

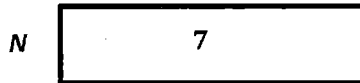
Homework Helpers

Grade 1 Module 6

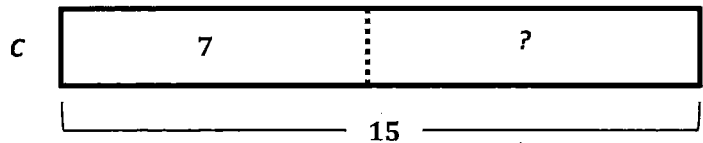
G1-M6-Lesson 1

Noah ate 7 jelly beans. His older sister Charlotte ate 15 jelly beans. How many more jelly beans did Charlotte eat than Noah?

I can first draw and label a tape diagram to represent the number of jelly beans Noah ate, 7. I can label this tape diagram with the letter *N*.



Next, I can draw and label a second tape diagram right underneath to represent the number of jelly beans Charlotte ate, 15, and label it with the letter *C*. I can see that Charlotte's tape is longer than Noah's because she ate more jelly beans. Drawing and labeling a double tape diagram like this helps me easily compare numbers.



Noah's tape represents 7, so this much of Charlotte's tape is also 7.

This part of Charlotte's tape represents how many more jelly beans she ate. I can write a question mark in this part to represent the unknown.

$$15 - 7 = \boxed{8}$$

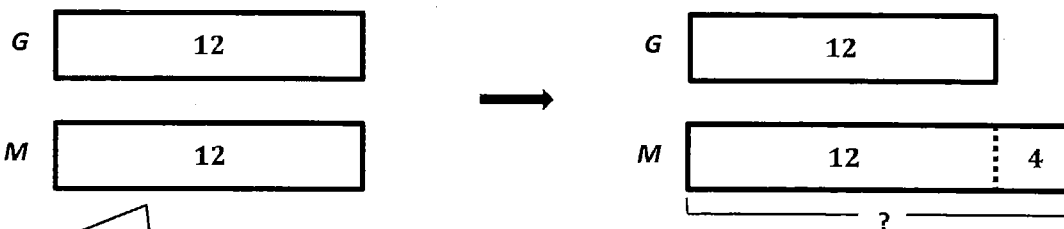
Now I can write a number sentence to find the unknown. There are many strategies to find the unknown. I can count on from 7 to get to 15. I can think of this problem as $7 + ? = 15$ to get 8. But, in this case I choose to use subtraction since it is the most efficient.

Charlotte ate 8 more jelly beans than Noah.

Finally, I need to write my statement that matches my story. This will help me check my answer and make sure it makes sense.

G1-M6-Lesson 2

1. Grace used 12 blocks to build a tower. Matt used 4 more blocks than Grace. How many blocks did Matt use?



I can draw a double tape diagram to represent the story. First, I can draw a tape diagram that represents the number of blocks, 12, that Grace used to build a tower and label her tape with the letter *G*. Then I can draw a second tape diagram to represent the number of blocks Matt used to build his tower and label it with the letter *M*. Since I don't yet know how many blocks Matt used for his tower, I can begin by drawing and labeling his tape the same size as Grace's.

The story says, "Matt used 4 more blocks than Grace." So, I need to draw an extra part of tape next to Matt's to show that he used 4 more blocks than Grace. The unknown is the total number of blocks Matt used. I can label this with a question mark.

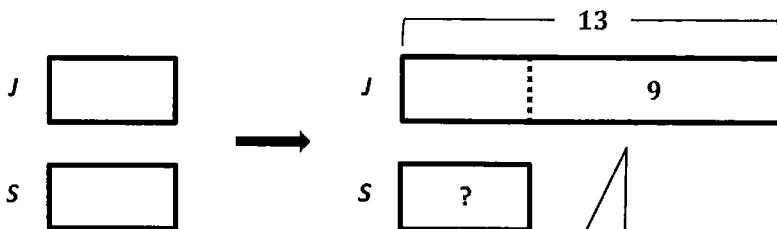
To check that I've drawn and labeled all of the known and unknown information, I can read each part of the story again. As I read, I can touch the part of the double tape diagram that corresponds to what I'm saying.

$$12 + 4 = \boxed{16}$$

Matt used 16 blocks.

Now I can write a number sentence to help me find the total number of blocks and a statement that answers the question.

2. Susan found 9 fewer seashells than John. John found 13 seashells. How many seashells did Susan find?



I can start by drawing and labeling a double tape diagram to represent the story. I will draw my two tapes the same size.

The first sentence of the story says, "Susan found 9 fewer seashells than John." That means John found 9 more seashells than Susan. I can show this on my diagram by adding another part to John's tape and labeling it with a 9.

The second sentence of the problem says, "John found 13 seashells." That means 13 represents the total number of seashells John found, so I can put the arms around John's entire tape diagram and label it 13. The question, however, is, "How many seashells did Susan find?" I know that if I find out the unknown part for John's tape, then I also find the unknown of Susan's tape.

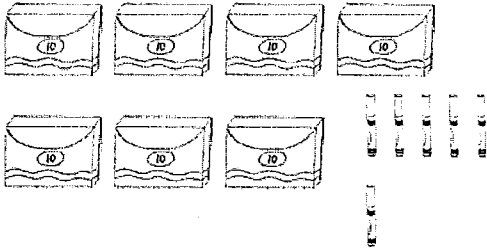
$$13 - 9 = \boxed{4}$$

Susan found 4 seashells.

I can use subtraction to find the missing part. Since John's missing part is 4, Susan's missing part is also 4 because they are the same size. So, Susan found 4 seashells.

G1-M6-Lesson 3

1. Write the tens and ones. Complete the statement.



I counted 7 boxes of ten markers and 6 more markers. Now I can fill in my place value chart as 7 tens and 6 ones.

tens	ones
7	6

7 tens and 6 ones, or 70 and 6, is 76.

There are 76 markers.

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 52

tens	ones
5	2

52 is made of two parts, 50 and 2.
52 the Say Ten way is 5 tens 2.
That means there are 5 tens and 2 ones in 52.

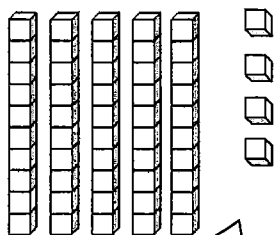
b. 98

tens	ones
9	8

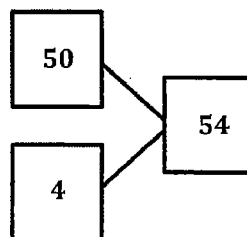
The digit 9 stands for 9 tens, which is the same as 90. The digit 8 stands for 8 ones. So, 9 tens and 8 ones, or 90 and 8, is 98.

G1-M6-Lesson 4

1. Count the objects, and fill in the number bond and place value chart. Complete the sentences to add the tens and ones.



tens	ones
5	4



I counted 5 tens and 4 ones. I can record this on my place value chart.

5 tens and 4 ones is the same as 54. I can break apart 54 as 50 and 4, as shown on my number bond.

Now I can write addition number sentences that match my number bond. I can either start with the part that represents the tens like I did here or start my number sentence with the ones: $4 + 50 = 54$. I can switch the addends around, and the total is still the same.

$$\underline{50} + \underline{4} = \underline{54}$$

$$\underline{5} \text{ tens} + \underline{4} \text{ ones} = \underline{54}$$

2. Complete the sentences to add the tens and ones.

a. $70 + 4 = \underline{74}$

b. $6 \text{ tens} + \underline{8} \text{ ones} = 68$

I can say this number sentence as "70 more than 4 is 74," or "4 more than 70 is 74," or "70 plus 4 is 74," or "7 tens and 4 ones is 74." These are just some of the many different ways to say this number sentence. This helps me think about numbers flexibly.

G1-M6-Lesson 5

1. Find the mystery numbers. Use the arrow way to show how you know.

a. 1 less than 50 is 49.

b. 10 more than 50 is 60.

tens	ones
5	0

 $\xrightarrow{-1}$

tens	ones
4	9

tens	ones
5	0

 $\xrightarrow{+10}$

tens	ones
6	0

There are 5 tens and 0 ones in 50. I can write that in the place value chart on the left. 1 less than 50 is 49. From 50 to 49, I subtracted 1. I can draw an arrow from the first place value chart to the second and write -1 above the arrow. In this case, when I found 1 less, both the tens digit and ones digit changed.

10 more than 50 is 60. From 50 to 60, I added 10. I can draw an arrow from the first place value chart to the second and write $+10$ above the arrow. Only the tens digit changed this time from 5 tens to 6 tens because we added 10 more. The ones digit did not change.

2. Write the number that is 1 more.

a. 60, 61

b. 79, 80

3. Write the number that is 10 less.

a. 70, 60

b. 82, 72

When I find 1 more or 1 less, sometimes only the ones digit changes, and sometimes both the tens and ones digits change.

I need to read the directions carefully to know when I am adding 1 more, 1 less, 10 more, or 10 less.

G1-M6-Lesson 7

1. Complete the chart by filling in the missing numbers.

0	100
1	101
2	102
3	103
4	104
5	105
6	106
7	107
8	108
9	109
10	110

I want to be sure to read these numbers without saying *and* between one hundred and the ones place unit. I can read these numbers as, "One hundred one, one hundred two, one hundred three." When I say, "100 *and* 1," it means $100 + 1$, but the name of the number is one hundred one.

2. Compare the 2 columns. What pattern do you notice?

The column on the left counts from 1 to 10. The column on the right counts from 100 to 110. The pattern is that at 100 the numbers start over again from 0, only this time you say and write 100 first. So, instead of 1, 2, 3, 4, it is 101, 102, 103, 104.

3. Fill in the missing numbers to continue the counting sequence.

a.

97, 96, 95, 94

This one is tricky because it is counting down!

b.

99, 100, 101, 102

This one is tricky because it is counting to a larger unit. It is going from a 2-digit number to a 3-digit number.

G1-M6-Lesson 8

1. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 74

tens	ones
7	4

74 can be broken apart as 70 and 4, which is the same as 7 tens and 4 ones.

b. 109

tens	ones
10	9

10 tens is the same as 100, and 9 more is 109.

2. Write the number.

a. 10 tens 5 ones is the number 105.

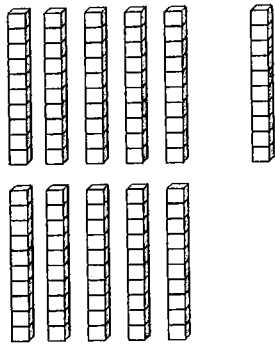
I can read this number as one hundred five, not one hundred *and* five. One hundred *and* five describes $100 + 5$.

b. 11 tens 8 ones is the number 118.

11 tens is the same as 110, and 8 more is 118. I can also show 118 as 10 tens and 18 ones. It is the same number, just written differently.

G1-M6-Lesson 9

1. Count the objects. Fill in the place value chart, and write the number on the line.



tens	ones
11	0

110

It is important to count efficiently. When cubes are in sticks of ten, it is much easier and faster to count than if each cube is counted individually.

Since these ten sticks are set up in 5-groups, it is easy to count them quickly. I see 5 tens and 5 tens and 1 more ten, which is 11 tens. Since I know there are 11 tens, I know there are 110 cubes, or 110 ones.

2. Use quick tens and ones to represent the following numbers. Write the number on the line.

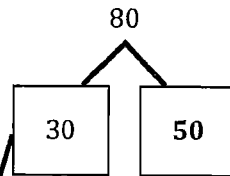
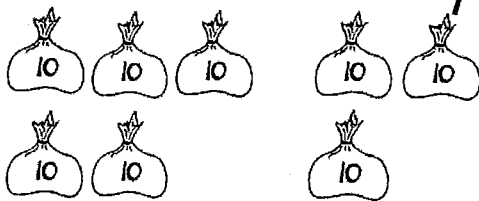
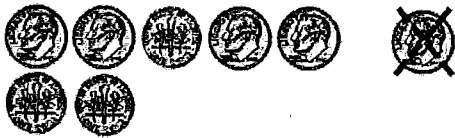
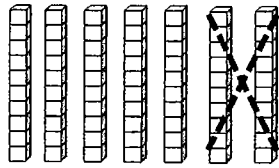
tens	ones
10	2

102

Quick tens represent 1 stick of 10 cubes, or 1 ten. It helps me represent large numbers easily and efficiently.

G1-M6-Lesson 10

1. Complete the number bond or number sentence, and draw a line to the matching picture.



The number bond shows that 80 is the total, and 30 is one part. 3 tens + 5 tens = 8 tens. It's like 3 + 5 = 8. The numbers stay the same, but the units change!

$$70 - \underline{20} = 50$$

70 is the total, and 50 is one part. 7 tens minus the mystery number equals 5 tens. The mystery number is 2 tens!

$$\underline{80} - 10 = 70$$

2. Count the dimes to add or subtract. Write a number sentence to match the dimes.



$$\underline{0 - 30 = 60}$$

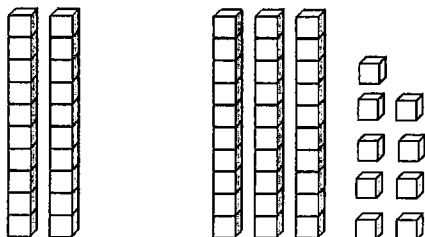


$$\underline{60 + 40 = 100}$$

I can think of $6 + 4 = 10$, to help me.
 6 dimes + 4 dimes equals 10 dimes.
 $60 + 40 = 100$. There is a total of
 10 tens!

G1-M6-Lesson 11

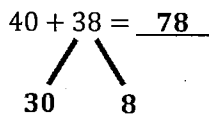
1. Solve using the pictures. Complete the number sentence to match.



$$\underline{20} + \underline{39} = \underline{59}$$

I can add 2 tens and 3 tens first. That's 5 tens. I have 9 ones; the ones don't change.

2. Use a number bond to solve.



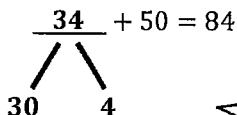
$$\begin{aligned} 40 + 30 &= 70 \\ 70 + 8 &= 78 \end{aligned}$$

I can break 38 into 30 and 8 with the number bond. I add 40 and 30 first, which is 70, and then add on 8 to make 78.

3. Solve. You may use number bonds to help you.

$$23 + \underline{40} = 63$$

I can start at 23 and count on by tens until I get to 63. I count up four tens: 33, 43, 53, 63. 63 is my total!



I can check my work by drawing a number bond. Since $3 + 5 = 8$, I know that $30 + 50 = 80$. 34 is the missing part because the total, 84, has 4 ones.

G1-M6-Lesson 12

1. Solve.

$$38 + 42 = \underline{80}$$

$$38 + 2 = 40$$

$$40 + 40 = 80$$

I can think about the ones first. Since 38 is close to 40, I can make the next ten! I use a number bond to break apart 42, and then I add $38 + 2$. Then, $40 + 40 = 80$.

2. Solve using number bonds. You may choose to add the ones or tens first. Write the two number sentences to show what you did.

a. $56 + 43 = \underline{99}$

$$56 + 40 = 96$$

$$96 + 3 = 99$$

I can break apart 43 into tens and ones. I can add tens first. So, $56 + 40 = 96$. I can't forget to add the 3 ones: $96 + 3 = 99$.

b. $25 + 45 = \underline{70}$

$$45 + 5 = 50$$

$$50 + 20 = 70$$

This time, I add ones first. When I break apart 25, I see that I can add 5 to 45 to make 50. That's a friendly number! Then I just add 5 tens + 2 tens = 7 tens, or 70.

G1-M6-Lesson 13

Solve and show your work.

$$1. \quad 49 + 24 = \underline{73}$$

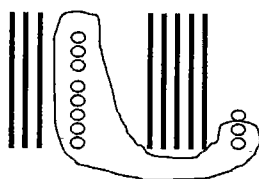
$$\begin{array}{r} 9 + 24 \\ 1 \\ 0 23 \end{array}$$

$$49 + 1 = 50$$

$$50 + 23 = 73$$

I can think about making the next ten! 49 is close to 50, so I can break apart 24 to add 1 to 49. Then, I add the rest, so $50 + 23 = 73$.

$$2. \quad 38 + 53 = \underline{91}$$



I can show each number with quick tens and ones. When I look at the ones, I can make another group of ten with 1 leftover. So, I have a total of 9 tens and 1 one, or 91.

$$3. \quad 25 + 58 = \underline{83}$$

$$\begin{array}{r} 5 + 58 \\ 0 \\ 0 5 \end{array}$$

$$58 + 20 = 78$$

$$78 + 5 = 83$$

$$\begin{array}{r} 8 + 5 \\ 2 \\ 0 3 \end{array}$$

I can start with 58 and add 20. To add $78 + 5$, I can break apart 5 into 2 and 3. It's easy to solve in my head because $78 + 2 = 80$, and 3 more is 83.

$$4. \quad 67 + 18 = \underline{85}$$

$$\begin{array}{r} 7 + 18 \\ 0 \\ 0 7 10 8 \end{array}$$

$$60 + 10 = 70$$

$$7 + 8 = 15$$

$$70 + 15 = 85$$

I can break apart both numbers into tens and ones. I add tens first and then ones. I can combine them, so $70 + 15 = 85$.

G1-M6-Lesson 14

Solve and show your work.

$$1. \quad \begin{array}{r} 38 + 46 = \underline{84} \\ \quad \swarrow \quad \searrow \\ \quad 2 \quad \quad 44 \end{array}$$

$$\begin{array}{l} 38 + 2 = 40 \\ 40 + 44 = 84 \end{array}$$

First, I think about making the next ten! I can break apart 46 and add 2 to 38, which makes 40. Then, I add the rest, so $40 + 44 = 84$.

$$2. \quad \begin{array}{r} 26 + 55 = \underline{81} \\ \quad \swarrow \quad \searrow \\ 20 \quad \quad 6 \end{array}$$

$$\begin{array}{l} 55 + 20 = 75 \\ 75 + 6 = 81 \\ \quad \swarrow \quad \searrow \\ \quad 5 \quad \quad 1 \end{array}$$

This time, I can start with 55 and add 20. Then, to add $75 + 6$, I can break apart 6 into 5 and 1 to make a ten. $75 + 5 = 80$, and 1 more is 81.

$$3. \quad \begin{array}{r} 68 + 17 = \underline{85} \\ \quad \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 60 \quad 8 \quad 10 \quad 7 \end{array}$$

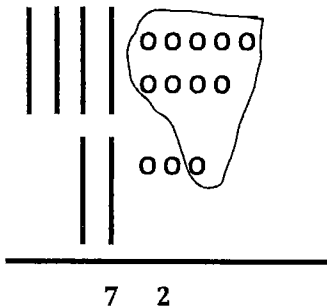
$$\begin{array}{l} 60 + 10 = 70 \\ 8 + 7 = 15 \\ 70 + 15 = 85 \end{array}$$

I can break both numbers apart into tens and ones. I add tens first and then ones. I can combine them, so $70 + 15 = 85$.

G1-M6-Lesson 15

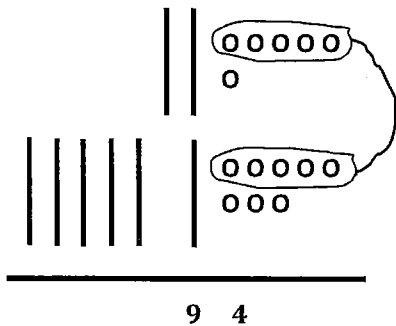
Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

1. $49 + 23 = \underline{72}$



49 is 4 tens and 9 ones. 23 is 2 tens and 3 ones. I can line up the tens and the ones to add. I add the ones first. 9 ones and 3 ones is 12 ones. That's 10 and 2. I can circle a new ten and add it to 6 tens. Now I have 7 tens and 2 ones.

2. $26 + 68 = \underline{94}$

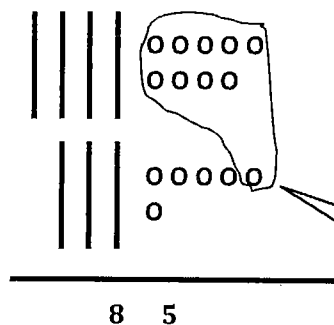


I make sure to draw each number with quick tens and ones. When I draw the number 68, I put the 6 tens under the 2 tens, and I put the 8 ones under the 6 ones from 26. Look, my 5-group drawings help me to see 10 ones right away!

G1-M6-Lesson 16

Solve using quick tens and ones drawings. Remember to line up your drawings and rewrite the number sentence vertically.

1. $49 + 36 = \underline{85}$

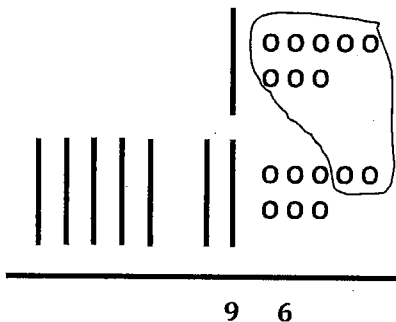


$$\begin{array}{r} 49 \\ + 36 \\ \hline 85 \end{array}$$

I can draw 49 as 4 quick tens and 9 ones. So, I write 4 in the tens place and 9 in the ones place. I do the same with 36. I add 4 tens to 3 tens and 9 ones to 6 ones. $9 + 6 = 15$. That's 1 ten 5 ones. Look at where I record the new ten!

9 needs 1 from 6 to get to 10. 10 and 5 is 15.

2. $18 + 78 = \underline{96}$



$$\begin{array}{r} 18 \\ + 78 \\ \hline 96 \end{array}$$

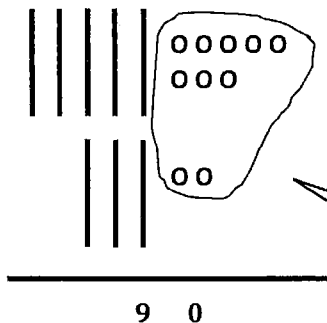
When I add 8 ones plus 8 ones, I get 16 ones, which is 1 ten and 6 ones. I record the new ten below the second number in the tens place. 1 ten + 7 tens + 1 ten = 9 tens.

8 needs 2 from 8 to get to 10. 10 and 6 is 16.

G1-M6-Lesson 17

Solve using quick tens and ones drawings. Remember to line up your drawings and rewrite the number sentence vertically.

1. $58 + 32 = \underline{90}$

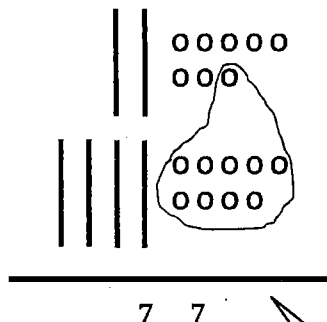


$$\begin{array}{r} 58 \\ + 32 \\ \hline 90 \end{array}$$

I can draw 58 as 5 quick tens and 8 ones. So, I write 5 in the tens place and 8 in the ones place. I do the same with 32. I add 5 tens to 3 tens and 8 ones to 2 ones: $8 + 2 = 10$. That's 1 ten 0 ones. Look at where I record the new ten!

8 needs 2 to make 10. Now there are 0 ones left.

2. $28 + 49 = \underline{77}$



$$\begin{array}{r} 28 \\ + 49 \\ \hline 77 \end{array}$$

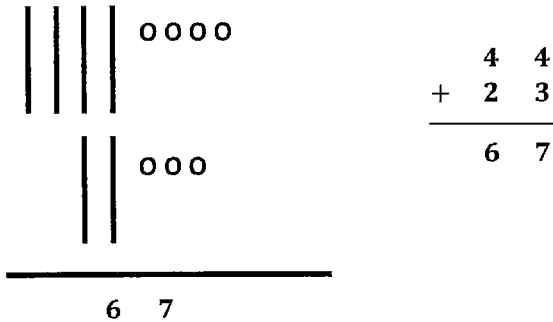
When I add 8 ones plus 9 ones, I get 17 ones, which is 1 ten and 7 ones. I record the new ten below the second number in the tens place. 2 tens + 4 tens + 1 ten = 7 tens.

9 needs 1 from 8 to get to a new 10. Now there are 7 tens and 7 ones.

G1-M6-Lesson 18

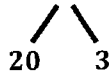
Use any method you prefer to solve the problems below.

1. $44 + 23 = \underline{67}$



I want to draw quick tens and ones to help me solve this problem. The lines represent my tens. The circles represent my ones. I know it is important to carefully line up the tens to tens and the ones to ones.

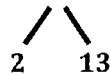
2. $57 + 23 = \underline{80}$



$$57 \xrightarrow{+20} 77 \xrightarrow{+3} 80$$

I want to use the arrow way as my strategy. I can break apart 23 into 20 and 3. I can add 20 first and then 3.

3. $48 + 15 = \underline{63}$



$$48 + 2 = 50$$

$$50 + 13 = 63$$

48 is so close to 50. I can use the make ten strategy! 48 needs 2 more to make the next ten, 50. I can break apart 15 into 2 and 13. First I can add $48 + 2 = 50$. Then I can add the rest, $50 + 13 = 63$.

G1-M6-Lesson 19

Use any strategy you prefer to solve the problems below.

1.

$$\begin{array}{r}
 64 + 33 = \underline{97} \\
 \swarrow \quad \searrow \quad \swarrow \quad \searrow \\
 60 \quad 4 \quad 30 \quad 3
 \end{array}$$

$$60 + 30 = 90$$

$$4 + 3 = 7$$

$$90 + 7 = 97$$

I can use double number bonds and break apart BOTH numbers. I can add the tens to the tens, 6 tens + 3 tens = 9 tens, and the ones to the ones, 4 ones + 3 ones = 7 ones. Then, I add all my tens and ones together, 9 tens + 7 ones = 97 ones.

2.

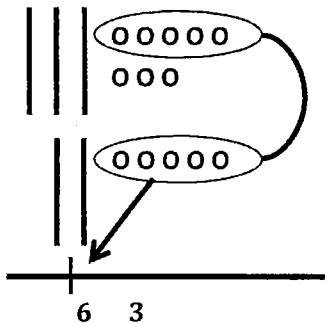
$$\begin{array}{r}
 37 + 35 = \underline{72} \\
 \swarrow \quad \searrow \\
 30 \quad 5
 \end{array}$$

$$37 \xrightarrow{+30} 67 \xrightarrow{+5} 72$$

I might want to break apart just one of the numbers. If I break 35 into 30 and 5, I can add 30 first and then add 5. The arrow way is one way I can show my thinking.

3.

$$38 + 25 = \underline{63}$$



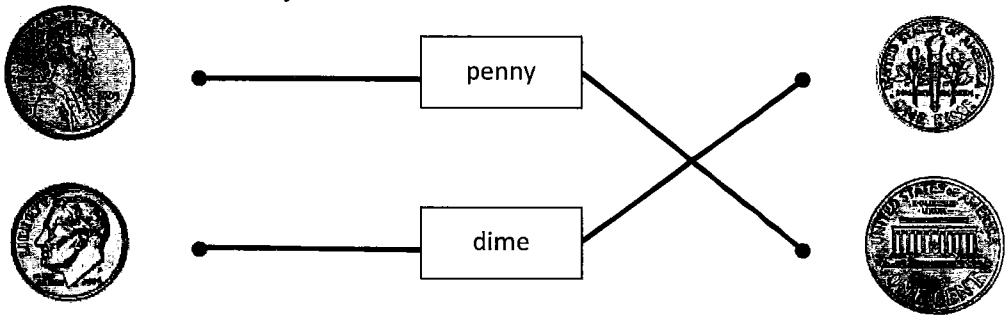
$$\begin{array}{r}
 38 \\
 + 25 \\
 \hline
 63
 \end{array}$$

Another strategy I can use is drawing quick tens and ones. 8 ones + 5 ones = 13 ones. I can bundle 10 of the ones to make 1 ten. I still have 3 ones. 3 tens + 2 tens + 1 ten = 6 tens. There are 6 tens and 3 ones!

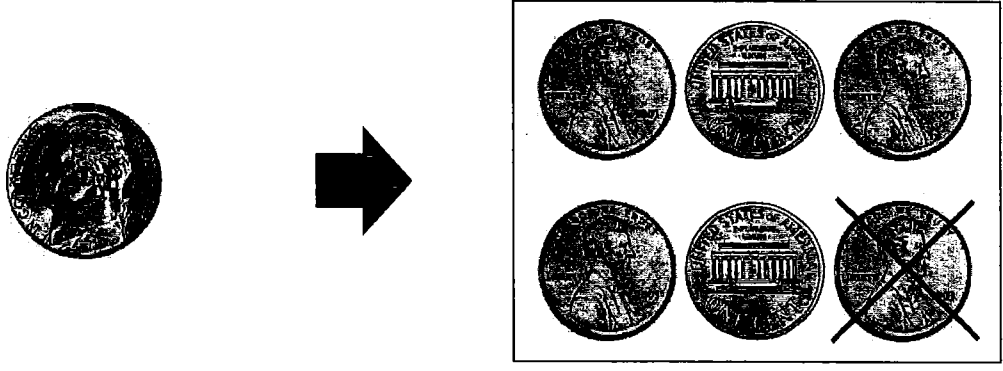
G1-M6-Lesson 20

1. Match

I can draw lines to match the heads and tails of the coins to their names.



2. Cross off some pennies so the remaining pennies show the value of the coin to their left.

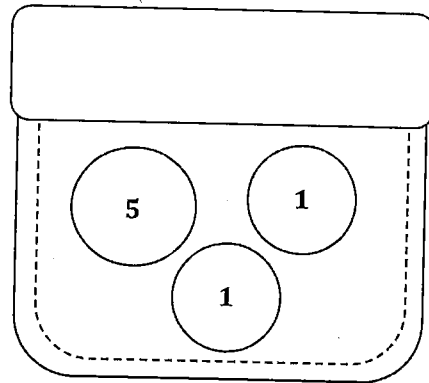


A nickel is worth 5 cents. If I cross off 1 penny, the remaining pennies show the value of 1 nickel.

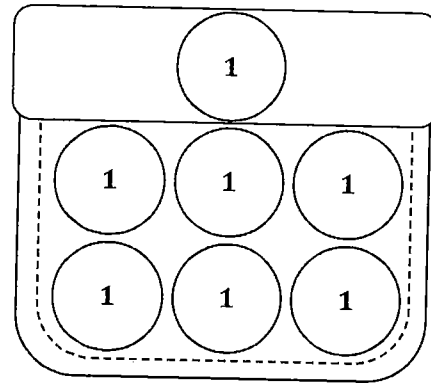


3. Marcus has 7 cents in his pocket. Draw coins to show two different ways he could have 7 cents.

Marcus has 7 cents if he has 1 nickel and 2 pennies.



He also has 7 cents if he has 7 pennies.



4. Solve. Draw a line to match the number sentence with the coin or coins that give the answer.

A dime is worth 10 cents. I can draw a line to match!

a. $1 \text{ cent} + 1 \text{ cent} = \underline{2} \text{ cents}$

b. $15 \text{ cents} - 5 \text{ cents} = \underline{10} \text{ cents}$



G1-M6-Lesson 21

1. Use the word bank to label the coins.



pennies dimes

pennies

I am learning the names and values of coins!

2. Write the value of each coin.

The value of 1 penny is 1 cent.

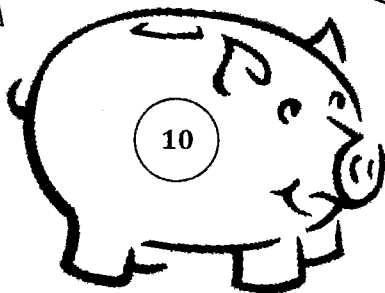
3. Your papa said he will give you 1 dime or 1 penny. Which would you take, and why?

I would take 1 dime because it is worth 10 cents. A penny is only worth 1 cent.

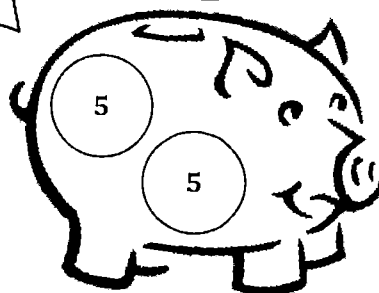
I would take the dime because it is more money!

4. Kira has 10 cents in her piggy bank. Which coin or coins could be in her bank? Draw to show two different sets of coins that could be in Kira's piggy bank.

A dime is worth 10 cents. Maybe she has 1 dime.



A nickel is worth 5 cents. She might have 2 nickels.



G1-M6-Lesson 22

1. Match the label to the correct coins, and write the value. There may be more than one match for each coin name.

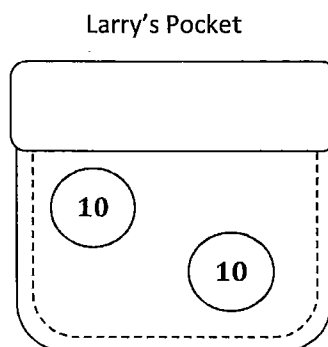
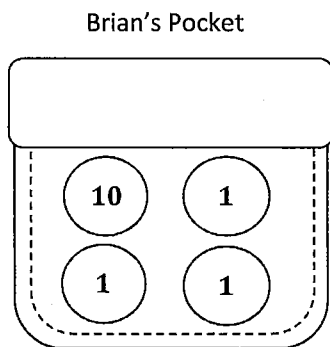
a. quarter
_ 25 _ cents

b. nickel
_ 5 _ cents

This is the heads side of a nickel.

The quarter is a little bigger than the nickel.

2. Brian has 4 coins in his pocket, and Larry has 2 coins. Larry has more money than Brian. Draw a picture to show the coins each boy might have.




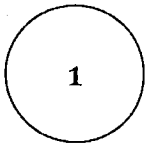
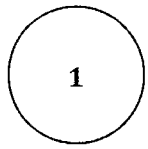
Hmmm ..., Brian has more coins, but Larry has more money. How is this possible?

I have an idea! Maybe Brian has 1 dime and 3 pennies. That's 13 cents. Larry might have 2 dimes, which is 20 cents. 20 is greater than 13, so Larry has more money!

G1-M6-Lesson 23

1. Add pennies to show the written amount.

A nickel is worth 5 cents. I can count on from 5. Fiiiiive, 6, 7. I counted on 2 more, so I draw 2 pennies.

7 cents	  
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2. Write the value of the group of coins.

10 ...







20 ...

30 ...

31 ...

32 ...

33

33 cents

G1-M6-Lesson 24

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

1 dime = 1 ten.

There are 10 dimes, so there are 10 tens.

1 penny = 1 one.

tens	ones
10	1

$100 + 1 = 101$

10 tens + 1 one is the same as 100 + 1.
 $100 + 1 = 101$

2. Check the set that shows the same amount. Fill in the place value chart to match 100 cents.

There are 8 dimes and 2 pennies,
so there are 8 tens and 2 ones:
 $80 + 2 = 82$.
This set shows 82 cents.

tens	ones
10	0

There are 10 dimes and 0 pennies,
so there are 10 tens and 0 ones:
 $100 + 0 = 100$.
This set shows 100 cents.

3. Draw 43 cents using dimes and pennies. Fill in the place value chart to match.

10 10 10 10

1 1 1

I can make 43 cents with
4 dimes and 3 pennies.
That's 4 tens and 3 ones!

tens	ones
4	3

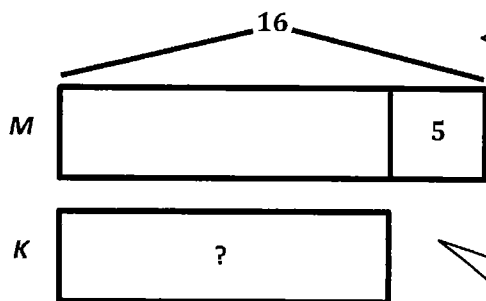
G1-M6-Lesson 25

Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.

1. Maria used 16 beads to make a bracelet. Maria used 5 more beads than Kim. How many beads did Kim use to make her bracelet?



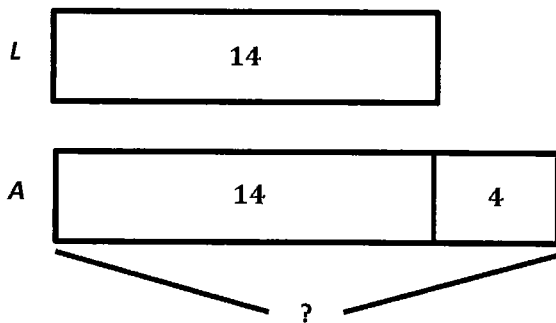
I can draw a double tape diagram to compare Maria's and Kim's beads. I can draw Maria's and Kim's tapes the same length. Since I know they don't have the same amount of beads, I ask myself, Who has more? Maria! She has 5 more beads than Kim. I'll add more to Maria's tape and label it with 5 because she has 5 more beads than Kim.

$$16 - 5 = \boxed{11}$$

Kim used 11 beads.

I can draw arms to include both parts of Maria's tape because the whole is 16. The first part of Maria's tape is equal to Kim's, so if I figure out Maria's first part, I'll know Kim's tape, too!

2. Leo picked 14 strawberries. Leo picked 4 fewer strawberries than Agnes. How many strawberries did Agnes pick?



$$14 + 4 = \boxed{18}$$

Agnes picked 18 strawberries.

I slow down and read every part of the problem carefully. If Leo picked 4 fewer strawberries than Agnes, then Agnes has 4 more than Leo! This is an addition problem, not subtraction!

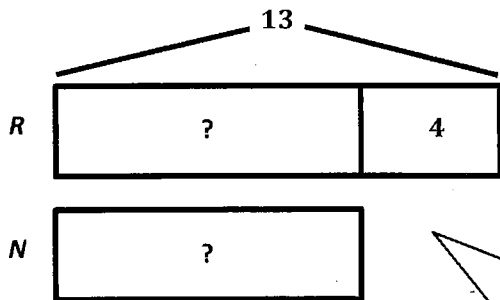
G1-M6-Lesson 26

Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.

1. Ruben has 13 markers. Nashrah has 4 fewer markers than Ruben. How many markers does Nashrah have?



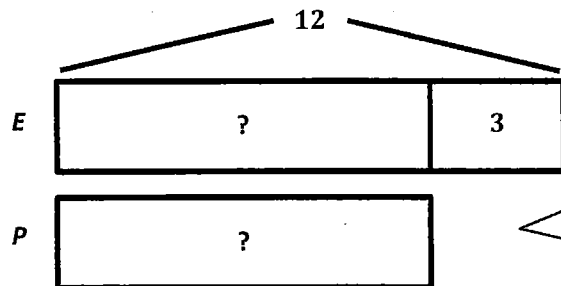
I can draw a double tape diagram with equal tapes for both Ruben and Nashrah. Since I know they don't have an equal amount of markers, I ask myself, who has more? Since Nashrah has fewer markers, and I know that Ruben has 4 more markers, I'll add more to Ruben's tape and label it with 4 since he has 4 more markers.

$$13 - 4 = \boxed{9}$$

Nashrah has 9 markers.

I can draw arms to show Ruben's total, which is 13 markers. The first part of Nashrah's tape is equal to Ruben's, so if I figure out Ruben's first part, I'll know how many markers Nashrah has. I can use subtraction to solve.

2. Emil found 12 leaves on the playground. He found 3 more leaves than Payton. How many leaves did Payton find?



$$12 - 3 = \boxed{9}$$

Payton found 9 leaves.

I must read every part of the problem carefully. Sometimes *more* doesn't mean to add! Since Emil found 3 more leaves than Payton, I have to subtract to find out how many leaves Payton found.

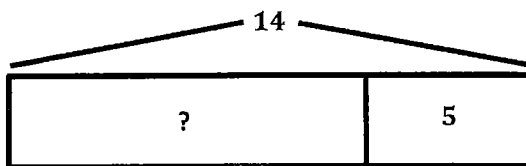
G1-M6-Lesson 27

Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.

1. Some children were playing in the gym. 5 children came to join, and now there are 14 children. How many children were in the gym in the beginning?



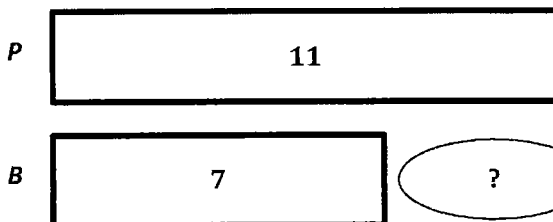
$$14 - 5 = \boxed{9}$$

9 children were in the gym in the beginning.

This problem feels tricky because I don't know how many children were playing at first. That's my unknown! It helps when I read one sentence at a time and draw.

My drawing shows that I know the whole and one part. I can use subtraction to find out how many children were playing in the beginning. Or, I could have used addition to solve: $\underline{\quad} + 5 = 14$.

2. Peter biked for 11 minutes. Belle biked for 7 minutes. How much shorter in time was Belle's bike ride?



$$7 + \boxed{4} = 11$$

Belle's bike ride was 4 minutes shorter.

Since I am comparing this time, I draw a double tape diagram. Since Peter biked for more minutes, his tape is longer than Belle's. I can use addition to solve for the missing part, which is 4 minutes.

G1-M6-Lesson 28

1. Teach a family member some of our counting activities. Check all the activities you do together.

- Happy Count by ones.
 Happy Count by tens.
 Count by ones the Say Ten way.
 Count by tens the Say Ten way.
 First, start at 0, and then start at 7.
 Movement counting—count while doing squats, arm rolls, jumping jacks, etc.

I can practice these fun math games with a family member or friend to keep my math skills sharp over the summer.

2. Write the numbers from 96 to 115.

96	97	98	99	100	101	102	103	104	105
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106	107	108	109	110	111	112	113	114	115
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3. Count backward by tens from 82 to 2.

82, 72, 62, 52, 42, 32, 22, 12, 2

Practicing a math game like Happy Counting throughout the year has helped me count forward and backward. Look, I can count past 100 by ones and backward by tens! I couldn't do these two things when I started first grade. Now I can do them easily.

G1-M6-Lesson 29

Teach a family member your favorite math game during our fluency celebration. Describe what it was like to teach the game. Was it easy? Hard? Why?

I taught my mom how to play the math game Missing Part: Make Ten. I am used to learning how to play the math games from my teacher and then playing with my friends. Teaching my mom was fun, but it was a little bit hard. Even though I know how to play the game, I sometimes forgot to explain some of the important parts to her.

I can pick a math game from one of our math centers and teach it to one of my family members. I know how to play the game by myself, but sometimes you learn something by teaching it to someone else. It helped me think about making ten when I had to show my mom what we needed to do.

G1-M6-Lesson 30

What did you do in math class today?

Today I decorated a math folder for my math summer packet. I decorated my folder with drawings of all the things I learned in math this year. I drew addition and subtraction number sentences, 5-group drawings, and number bonds. I also drew quick tens, a place value chart, and different two- and three-dimensional shapes. These are just some of the many things I learned in math this year. I will try to practice my summer packet everyday with one of my family members so that I can be ready for math in second grade!

My summer packet includes

- A Lesson 30 Summer Packet.
- Single-sided numeral or 5-group cards.
- 5 Core Fluency Sprints and some other Grade 1 Sprints.
- Core Fluency Differentiated Practice Sets.

