

Pickens County School District

Elementary

First Grade

Extended Learning for Reading
and Math

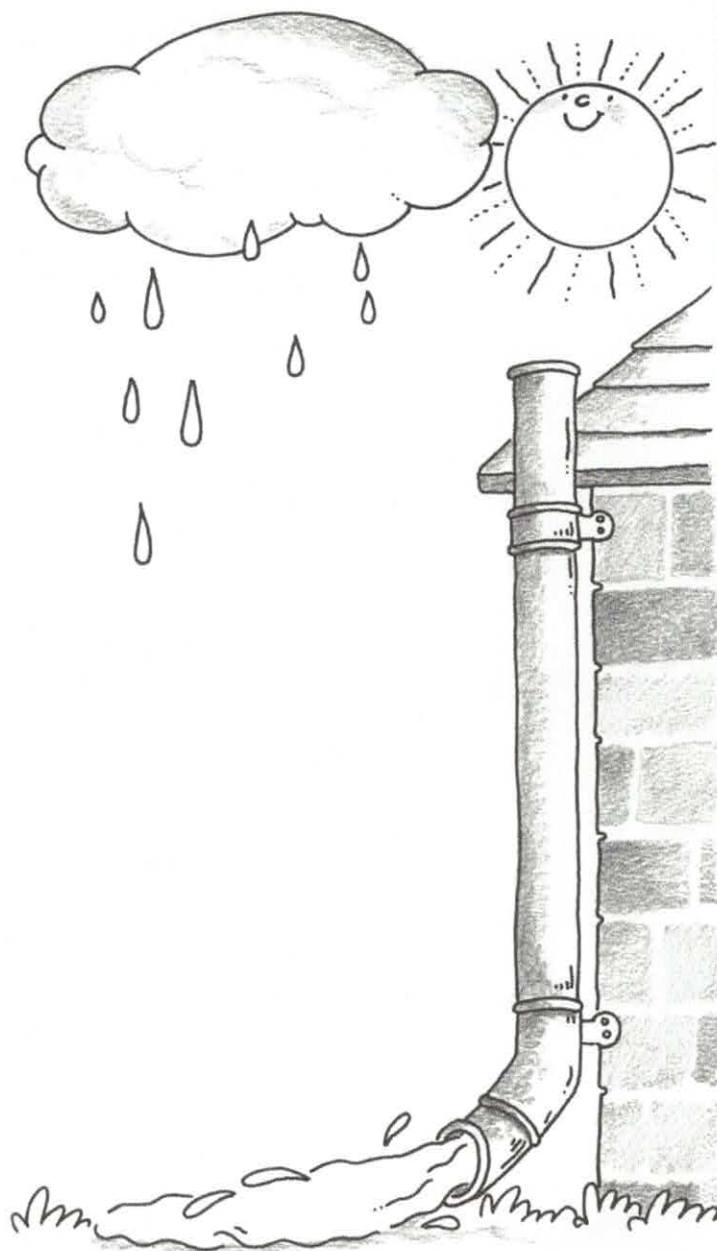
An action rhyme



Say the **rhyme** and do some actions to go with it.

Itsy Bitsy Spider

The itsy-bitsy spider
Climbed up the water spout.
Down came the rain,
And washed the spider out.
Out came the sun,
And dried up all the rain,
And the itsy-bitsy spider
Climbed up the spout again.



Draw Itsy Bitsy to complete the picture.

Write the words in the **rhyme** that have the **ai** spelling pattern.

.....

Humorous verse



Read these two **poems** out loud.

The hardest thing to do in the world

by Michael Rosen

is stand in the hot sun
at the end of a long line for ice creams
watching all the people who've just bought theirs
coming away from the line
giving their ice creams their very first lick.



Hey Diddle, Diddle

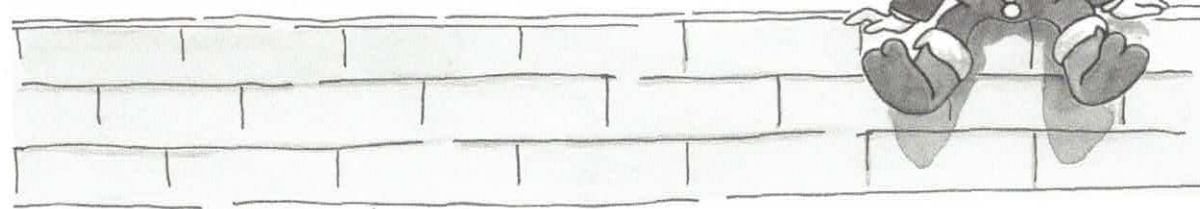
by Michael Rosen

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such fun,
And the dish ran away with spoon.

Write a last line for this **rhyme**, or make up your own silly **nursery rhyme**.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men

.....



A mysterious story poem



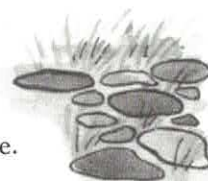
Read this poem aloud.

The Listeners

"Is there anybody there?" said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door again a second time;
"Is there anybody there?" he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood thronging the faint moonbeams on the dark stair,
That goes down to the empty hall,
Harkening in an air stirred and shaken
By the lonely Traveller's call.

And he felt in his heart their strangeness,
Their stillness answering his cry,
While his horse moved, cropping the dark turf,
'Neath the starred and leafy sky;
For he suddenly smote on the door, even
Louder, and lifted his head: –
"Tell them I came, and no one answered,
That I kept my word," he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the shadowiness of the still house
From the one man left awake:
Ay, they heard his foot upon the stirrup,
And the sound of iron on stone,
And how the silence surged softly backward,
When the plunging hoofs were gone.

Walter de la Mare



This poem seems to be part of a longer mystery story. Why is it mysterious?

.....

.....

.....



Pronouns

Pronouns are used instead of **nouns** to avoid repeating the **nouns** themselves. Read the following text, which has no **pronouns** in it.

The Traveller arrived at the door. The Traveller knocked on the door, but there was no answer, so the Traveller knocked again. Meanwhile, the Traveller's horse was grazing. The Traveller's horse seemed untroubled.



With **pronouns**, the text becomes much less repetitive.

The Traveller arrived at the door. **He** knocked on **it**, but there was no answer, so **he** knocked again. Meanwhile, **his** horse was grazing. **It** seemed untroubled.

Read the **poem** *The Listeners*, and underline all the **pronouns** you can find.

Rewrite the following sentences changing the **nouns** in bold type to **pronouns**.

The Traveller rode **the Traveller's** horse as fast as **the horse** could go.

.....

.....

Emma said that **Emma** wanted to read **Emma's** favorite poem to them.

.....

.....

Jack and Kate enjoyed the poem that **Emma** read to **Jack and Kate**.

.....

.....

Maria Recycles

by ReadWorks



Maria was helping her dad. She put old cans and bottles in a box. Dad put the box outside. A green truck picked up the cans and bottles. The truck took everything to the recycling center.

"Dad," asked Maria, "what happens to the cans and bottles?"

"They are broken down into pieces," her dad said.

"People use those parts to make new things. Then less trash is left on Earth."

bottle

bot · tle

Definition**noun**

1. a container with a narrow neck used to hold or pour liquids. A bottle is usually made of glass or plastic.

I bought a bottle of milk and a bottle of soda at the store.

Spanish cognate

botella: The Spanish word *botella* means bottle.

These are some examples of how the word or forms of the word are used:

1. "'Did you pack your water **bottle**?" his dad asked. Devon nodded. "Yes." "How about the sandwiches? And the trail map?" Mr. Miller asked. "I've got everything, Dad," Devon said. "Come on. Let's hit the trail!" "
2. People will recycle paper, **bottles**, and cans. When something is recycled, it is made into something new. Volunteers collected more than 70 million plastic bottles last year. The bottles were recycled, and a company used them to make backpacks for kids.
3. Tyler rode his bike around the path. He passed the swings and slide. He passed the small pond. As he rode, he saw things he never noticed before. There was lots of garbage on the ground. He saw old **sodabottles**. He saw old food wrappers.

can**can****Definition****noun**

1. a round metal container for food or other products.

I opened a can of soup.

2. a large container for waste.

Tom put the garbage can out by the curb.

These are some examples of how the word or forms of the word are used:

1. People will recycle paper, bottles, and **cans**. When something is recycled, it is made into something new.
2. Cans, bottles, and newspapers **can** be recycled. That means these objects are put through a special process so they can be used again.
3. While the usher wasn't looking, Kurt and Roscoe walked around the back of the movie theater, where the dumpsters were: a concrete corner littered with broken glass and empty soda **cans**.
4. Hungry bears smell the food. They want to eat the food. Bears look for leftover food in trash **cans**. Bears look for food at people's campsites. That is a problem for people.
5. People also help decrease their solid wastes when they recycle. Recycling refers to putting old objects, such as glass, plastic bottles, newspapers, and aluminum cans through a special process so they **can** be used again.

recycle

re · cy · cle

Definition

verb

1. to put used things through a process that allows them to be used again.

The city recycles paper, glass, metal, and plastic.

Spanish cognate

reciclar. The Spanish word *reciclar* means recycle.

These are some examples of how the word or forms of the word are used:

1. Things made of plastic can be **recycled**. They can be made into something new.
2. Cans, bottles, and newspapers can be **recycled**. That means these objects are put through a special process so they can be used again.
3. Today many people **recycle** paper. When used paper is recycled, it is turned into new paper. Less paper is put in the trash. Fewer trees are cut down. Recycling is helpful to Earth!

Name: _____ Date: _____

1. What did Maria and her dad collect for the recycling center?

- A. old cans and bottles
- B. paper
- C. old toys

2. What happened before Maria's dad took the box outside?

- A. A green truck picked up the cans and bottles.
- B. Maria put old cans and bottles in a box.
- C. People used the pieces to make a new thing.

3. What happens to the bottles and cans before a person can make new things out of them?

- A. They are buried in the ground.
- B. They are broken down into pieces.
- C. They are put in piles.

4. What is the big lesson in "Maria Recycles"?

- A. Recycling trucks are green.
- B. Trash hurts the earth.
- C. When we recycle, there is less trash left on Earth.

5. According to the passage, what can be recycled?

6. What did you learn from "Maria Recycles"?

7. Class Discussion Question: Explain why less trash is left on Earth when people recycle bottles and cans.

8. Draw a picture of Maria and her dad recycling.

All About Money

by ReadWorks



Money can be coins. Money can also be paper. People use money to buy things. That is called spending.

People don't spend all their money at the same time. They keep some for another time. That is called saving.

Many people keep their money at a bank. A bank is a place that keeps money safe.

Here are some names for money in the United States:

- A penny equals one cent.
- A nickel equals five cents.
- A dime equals 10 cents.
- A quarter equals 25 cents.
- A half-dollar equals 50 cents.
- One dollar equals 100 cents.

bank**bank****Definition**

noun

1. a business for holding, borrowing, or exchanging money.

He got a loan from the bank.

Spanish cognate

banco: The Spanish word *banco* means bank.

These are some examples of how the word or forms of the word are used:

1. Dad made a little map. It showed Kareem's street. It showed the street with the **bank** on it. It showed Bill's street.
2. I knew I had to go to the store and get some cat food. I opened my piggy **bank** to see what was inside.

spend

spend

Definition

verb

1. to use money to buy things.

He spent all his money.

I will spend my money on a new book.

2. to use time doing a particular activity.

He spends a lot of time watching TV.

These are some examples of how the word or forms of the word are used:

1. Jaguars are wild cats. They **spend** most of their time in small trees and on the forest floor.
2. Then the panda **spends** less time with its mother. It likes to be on its own. It will climb trees. It will sit in their branches.
3. An amphibian is an animal that **spends** part of its life in water and part on land. Most have smooth, wet skin. Frogs, toads, newts, and salamanders are amphibians.
4. Many pet dogs **spend** their days sleeping around the house. They play catch with their owners. And they have all their meals delivered straight to their bowls. Pet dogs give their owners love and friendship. In return, the dogs live carefree lives.

Name: _____ Date: _____

1. What can money be?

- A. coins only
- B. paper only
- C. coins and paper

2. This passage describes money. What two things do people do with money?

- A. spend it and save it
- B. hide it and throw it away
- C. give it away and save it

3. Banks make sure that your money is not lost or stolen. What part of the passage tells us that this is true?

- A. "People don't spend all their money at the same time."
- B. "Many people keep their money at a bank."
- C. "A bank is a place that keeps money safe."

4. What is "All About Money" mainly about?

- A. food
- B. money
- C. coins

5. How many cents does a quarter equal?

6. What did you learn from "All About Money"?

7. Class Discussion Question: Explain what saving means and why people save their money.

8. Draw some money.

What Is a Crossing Guard?

by Linda Ruggieri



You see these grown-ups helping people outside your school. You hear them blow whistles. You see them hold up stop signs. They are special helpers who keep people safe. They are crossing guards.

Crossing guards stop cars so children can get across streets safely.

These guards walk children across a path to the other side of the street.

Crossing guards work outdoors in all kinds of weather. They stand near busy roads and streets as cars and trucks drive by. The guards wear bright colors so that drivers will see them.

Crossing guards help keep you and your friends safe!

guard

guard

Definition

verb

1. to protect or pay close attention to something in order to keep it safe.

The dog guarded the sheep.

The soldier guarded the entrance.

noun

1. a person whose job is to watch out for danger or protect property.

There were guards around the president's house.

Spanish cognate

guardia: The Spanish word *guardia* means guard.

These are some examples of how the word or forms of the word are used:

1. They stand near the nest's entrance and **guard** it.
2. They clean and **guard** the hive and control the hive's temperature.
3. If another player accidentally kicks you, he or she will hit the shin **guard** instead of your leg.
4. The greyhound is a large dog. It is very fast. It likes to chase things. The greyhound is also quiet. It does not make a good **guard** dog.

street

street

Definition

noun

1. a public road in a town or city.

Their office is on a busy street with a lot of traffic.

2. the people who use, live on, or spend time on a certain street.

Our street had a party last night.

3. the part of such a thoroughfare that is used by vehicles; road.

adjective

1. in, on, or near a street.
2. suitable for wearing in public.

These are some examples of how the word or forms of the word are used:

1. The fire station is across the **street** from my school.
2. Lisa loved her town. She liked the parks and the lake and the busy **streets**.
3. Many cities have parades on Veterans Day. Bands play music and march down the **streets**.
4. Mrs. Diaz decided to carry the cake next door to show Mr. Jones. She walked down the **street**.
5. Long ago, **streets** did not have traffic lights. Some people rode in horse-drawn wagons. Some rode bicycles, and some drove cars.
6. Dad made a little map. It showed Kareem's **street**. It showed the street with the bank on it. It showed Bill's street.
7. Always cross with a grown-up. Wait for the light to turn green. Green means go. Look both ways to make sure cars stop. Walk across the **street**.
8. Mr. Jones decided to carry the cake next door to show Mrs. Diaz. He walked down the **street**. It was hard to see over the lollipops. But he didn't have far to go.

Name: _____ Date: _____

1. What do crossing guards do?

- A. Crossing guards teach children how to read and write.
- B. Crossing guards pass out food to children in the cafeteria.
- C. Crossing guards stop cars so children can get across streets safely.

2. The text describes the job of crossing guards. Where do you see crossing guards?

- A. You see crossing guards outside your school.
- B. You see crossing guards on the school playground.
- C. You see crossing guards inside your school.

3. Crossing guards help children cross the busiest and most dangerous streets. What part of the text tells us that this is true?

- A. Crossing guards stand near busy roads and streets.
- B. Crossing guards work outdoors.
- C. Crossing guards help keep you and your friends safe!

4. What is "What Is a Crossing Guard?" mainly about?

- A. how to cross the street safely
- B. the job of bus drivers
- C. the job of crossing guards

5. What do crossing guards hold up when they want cars to stop?

Crossing guards hold up

6. What did you learn from "What Is a Crossing Guard"?

7. **Class Discussion Question:** Use information from the text to explain how crossing guards keep people safe.

8. Draw a crossing guard helping school children cross the street safely.

Why Do We Have Summer?

by Rachelle Kreisman



Summer starts on the longest day of the year. We call that day the summer solstice.

Summer days are warm and long. There is more sunlight. People spend more time outdoors.

Why do we have summer? Earth tilts as it travels around the sun. When Earth's northern half leans toward the sun, that part has summer.

Summer starts in the northern half of Earth around June 21. At that time, it is winter in the southern part of Earth. That is because the Earth's southern half is tilted away from the sun.

half

half

Definition

noun

1. one of two equal parts of a whole.

Two is half of four.

I gave half of my sandwich to my sister.

These are some examples of how the word or forms of the word are used:

1. First, Sara gathered all of her supplies. Then, she folded her paper in **half** and drew a picture of Lance on the front.
2. Make sure at least **half** the grains you eat are whole grains. Eat brown rice, oatmeal, and popcorn. Try whole-wheat bread instead of white bread.
3. She offered a chip, and Frankie ate that too. Finally, for dessert, she gave the cat **half** of her hotdog. Frankie meowed to say "thanks," and Rosie knew they would always be pals.
4. He says the outside of the pumpkin is the rind and the lines are called ribs. He cuts the pumpkin in **half**. Perry and Paula touch the seeds and pulp inside. It is sticky and gooey!

summer

sum · mer

Definition**noun**

1. the season of the year between spring and autumn.

The kids spend a lot of time at the pool during the summer.

These are some examples of how the word or forms of the word are used:

1. **Summer** is a time of sunshine and hot weather. In autumn, the weather gets cooler.
2. Alyssa is excited for her first day of school. **Summer** was fun, but she always likes it when school starts again in September.
3. In **summer**, the days are very long. The sun rises early. It sets late. There are more hours of sunlight than at other times of year.

tilt**tilt****Definition****verb**

1. to move or place so that one side is higher than the other; tip.

He tilted the chair against the wall.

The dog tilted its head in curiosity.

2. to lean to one side; slant.

The kitchen floor tilts down here.

The trees tilted in the heavy wind.

noun

1. an act or instance of tilting; slope.
 2. a leaning or sloping position.
-

These are some examples of how the word or forms of the word are used:

1. Earth **tilts** as it travels around the sun. In the summer, the north half of Earth tilts toward the sun. The United States is in Earth's north half.
2. Point your flashlight at the mirror. Now **tilt** the mirror. By moving the mirror around, you can make the light beam bounce off its shiny surface and fall on different objects in the room.
3. The Leaning Tower of Pisa is a bell tower. It was built on soft soil. That caused the tower to **tilt** to one side soon after workers began building it more than 800 years ago.

Name: _____ Date: _____

1. What is the summer solstice?

- A. The summer solstice is the hottest day of the year.
- B. The summer solstice is the longest day of the year.
- C. The summer solstice is the shortest day of the year.

2. The text explains why we have summer. Why do we have summer?

- A. Summer starts on the longest day of the year.
- B. Summer days are warm, long, and sunny.
- C. Earth tilts as it travels around the sun.

3. When the earth's southern half is tilted away from the sun, it is winter in the southern part of Earth. What season does the southern part of Earth have when it is tilted towards the sun?

- A. winter
- B. summer
- C. fall

4. What is "Why Do We Have Summer?" mainly about?

- A. why we have summer
- B. the northern half of Earth
- C. what summer days are like

5. What season is it in the southern half of Earth when people in the northern half have summer?

It is

6. Please draw the earth as the northern half tilts towards the sun. Color the half of Earth which has summer red. Color the half of Earth which has winter blue.

7. What did you learn from "Why Do We Have Summer"?

8. Class Discussion Question: Use information from the text to explain why summer days are warm and long.



Dear Parents,

We know that learning can happen anyplace at any time. As we strive to secure a safe learning environment for our students, we are partnering with **Imagine Learning**.

Your child can log in and continue learning while outside of the classroom and at home with this program(s). To get started, please visit this website, www.imaginelearning.com/at-home and watch the quick introduction videos—available in English and Spanish. You can also download the parent letter (available in various languages) with brief log-in details.

If you have questions or need help, feel free to reach out directly to **Imagine Learning's Customer Care Team** at:

| Imagine Learning Customer Care |
|--|
| Monday-Friday: 6 am – 6 pm MT |
| support@imaginelearning.com |
| 866.457.8776 |
| support.imaginelearning.com |

Enjoy using the Imagine Learning at home. Stay safe!

Sincerely,
Pickens County School District

Underwater Math

Help the fish find its mother by solving the math problems.



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

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

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

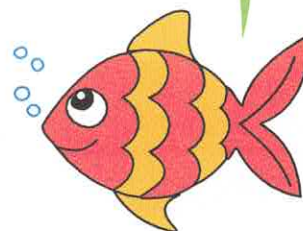
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

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



In the Snow

Add or subtract the numbers.
Write the answers in the boxes.

$3 + 4 = \boxed{} \text{ Z}$

$7 + 3 = \boxed{} \text{ O}$

$8 - 3 = \boxed{} \text{ T}$

$9 - 8 = \boxed{} \text{ E}$

$5 + 4 = \boxed{} \text{ M}$

$1 + 1 = \boxed{} \text{ A}$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array} \boxed{} \text{ W}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array} \boxed{} \text{ N}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \boxed{} \text{ S}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array} \boxed{} \text{ Y}$$

What are the kids building outside in the snow? Write the letters that go with the numbers in the boxes to find out!

| | | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 8 | 4 | 10 | 3 | 9 | 2 | 4 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |



Grade 1



Jumping Math!

Jump through these math problems! Add the numbers.

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

2.
$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

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

4.
$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

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

7.
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

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

9.
$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$





Common Core Mathematics Practice for Grade 1

CCSS.Math.Content.1.NBT.C.4 - Worksheet #2601

Name: _____

Standard: CCSS.Math.Content.1.NBT.C.4

Description: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add a two-digit and a two-digit multiple of ten number so that the total is within 100.:

| | |
|----------------|-----------------|
| 1. $21 + 50 =$ | 6. $52 + 30 =$ |
| 2. $18 + 20 =$ | 7. $65 + 20 =$ |
| 3. $37 + 40 =$ | 8. $83 + 10 =$ |
| 4. $86 + 10 =$ | 9. $40 + 40 =$ |
| 5. $48 + 40 =$ | 10. $33 + 20 =$ |

Printable #: 2601-CCSS.Math.Content.1.NBT.C.4

Copyright 2013-2015 by Internet4Classrooms Corporation. All Rights Reserved. For more Common Core Resources: https://www.internet4classrooms.com/common_core

1. This may be printed and reproduced by teachers, parents and students for classroom or homework usage.

2. It is acceptable to link to this page on other websites and in emails using the title above and the following URL:

https://www.internet4classrooms.com/printables/common_core/math_mathematics_1st_first_grade/2601-CCSS.Math.Content.1.NBT.C.4.htm or simply: <http://i4c.xyz/ychul3ee>.



Common Core Mathematics Practice for Grade 1

CCSS.Math.Content.1.NBT.B.2 - Worksheet #16401

Name: _____

Standard: CCSS.Math.Content.1.NBT.B.2

Description: Understand that the two digits of a two-digit number represent amounts of tens and ones.

Write the number of tens and ones:

| | |
|---|--|
| 1. Write the value of: 55 _____ tens, _____ ones | 6. Write the value of: 19 _____ tens, _____ ones |
| 2. Write the value of: 11 _____ tens, _____ ones | 7. Write the value of: 75 _____ tens, _____ ones |
| 3. Write the value of: 39 _____ tens, _____ ones | 8. Write the value of: 35 _____ tens, _____ ones |
| 4. Write the value of: 13 _____ tens, _____ ones | 9. Write the value of: 78 _____ tens, _____ ones |
| 5. Write the value of: 43 _____ tens, _____ ones | 10. Write the value of: 88 _____ tens, _____ ones |

Printable #: 16401-CCSS.Math.Content.1.NBT.B.2

Copyright 2013-2015 by Internet4Classrooms Corporation. All Rights Reserved. For more Common Core Resources: https://www.internet4classrooms.com/common_core

1. This may be printed and reproduced by teachers, parents and students for classroom or homework usage.

2. It is acceptable to link to this page on other websites and in emails using the title above and the following URL:

https://www.internet4classrooms.com/printables/common_core/math_mathematics_1st_first_grade/16401-CCSS.Math.Content.1.NBT.B.2.htm or simply: <http://i4c.xyz/ya5eognv>.

3. This image and data thereon may not be sold, published online or in print by anyone else.

Teachers may request access to an answer key for all Internet4Classrooms printable practice sheets by going here: <http://i4c.xyz/n89msyv>.



Common Core Mathematics Practice for Grade 1

CCSS.Math.Content.1.NBT.C.4 - Worksheet #2601

Name: _____

Standard: CCSS.Math.Content.1.NBT.C.4

Description: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add a two-digit and a two-digit multiple of ten number so that the total is within 100.:

| | |
|----------------|-----------------|
| 1. $21 + 50 =$ | 6. $52 + 30 =$ |
| 2. $18 + 20 =$ | 7. $65 + 20 =$ |
| 3. $37 + 40 =$ | 8. $83 + 10 =$ |
| 4. $86 + 10 =$ | 9. $40 + 40 =$ |
| 5. $48 + 40 =$ | 10. $33 + 20 =$ |

Printable #: 2601-CCSS.Math.Content.1.NBT.C.4

Copyright 2013-2015 by Internet4Classrooms Corporation. All Rights Reserved. For more Common Core Resources: https://www.internet4classrooms.com/common_core

1. This may be printed and reproduced by teachers, parents and students for classroom or homework usage.

2. It is acceptable to link to this page on other websites and in emails using the title above and the following URL:

https://www.internet4classrooms.com/printables/common_core/math_mathematics_1st_first_grade/2601-CCSS.Math.Content.1.NBT.C.4.htm or simply: <http://i4c.xyz/ychu3ee>.