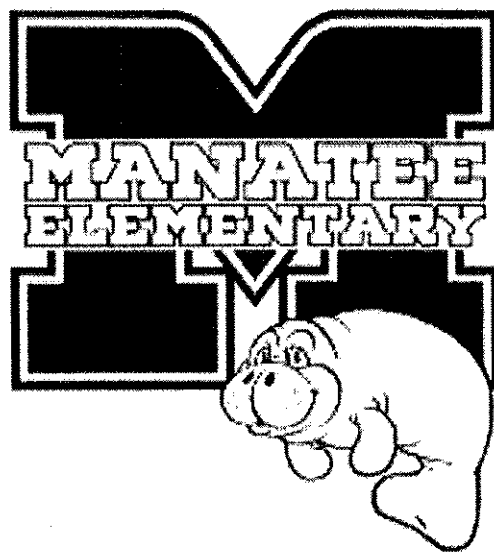


**Manatee  
Math Superstars**

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**Grade 1**

**Spring Semester**





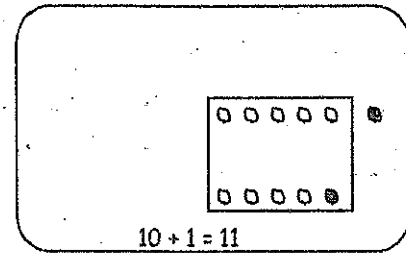
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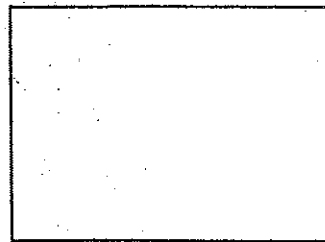
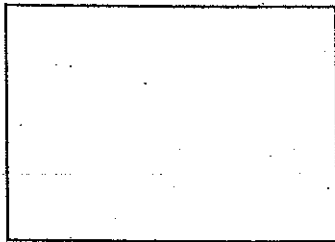
Solve.

Make math drawings using the ten-frame to show how you made 10 to solve.



$6 + 9 = \underline{\quad}$

$\underline{\quad} = 4 + 9$



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

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$9 + 2 = \underline{\quad}$

$7 + 9 = \underline{\quad}$

$\underline{\quad} = 9 + 5$

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve.

$9 + 5 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

---

Solve. Draw a line to match the related facts and write the related 10+ fact.

a.  $9 + 7 = \underline{\quad}$

$\underline{\quad} = 9 + 8$

b.  $\underline{\quad} = 6 + 9$

$7 + 9 = \underline{\quad}$

c.  $8 + 9 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$\underline{10 + 6 = 16}$

Write the number sentences you used to solve.

Nick picks some peppers. He picks 5 green peppers and 8 red peppers. How many peppers does he pick in all?

Name: \_\_\_\_\_

Eva has 6 marbles in her hand and 8 in her pocket.

- a. Two students drew the pictures below to find out how many marbles Eva has. Label their drawings with P and H for Pocket and Hand. Write a number sentence to go with each drawing.



- b. True or false: You have to start with 6 marbles and then add the 8 marbles.

(Circle one.)    **True**    **False**

Use pictures or words to explain how you know.

- c. Show two ways to find the number of Eva's marbles that show how to make ten. Write a number sentence for each.

- d. Jerry has 4 marbles in his pocket and 10 in his hand. Explain how it is that Jerry and Eva have the same number of marbles. Use words, math drawings, and numbers.

Name \_\_\_\_\_

Date \_\_\_\_\_

Mr. Baggy owns a pet store.

He counted 10 goldfish in a big tank and 5 goldfish in a small tank. He sold 8 goldfish out of the big tank. How many goldfish did he have left in all? Explain your answer using a labeled math drawing and a number sentence.

Mr. Baggy had \_\_\_\_\_ goldfish.

Write the numbers that make the number sentences true.

a.  $12 - 9 = \underline{\quad}$

$11 - 8 = \underline{\quad}$

$15 - 6 = \underline{\quad}$

b.  $9 + \underline{\quad} = 13$

$8 + \underline{\quad} = 12$

$12 = \underline{\quad} + 7$

c. Write a related subtraction fact for each of the three problems in the last row in the spaces below.

\_\_\_\_\_

Name: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Some students in Mrs. See's class are walkers. There are 17 students in her class in all. If 8 students ride the bus, how many students are walkers?

picture

Strategy

answer

Number Sentence

I baked 13 loaves of bread for a party. Some were burnt, so I threw them away. I brought the remaining 8 loaves to the party. How many loaves of bread were burnt?

picture

Strategy

answer

Number Sentence

As Mr. Baggy gets ready to close his pet store for the day, he needs to know how many animals he has altogether. How many birds, snakes, and turtles does Mr. Baggy have left in his store altogether? Explain your solution using number bonds or math drawings. Write a number sentence. Complete the statement.

Picture

Strategy

Answer

Number Sentence

Mr. Baggy has \_\_\_\_\_ animals left.

True or false: You will get a different answer if you add 9 and 5 first, then add 4, than if you add 9 and 4 first, then add 5. (Circle one.)    True    False

Use pictures or words to show how you know.

Picture

Strategy

Answer

Number Sentence

Name: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Use pattern blocks to create the following shapes. Trace or draw to show what you did.

Use 3 rhombuses to make a hexagon.

Use 1 hexagon and 3 triangles to make a large triangle.

Use words or drawings to show how you can make a larger shape with 3 smaller shapes. Remember to use the names of the shapes in your example.

Name \_\_\_\_\_

Date \_\_\_\_\_

Maria made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Maria

Maria's structure has the following:

- 1 rectangular prism with the shortest face touching the table.
- 1 cube on top and to the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.

Name: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.

a. Whose pennies together make ten?

b. How many pennies do Pedro, Anita, and Olga have in all? Explain your thinking using a math drawing and a number sentence. Complete the statement.

Pedro, Anita, and Olga have \_\_\_\_\_ pennies in all.

2. Circle the pairs of numbers that make ten in each problem. Then, write the numbers that make the number sentences true. The first one is done for you.

a.  $\textcircled{9} + 5 + \textcircled{1} = 15$        $2 + 6 + 8 = \underline{\hspace{2cm}}$        $4 + 3 + 7 = \underline{\hspace{2cm}}$

b.  $8 + 2 + \underline{\hspace{1cm}} = 15$        $9 + \underline{\hspace{1cm}} + 1 = 16$        $1 + 7 + 9 = 10 + \underline{\hspace{1cm}}$

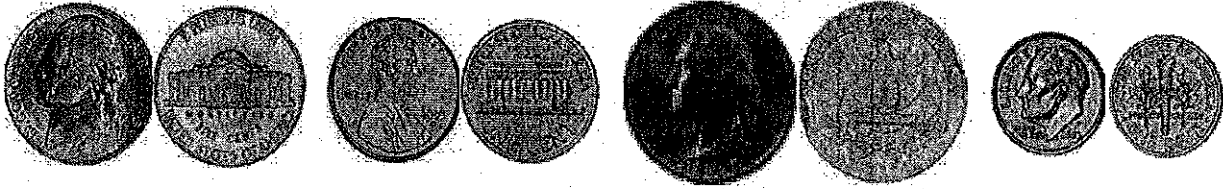
3. Hakop has 6 pennies in a bowl. Nine pennies are in his drawer. How many pennies does Hakop have in all? Explain how you know with a labeled math drawing and number sentence. Complete the statement.

Name \_\_\_\_\_

Date \_\_\_\_\_


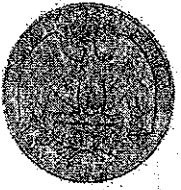
Use the word bank to write the names of the coins.

dimes nickels pennies quarters







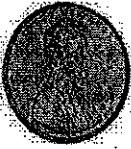



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

Add pennies to show the written amount.

a.	9 cents	
b.	29 cents	

Find the value of the set of coins. Complete the place value chart to match.  
Write an addition sentence to add the value of the dimes and the value of the pennies.

tens	ones

\_\_\_\_\_

Name: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

A group of students were asked what they ate for lunch. Use the data below to answer the following questions.

**Student Lunches**

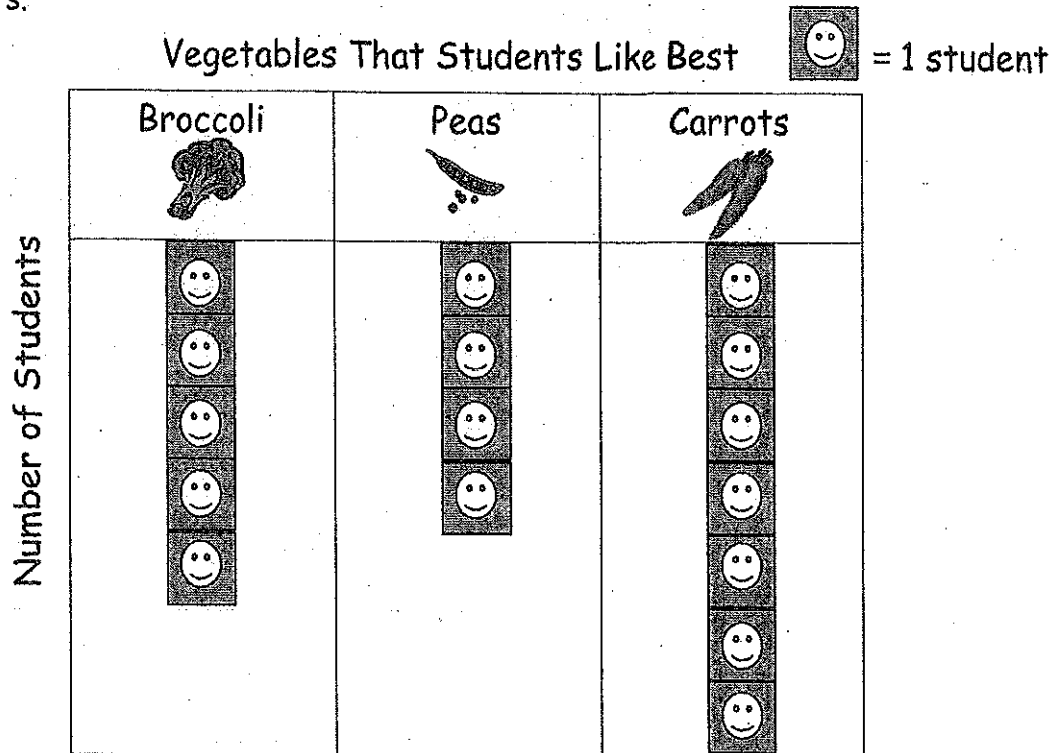
Lunch	Number of Students
sandwich	3
salad	5
pizza	4

1. What is the **total** number of students who ate pizza? \_\_\_\_\_ student(s)
2. Which lunch was eaten by the **greatest** number of students? \_\_\_\_\_
3. What is the total number of students who ate pizza or a sandwich?  
\_\_\_\_\_ student(s)
4. Write an addition sentence for the **total** number of students who were asked what they ate for lunch.  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Each student in the class put a sticky note on the graph to show the vegetable he likes best. Use the graph below to answer the questions. Remember to label your answers.



- a. How many students like carrots the best? \_\_\_\_\_
- b. How many students like carrots and peas the best? \_\_\_\_\_
- c. How many total students answered the survey? \_\_\_\_\_
- d. How many more students like broccoli than like peas the best? \_\_\_\_\_
- e. How many fewer students like broccoli than like carrots the best? \_\_\_\_\_

Name: \_\_\_\_\_

8. Solve for each unknown number. Use the space provided to show your work.

a.  $80 + 6 = \underline{\hspace{2cm}}$

b.  $20 + \underline{\hspace{2cm}} = 80$

c. 7 tens -  $\underline{\hspace{2cm}}$  = 4 tens

d.  $90 - 40 = \underline{\hspace{2cm}}$

e.  $68 + 7 = \underline{\hspace{2cm}}$

f.  $51 + 20 = \underline{\hspace{2cm}}$

g.  $46 + 31 = \underline{\hspace{2cm}}$

h.  $46 + 35 = \underline{\hspace{2cm}}$

7. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

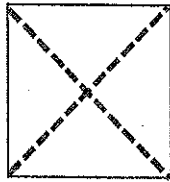
a. $90 + 3 = \underline{\quad}$	b. $50 + 40 = \underline{\quad}$	c. $80 - 30 = \underline{\quad}$
d. $100 - \underline{\quad} = 40$	e. $78 + 6 = \underline{\quad}$	f. $47 + 40 = \underline{\quad}$
g. $65 + 34 = \underline{\quad}$	h. $75 + 25 = \underline{\quad}$	i. $47 + 36 = \underline{\quad}$

Name: \_\_\_\_\_

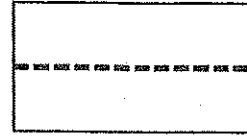
Name \_\_\_\_\_

Date \_\_\_\_\_

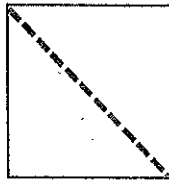
Color 1 fourth of this square.



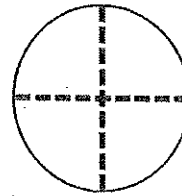
Color half of this rectangle.



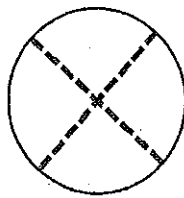
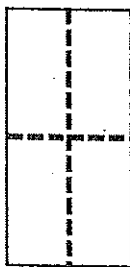
Color half of this square.



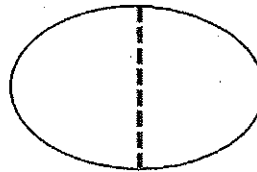
Color a quarter of this circle.



Color 1 quarter of each shape.



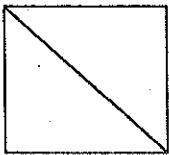
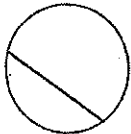

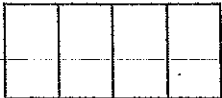
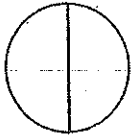
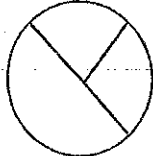
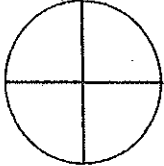

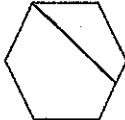
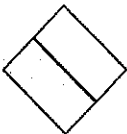
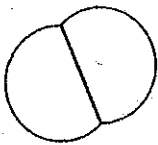
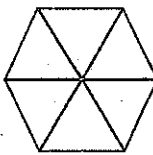



4. Color 1 half of each shape.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

<p>a.</p>  <p><u>Y</u>      <u>2</u></p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>
<p>g.</p>  <p>_____</p>	<p>h.</p>  <p>_____</p>	<p>i.</p>  <p>_____</p>
<p>j.</p>  <p>_____</p>	<p>k.</p>  <p>_____</p>	<p>l.</p>  <p>_____</p>
<p>m.</p>  <p>_____</p>	<p>n.</p>  <p>_____</p>	<p>o.</p>  <p>_____</p>

Name: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Solve using quick ten drawings, number bonds, or the arrow way.

a. $13 + 15 = \underline{\hspace{2cm}}$	b. $26 + 12 = \underline{\hspace{2cm}}$
c. $23 + 16 = \underline{\hspace{2cm}}$	d. $17 + 16 = \underline{\hspace{2cm}}$
e. $14 + 17 = \underline{\hspace{2cm}}$	f. $27 + 12 = \underline{\hspace{2cm}}$
g. $15 + 18 = \underline{\hspace{2cm}}$	h. $18 + 16 = \underline{\hspace{2cm}}$

2. Solve using quick ten drawings, number bonds, or the arrow way.

a. $17 + 12 = \underline{\quad}$	b. $21 + 17 = \underline{\quad}$
c. $17 + 15 = \underline{\quad}$	d. $27 + 13 = \underline{\quad}$
e. $23 + 14 = \underline{\quad}$	f. $18 + 17 = \underline{\quad}$
g. $18 + 11 = \underline{\quad}$	h. $18 + 18 = \underline{\quad}$

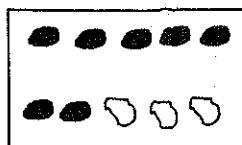
Name: \_\_\_\_\_

Name \_\_\_\_\_

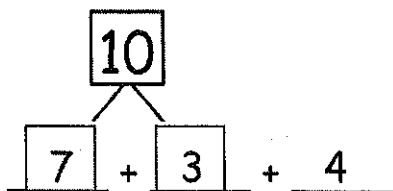
Date \_\_\_\_\_

Circle the numbers that make ten. Draw a picture. Complete the number sentence.

1.  $\textcircled{7} + \textcircled{3} + 4 = \square$

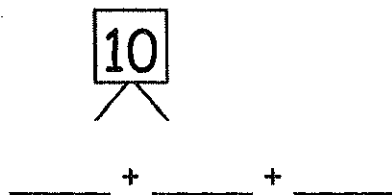


x x x x



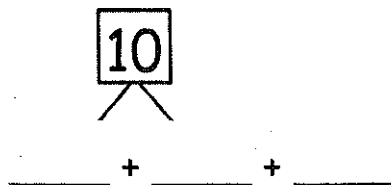
$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

2.  $9 + 1 + 4 = \square$



$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

3.  $5 + 6 + 5 = \square$



$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

4.  $4 + 3 + 7 = \square$



$$\underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$\boxed{10} + \underline{\quad} = \underline{\quad}$$

5.  $2 + 7 + 8 = \square$

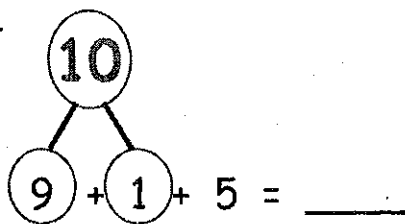


$$\underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$\boxed{10} + \underline{\quad} = \underline{\quad}$$

Circle the numbers that make ten. Put them into a number bond, and solve.

6.



7.

$$8 + 2 + 4 = \underline{\quad}$$

8.

$$3 + 5 + 5 = \underline{\quad}$$

9.

$$3 + 6 + 7 = \underline{\quad}$$