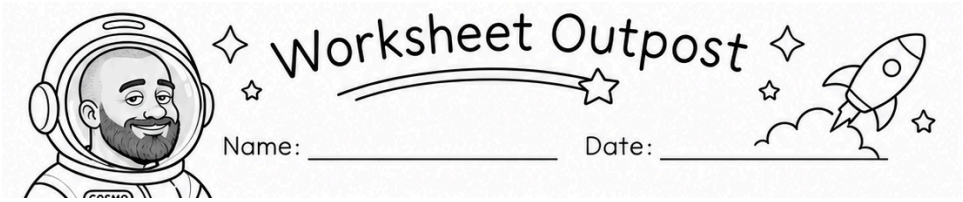
2. 60 - 30 = ___. Show backward jumps of ten.

3. 70 - 10 = ___. Show backward jumps of ten.

4. 90 - 40 = ___. Show backward jumps of ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps to remove tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-167 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 50 - 20 = ___. Show backward jumps of ten.



2. 60 - 30 = ___. Show backward jumps of ten.



3. 70 - 10 = ___. Show backward jumps of ten.

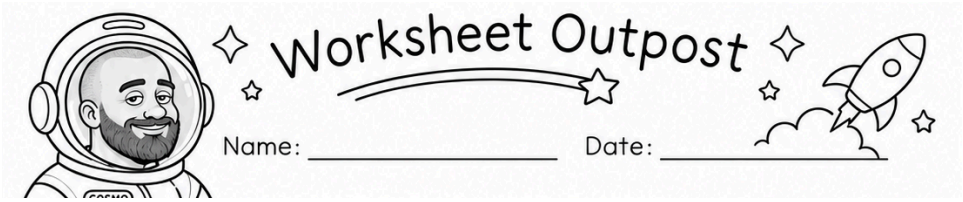


4. 90 - 40 = ___. Show backward jumps of ten.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Draw jumps to remove tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-167 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 50 - 20 = ___. Show backward jumps of ten.



2. 60 - 30 = ___. Show backward jumps of ten.



3. 70 - 10 = ___. Show backward jumps of ten.

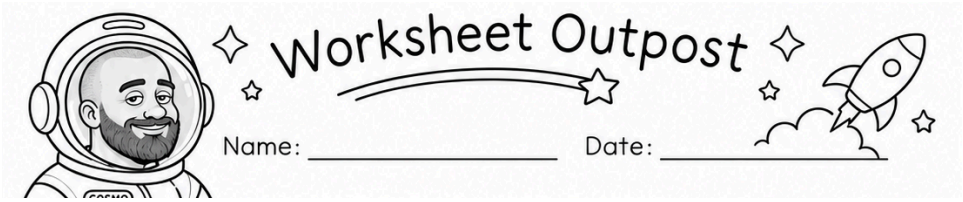


4. 90 - 40 = ___. Show backward jumps of ten.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a subtraction decision

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-168 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Mia says 12 - 4 = 9. Use addition to decide if this is true.

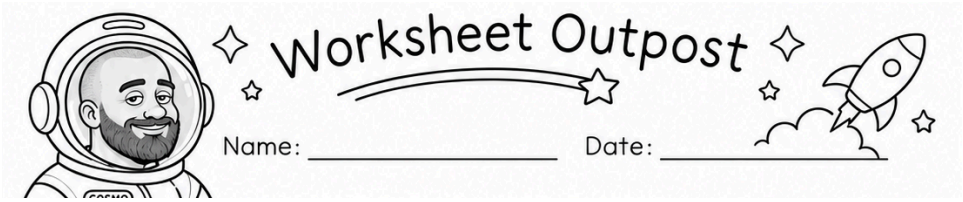
2. Mia says 13 - 5 = 9. Use addition to decide if this is true.

3. Mia says 14 - 6 = 9. Use addition to decide if this is true.

4. Mia says 15 - 7 = 9. Use addition to decide if this is true.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a subtraction decision

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-168 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Mia says 12 - 4 = 9. Use addition to decide if this is true.

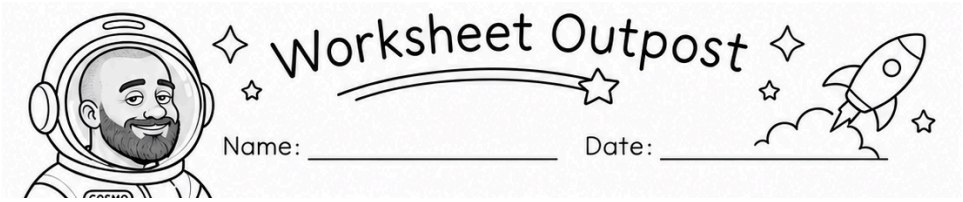
2. Mia says 13 - 5 = 9. Use addition to decide if this is true.

3. Mia says 14 - 6 = 9. Use addition to decide if this is true.

4. Mia says 15 - 7 = 9. Use addition to decide if this is true.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a subtraction decision

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-168 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Mia says 12 - 4 = 9. Use addition to decide if this is true.

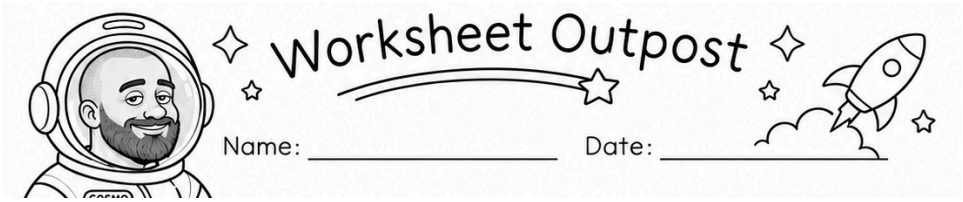
2. Mia says 13 - 5 = 9. Use addition to decide if this is true.

3. Mia says 14 - 6 = 9. Use addition to decide if this is true.

4. Mia says 15 - 7 = 9. Use addition to decide if this is true.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a subtraction decision

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-168 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Mia says 12 - 4 = 9. Use addition to decide if this is true.

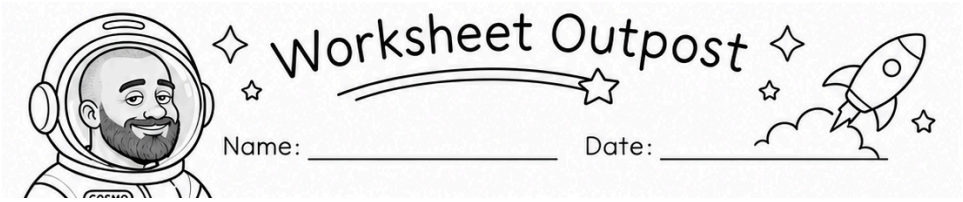
2. Mia says 13 - 5 = 9. Use addition to decide if this is true.

3. Mia says 14 - 6 = 9. Use addition to decide if this is true.

4. Mia says 15 - 7 = 9. Use addition to decide if this is true.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a subtraction decision

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-168 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Mia says 12 - 4 = 9. Use addition to decide if this is true.

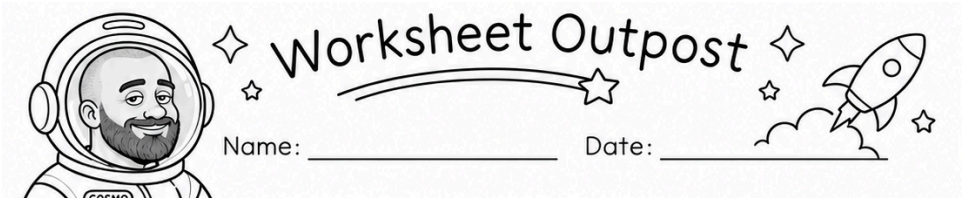
2. Mia says 13 - 5 = 9. Use addition to decide if this is true.

3. Mia says 14 - 6 = 9. Use addition to decide if this is true.

4. Mia says 15 - 7 = 9. Use addition to decide if this is true.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart to ten

OW-G1-169 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 4 = ____
First subtract to reach 10.

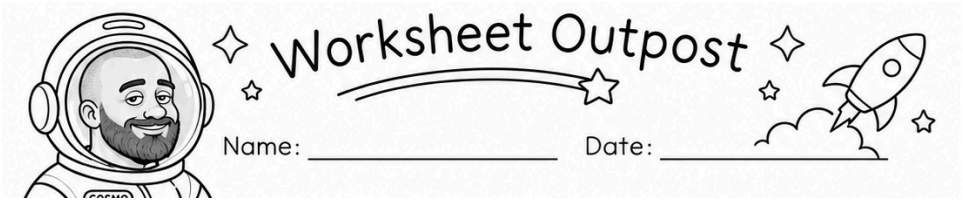
2. 13 - 5 = ____
First subtract to reach 10.

3. 14 - 6 = ____
First subtract to reach 10.

4. 15 - 7 = ____
First subtract to reach 10.

5. 16 - 8 = ____
First subtract to reach 10.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart to ten

OW-G1-169 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 4 = ____
First subtract to reach 10.

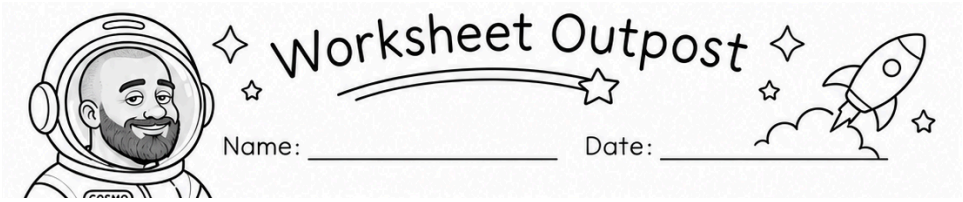
2. 13 - 5 = ____
First subtract to reach 10.

3. 14 - 6 = ____
First subtract to reach 10.

4. 15 - 7 = ____
First subtract to reach 10.

5. 16 - 8 = ____
First subtract to reach 10.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart to ten

OW-G1-169 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 4 = ____
First subtract to reach 10.

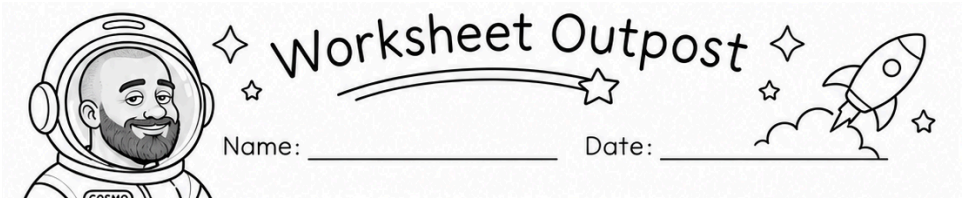
2. 13 - 5 = ____
First subtract to reach 10.

3. 14 - 6 = ____
First subtract to reach 10.

4. 15 - 7 = ____
First subtract to reach 10.

5. 16 - 8 = ____
First subtract to reach 10.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart to ten

OW-G1-169 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 4 = ____
First subtract to reach 10.

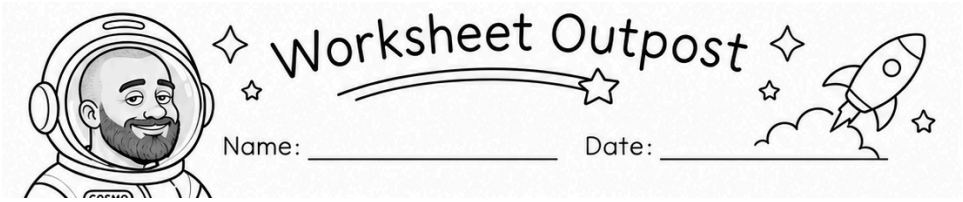
2. 13 - 5 = ____
First subtract to reach 10.

3. 14 - 6 = ____
First subtract to reach 10.

4. 15 - 7 = ____
First subtract to reach 10.

5. 16 - 8 = ____
First subtract to reach 10.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: break apart to ten

OW-G1-169 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 4 = ____
First subtract to reach 10.

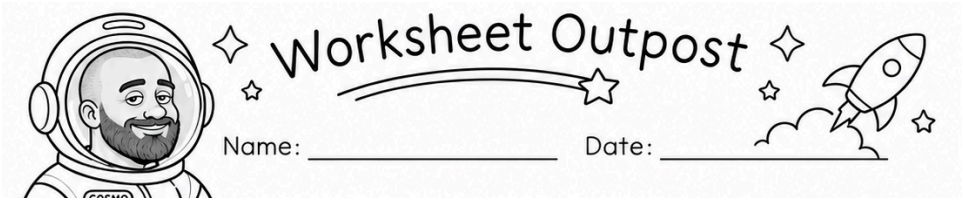
2. 13 - 5 = ____
First subtract to reach 10.

3. 14 - 6 = ____
First subtract to reach 10.

4. 15 - 7 = ____
First subtract to reach 10.

5. 16 - 8 = ____
First subtract to reach 10.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare and solve

OW-G1-170 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 2 = ____ Show how you solved it.

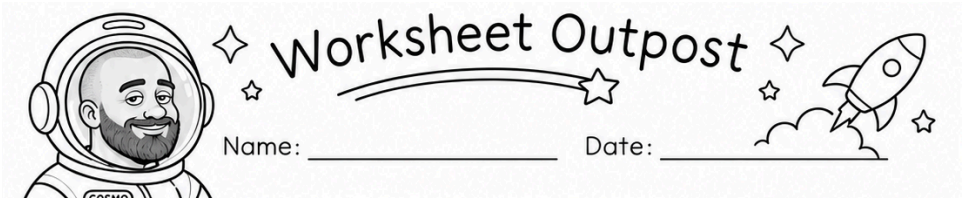
2. 13 - 3 = ____ Show how you solved it.

3. 14 - 4 = ____ Show how you solved it.

4. 15 - 5 = ____ Show how you solved it.

5. 16 - 2 = ____ Show how you solved it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare and solve

OW-G1-170 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 2 = ____ Show how you solved it.

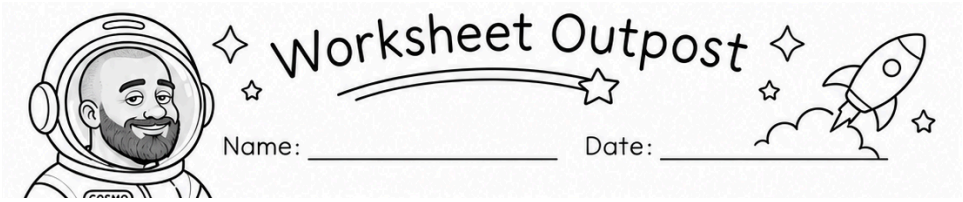
2. 13 - 3 = ____ Show how you solved it.

3. 14 - 4 = ____ Show how you solved it.

4. 15 - 5 = ____ Show how you solved it.

5. 16 - 2 = ____ Show how you solved it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare and solve

OW-G1-170 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 2 = ____ Show how you solved it.

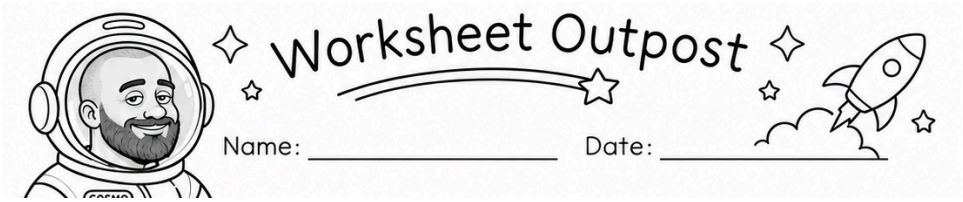
2. 13 - 3 = ____ Show how you solved it.

3. 14 - 4 = ____ Show how you solved it.

4. 15 - 5 = ____ Show how you solved it.

5. 16 - 2 = ____ Show how you solved it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare and solve

OW-G1-170 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 2 = ____ Show how you solved it.

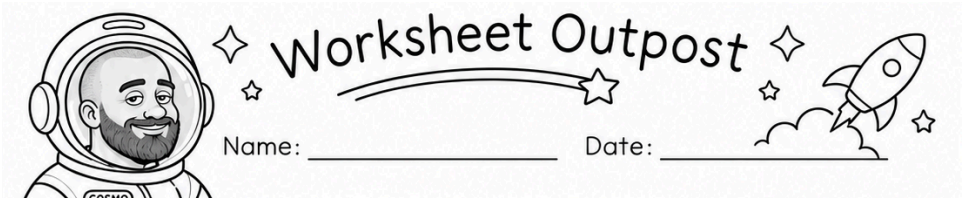
2. 13 - 3 = ____ Show how you solved it.

3. 14 - 4 = ____ Show how you solved it.

4. 15 - 5 = ____ Show how you solved it.

5. 16 - 2 = ____ Show how you solved it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: compare and solve

OW-G1-170 E5 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 2 = ____ Show how you solved it.

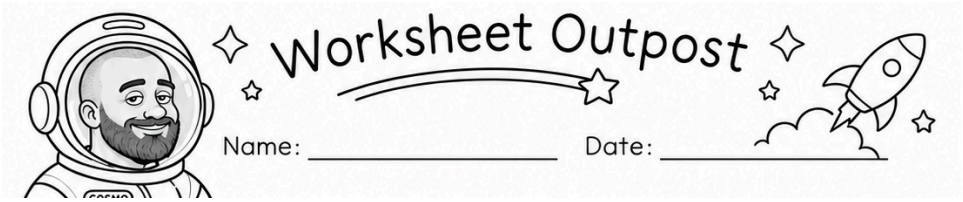
2. 13 - 3 = ____ Show how you solved it.

3. 14 - 4 = ____ Show how you solved it.

4. 15 - 5 = ____ Show how you solved it.

5. 16 - 2 = ____ Show how you solved it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count back

Success criteria
I can count on to add or count back to subtract.

OW-G1-171 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 2 = ____
Draw backward hops.

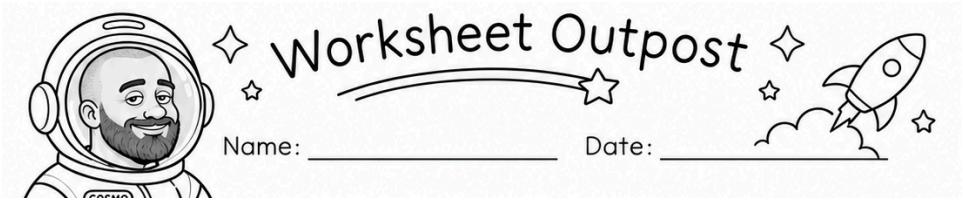
2. 13 - 3 = ____
Draw backward hops.

3. 14 - 4 = ____
Draw backward hops.

4. 15 - 5 = ____
Draw backward hops.

5. 16 - 2 = ____
Draw backward hops.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count back

Success criteria
I can count on to add or count back to subtract.

OW-G1-171 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 2 = ____
Draw backward hops.

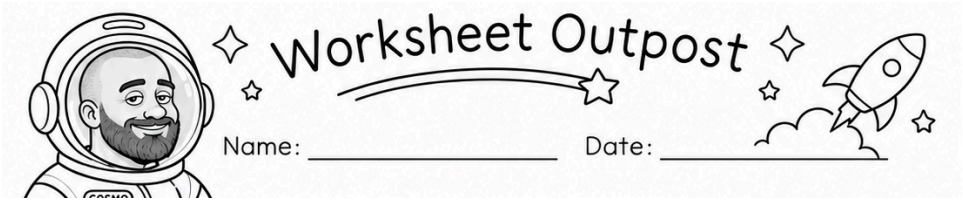
2. 13 - 3 = ____
Draw backward hops.

3. 14 - 4 = ____
Draw backward hops.

4. 15 - 5 = ____
Draw backward hops.

5. 16 - 2 = ____
Draw backward hops.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count back

Success criteria
I can count on to add or count back to subtract.

OW-G1-171 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 2 = ____
Draw backward hops.

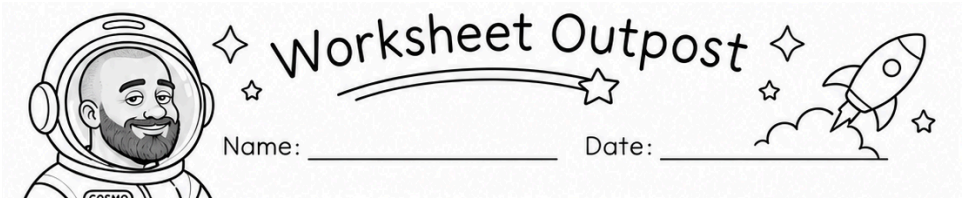
2. 13 - 3 = ____
Draw backward hops.

3. 14 - 4 = ____
Draw backward hops.

4. 15 - 5 = ____
Draw backward hops.

5. 16 - 2 = ____
Draw backward hops.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count back

Success criteria
I can count on to add or count back to subtract.

OW-G1-171 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 2 = ____
Draw backward hops.

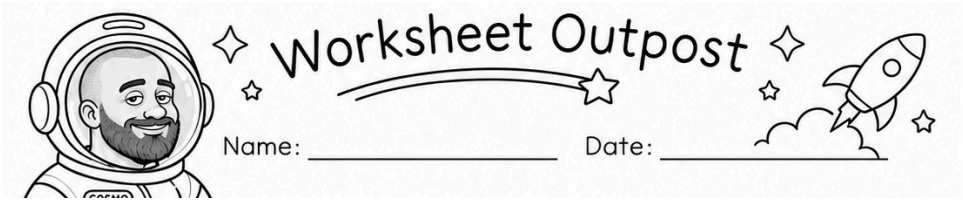
2. 13 - 3 = ____
Draw backward hops.

3. 14 - 4 = ____
Draw backward hops.

4. 15 - 5 = ____
Draw backward hops.

5. 16 - 2 = ____
Draw backward hops.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count back

Success criteria
I can count on to add or count back to subtract.

OW-G1-171 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 2 = ____
Draw backward hops.

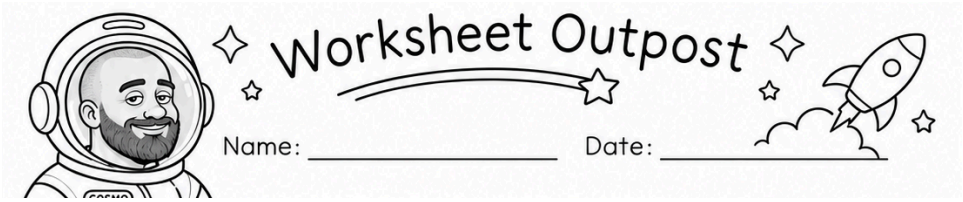
2. 13 - 3 = ____
Draw backward hops.

3. 14 - 4 = ____
Draw backward hops.

4. 15 - 5 = ____
Draw backward hops.

5. 16 - 2 = ____
Draw backward hops.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria

I can add two numbers using tens and ones.

OW-G1-172 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

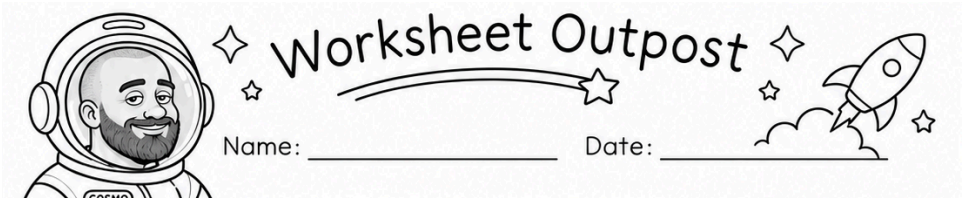
1. 20 - ____ = 10

2. 31 - ____ = 11

3. 42 - ____ = 32

4. 53 - ____ = 33

5. 64 - ____ = 54



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-172 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 - ____ = 10

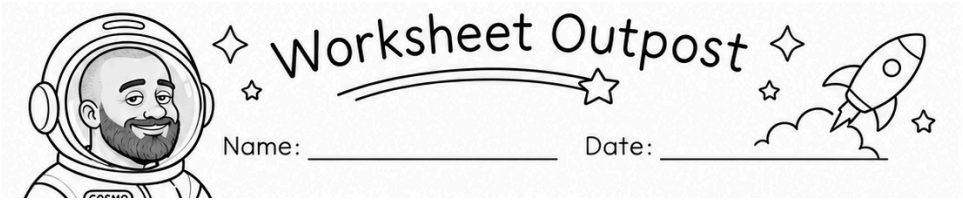
2. 31 - ____ = 11

3. 42 - ____ = 32

4. 53 - ____ = 33

5. 64 - ____ = 54

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-172 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 - ____ = 10

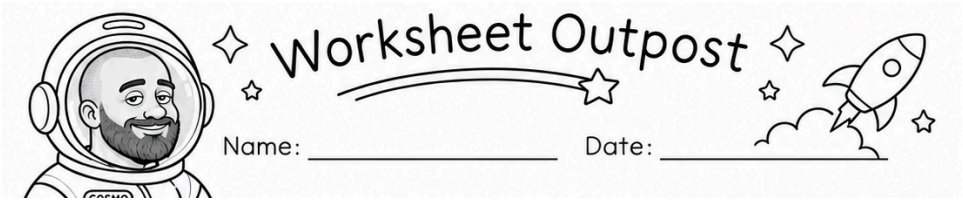
2. 31 - ____ = 11

3. 42 - ____ = 32

4. 53 - ____ = 33

5. 64 - ____ = 54

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-172 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 - ____ = 10

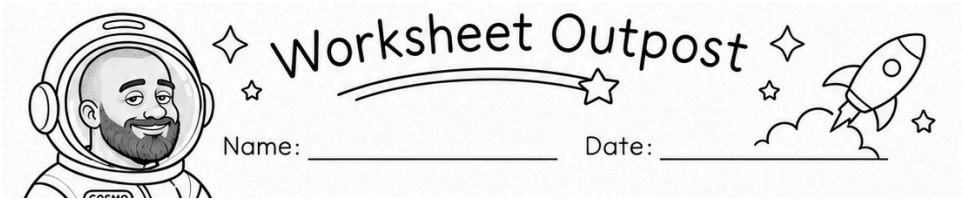
2. 31 - ____ = 11

3. 42 - ____ = 32

4. 53 - ____ = 33

5. 64 - ____ = 54

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: missing tens

Success criteria
I can add two numbers using tens and ones.

OW-G1-172 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 - ____ = 10

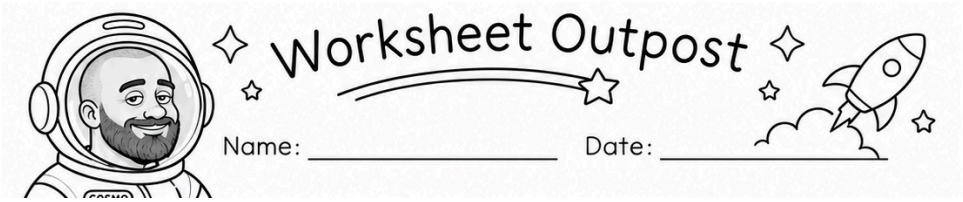
2. 31 - ____ = 11

3. 42 - ____ = 32

4. 53 - ____ = 33

5. 64 - ____ = 54

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract from ten

OW-G1-173 E1 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 10 - 2 = ____
Use ten as a starting point.

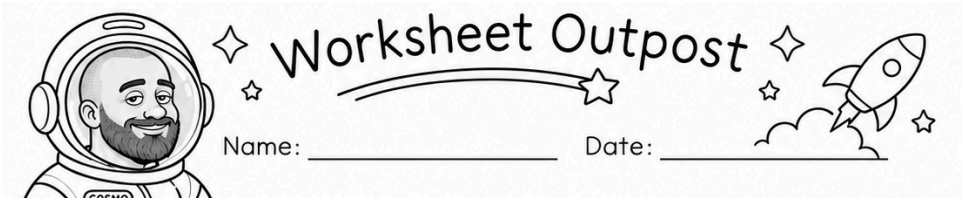
2. 10 - 3 = ____
Use ten as a starting point.

3. 10 - 4 = ____
Use ten as a starting point.

4. 10 - 5 = ____
Use ten as a starting point.

5. 10 - 6 = ____
Use ten as a starting point.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract from ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-173 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 10 - 2 = ____
Use ten as a starting point.

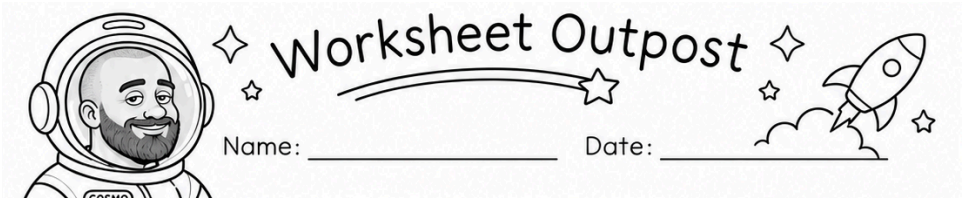
2. 10 - 3 = ____
Use ten as a starting point.

3. 10 - 4 = ____
Use ten as a starting point.

4. 10 - 5 = ____
Use ten as a starting point.

5. 10 - 6 = ____
Use ten as a starting point.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract from ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-173 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 10 - 2 = ____
Use ten as a starting point.

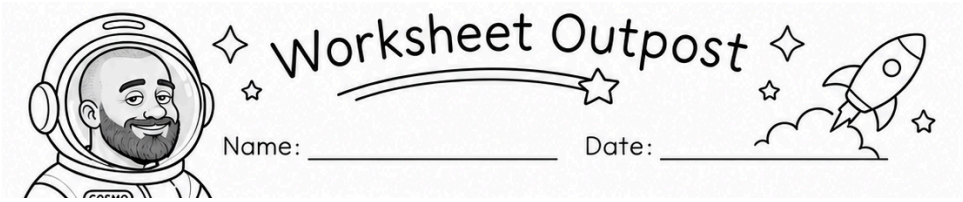
2. 10 - 3 = ____
Use ten as a starting point.

3. 10 - 4 = ____
Use ten as a starting point.

4. 10 - 5 = ____
Use ten as a starting point.

5. 10 - 6 = ____
Use ten as a starting point.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract from ten

OW-G1-173 E4 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 10 - 2 = ____
Use ten as a starting point.

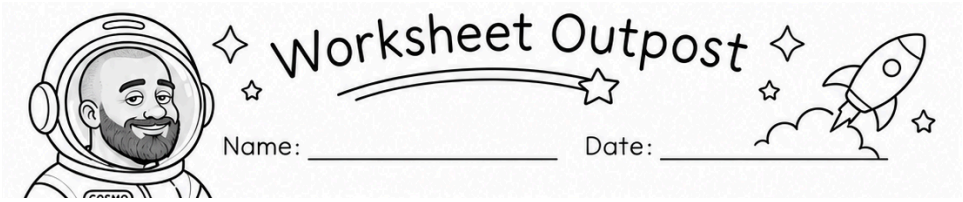
2. 10 - 3 = ____
Use ten as a starting point.

3. 10 - 4 = ____
Use ten as a starting point.

4. 10 - 5 = ____
Use ten as a starting point.

5. 10 - 6 = ____
Use ten as a starting point.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract from ten

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-173 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 10 - 2 = ____
Use ten as a starting point.

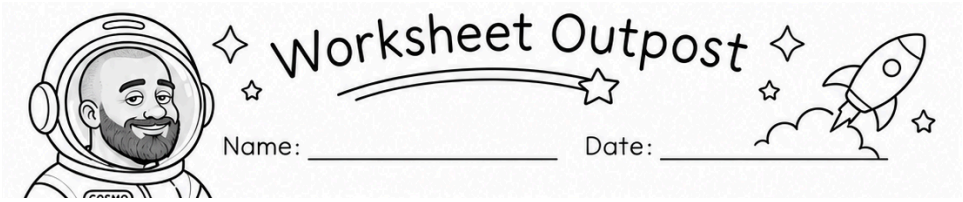
2. 10 - 3 = ____
Use ten as a starting point.

3. 10 - 4 = ____
Use ten as a starting point.

4. 10 - 5 = ____
Use ten as a starting point.

5. 10 - 6 = ____
Use ten as a starting point.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract several tens

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G1-174 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 - 10 = ____
Draw tens and ones to show your work.

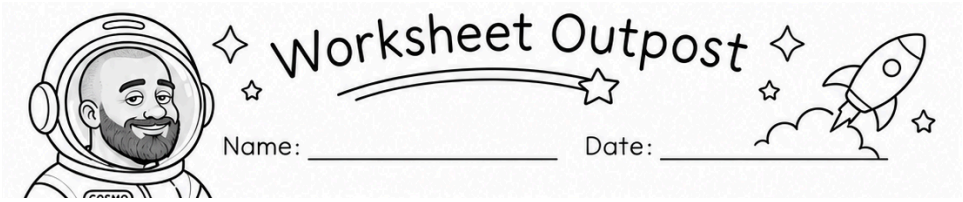
2. 31 - 20 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 20 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract several tens

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G1-174 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 - 10 = ____
Draw tens and ones to show your work.

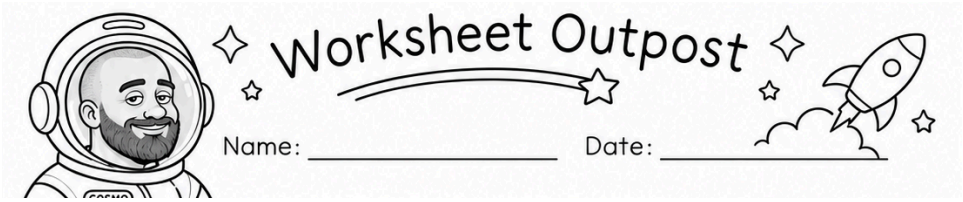
2. 31 - 20 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 20 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract several tens

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G1-174 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 - 10 = ____
Draw tens and ones to show your work.

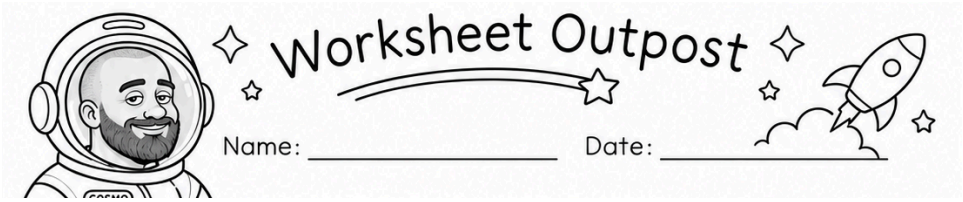
2. 31 - 20 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 20 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract several tens

OW-G1-174 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 - 10 = ____
Draw tens and ones to show your work.

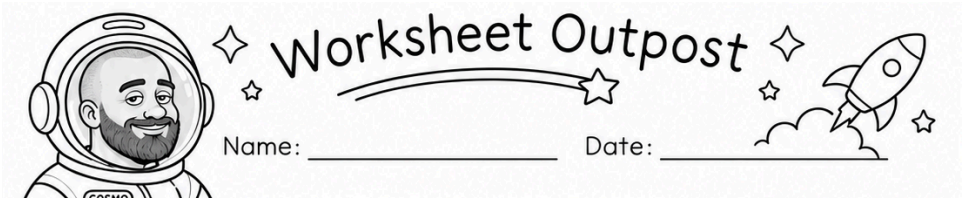
2. 31 - 20 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 20 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract several tens

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G1-174 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 - 10 = ____
Draw tens and ones to show your work.

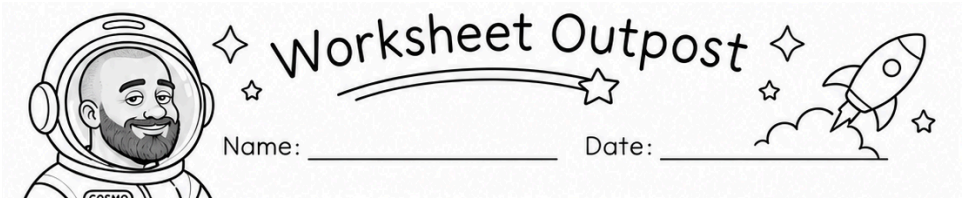
2. 31 - 20 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 20 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract ten

Success criteria
I can find ten more or ten less and explain which digit changes.

OW-G1-175 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 - 10 = ____
Draw tens and ones to show your work.

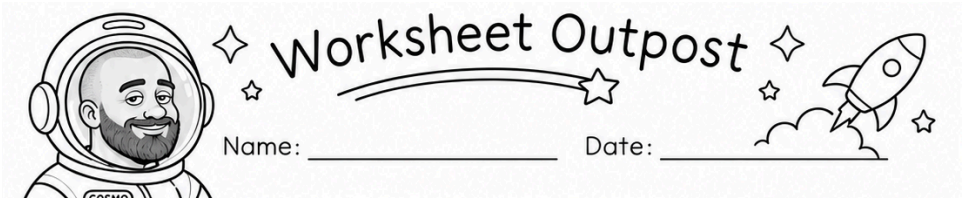
2. 31 - 10 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 10 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract ten

OW-G1-175 E2 | Five questions

Success criteria
I can find ten more or ten less and explain which digit changes.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 - 10 = ____
Draw tens and ones to show your work.

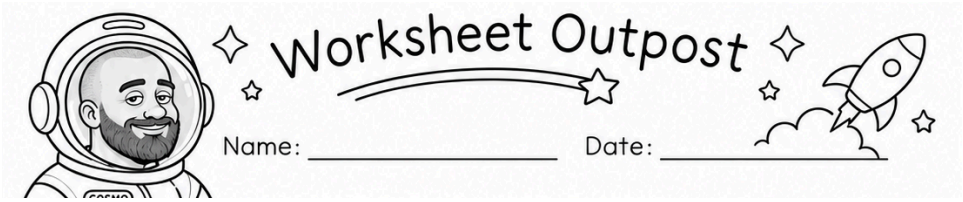
2. 31 - 10 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 10 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract ten

Success criteria
I can find ten more or ten less and explain which digit changes.

OW-G1-175 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 - 10 = ____
Draw tens and ones to show your work.

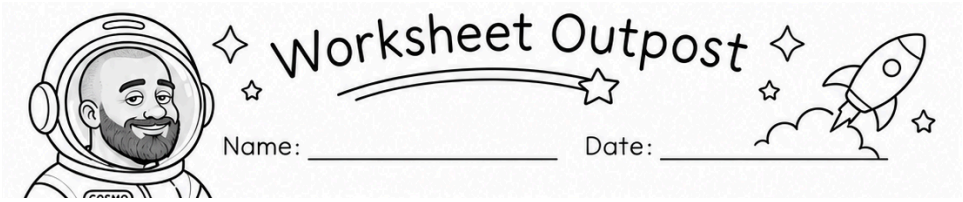
2. 31 - 10 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 10 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract ten

Success criteria
I can find ten more or ten less and explain which digit changes.

OW-G1-175 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 - 10 = ____
Draw tens and ones to show your work.

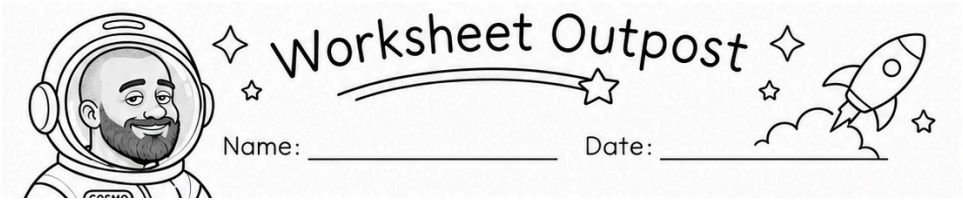
2. 31 - 10 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 10 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtract ten

Success criteria
I can find ten more or ten less and explain which digit changes.

OW-G1-175 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 - 10 = ____
Draw tens and ones to show your work.

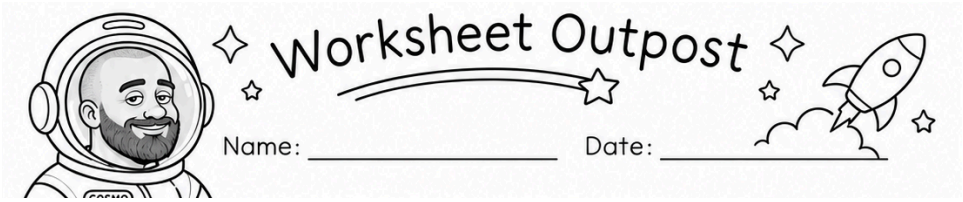
2. 31 - 10 = ____
Draw tens and ones to show your work.

3. 42 - 10 = ____
Draw tens and ones to show your work.

4. 53 - 10 = ____
Draw tens and ones to show your work.

5. 64 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtraction stories

OW-G1-176 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A bin has 20 blocks. Take away 10. How many blocks are in the bin now?

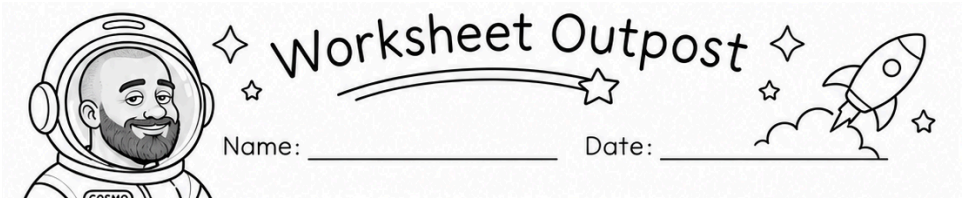
2. A bin has 31 blocks. Take away 20. How many blocks are in the bin now?

3. A bin has 42 blocks. Take away 10. How many blocks are in the bin now?

4. A bin has 53 blocks. Take away 20. How many blocks are in the bin now?

5. A bin has 64 blocks. Take away 10. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtraction stories

OW-G1-176 E2 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A bin has 20 blocks. Take away 10. How many blocks are in the bin now?

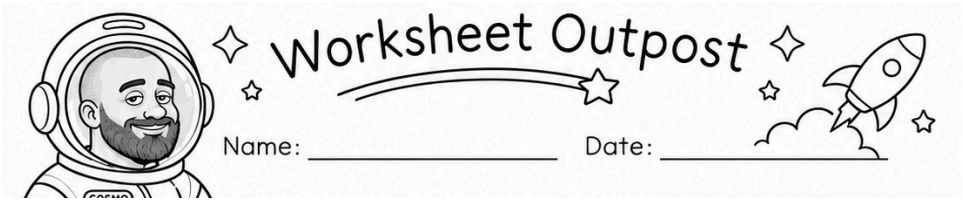
2. A bin has 31 blocks. Take away 20. How many blocks are in the bin now?

3. A bin has 42 blocks. Take away 10. How many blocks are in the bin now?

4. A bin has 53 blocks. Take away 20. How many blocks are in the bin now?

5. A bin has 64 blocks. Take away 10. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-176 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A bin has 20 blocks. Take away 10. How many blocks are in the bin now?

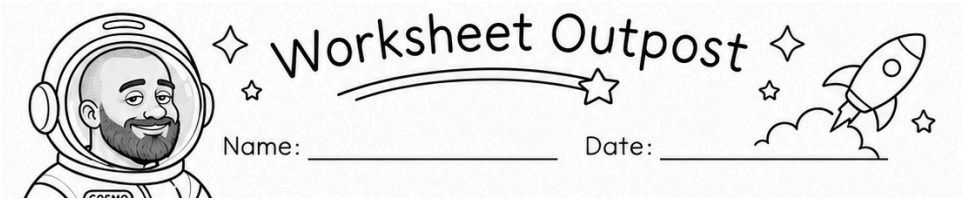
2. A bin has 31 blocks. Take away 20. How many blocks are in the bin now?

3. A bin has 42 blocks. Take away 10. How many blocks are in the bin now?

4. A bin has 53 blocks. Take away 20. How many blocks are in the bin now?

5. A bin has 64 blocks. Take away 10. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-176 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A bin has 20 blocks. Take away 10. How many blocks are in the bin now?

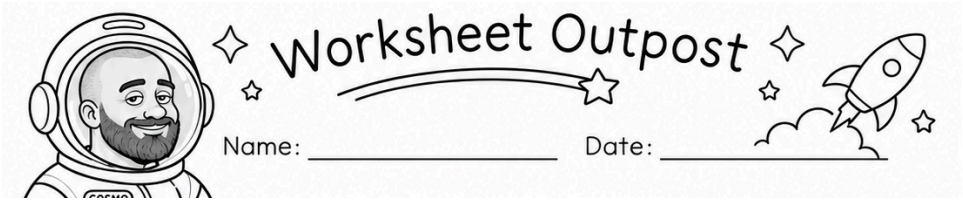
2. A bin has 31 blocks. Take away 20. How many blocks are in the bin now?

3. A bin has 42 blocks. Take away 10. How many blocks are in the bin now?

4. A bin has 53 blocks. Take away 20. How many blocks are in the bin now?

5. A bin has 64 blocks. Take away 10. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G1-176 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A bin has 20 blocks. Take away 10. How many blocks are in the bin now?

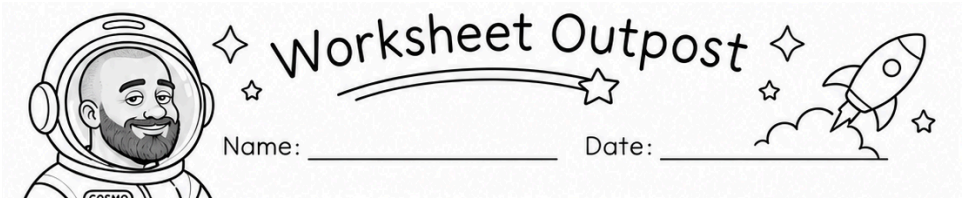
2. A bin has 31 blocks. Take away 20. How many blocks are in the bin now?

3. A bin has 42 blocks. Take away 10. How many blocks are in the bin now?

4. A bin has 53 blocks. Take away 20. How many blocks are in the bin now?

5. A bin has 64 blocks. Take away 10. How many blocks are in the bin now?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-177 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 - 10 = ____
Draw tens and ones to show your work.

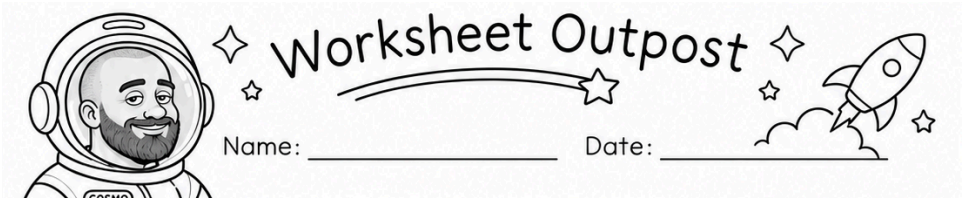
2. 30 - 10 = ____
Draw tens and ones to show your work.

3. 40 - 10 = ____
Draw tens and ones to show your work.

4. 50 - 10 = ____
Draw tens and ones to show your work.

5. 60 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-177 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 - 10 = ____
Draw tens and ones to show your work.

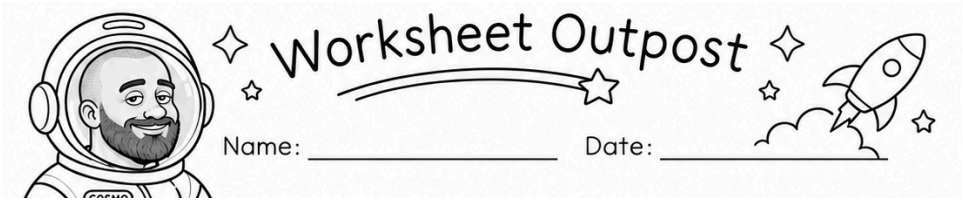
2. 30 - 10 = ____
Draw tens and ones to show your work.

3. 40 - 10 = ____
Draw tens and ones to show your work.

4. 50 - 10 = ____
Draw tens and ones to show your work.

5. 60 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-177 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 - 10 = ____
Draw tens and ones to show your work.

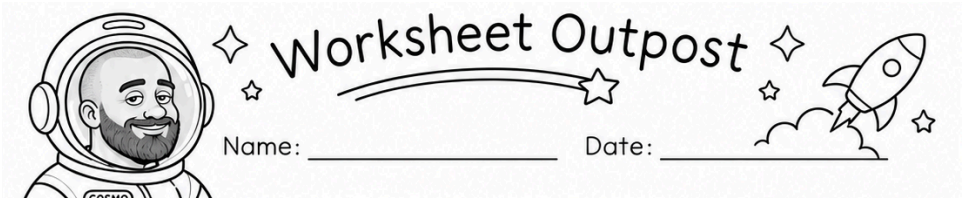
2. 30 - 10 = ____
Draw tens and ones to show your work.

3. 40 - 10 = ____
Draw tens and ones to show your work.

4. 50 - 10 = ____
Draw tens and ones to show your work.

5. 60 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-177 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 - 10 = ____
Draw tens and ones to show your work.

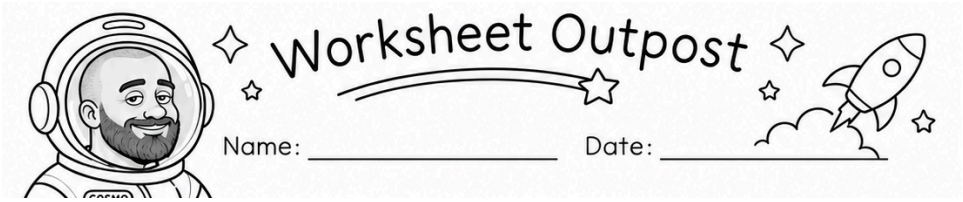
2. 30 - 10 = ____
Draw tens and ones to show your work.

3. 40 - 10 = ____
Draw tens and ones to show your work.

4. 50 - 10 = ____
Draw tens and ones to show your work.

5. 60 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: take away tens

Success criteria
I can subtract tens and explain how the number changes.

OW-G1-177 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 - 10 = ____
Draw tens and ones to show your work.

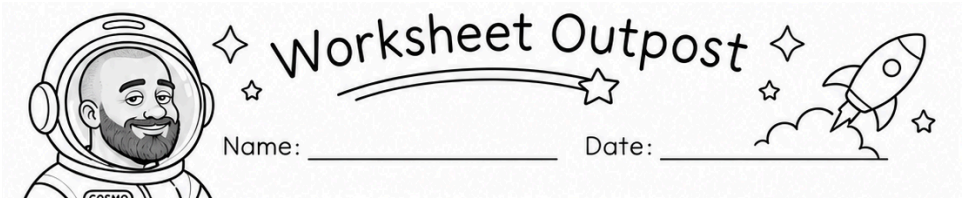
2. 30 - 10 = ____
Draw tens and ones to show your work.

3. 40 - 10 = ____
Draw tens and ones to show your work.

4. 50 - 10 = ____
Draw tens and ones to show your work.

5. 60 - 10 = ____
Draw tens and ones to show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: think addition

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-178 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 8 = ____
Write a related addition fact.

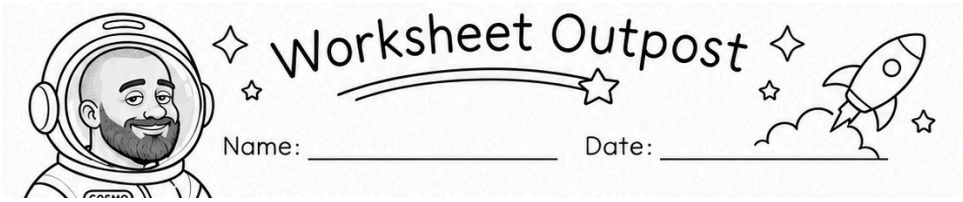
2. 13 - 9 = ____
Write a related addition fact.

3. 14 - 10 = ____
Write a related addition fact.

4. 15 - 8 = ____
Write a related addition fact.

5. 16 - 9 = ____
Write a related addition fact.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: think addition

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-178 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 8 = ____
Write a related addition fact.

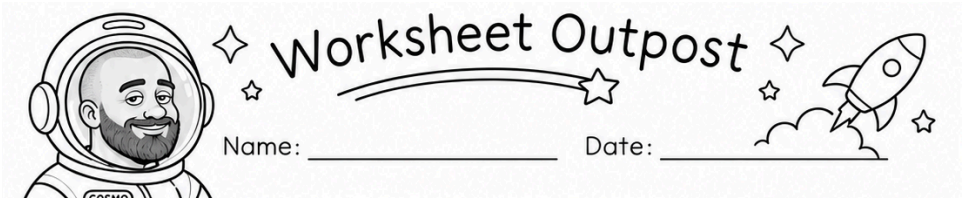
2. 13 - 9 = ____
Write a related addition fact.

3. 14 - 10 = ____
Write a related addition fact.

4. 15 - 8 = ____
Write a related addition fact.

5. 16 - 9 = ____
Write a related addition fact.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: think addition

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-178 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 8 = ____
Write a related addition fact.

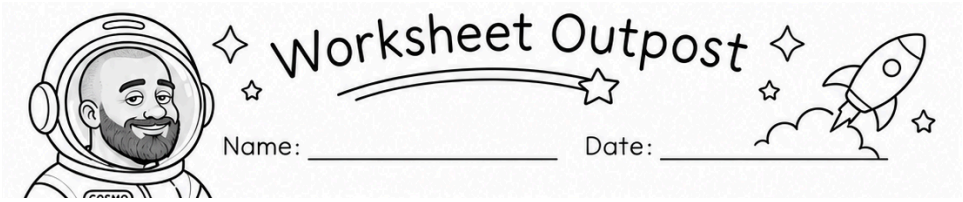
2. 13 - 9 = ____
Write a related addition fact.

3. 14 - 10 = ____
Write a related addition fact.

4. 15 - 8 = ____
Write a related addition fact.

5. 16 - 9 = ____
Write a related addition fact.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: think addition

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-178 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 8 = ____
Write a related addition fact.

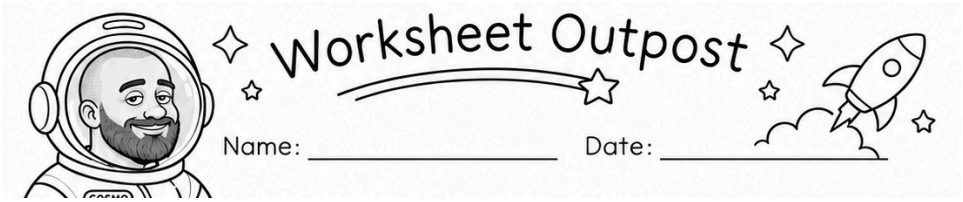
2. 13 - 9 = ____
Write a related addition fact.

3. 14 - 10 = ____
Write a related addition fact.

4. 15 - 8 = ____
Write a related addition fact.

5. 16 - 9 = ____
Write a related addition fact.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: think addition

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-178 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 8 = ____
Write a related addition fact.

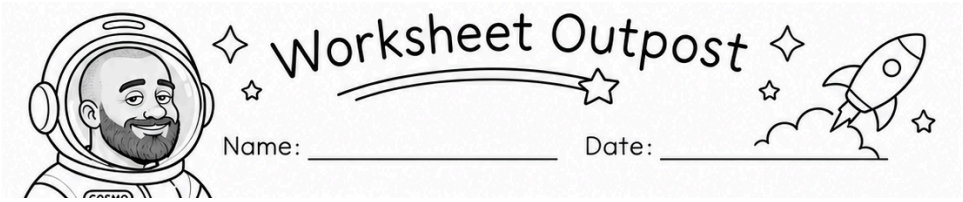
2. 13 - 9 = ____
Write a related addition fact.

3. 14 - 10 = ____
Write a related addition fact.

4. 15 - 8 = ____
Write a related addition fact.

5. 16 - 9 = ____
Write a related addition fact.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find differences on a hundred chart

OW-G1-179 E1 | Five questions

Success criteria

I can move back by tens and ones on a number chart to find a difference.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 50 - 20 = ___. Move up one chart row for each ten subtracted.

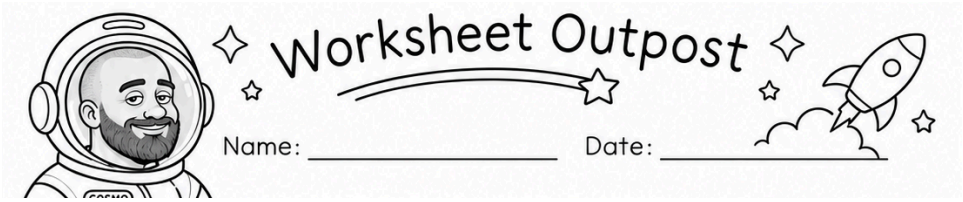
2. 60 - 30 = ___. Move up one chart row for each ten subtracted.

3. 70 - 10 = ___. Move up one chart row for each ten subtracted.

4. 90 - 40 = ___. Move up one chart row for each ten subtracted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find differences on a hundred chart

OW-G1-179 E2 | Five questions

Success criteria

I can move back by tens and ones on a number chart to find a difference.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 50 - 20 = ___. Move up one chart row for each ten subtracted.

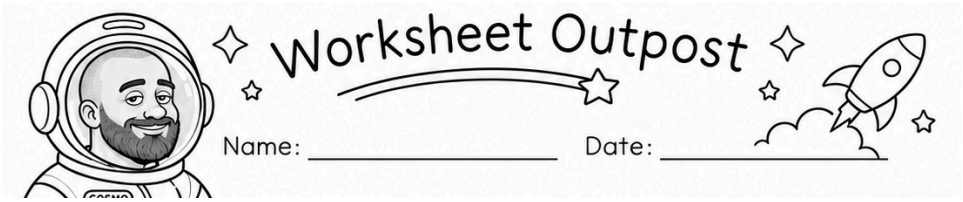
2. 60 - 30 = ___. Move up one chart row for each ten subtracted.

3. 70 - 10 = ___. Move up one chart row for each ten subtracted.

4. 90 - 40 = ___. Move up one chart row for each ten subtracted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find differences on a hundred chart

OW-G1-179 E3 | Five questions

Success criteria

I can move back by tens and ones on a number chart to find a difference.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 50 - 20 = ___. Move up one chart row for each ten subtracted.

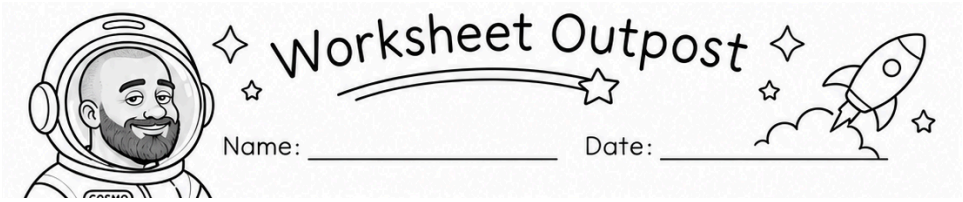
2. 60 - 30 = ___. Move up one chart row for each ten subtracted.

3. 70 - 10 = ___. Move up one chart row for each ten subtracted.

4. 90 - 40 = ___. Move up one chart row for each ten subtracted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find differences on a hundred chart

OW-G1-179 E4 | Five questions

Success criteria

I can move back by tens and ones on a number chart to find a difference.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 50 - 20 = ___. Move up one chart row for each ten subtracted.

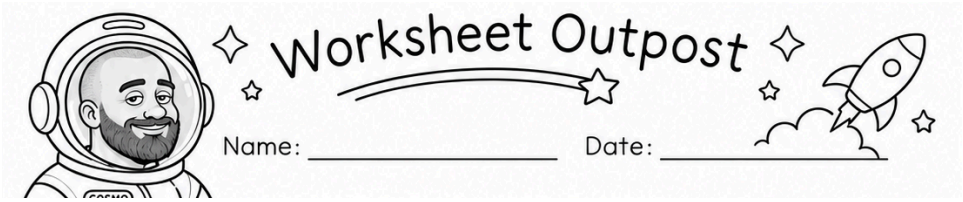
2. 60 - 30 = ___. Move up one chart row for each ten subtracted.

3. 70 - 10 = ___. Move up one chart row for each ten subtracted.

4. 90 - 40 = ___. Move up one chart row for each ten subtracted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Find differences on a hundred chart

OW-G1-179 E5 | Five questions

Success criteria

I can move back by tens and ones on a number chart to find a difference.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 50 - 20 = ___. Move up one chart row for each ten subtracted.

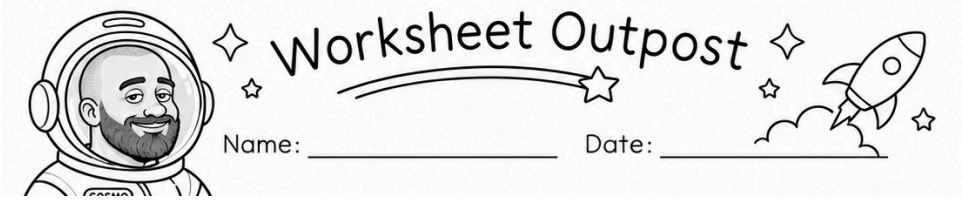
2. 60 - 30 = ___. Move up one chart row for each ten subtracted.

3. 70 - 10 = ___. Move up one chart row for each ten subtracted.

4. 90 - 40 = ___. Move up one chart row for each ten subtracted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.

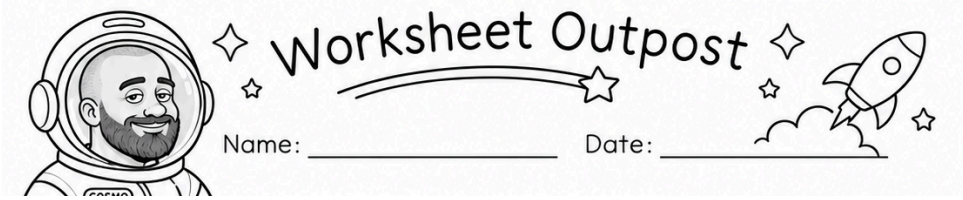


OW-G1-179 | Supported practice

Find differences on a hundred chart

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

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

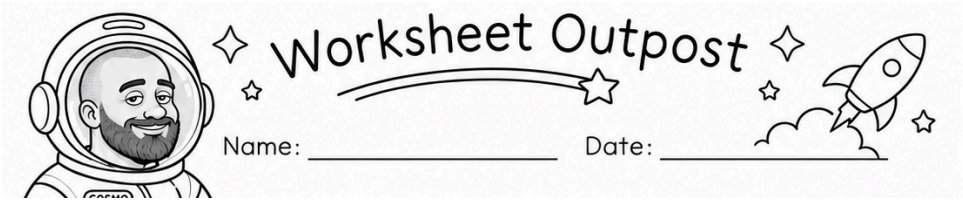


OW-G1-179 | Supported practice

Find differences on a hundred chart

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



WORKSHEET OUTPOST | Grade 1 Math — Supported

Four facts from three numbers

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-180 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Use 3, 6, and 9 to write two addition facts and two subtraction facts.

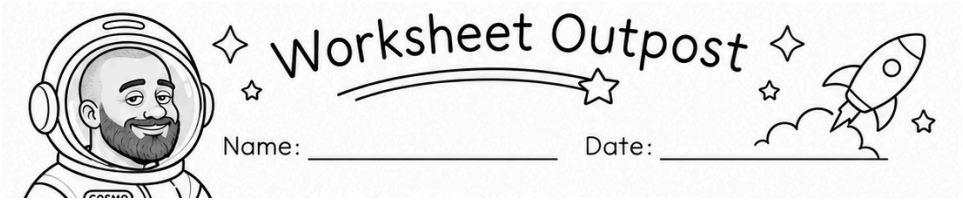
2. Use 4, 7, and 11 to write two addition facts and two subtraction facts.

3. Use 5, 8, and 13 to write two addition facts and two subtraction facts.

4. Use 6, 9, and 15 to write two addition facts and two subtraction facts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Four facts from three numbers

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-180 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Use 3, 6, and 9 to write two addition facts and two subtraction facts.

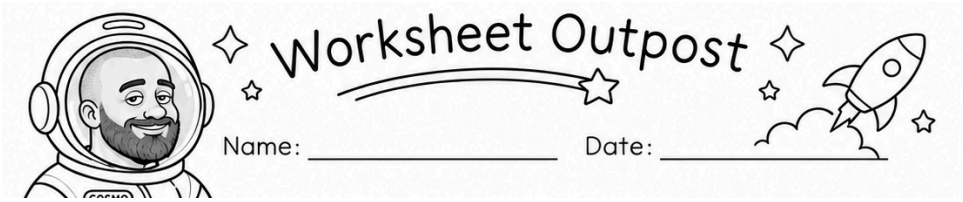
2. Use 4, 7, and 11 to write two addition facts and two subtraction facts.

3. Use 5, 8, and 13 to write two addition facts and two subtraction facts.

4. Use 6, 9, and 15 to write two addition facts and two subtraction facts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Four facts from three numbers

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-180 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Use 3, 6, and 9 to write two addition facts and two subtraction facts.

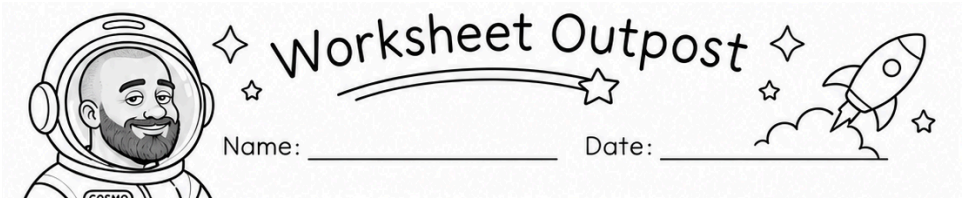
2. Use 4, 7, and 11 to write two addition facts and two subtraction facts.

3. Use 5, 8, and 13 to write two addition facts and two subtraction facts.

4. Use 6, 9, and 15 to write two addition facts and two subtraction facts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Four facts from three numbers

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-180 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Use 3, 6, and 9 to write two addition facts and two subtraction facts.

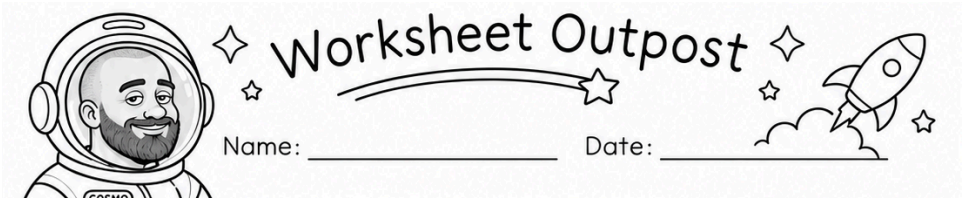
2. Use 4, 7, and 11 to write two addition facts and two subtraction facts.

3. Use 5, 8, and 13 to write two addition facts and two subtraction facts.

4. Use 6, 9, and 15 to write two addition facts and two subtraction facts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Four facts from three numbers

Success criteria
I can use an addition fact to find a missing number in subtraction.

OW-G1-180 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Use 3, 6, and 9 to write two addition facts and two subtraction facts.

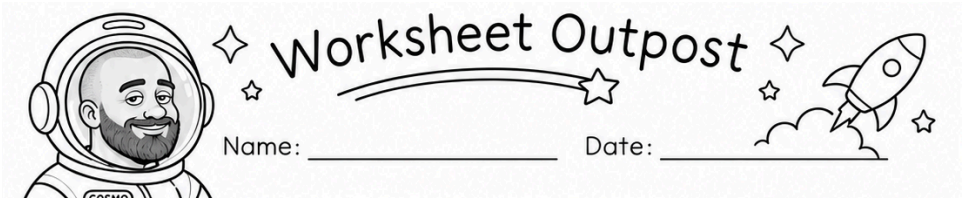
2. Use 4, 7, and 11 to write two addition facts and two subtraction facts.

3. Use 5, 8, and 13 to write two addition facts and two subtraction facts.

4. Use 6, 9, and 15 to write two addition facts and two subtraction facts.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Missing tens in an addition equation

OW-G1-181 E1 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 20 + ___ = 50. Use addition to solve 50 - 20.

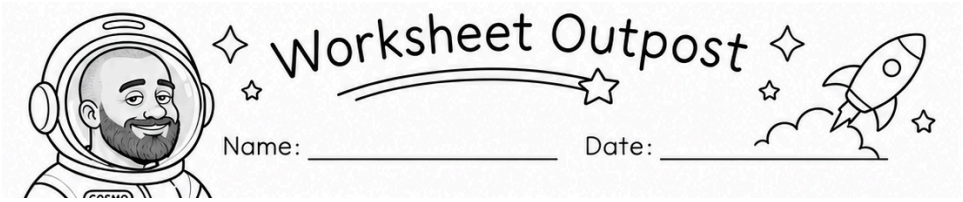
2. 30 + ___ = 60. Use addition to solve 60 - 30.

3. 10 + ___ = 70. Use addition to solve 70 - 10.

4. 40 + ___ = 90. Use addition to solve 90 - 40.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Missing tens in an addition equation

OW-G1-181 E2 | Five questions

Success criteria
I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 20 + ___ = 50. Use addition to solve 50 - 20.

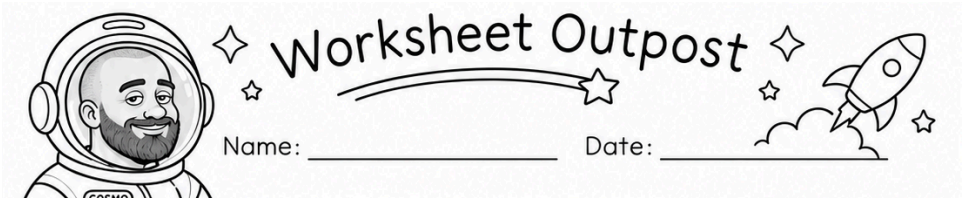
2. 30 + ___ = 60. Use addition to solve 60 - 30.

3. 10 + ___ = 70. Use addition to solve 70 - 10.

4. 40 + ___ = 90. Use addition to solve 90 - 40.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Missing tens in an addition equation

OW-G1-181 E3 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 20 + ___ = 50. Use addition to solve 50 - 20.

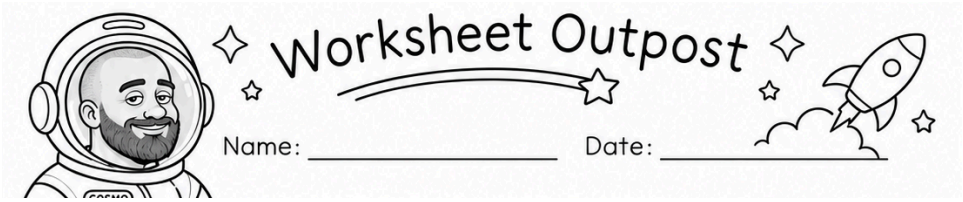
2. 30 + ___ = 60. Use addition to solve 60 - 30.

3. 10 + ___ = 70. Use addition to solve 70 - 10.

4. 40 + ___ = 90. Use addition to solve 90 - 40.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Missing tens in an addition equation

OW-G1-181 E4 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 20 + ___ = 50. Use addition to solve 50 - 20.

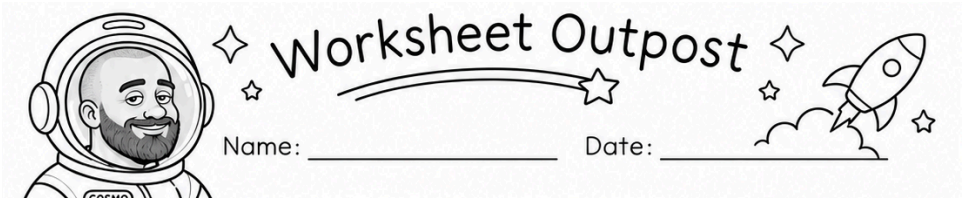
2. 30 + ___ = 60. Use addition to solve 60 - 30.

3. 10 + ___ = 70. Use addition to solve 70 - 10.

4. 40 + ___ = 90. Use addition to solve 90 - 40.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Missing tens in an addition equation

OW-G1-181 E5 | Five questions

Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 20 + ___ = 50. Use addition to solve 50 - 20.

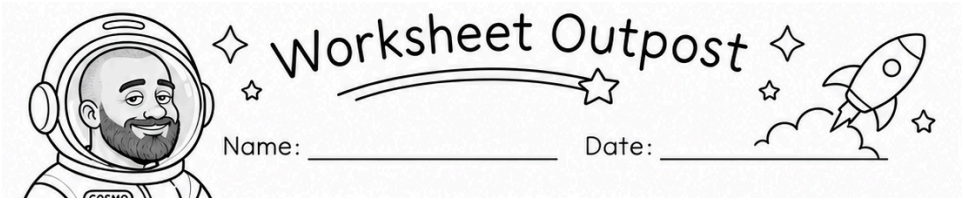
2. 30 + ___ = 60. Use addition to solve 60 - 30.

3. 10 + ___ = 70. Use addition to solve 70 - 10.

4. 40 + ___ = 90. Use addition to solve 90 - 40.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More differences built around ten

OW-G1-182 E1 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 7 = ___. Subtract to reach 10. Then subtract the rest.

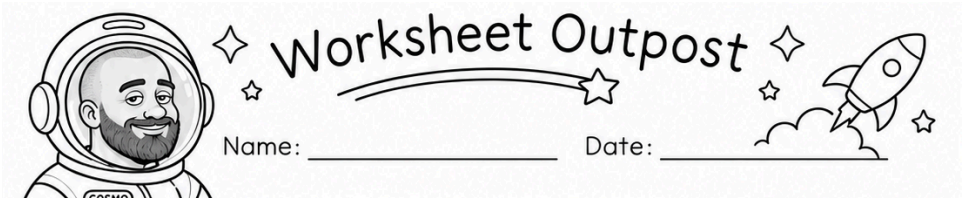
2. 13 - 8 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 9 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 10 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More differences built around ten

OW-G1-182 E2 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 7 = ___. Subtract to reach 10. Then subtract the rest.

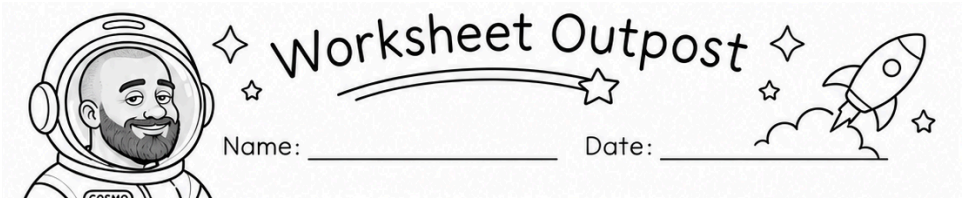
2. 13 - 8 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 9 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 10 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More differences built around ten

OW-G1-182 E3 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 7 = ___. Subtract to reach 10. Then subtract the rest.

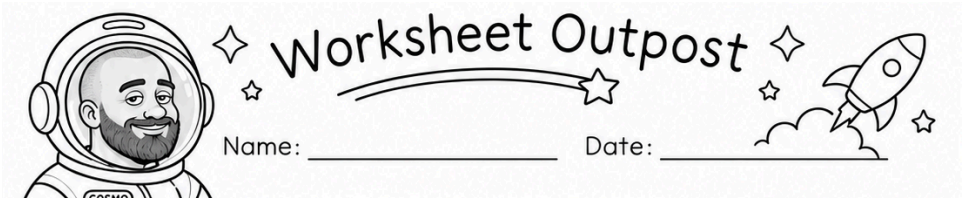
2. 13 - 8 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 9 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 10 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More differences built around ten

OW-G1-182 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 7 = ___. Subtract to reach 10. Then subtract the rest.

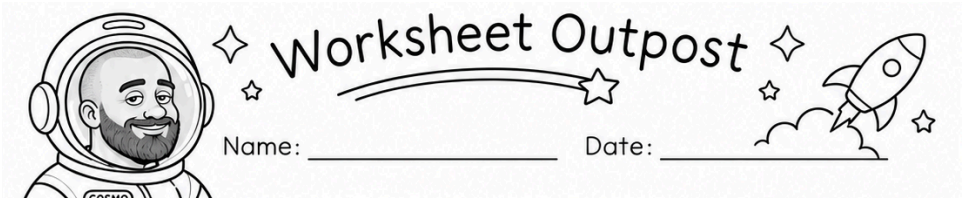
2. 13 - 8 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 9 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 10 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

More differences built around ten

OW-G1-182 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 7 = ___. Subtract to reach 10. Then subtract the rest.

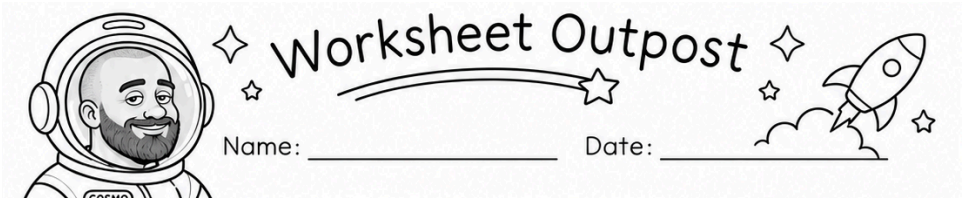
2. 13 - 8 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 9 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 10 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use missing addends to subtract

OW-G1-183 E1 | Five questions

Success criteria
I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 9 + ___ = 12. Use addition to solve 12 - 9. Show how you counted.

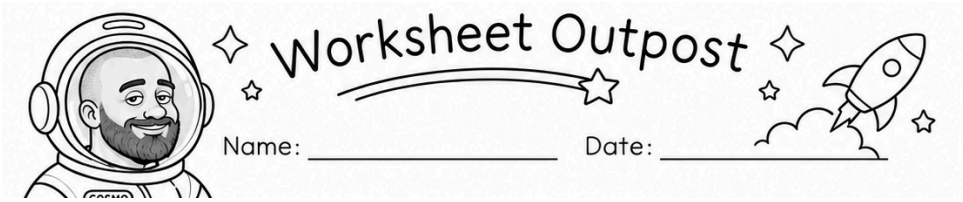
2. 10 + ___ = 13. Use addition to solve 13 - 10. Show how you counted.

3. 11 + ___ = 14. Use addition to solve 14 - 11. Show how you counted.

4. 12 + ___ = 15. Use addition to solve 15 - 12. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use missing addends to subtract

OW-G1-183 E2 | Five questions

Success criteria
I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 9 + ___ = 12. Use addition to solve 12 - 9. Show how you counted.

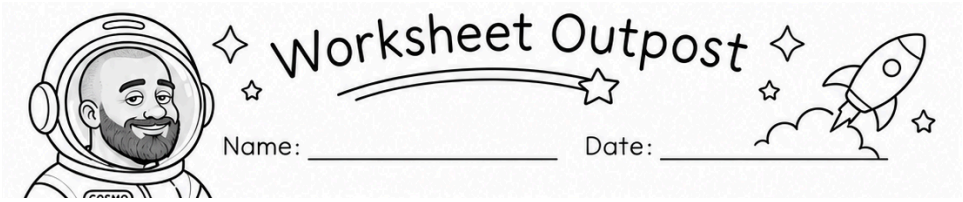
2. 10 + ___ = 13. Use addition to solve 13 - 10. Show how you counted.

3. 11 + ___ = 14. Use addition to solve 14 - 11. Show how you counted.

4. 12 + ___ = 15. Use addition to solve 15 - 12. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use missing addends to subtract

OW-G1-183 E3 | Five questions

Success criteria
I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 9 + ___ = 12. Use addition to solve 12 - 9. Show how you counted.

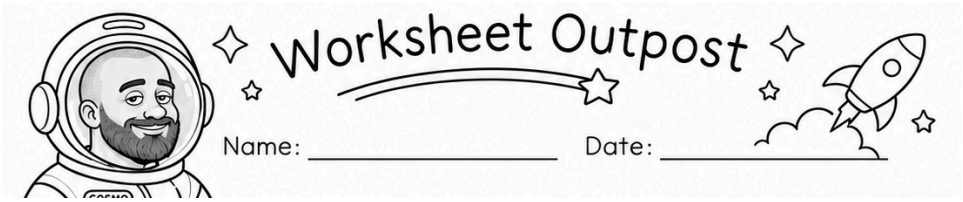
2. 10 + ___ = 13. Use addition to solve 13 - 10. Show how you counted.

3. 11 + ___ = 14. Use addition to solve 14 - 11. Show how you counted.

4. 12 + ___ = 15. Use addition to solve 15 - 12. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use missing addends to subtract

OW-G1-183 E4 | Five questions

Success criteria
I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 9 + ___ = 12. Use addition to solve 12 - 9. Show how you counted.

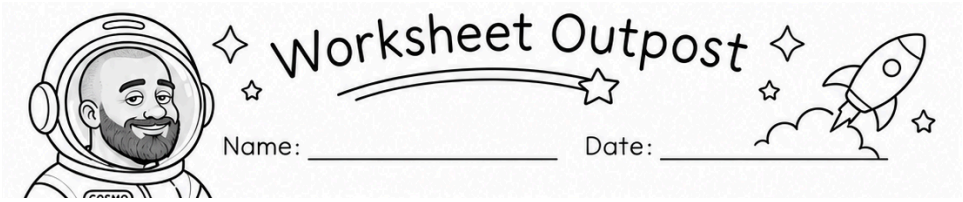
2. 10 + ___ = 13. Use addition to solve 13 - 10. Show how you counted.

3. 11 + ___ = 14. Use addition to solve 14 - 11. Show how you counted.

4. 12 + ___ = 15. Use addition to solve 15 - 12. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Use missing addends to subtract

OW-G1-183 E5 | Five questions

Success criteria
I can use an addition fact to find a missing number in subtraction.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 9 + ___ = 12. Use addition to solve 12 - 9. Show how you counted.

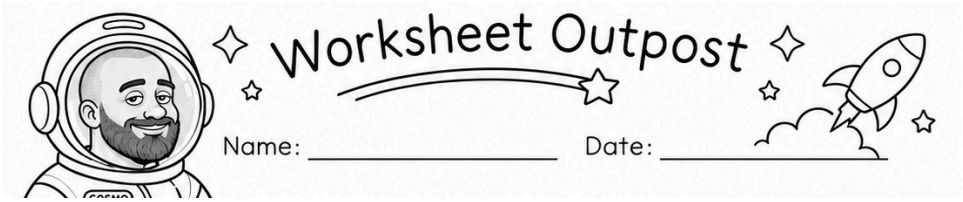
2. 10 + ___ = 13. Use addition to solve 13 - 10. Show how you counted.

3. 11 + ___ = 14. Use addition to solve 14 - 11. Show how you counted.

4. 12 + ___ = 15. Use addition to solve 15 - 12. Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Remove bundles of ten

OW-G1-184 E1 | Five questions

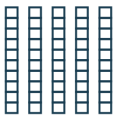
Success criteria

I can subtract tens and explain how the number changes.

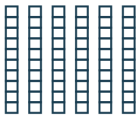
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

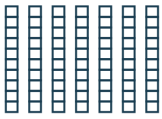
1. 50 - 20 = ___. Cross out tens rods.



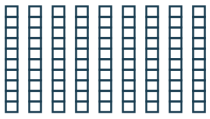
2. 60 - 30 = ___. Cross out tens rods.



3. 70 - 10 = ___. Cross out tens rods.



4. 90 - 40 = ___. Cross out tens rods.



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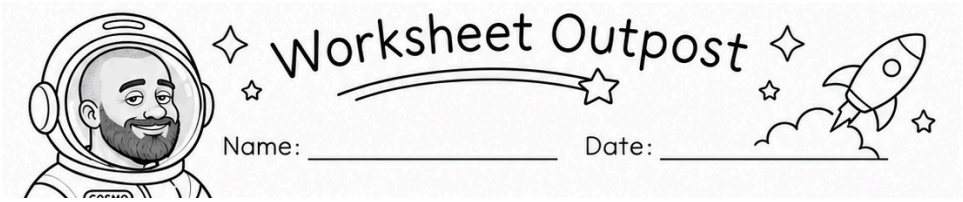
You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Remove bundles of ten

OW-G1-184 E2 | Five questions

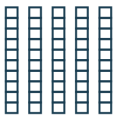
Success criteria

I can subtract tens and explain how the number changes.

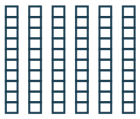
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

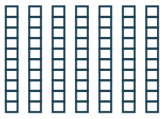
1. 50 - 20 = ___. Cross out tens rods.



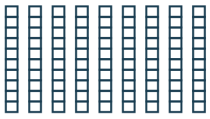
2. 60 - 30 = ___. Cross out tens rods.



3. 70 - 10 = ___. Cross out tens rods.



4. 90 - 40 = ___. Cross out tens rods.



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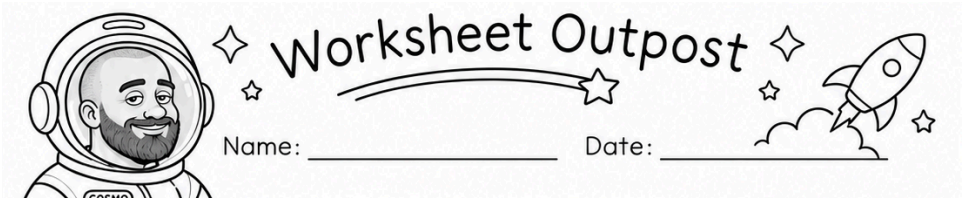


WORKSHEET OUTPOST | Grade 1 Math — Supported

Remove bundles of ten

OW-G1-184 E3 | Five questions

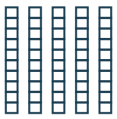
Success criteria

I can subtract tens and explain how the number changes.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 50 - 20 = ___. Cross out tens rods.



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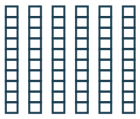
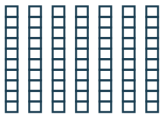
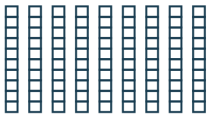


3. 70 - 10 = ___. Cross out tens rods.



4. 90 - 40 = ___. Cross out tens rods.



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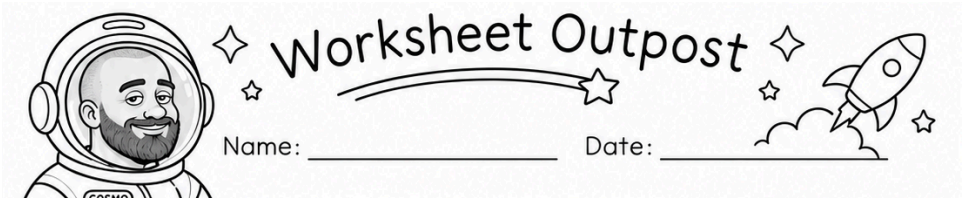


WORKSHEET OUTPOST | Grade 1 Math — Supported

Remove bundles of ten

OW-G1-184 E4 | Five questions

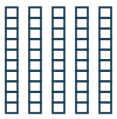
Success criteria

I can subtract tens and explain how the number changes.

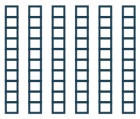
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 50 - 20 = ___. Cross out tens rods.



2. 60 - 30 = ___. Cross out tens rods.



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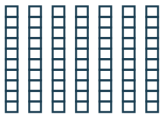
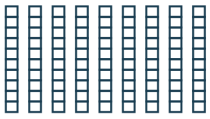


4. 90 - 40 = ___. Cross out tens rods.



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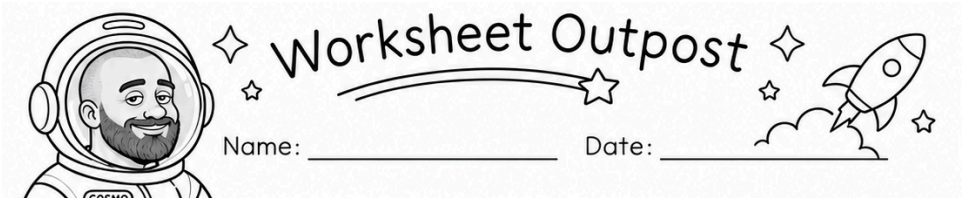


WORKSHEET OUTPOST | Grade 1 Math — Supported

Remove bundles of ten

OW-G1-184 E5 | Five questions

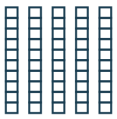
Success criteria

I can subtract tens and explain how the number changes.

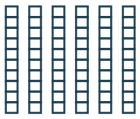
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

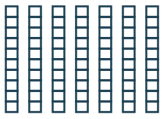
1. 50 - 20 = ___. Cross out tens rods.



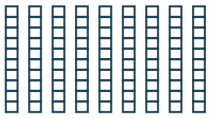
2. 60 - 30 = ___. Cross out tens rods.



3. 70 - 10 = ___. Cross out tens rods.



4. 90 - 40 = ___. Cross out tens rods.



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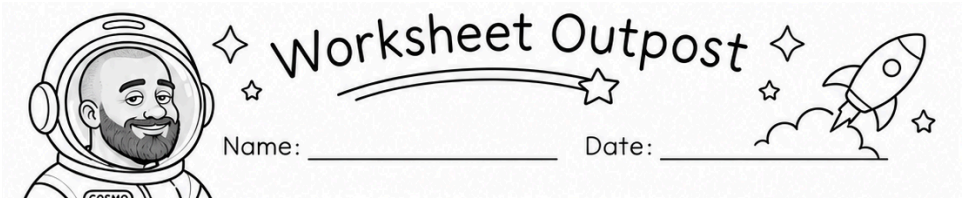
You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stop at ten while taking away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-185 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 4 = ___. Subtract to reach 10. Then subtract the rest.

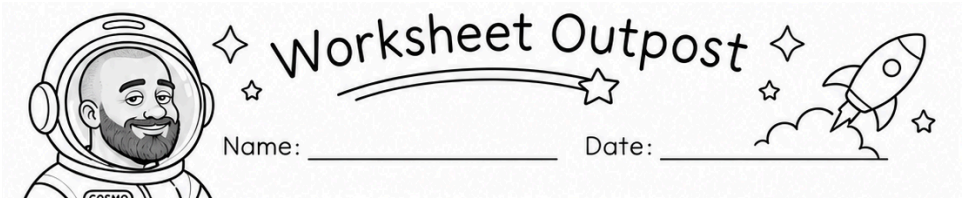
2. 13 - 5 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 6 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 7 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stop at ten while taking away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-185 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 4 = ___. Subtract to reach 10. Then subtract the rest.

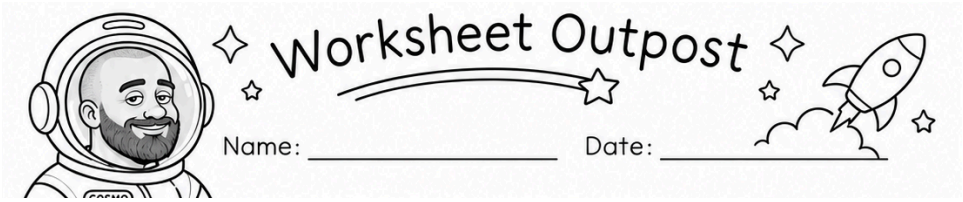
2. 13 - 5 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 6 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 7 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stop at ten while taking away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-185 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 4 = ___. Subtract to reach 10. Then subtract the rest.



2. 13 - 5 = ___. Subtract to reach 10. Then subtract the rest.



3. 14 - 6 = ___. Subtract to reach 10. Then subtract the rest.

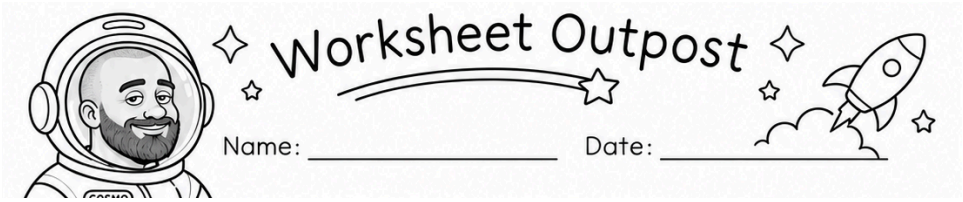


4. 15 - 7 = ___. Subtract to reach 10. Then subtract the rest.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stop at ten while taking away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-185 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 4 = ___. Subtract to reach 10. Then subtract the rest.

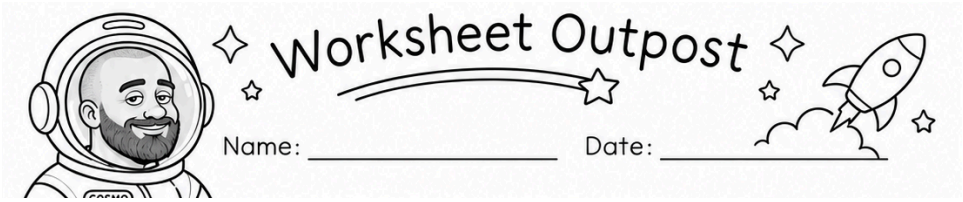
2. 13 - 5 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 6 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 7 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Stop at ten while taking away

Success criteria
I can find a sum or a difference and check my answer.

OW-G1-185 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 4 = ___. Subtract to reach 10. Then subtract the rest.

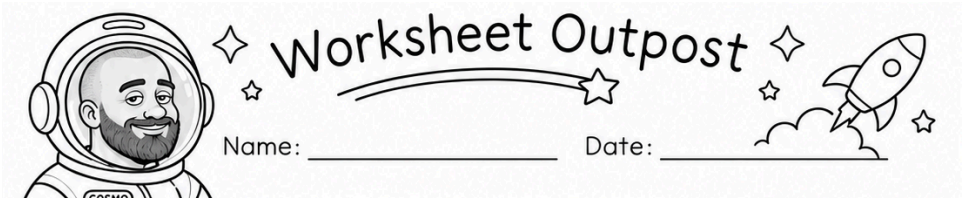
2. 13 - 5 = ___. Subtract to reach 10. Then subtract the rest.

3. 14 - 6 = ___. Subtract to reach 10. Then subtract the rest.

4. 15 - 7 = ___. Subtract to reach 10. Then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories through twenty

OW-G1-186 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. There are 12 stickers. 4 are stars. The rest are moons. How many are moons?

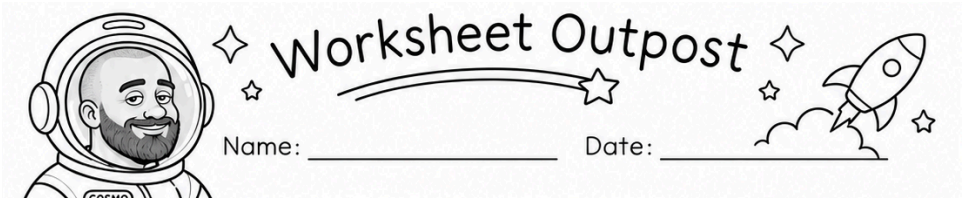
2. There are 13 stickers. 5 are stars. The rest are moons. How many are moons?

3. There are 14 stickers. 6 are stars. The rest are moons. How many are moons?

4. There are 15 stickers. 7 are stars. The rest are moons. How many are moons?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories through twenty

OW-G1-186 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. There are 12 stickers. 4 are stars. The rest are moons. How many are moons?

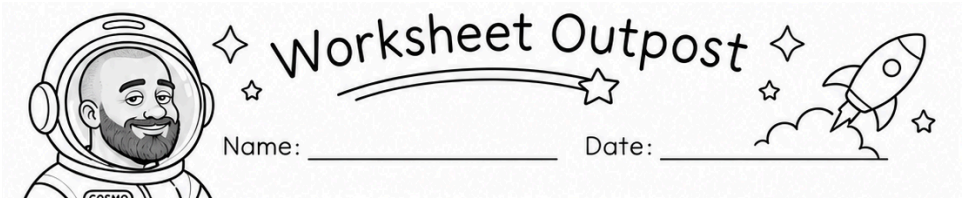
2. There are 13 stickers. 5 are stars. The rest are moons. How many are moons?

3. There are 14 stickers. 6 are stars. The rest are moons. How many are moons?

4. There are 15 stickers. 7 are stars. The rest are moons. How many are moons?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories through twenty

OW-G1-186 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. There are 12 stickers. 4 are stars. The rest are moons. How many are moons?

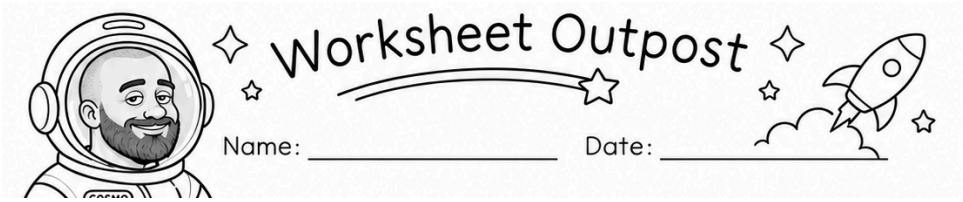
2. There are 13 stickers. 5 are stars. The rest are moons. How many are moons?

3. There are 14 stickers. 6 are stars. The rest are moons. How many are moons?

4. There are 15 stickers. 7 are stars. The rest are moons. How many are moons?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories through twenty

OW-G1-186 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. There are 12 stickers. 4 are stars. The rest are moons. How many are moons?

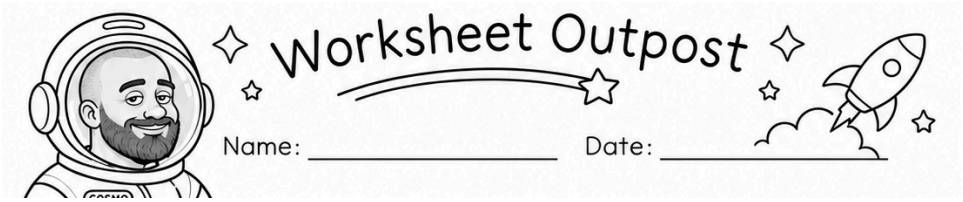
2. There are 13 stickers. 5 are stars. The rest are moons. How many are moons?

3. There are 14 stickers. 6 are stars. The rest are moons. How many are moons?

4. There are 15 stickers. 7 are stars. The rest are moons. How many are moons?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Subtraction stories through twenty

OW-G1-186 E5 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. There are 12 stickers. 4 are stars. The rest are moons. How many are moons?

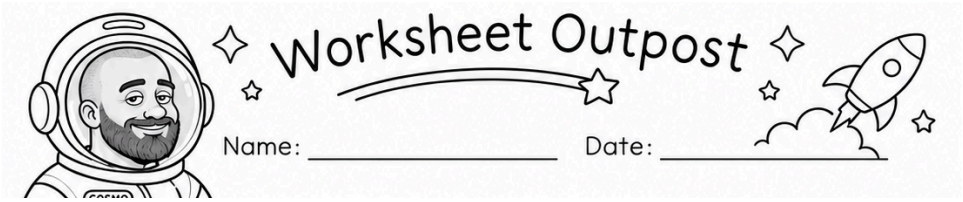
2. There are 13 stickers. 5 are stars. The rest are moons. How many are moons?

3. There are 14 stickers. 6 are stars. The rest are moons. How many are moons?

4. There are 15 stickers. 7 are stars. The rest are moons. How many are moons?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the half hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-187 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

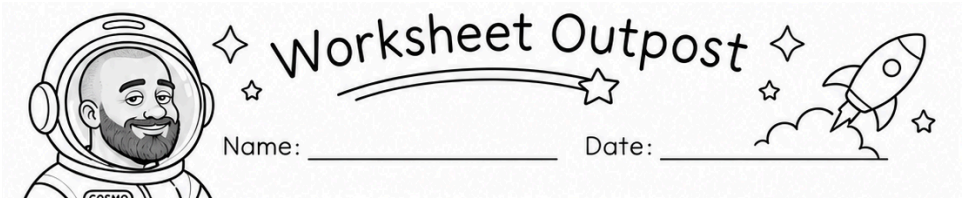


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the half hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-187 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

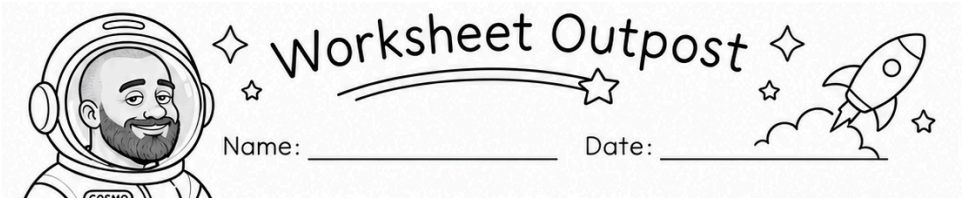


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the half hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-187 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

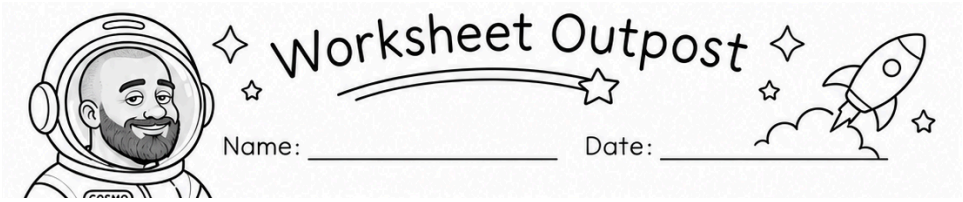


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the half hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-187 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

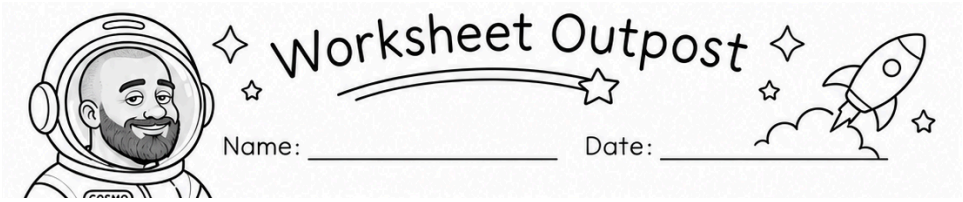


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the half hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-187 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

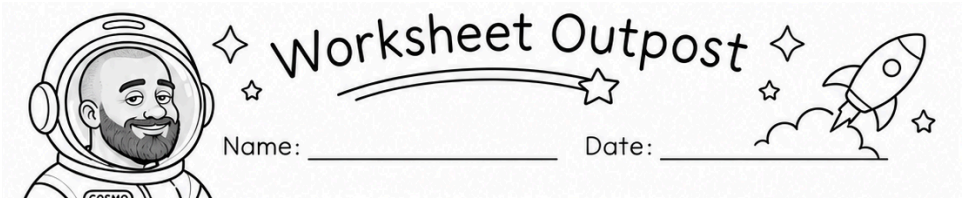


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-188 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

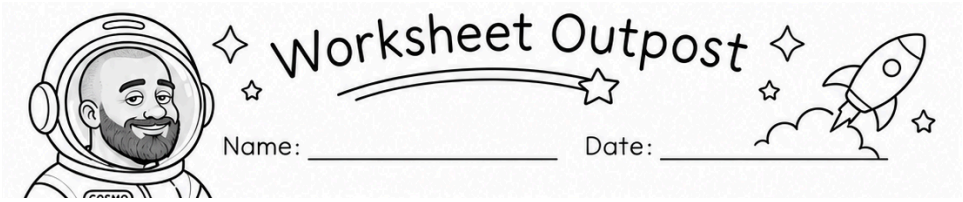


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-188 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

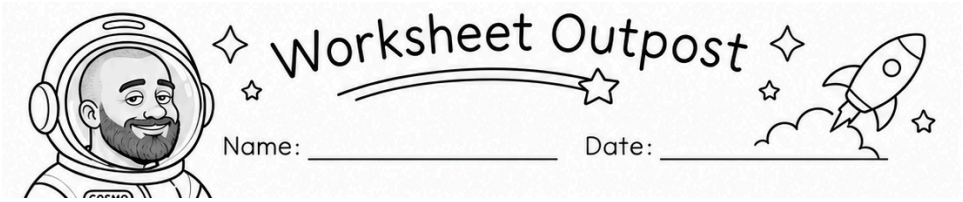


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-188 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

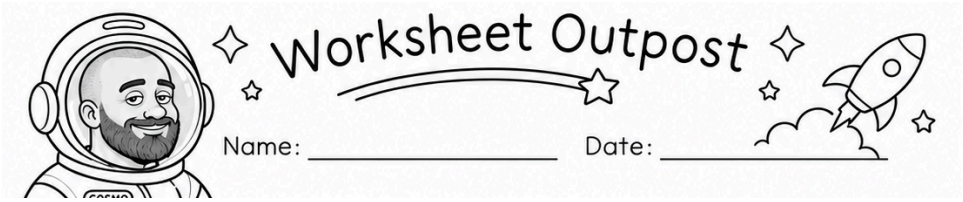


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-188 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

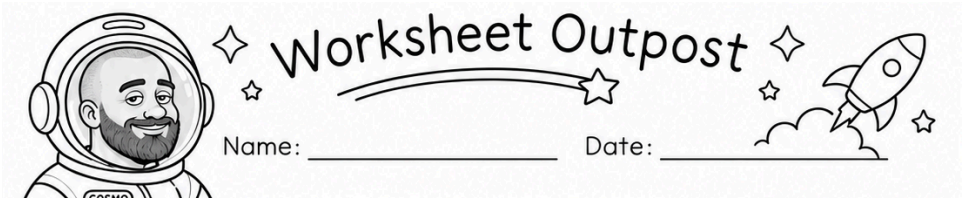


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Tell time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-188 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the time shown. Tell where the minute hand points.



2. Write the time shown. Tell where the minute hand points.



3. Write the time shown. Tell where the minute hand points.

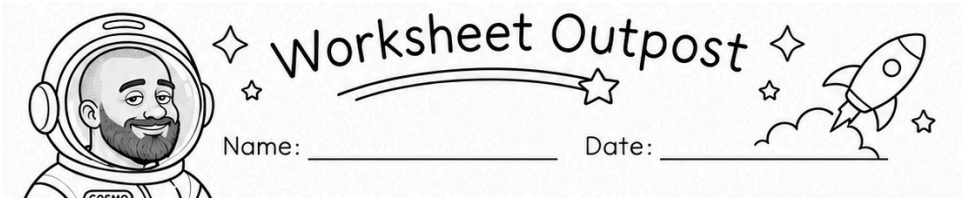


4. Write the time shown. Tell where the minute hand points.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Coin names and cents

OW-G1-189 E1 | Five questions

Success criteria

I can name common coins and tell how many cents each is worth.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the value of one penny in cents. Draw or point to a real example.

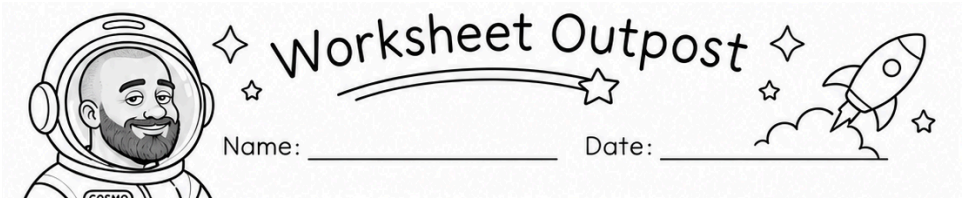
2. Write the value of one nickel in cents. Draw or point to a real example.

3. Write the value of one dime in cents. Draw or point to a real example.

4. Write the value of one quarter in cents. Draw or point to a real example.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Coin names and cents

OW-G1-189 E2 | Five questions

Success criteria

I can name common coins and tell how many cents each is worth.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write the value of one penny in cents. Draw or point to a real example.

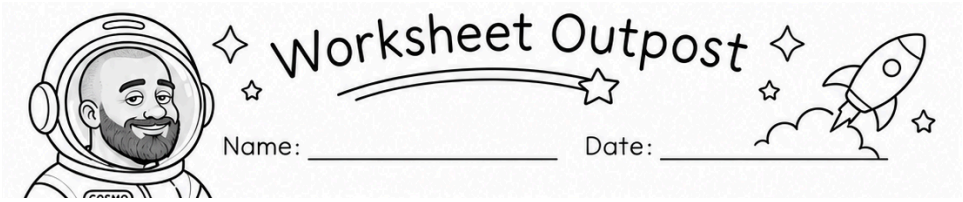
2. Write the value of one nickel in cents. Draw or point to a real example.

3. Write the value of one dime in cents. Draw or point to a real example.

4. Write the value of one quarter in cents. Draw or point to a real example.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Coin names and cents

OW-G1-189 E3 | Five questions

Success criteria

I can name common coins and tell how many cents each is worth.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the value of one penny in cents. Draw or point to a real example.

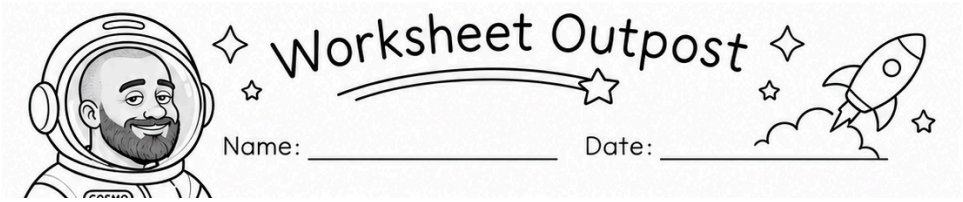
2. Write the value of one nickel in cents. Draw or point to a real example.

3. Write the value of one dime in cents. Draw or point to a real example.

4. Write the value of one quarter in cents. Draw or point to a real example.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Coin names and cents

OW-G1-189 E4 | Five questions

Success criteria

I can name common coins and tell how many cents each is worth.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the value of one penny in cents. Draw or point to a real example.

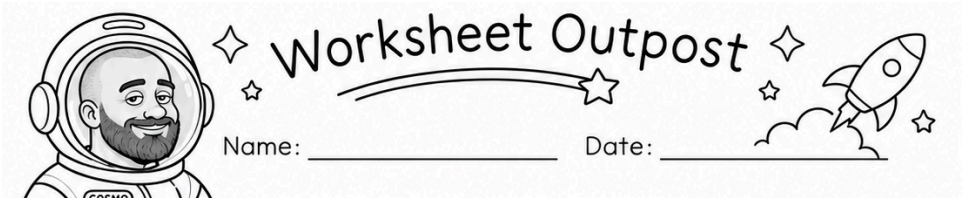
2. Write the value of one nickel in cents. Draw or point to a real example.

3. Write the value of one dime in cents. Draw or point to a real example.

4. Write the value of one quarter in cents. Draw or point to a real example.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Coin names and cents

OW-G1-189 E5 | Five questions

Success criteria

I can name common coins and tell how many cents each is worth.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the value of one penny in cents. Draw or point to a real example.

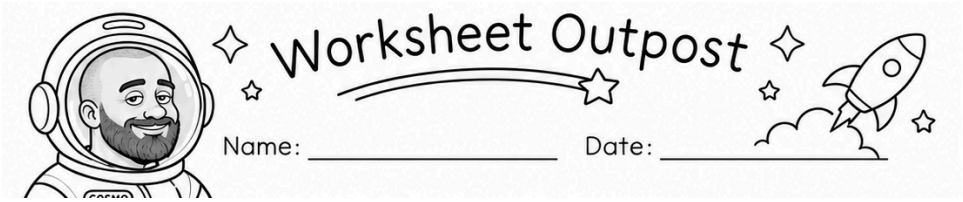
2. Write the value of one nickel in cents. Draw or point to a real example.

3. Write the value of one dime in cents. Draw or point to a real example.

4. Write the value of one quarter in cents. Draw or point to a real example.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count the cents in a coin group

Success criteria
I can count the values of the coins to find how many cents there are.

OW-G1-190 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. You have 2 nickels and 3 pennies. How many cents do you have? Show how you counted.

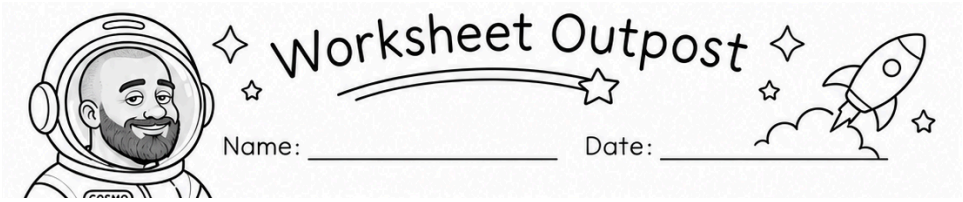
2. You have 1 dime and 4 pennies. How many cents do you have in all? Show how you counted.

3. You have 1 quarter and 1 nickel. How many cents do you have? Show how you counted.

4. You have 2 dimes and 2 nickels. How many cents do you have? Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count the cents in a coin group

Success criteria
I can count the values of the coins to find how many cents there are.

OW-G1-190 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. You have 2 nickels and 3 pennies. How many cents do you have? Show how you counted.

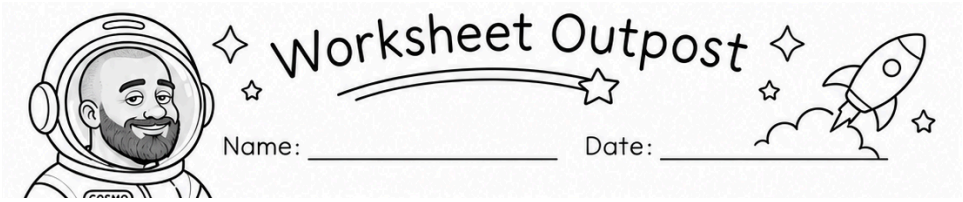
2. You have 1 dime and 4 pennies. How many cents do you have in all? Show how you counted.

3. You have 1 quarter and 1 nickel. How many cents do you have? Show how you counted.

4. You have 2 dimes and 2 nickels. How many cents do you have? Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count the cents in a coin group

Success criteria
I can count the values of the coins to find how many cents there are.

OW-G1-190 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. You have 2 nickels and 3 pennies. How many cents do you have? Show how you counted.

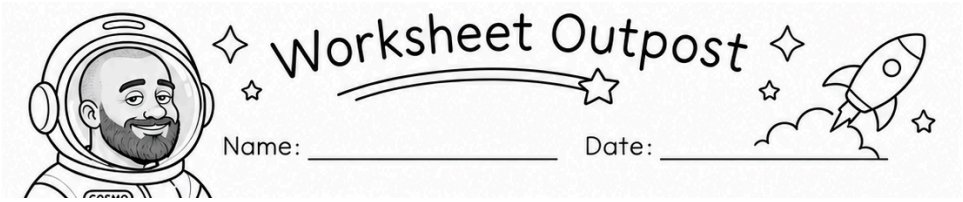
2. You have 1 dime and 4 pennies. How many cents do you have in all? Show how you counted.

3. You have 1 quarter and 1 nickel. How many cents do you have? Show how you counted.

4. You have 2 dimes and 2 nickels. How many cents do you have? Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count the cents in a coin group

Success criteria
I can count the values of the coins to find how many cents there are.

OW-G1-190 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. You have 2 nickels and 3 pennies. How many cents do you have? Show how you counted.

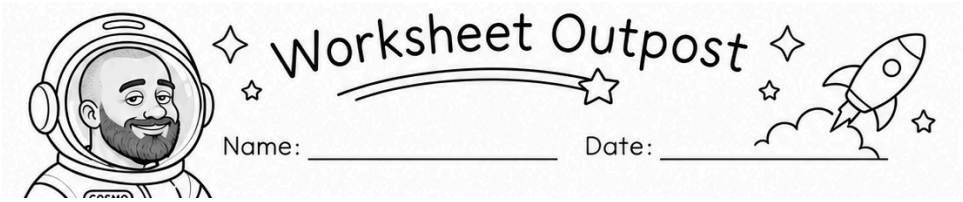
2. You have 1 dime and 4 pennies. How many cents do you have in all? Show how you counted.

3. You have 1 quarter and 1 nickel. How many cents do you have? Show how you counted.

4. You have 2 dimes and 2 nickels. How many cents do you have? Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Count the cents in a coin group

Success criteria
I can count the values of the coins to find how many cents there are.

OW-G1-190 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. You have 2 nickels and 3 pennies. How many cents do you have? Show how you counted.

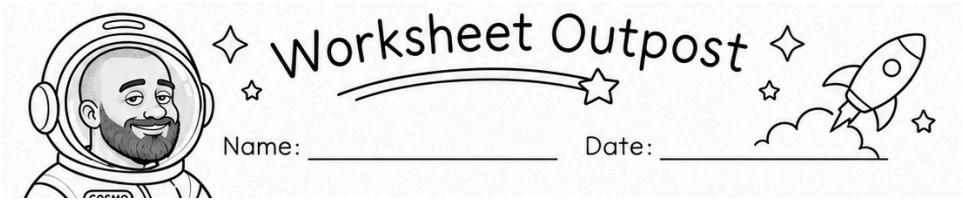
2. You have 1 dime and 4 pennies. How many cents do you have in all? Show how you counted.

3. You have 1 quarter and 1 nickel. How many cents do you have? Show how you counted.

4. You have 2 dimes and 2 nickels. How many cents do you have? Show how you counted.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a clock or coin answer

OW-G1-191 E1 | Five questions

Success criteria

I can use the clock hands or the values of coins to explain my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Bo says this clock shows 4:30. Is Bo correct? Explain how the hour hand helped you decide.



2. Bo says this clock shows 5:30. Is Bo correct? Explain how the hour hand helped you decide.



3. Bo says this clock shows 6:30. Is Bo correct? Explain how the hour hand helped you decide.



4. Bo says this clock shows 7:30. Is Bo correct? Explain how the hour hand helped you decide.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.

Worksheet Outpost

Name: _____ Date: _____

WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a clock or coin answer

Success criteria

I can use the clock hands or the values of coins to explain my answer.

OW-G1-191 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Bo says this clock shows 4:30. Is Bo correct? Explain how the hour hand helped you decide.



2. Bo says this clock shows 5:30. Is Bo correct? Explain how the hour hand helped you decide.



3. Bo says this clock shows 6:30. Is Bo correct? Explain how the hour hand helped you decide.



4. Bo says this clock shows 7:30. Is Bo correct? Explain how the hour hand helped you decide.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.

Worksheet Outpost

Name: _____ Date: _____

WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a clock or coin answer

Success criteria

I can use the clock hands or the values of coins to explain my answer.

OW-G1-191 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Bo says this clock shows 4:30. Is Bo correct? Explain how the hour hand helped you decide.



2. Bo says this clock shows 5:30. Is Bo correct? Explain how the hour hand helped you decide.



3. Bo says this clock shows 6:30. Is Bo correct? Explain how the hour hand helped you decide.

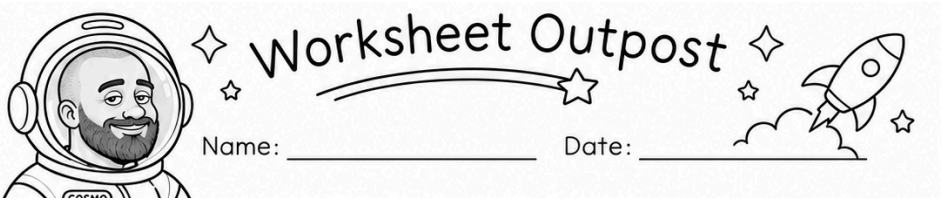


4. Bo says this clock shows 7:30. Is Bo correct? Explain how the hour hand helped you decide.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a clock or coin answer

OW-G1-191 E4 | Five questions

Success criteria

I can use the clock hands or the values of coins to explain my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Bo says this clock shows 4:30. Is Bo correct? Explain how the hour hand helped you decide.



2. Bo says this clock shows 5:30. Is Bo correct? Explain how the hour hand helped you decide.



3. Bo says this clock shows 6:30. Is Bo correct? Explain how the hour hand helped you decide.

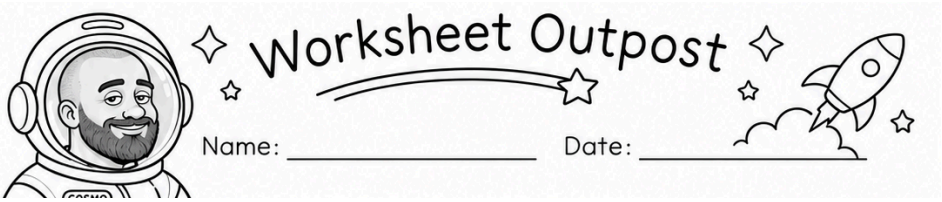


4. Bo says this clock shows 7:30. Is Bo correct? Explain how the hour hand helped you decide.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Explain a clock or coin answer

OW-G1-191 E5 | Five questions

Success criteria

I can use the clock hands or the values of coins to explain my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Bo says this clock shows 4:30. Is Bo correct? Explain how the hour hand helped you decide.



2. Bo says this clock shows 5:30. Is Bo correct? Explain how the hour hand helped you decide.



3. Bo says this clock shows 6:30. Is Bo correct? Explain how the hour hand helped you decide.

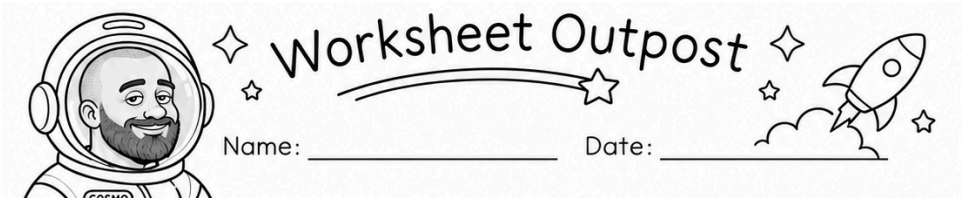


4. Bo says this clock shows 7:30. Is Bo correct? Explain how the hour hand helped you decide.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count pennies and dimes

OW-G1-192 E1 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. You have 1 dime and 1 penny. How many cents do you have in all?

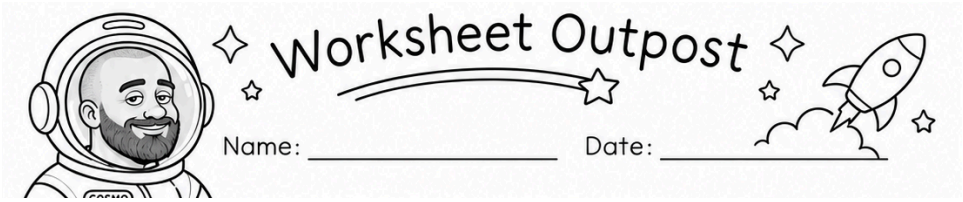
2. You have 2 dimes and 2 pennies. How many cents do you have in all?

3. You have 3 dimes and 3 pennies. How many cents do you have in all?

4. You have 1 dime and 4 pennies. How many cents do you have in all?

5. You have 2 dimes and 5 pennies. How many cents do you have in all?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count pennies and dimes

OW-G1-192 E2 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. You have 1 dime and 1 penny. How many cents do you have in all?

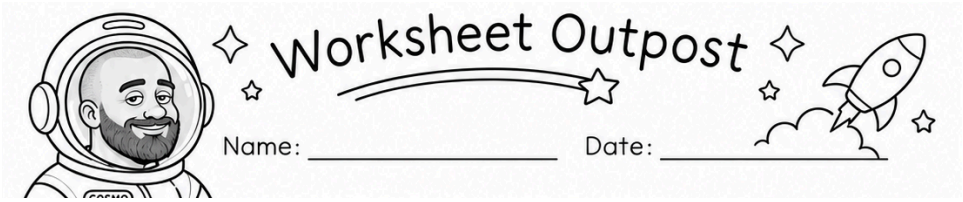
2. You have 2 dimes and 2 pennies. How many cents do you have in all?

3. You have 3 dimes and 3 pennies. How many cents do you have in all?

4. You have 1 dime and 4 pennies. How many cents do you have in all?

5. You have 2 dimes and 5 pennies. How many cents do you have in all?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count pennies and dimes

OW-G1-192 E3 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. You have 1 dime and 1 penny. How many cents do you have in all?

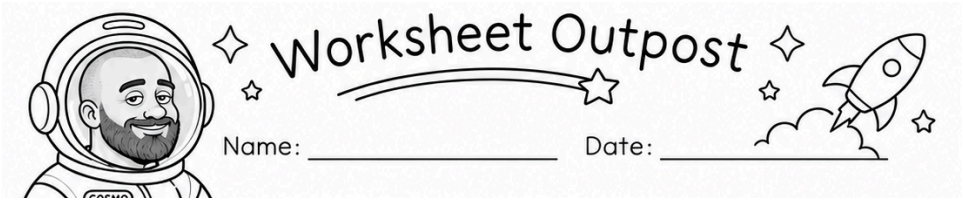
2. You have 2 dimes and 2 pennies. How many cents do you have in all?

3. You have 3 dimes and 3 pennies. How many cents do you have in all?

4. You have 1 dime and 4 pennies. How many cents do you have in all?

5. You have 2 dimes and 5 pennies. How many cents do you have in all?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count pennies and dimes

OW-G1-192 E4 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. You have 1 dime and 1 penny. How many cents do you have in all?

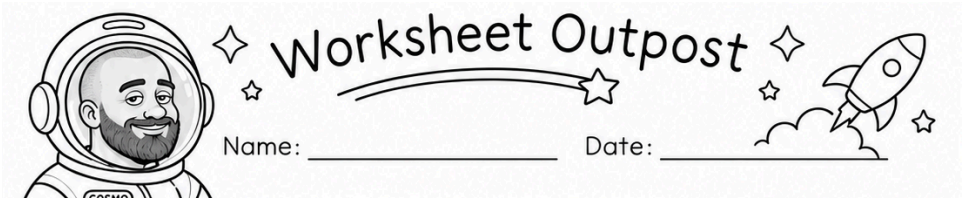
2. You have 2 dimes and 2 pennies. How many cents do you have in all?

3. You have 3 dimes and 3 pennies. How many cents do you have in all?

4. You have 1 dime and 4 pennies. How many cents do you have in all?

5. You have 2 dimes and 5 pennies. How many cents do you have in all?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: count pennies and dimes

OW-G1-192 E5 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. You have 1 dime and 1 penny. How many cents do you have in all?

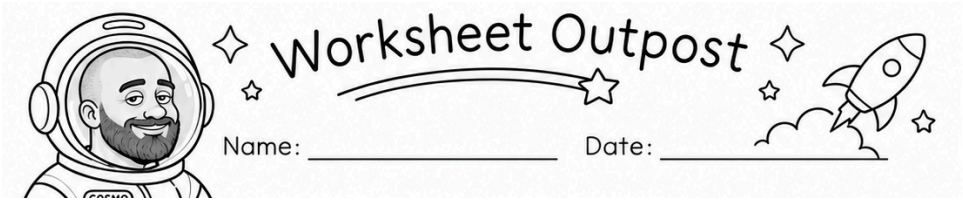
2. You have 2 dimes and 2 pennies. How many cents do you have in all?

3. You have 3 dimes and 3 pennies. How many cents do you have in all?

4. You have 1 dime and 4 pennies. How many cents do you have in all?

5. You have 2 dimes and 5 pennies. How many cents do you have in all?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: know coin values

OW-G1-193 E1 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A penny is worth ____ cents.

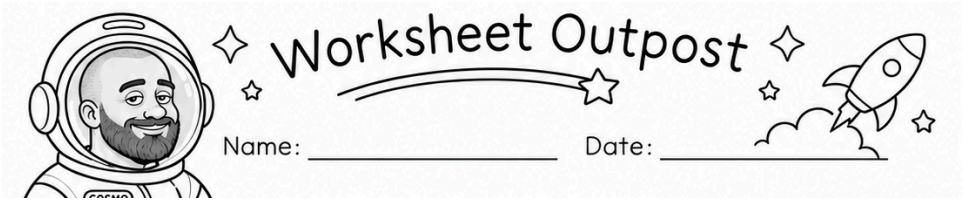
2. A nickel is worth ____ cents.

3. A dime is worth ____ cents.

4. A quarter is worth ____ cents.

5. A dime is worth ____ cents.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: know coin values

OW-G1-193 E2 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A penny is worth ____ cents.

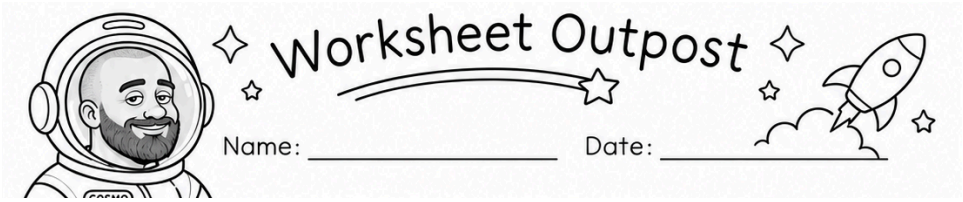
2. A nickel is worth ____ cents.

3. A dime is worth ____ cents.

4. A quarter is worth ____ cents.

5. A dime is worth ____ cents.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: know coin values

OW-G1-193 E3 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A penny is worth ____ cents.

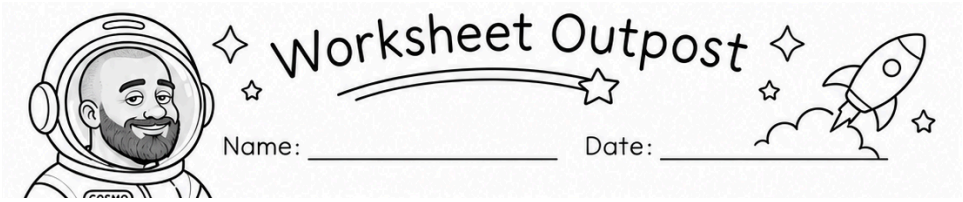
2. A nickel is worth ____ cents.

3. A dime is worth ____ cents.

4. A quarter is worth ____ cents.

5. A dime is worth ____ cents.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: know coin values

OW-G1-193 E4 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A penny is worth ____ cents.

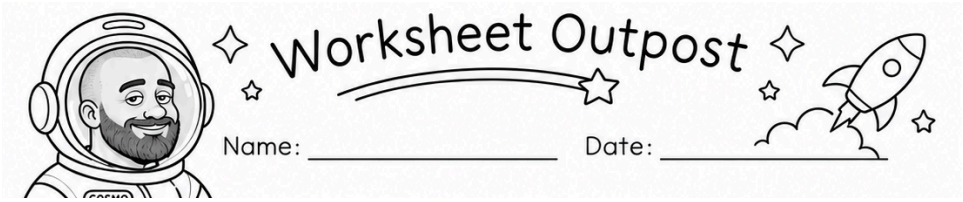
2. A nickel is worth ____ cents.

3. A dime is worth ____ cents.

4. A quarter is worth ____ cents.

5. A dime is worth ____ cents.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: know coin values

OW-G1-193 E5 | Five questions

Success criteria
I can name each coin and tell how many cents it is worth.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A penny is worth ____ cents.

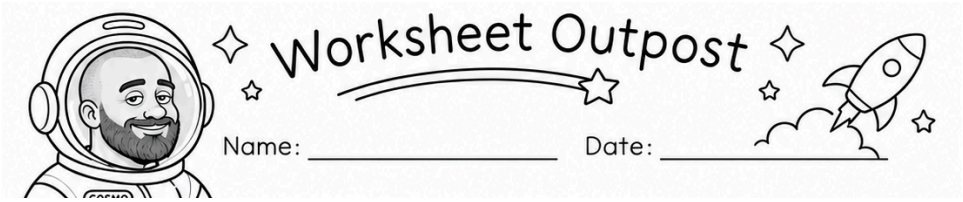
2. A nickel is worth ____ cents.

3. A dime is worth ____ cents.

4. A quarter is worth ____ cents.

5. A dime is worth ____ cents.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time and money practice

OW-G1-194 E1 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the time shown.



2. You have 3 nickels. How many cents?

3. Write the time shown.

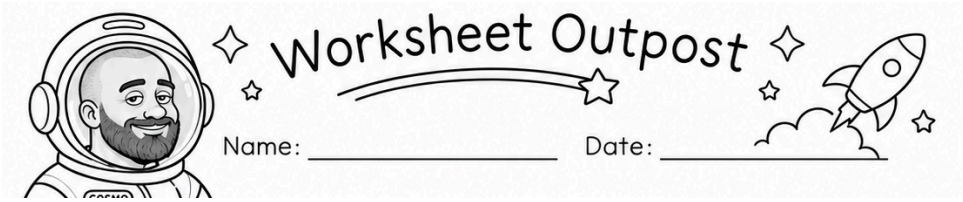


4. You have 5 nickels. How many cents?

5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time and money practice

OW-G1-194 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can read the hands on a clock and tell the time.

Work with a partner. Build a model, then say or write your answer.

1. Write the time shown.



2. You have 3 nickels. How many cents?

3. Write the time shown.

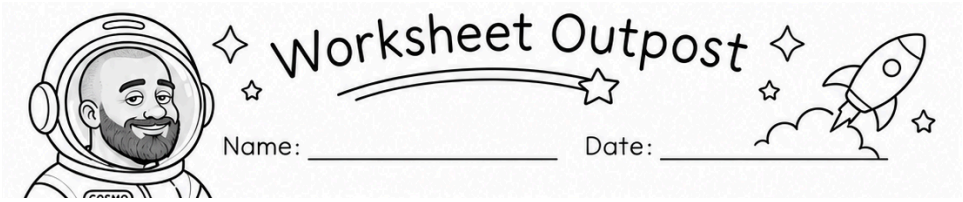


4. You have 5 nickels. How many cents?

5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time and money practice

OW-G1-194 E3 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the time shown.



2. You have 3 nickels. How many cents?

3. Write the time shown.

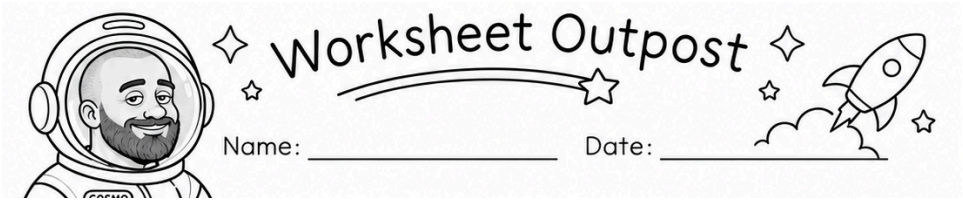


4. You have 5 nickels. How many cents?

5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time and money practice

OW-G1-194 E4 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the time shown.



2. You have 3 nickels. How many cents?

3. Write the time shown.

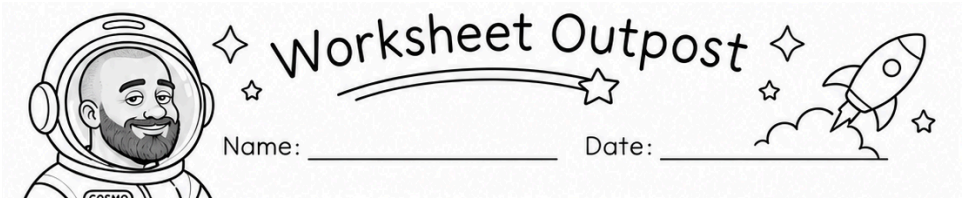


4. You have 5 nickels. How many cents?

5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time and money practice

OW-G1-194 E5 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the time shown.



2. You have 3 nickels. How many cents?

3. Write the time shown.

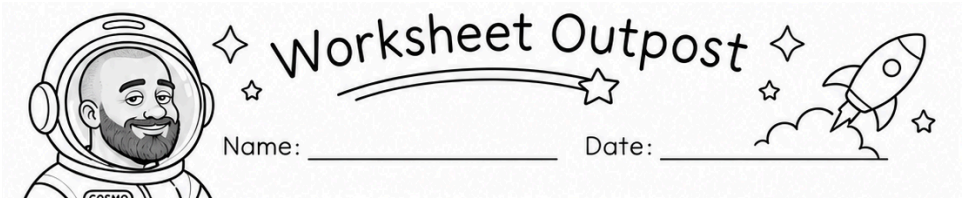


4. You have 5 nickels. How many cents?

5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the half hour

OW-G1-195 E1 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



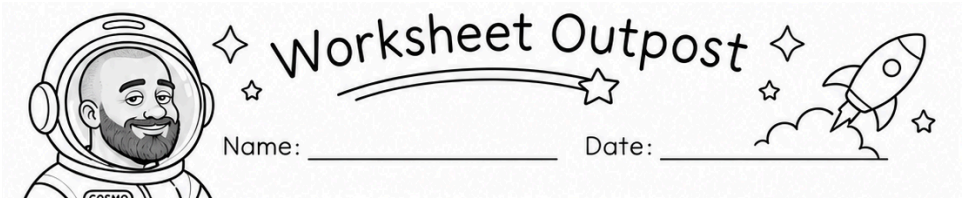
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the half hour

OW-G1-195 E2 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



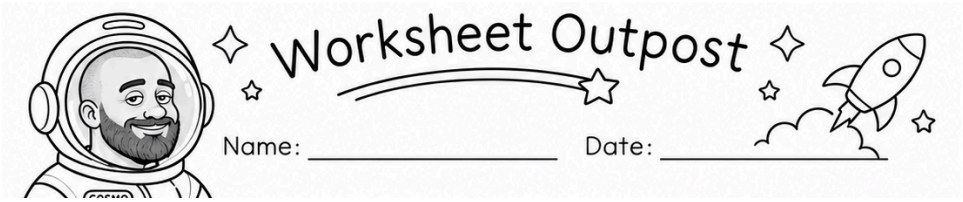
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the half hour

OW-G1-195 E3 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



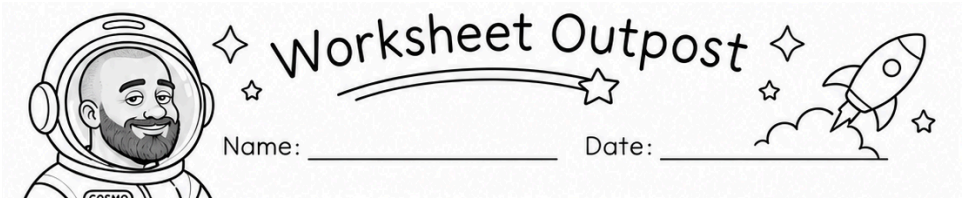
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the half hour

OW-G1-195 E4 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



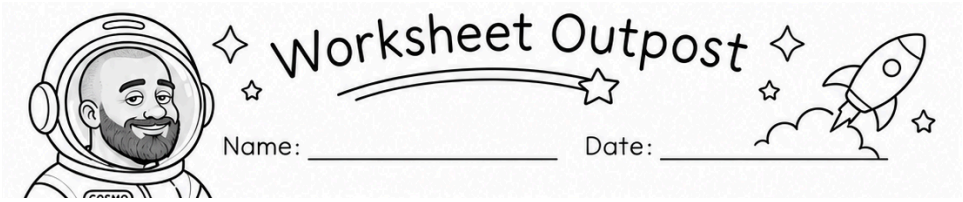
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the half hour

OW-G1-195 E5 | Five questions

Success criteria
I can read the hands on a clock and tell the time.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



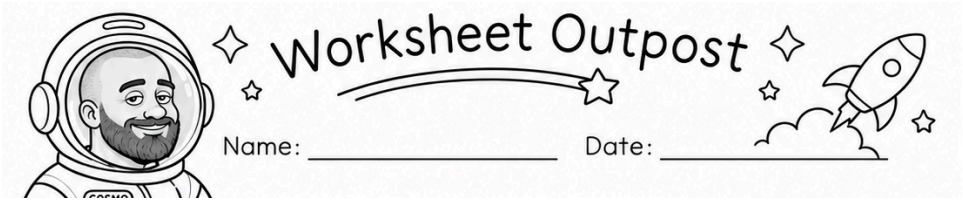
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-196 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



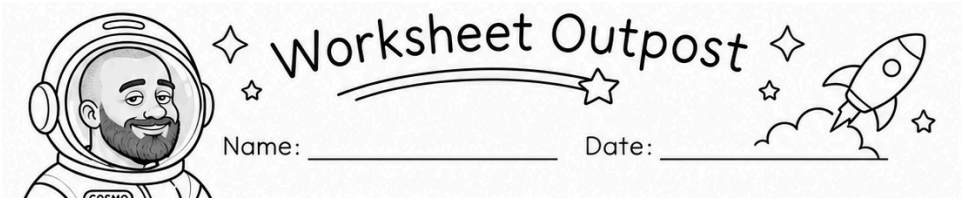
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-196 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



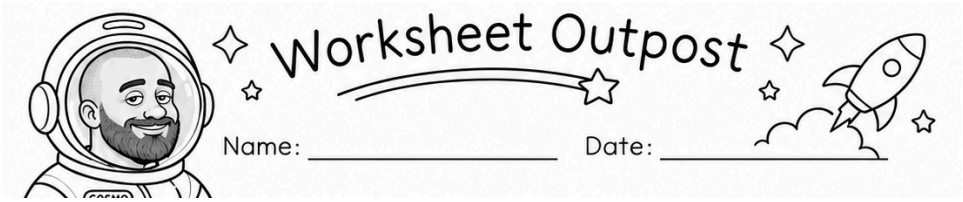
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-196 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



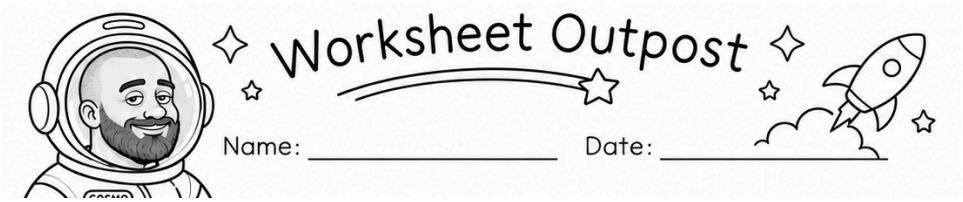
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-196 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



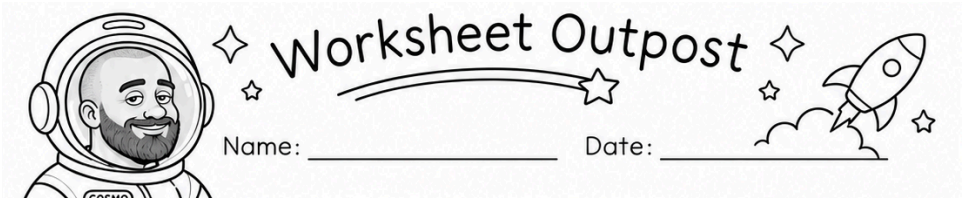
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

Extra practice: time to the hour

Success criteria
I can read the hands on a clock and tell the time.

OW-G1-196 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the time shown.



2. Write the time shown.



3. Write the time shown.



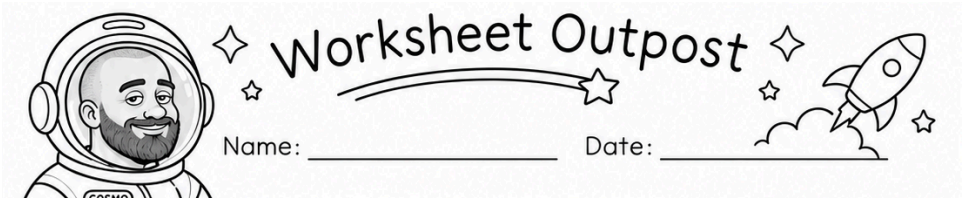
4. Write the time shown.



5. Write the time shown.



You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

What does each clock hand show?

OW-G1-197 E1 | Five questions

Success criteria

I can point to the hour hand and minute hand and tell what each shows.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



2. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



3. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.

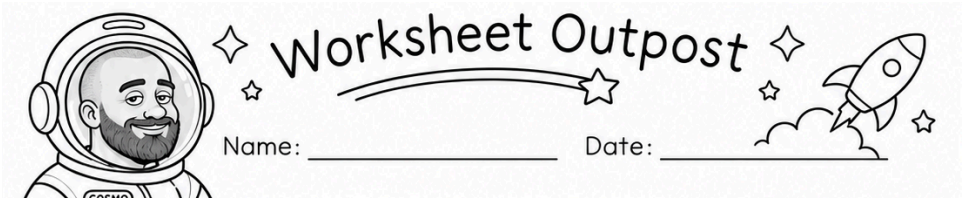


4. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

What does each clock hand show?

OW-G1-197 E2 | Five questions

Success criteria

I can point to the hour hand and minute hand and tell what each shows.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



2. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



3. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.

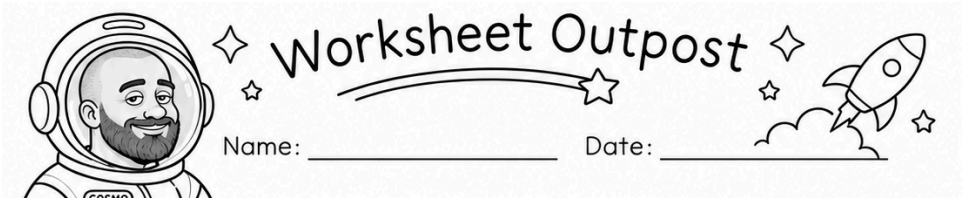


4. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

What does each clock hand show?

OW-G1-197 E3 | Five questions

Success criteria

I can point to the hour hand and minute hand and tell what each shows.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



2. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



3. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.

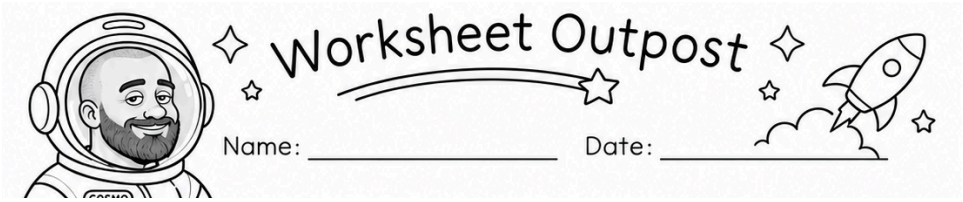


4. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

What does each clock hand show?

OW-G1-197 E4 | Five questions

Success criteria

I can point to the hour hand and minute hand and tell what each shows.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



2. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



3. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.

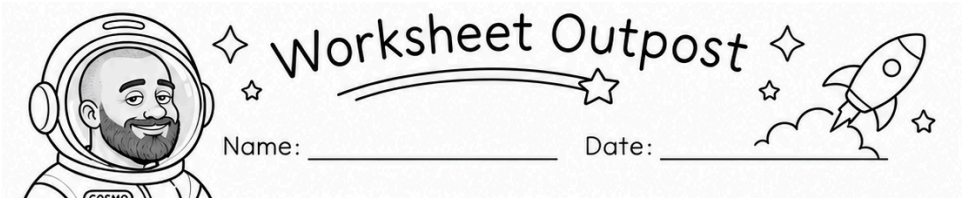


4. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

What does each clock hand show?

OW-G1-197 E5 | Five questions

Success criteria

I can point to the hour hand and minute hand and tell what each shows.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



2. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



3. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



4. Circle the minute hand. Put a star by the hour hand. Tell what each hand shows.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.