



1st Grade

Distance Learning Packet

March 30, 2020 – April 10, 2020

Dear Student and Family,

This packet contains the work your student is expected to complete during the weeks of March 30th and April 6th. Please retain the completed packet until we return to school. It will be collected then. If you complete the work online, please save the paper with your answers. Also included in this packet is a list of resources that we have previously sent to families.

Our teachers and staff will continue reaching out to you during the week of March 30th. Teachers will be checking in on students' progress with completing the packet and will offer tutoring/support to students if they have any questions about the content of the packet.

PFPCS will continue developing its distance learning plan for if the schools are closed beyond April 10th. We will communicate the updated plan to families before April 10th. In the meantime, please consider signing up for two months of free internet (\$9.99/month after that) through Internet Essentials. Our long-term distance learning plan will include online lessons and 'class' sessions through Zoom and Class Dojo.

This has been a difficult time for all of us. We miss our students very much! We are grateful, as always, for the support and partnership of all of our families. We hope that you all stay safe and healthy, and we look forward to seeing you again soon.

Sincerely,

Corey Dwyer
Principal



Resources for Families (as of 3/27/20)

WIFI + INTERNET

https://wifi.xfinity.com	Enter zip code to find free wifi hotspot location nearby.
https://www.internetessentials.com	Two months of free internet access through Comcast (\$9.95/month after).
https://www.highspeedinternet.com/resources/internet-guide-during-coronavirus-outbreak	List of internet providers offering limited, no-cost internet services during the outbreak.

ESSENTIAL CITY SERVICES

https://www.phila.gov/2020-03-18-essential-city-services-remain-open-here-is-how-to-access-them/	Includes important information regarding essential city services (utilities, homelessness services, PFA filing, support services, contacting loved ones in prisons, etc.)
https://www.phila.gov/2020-03-20-help-with-housing-during-covid-19/	Specific city resources for housing needs (eviction, foreclosure, utilities, etc.).
http://water.phila.gov/blog/covid-19-update	“Water in Philadelphia is safe to drink and not impacted by the virus.”

COVID-19 CARE

https://www.phila.gov/services/mental-physical-health/environmental-health-hazards/covid-19/covid-19-urgent-care-and-health-centers/	City website with updated COVID-19 urgent care and health centers.
https://www.phila.gov/media/20200318133316/COVID-19_General.pdf	How to sign up for PHL COVID-19 text updates.

FOOD

https://www.phila.gov/2020-03-14-find-free-meals-and-safe-spaces-for-students-while-schools-are-closed/	City of Philadelphia List of Meal Distribution Sites for students.
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http://phl.maps.arcgis.com/apps/View/index.html?appid=34b210c6dd684b8e944768c82c0efa5e	Youth Meals Interactive Map (From City of Philadelphia).
https://www.auntbertha.com/search_results/19130	Can search for food resources for kids and adults by zip, but includes other emergency relief search categories (housing, health, work, legal, etc.).
https://foodfinder.us	Map search by zip code for food resources for kids and adults.

EMPLOYMENT

http://phlcouncil.com/businesses-hiring-philly-covid19/	List of essential businesses currently hiring for employment.
https://www.uc.pa.gov/Pages/covid19.aspx	If you are employed in Pennsylvania and are unable to work because of Coronavirus disease, you may be eligible for Unemployment or Workers' Compensation benefits.
https://www.uc.pa.gov/COVID-19/Pages/Services-for-PA-COVID19.aspx#	State also provides related resources for affected employed residents (debt/loans, healthcare, housing, etc.).

MENTAL HEALTH

https://www.phila.gov/2020-03-20-how-to-take-care-of-your-mental-health-during-the-coronavirus-outbreak/	City's guidance on how to take care of your mental health during the coronavirus outbreak.
https://healthymindsphilly.org/en/	City's Healthy Minds Philly.
https://www.phillyvoice.com/mental-health-resources-philadelphia-alcoholics-anonymous-telehealth-therapy-coronavirus-covid-19/	Mental health and addiction services that remain open in Philadelphia amid coronavirus restrictions.
https://cbhphilly.org/cbh-members/community-resources/coronavirus-covid-19-information/	CBH is updating its website regularly with changes to provider operations (on a downloadable spreadsheet).



	You can also call 215-413-7660 to learn about provider changes or reach out to the provider directly if you already work with them. Member services hotline continues to operate at 888-545-2600.
https://dbhids.org/about/organization/office-of-mental-health/behavioral-health-crisis-intervention-services/24-hour-mental-health-delegate-line-215-685-6440/	24-Hour Mental Health Delegate Line: 215-685-6440 .

SURVIVOR/WITNESS OF VIOLENCE SUPPORT

https://drexel.edu/cnvsj/healing-hurt-people/overview/	Phone support available to direct victims, family members, and witnesses of shootings/violent incidents up to the age of 35.
https://www.womenagainstabuse.org/get-help/pdvh	24-hour Philadelphia Domestic Violence Hotline: 1-866-723-3014 . Calls are free, confidential, and anonymous. Counselors provide crisis intervention, safety planning, resources, and referral. Hotline can connect you with free services in the PHL area, including emergency housing, legal services, behavioral health services. Bilingual counselors available.

LEGAL SUPPORT

https://clsphila.org/coronavirus/	Community Legal Services is providing remote services, but remains working to provide legal support + information regarding Covid19 related challenges including (but not limited to) updates to renter or homeowner rights, immigrant rights, Medicaid access to testing, DHS involved cases, etc.
https://rturn.net/no-legal-evictions-during-the-covid-19-shutdown/	The state of PA has requested a pause on evictions and a cease of movement out of the home due to issues with rent payments. TURN is closed, but posted this update given closure of all PHL courts.



GENERAL/NATION-WIDE RESOURCES

https://www.cdc.gov/coronavirus/2019-ncov/index.html	Centers for Disease Control and Prevention (CDC) website, includes information specifically related to stress, anxiety, and coping . CDC also has a hotline: 1-800-CDC-INFO .
https://www.samhsa.gov/find-help/disaster-distress-helpline	SAMHSA’s Disaster Distress Helpline provides 24/7 crisis counseling and support to people experiencing emotional distress related to natural or human-caused disasters. SAMHSA Disaster Distress Helpline: 1-800-985-5990 (or text TalkWithUS to 66746) to connect with trained crisis counselors.
https://www.nctsn.org/sites/default/files/resources/factsheet/outbreak_factsheet_1.pdf	National Child Traumatic Stress Network document includes tips on safety planning with family, developmentally appropriate responses to Covid19 outbreak, developmentally appropriate ways to support responses
https://childmind.org/coping-during-covid-19-resources-for-parents/	Child Mind Institute offers brief articles on supporting your family through quarantine. Every family is different, but they offer some ideas to play around with in finding what works for yours. Examples include: supporting kids through Covid19 , supporting teens through Covid19 , supporting kids with physical symptoms of stress , tips for calming little ones , squashing sibling conflict , etc.

RESOURCES FOR FAMILIES/CHILDREN

https://www.sesamestreet.org/caring	Sesame Street team is creating resources to help families stay healthy, find comfort, and learn playfully at home. The <i>Caring for Each Other</i> initiative—a long term commitment to supporting families through this crisis. Full release of “ <i>Health Emergencies</i> ” on 3/20.
https://www.brainpop.com/free-	Free family access to BrainPop. Learning resource



trial/?who_am_i=home&promo_code=BPCVFA&utm_source=covidhub&utm_medium=button&utm_campaign=coronavirus&utm_content=free-family	covering many topics presented in age-friendly format. Recently put out a video on understanding Coronavirus and safety.
https://openlibrary.org	Large and free database of titles that you can either read online or download via PDF.
https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html	Scholastic is releasing daily books with corresponding videos and activities.
https://theartwell.org/remote-learning-and-creativity-artwell-a-day/	Daily art prompts.
https://docs.google.com/document/d/e/2PACX-1vSZhOdEPAWjUQpqDkVAIJrFwxxZ9Sa6zGOq0CNRms6Z7DZNq-tQWS3OhuVCUbh_-P-WmksHAzbsrk9d/pub	Example student schedules from Khan Academy. Ideas to customize to fit your student(s)/family.
https://www.youtube.com/user/CosmicKidsYoga	
https://upliftphilly.org/wp-content/uploads/2020/03/Supporting-Children-and-Yourself-COVID-19.pdf	7 Tips for supporting yourself and your child through Covid19.
https://medical.mit.edu/stay-healthy-mit-stress-reduction/mindfulness-apps https://mashable.com/article/coronavirus-free-mindfulness-meditation-apps/	Mindfulness and meditation apps

Capitalization Rules

Use a **capital letter** for all of the following:

- ☆ **The first letter of a sentence**

The race begins soon.

- ☆ **The pronoun I**

My sister and **I** will run together.

- ☆ **The names of specific people**

My friends **J**asmine **S**mith and **N**ico **J**ones are both coming.

- ☆ **The names of all days and months**

In **A**pril we will run in another race. It will be on a **M**onday.

End Punctuation



A **period** follows a telling sentence or statement.

I have a pet dog and cat.



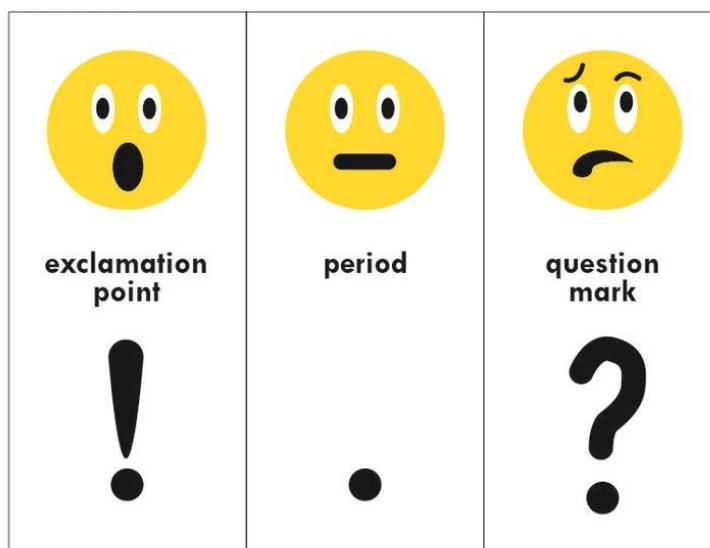
A **question mark** follows a question or asking sentence.

What time will dinner be ready?



An **exclamation point** follows a word or sentence that shows strong feeling.

Hey! You did a great job!



Complete Sentences

- ◆ A sentence is a complete thought.
- ◆ A sentence has two parts:
 - **Subject - who or what**
 - **Predicate - tells something about the subject.**
- ◆ Subjects and predicates combine together to make sentences.
 - ✓ My mom and I had lunch together.
 - ✓ We celebrated my sister's birthday at the park.
 - ✓ The leaves in the park turned red, yellow, and orange.

Possessive Nouns

A possessive noun shows ownership. Writers show that something belongs to someone or something by adding 's.

Singular Possessive

→ add 's



The tiger's stripes



The tree's leaves

Plural Possessive

→ add 's



The children's food

Capitalization Practice

Directions: The following sentences contain errors with capitalization. Edit each sentence for the correct capitalization.

1. On monday we went to the beach.
2. Last year patrick learned to swim.
3. On wednesday my friend joanne will visit.
4. basketball practice begins in november.

Sentence Practice: The following sentences contain mistakes with capitalization. Edit each sentence. Then rewrite it with the correct capitalization on the line below.

5. My grandpa is clyde smith.

6. we do not have school in july.

7. Every tuesday i have art class.

8. My mom's name is dolores.

9. he forgot to buy a gift for sophie.

10. In january i like to play in the snow.

11. max was sick last march.

Your Turn: Write sentences of your own choice. Be sure to use the rules for correct capitalization!

Editing for End Punctuation

Directions: The following sentences contain errors with capitalization. Edit each sentence for the correct capitalization.

1. You need to complete your homework on time

2. I had a crazy day at school

3. When are we going to the museum

4. Today I had a sandwich for lunch

5. Can you take out the trash

6. I am so excited to see you

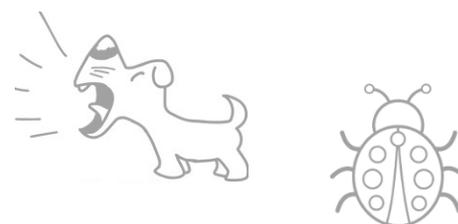
7. Watch out for the crab



8. A little ladybug crawled up the windowsill

9. I cannot wait for our trip to Disneyworld

10. How do we get to the amusement park



11. Why do we have to go home so early

12. My grandma said I could come visit this weekend

13. Does anybody have some popcorn left



14. I don't know what costume to wear to the party

15. Don't break that vase

Using Complete Sentences

Directions: Read each sentence. Decide whether or not it is complete. If it is **not** complete, edit the sentence to make it complete.

- | | | |
|--|----------|--------------|
| 1. The dog ran away. | Complete | Not complete |
| 2. The orange cat. | Complete | Not complete |
| 3. My fish is bright red my cat watches it swim. | Complete | Not complete |
| 4. The kid planted a flower. | Complete | Not complete |
| 5. My happy dog. | Complete | Not complete |
| 6. I have green mittens they are soft. | Complete | Not complete |

Directions: The following sentences contain mistakes with capitalization. Edit each sentence. Then rewrite it with the correct capitalization on the line below.

7. Climbed the tree. Complete Not complete

8. The train stopped. Complete Not complete

9. My birthday is tomorrow I am excited! Complete Not complete

10. The bird with bright feathers. Complete Not complete

11. I brushed my teeth I got into bed. Complete Not complete

12. My cousin built a big sandcastle. Complete Not complete

Directions: The sentences below are **not** complete. Edit each sentence and make it complete. Then rewrite the sentence on the lines below.

12. My best friend.

13. I went to the store I bought apples and bananas.

Complete Sentences Practice

Directions: Complete each sentence by adding a subject (who or what) or a predicate (tells about the subject).

Teacher practice:

14. Are great!

15. Bunnies.

Student practice:

1. Dogs.

2. Are amazing!

3. Are the best pets.

Possessive Nouns Practice

Directions: Add an apostrophe and “s” (’s) to form the possessive of each noun.

1. The boy cupcake fell on the floor.
2. My Ipad screen cracked.
3. The girl hat fell off her head.
4. An elephant ears keep it cool.
5. The pencil tip was too pointy.

Directions: Rewrite each sentence by adding apostrophe “s” to the word in each sentence that needs to show possession.

6. That tree pinecones are scattered in my yard.

7. My friend toy is broken.

8. The plant leaves are red.

9. That dog bone is in his doghouse.

10. The bike tires are flat.

11. Her brother name is John.

12. My bird nest is cozy and warm.

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

6. Fill in the rest of the chart.

51	52	53	54	55	56	57	58	59	

7. Fill in the rest of the chart.

31	32	33	34	35	36				

8. Fill in the rest of the chart.

91	92	93	94	95	96	97	98		

9. Fill in the rest of the chart.

71	72	73	74	75	76	77			

10. Fill in the rest of the chart.

21	22	23	24	25	26	27	28	29	

Practice Workbook C

1.OA.C.7 – Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

[Valid Equalities?](#) from Illustrative Mathematics

[Equality Number Sentences](#) from Illustrative Mathematics^{vi}

1. Tell if each equation is TRUE or FALSE	
$7 + 6 = 14$	
$2 + 2 + 2 = 6$	
$10 - 5 = 5$	
$10 - 7 = 4$	
$4 + 4 = 7$	
$5 + 4 = 9$	
$8 - 3 = 6$	
$14 - 6 = 9$	
$6 + 5 = 11$	
$8 + 10 = 19$	
$20 - 7 = 15$	
$19 - 4 = 13$	

2. Tell if each equation is TRUE or FALSE	
$4 + 1 = 2 + 3$	
$2 + 5 = 4 + 3$	
$6 + 4 = 4 + 6$	
$2 + 7 = 8 + 3$	
$9 + 1 = 6 + 3$	
$5 + 1 = 6 + 0$	
$8 + 1 = 3 + 6$	
$6 + 2 = 4 + 3$	
$12 + 3 = 5 + 9$	
$5 + 6 = 7 + 4$	
3. Tell if each equation is TRUE or FALSE	
$14 - 6 = 12 - 4$	
$10 - 5 = 5 - 0$	
$7 - 3 = 8 - 2$	
$12 - 6 = 14 - 6$	
$16 - 6 = 17 - 7$	
$8 - 3 = 12 - 6$	
$17 - 9 = 19 - 11$	
$6 - 2 = 8 - 4$	
$13 - 6 = 14 - 7$	
$19 - 5 = 17 - 3$	

4. Make Each Equation True

$$4 + 6 = \underline{\quad\quad} + 8$$

$$5 + \underline{\quad\quad} = 4 + 4$$

$$\underline{\quad\quad} + 3 = 4 + 1$$

$$0 + 7 = 6 + \underline{\quad\quad}$$

$$9 + 1 = 4 + \underline{\quad\quad}$$

$$8 + \underline{\quad\quad} = 0 + 9$$

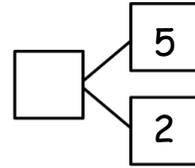
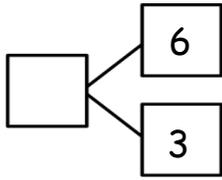
$$2 + 3 = \underline{\quad\quad} + 2$$

$$\underline{\quad\quad} + 7 = 8 + 2$$

$$6 + 3 = \underline{\quad\quad} + 4$$

$$5 + \underline{\quad\quad} = 4 + 3$$

2. Write the related number sentences for the number bonds. ix



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

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

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

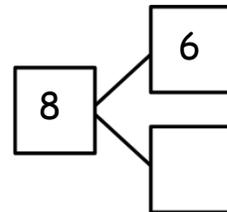
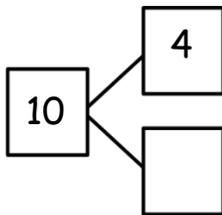
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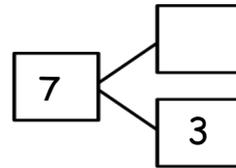
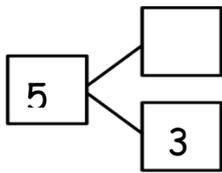
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3. Write the related number sentences for the number bonds. ^x



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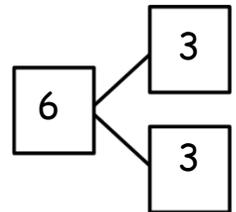
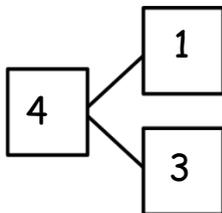
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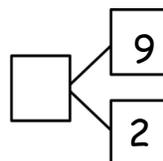
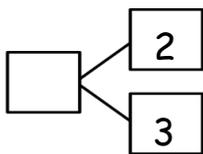
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4. Write the related number sentences for the number bonds. ^{xi}



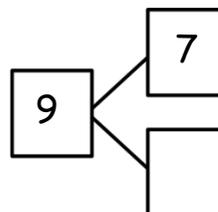
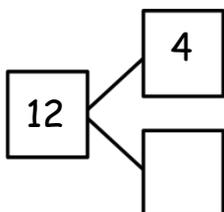
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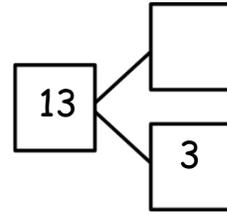
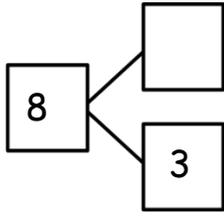
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5. Write the related number sentences for the number bonds. ^{xii}



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

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

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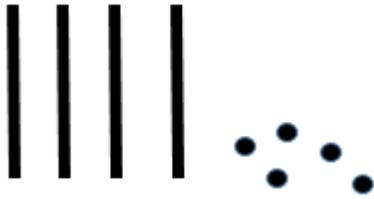
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Practice Workbook D

1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a “ten.” b) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)

[Roll & Build](#) from illustrative Mathematics^{xiii}

<p>1. What does the 2 mean in the number 28?</p> <p style="text-align: center;">28</p> <p>A. 12 B. 200 C. 20 D. 2</p>	<p>2. Which number has 6 tens?</p> <p>A. 46 B. 96 C. 62 D. 59</p>
<p>3. How many tens are in 58?</p> <p>A. 50 B. 8 C. 5 D. 80</p>	<p>4. Which number has 7 ones and 4 tens?</p> <p>A. 74 B. 704 C. 47 D. 407</p>
<p>5. Which number is represented?</p>  <p>The image shows a base ten block model. On the left, there are four vertical rods, each representing a ten. To the right of these rods, there are seven small circles, each representing a one. This model represents the number 47.</p>	<p>6. Show the number 57 in tens and ones?</p>

7. What does the 7 mean in the number 67?

67

- A. 67
- B. 7
- C. 70
- D. 700

8. Which number has 4 tens?

- A. 46
- B. 94
- C. 52
- D. 56

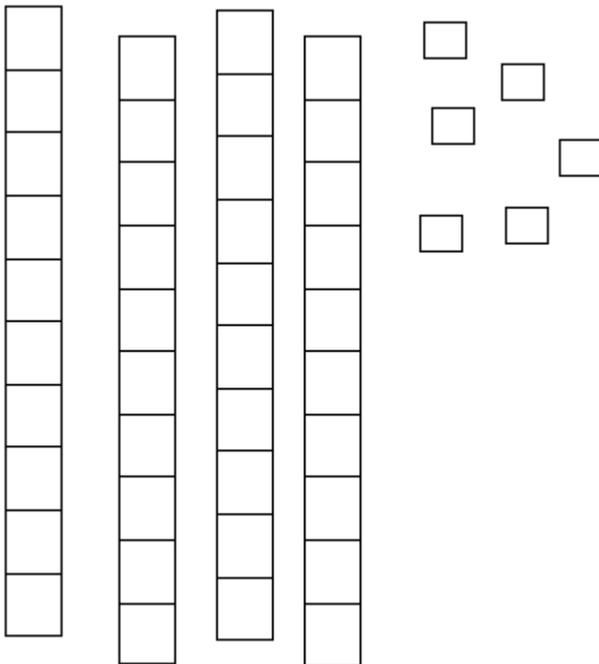
9. How many tens are in 37?

- A. 3
- B. 7
- C. 30
- D. 70

10. Which number has 6 ones and 8 tens?

- A. 68
- B. 806
- C. 86
- D. 608

11. Which number is represented?



12. Show the number 39 in tens and ones.

13. What does the 8 mean in the number 89?

89

14. Which number has 7 ones?

- A. 76
- B. 56
- C. 57
- D. 75

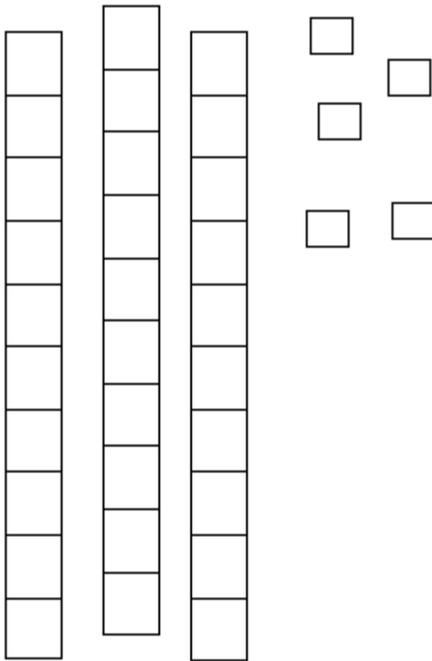
15. How many tens are in 97?

- A. 9
- B. 7
- C. 90
- D. 70

16. Which number has 5 tens and 4 ones?

- A. 45
- B. 54
- C. 504
- D. 405

17. Which number is represented?



18. Show the number 83 in tens and ones.

1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

[Ordering Numbers](#) from Illustrative Mathematics

[Where Do I Go?](#) from Illustrative Mathematics

[Comparing Numbers](#) from Illustrative Mathematics^{xiv}

<p>1. Which number is more than 52 but less than 63?</p> <p>a. 65 b. 59 c. 49 d. 70</p>	<p>2. Which number belongs in the blank?</p> <p>_____ > 75</p> <p>A. 72 B. 78 C. 67 D. 75</p>
<p>3. Fill in the blanks with the correct symbol.</p> <p>43 _____ 34</p> <p>92 _____ 57</p> <p>92 _____ 95</p> <p>27 _____ 61</p>	<p>4. Which number would make this statement true?</p> <p>_____ < 56</p> <p>A. 65 B. 72 C. 49 D. 58</p>
<p>5. Circle all of the numbers that would make this statement true:</p> <p>_____ < 71</p> <p>A. 58 B. 71 C. 86 D. 49</p>	<p>6. Which number belongs in the blank?</p> <p>_____ = 78</p> <p>A. 72 B. 78 C. 67 D. 75</p>

<p>7. Which number is more than 37, but less than 47?</p> <p>a. 65 b. 59 c. 49 d. 40</p>	<p>8. Which number belongs in the blank?</p> <p style="text-align: center;">_____ > 89</p> <p>A. 72 B. 88 C. 67 D. 90</p>
<p>9. Fill in the blanks with the correct symbol.</p> <p>58 _____ 85</p> <p>37 _____ 47</p> <p>23 _____ 17</p> <p>66 _____ 66</p>	<p>10. Which number would make this statement true?</p> <p style="text-align: center;">_____ < 33</p> <p>A. 65 B. 27 C. 49 D. 58</p>
<p>11. Circle all of the numbers that would make this statement true:</p> <p style="text-align: center;">_____ < 56</p> <p>A. 55 B. 71 C. 86 D. 49</p>	<p>12. Which number belongs in the blank?</p> <p style="text-align: center;">_____ = 33</p> <p>A. 72 B. 78 C. 33 D. 75</p>

<p>13. Which number is more than 85 but less than 98?</p> <p>a. 93 b. 99 c. 49 d. 84</p>	<p>14. Which number belongs in the blank?</p> <p style="text-align: center;">_____ > 29</p> <p>A. 32 B. 28 C. 17 D. 9</p>
<p>15. Fill in the blanks with the correct symbol.</p> <p>36 _____ 25</p> <p>90 _____ 80</p> <p>24 _____ 37</p> <p>67 _____ 66</p>	<p>16. Which number would make this statement true?</p> <p style="text-align: center;">_____ < 33</p> <p>A. 65 B. 27 C. 49 D. 58</p>
<p>17. Circle all of the numbers that would make this statement true:</p> <p style="text-align: center;">_____ < 56</p> <p>A. 55 B. 71 C. 86 D. 49</p>	<p>18. Which number belongs in the blank?</p> <p style="text-align: center;">_____ = 33</p> <p>A. 72 B. 78 C. 33 D. 75</p>

1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.

[Number Square](#) from Illustrative Mathematics^{xv}

1. Write the amount that is 10 more than the given number.			
57 ⁺¹⁰		80 ⁺¹⁰	
34 ⁺¹⁰		56 ⁺¹⁰	
21		41	
89		77	
63		29	
48		62	
72		35	
90		79	

2. Write the amount that is 10 less than the given number.			
57 ⁻¹⁰		80 ⁻¹⁰	
34 ⁻¹⁰		56 ⁻¹⁰	
21		41	
89		77	
63		29	
48		62	
72		35	
90		93	

3. Write the amount that is **10 more** than the given number.

15 ⁺¹⁰		11 ⁺¹⁰	
23 ⁺¹⁰		73 ⁺¹⁰	
76		48	
31		52	
49		35	
66		84	
81		77	
90		19	

4. Write the amount that is **10 less** than the given number

15 ⁻¹⁰		11 ⁻¹⁰	
23 ⁻¹⁰		73 ⁻¹⁰	
76		48	
31		52	
49		35	
66		84	
81		77	
90		19	

1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

1. Subtract.	
$80 - 60 =$	
$70 - 30 =$	
$90 - 50 =$	
$40 - 20 =$	
$60 - 50 =$	
$50 - 30 =$	
$30 - 10 =$	
$20 - 20 =$	
$80 - 50 =$	
$70 - 20 =$	
$90 - 40 =$	
$40 - 10 =$	
$60 - 40 =$	
$50 - 20 =$	
$30 - 20 =$	
$20 - 10 =$	
$80 - 80 =$	
$70 - 50 =$	
$90 - 70 =$	
$40 - 40 =$	
$60 - 10 =$	
$50 - 40 =$	
$30 - 30 =$	

2. Subtract.

$80 - 30 =$	
$70 - 10 =$	
$90 - 20 =$	
$40 - 10 =$	
$60 - 20 =$	
$50 - 40 =$	
$30 - 20 =$	
$20 - 0 =$	
$80 - 20 =$	
$70 - 10 =$	
$90 - 20 =$	
$40 - 30 =$	
$60 - 20 =$	
$50 - 40 =$	
$30 - 30 =$	
$20 - 20 =$	
$80 - 30 =$	
$70 - 20 =$	
$90 - 40 =$	
$40 - 10 =$	
$60 - 20 =$	
$50 - 10 =$	
$30 - 20 =$	