

WEEKLY PRACTICE

Grade
1



Use $>$, $<$, or $=$ to compare each pair of numbers.

$$7 < 8$$

$$6 < 9$$

$$8 > 7$$

$$9 > 6$$

$$10$$

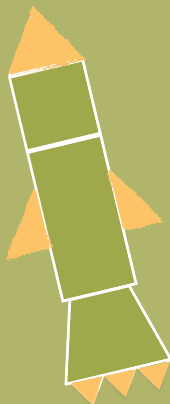
$$+ 2$$

$$\hline 12$$

Complete the piece of the hundred chart.



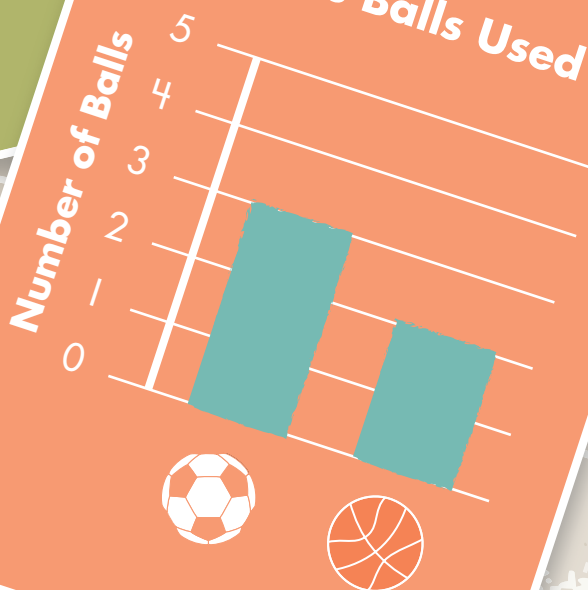
Color the triangles yellow. Count the triangles.



Count. Graph the data.



Sports Balls Used



- Ready-to-use practice pages for each week of the school year
- At-home activities and flash cards
- A full 40 weeks of standards-aligned skill review
- Ideal for homework, morning work, warm-ups, or centers

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School to Home Communication

The research is clear that family involvement is strongly linked to student success. Support for student learning at home improves student achievement in school. Educators should not underestimate the significance of this connection.

The activities in this book create an opportunity to create or improve this school-to-home link. The activities span a week at a time and can be sent home as a week-long homework packet each Monday. Simply clip together the strip of fun activities from the front of the book with the pages for Days 1 to 4 for the correct week.

Most of the activities can be completed independently, but many encourage feedback or interaction with a family member. The activities are simple and fun, aiming to create a brief pocket of learning that is enjoyable to all.

In order to make the school-to-home program work for students and their families, we encourage you to reach out to them with an introductory letter. Explain the program and its intent and ask them to partner with you in their children's educational process. Describe the role you expect them to play. Encourage them to offer suggestions or feedback along the way.

A sample letter is included below. Use it as is or create your own letter to introduce this project and elicit their collaboration.

Dear Families,

I anticipate a productive and exciting year of learning and look forward to working with you and your child. We have a lot of work to do! I hope we—teacher, student, and family—can work together as a team to achieve the goal of academic progress we all hope for this year.

I will send home a packet of homework each week on _____. There will be two items to complete each day: a single task on a strip plus a full page of focused practice. Each page or strip is labeled Day 1 (for Monday), Day 2, Day 3, or Day 4. There is no homework on Friday.

Please make sure that your student brings back the completed work _____. It is important

that these are brought in on time as we may work on some of the lessons as a class.

If you have any questions about this program or would like to talk to me about it, please feel free to call or email me. Thank you for joining me in making this the best year ever for your student!

Sincerely,

Name

Phone

Email

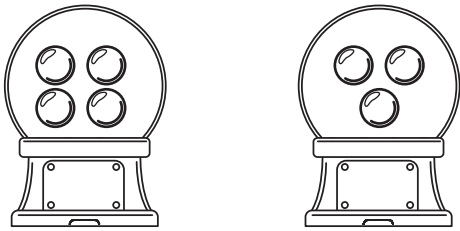
	Day 1	Day 2	Day 3	Day 4
Week 5	Take off a shoe. Walk around your home and find things that are shorter than your shoe. Make a list.	Have an adult fill a resealable plastic bag halfway with paint. Seal it, removing the air. Tape the bag to a glass door. Use your finger to "draw" triangles on the bag.	Have an adult place pieces of masking tape with written numbers from 1 to 10 on a rug. Jump from one number to the next in order.	Count to see if you have more windows or more doors in your home.

	Day 1	Day 2	Day 3	Day 4
Week 6	Write numbers from 1 to 9 on the sections of a beach ball. Toss the ball with a friend. When you catch it, tell what the sum is of the numbers your thumbs are touching.	Lay out eight pretzels. Push some to one side and some to the other. Tell what you need to do to make both sides equal.	Choose a favorite toy. Mark its length on a sheet of paper. Find three toys that are longer than your toy. Mark their lengths too.	A tape measure is just a long number line. Lay one out and have an adult tell you some numbers to find on the number line.

	Day 1	Day 2	Day 3	Day 4
Week 7	Use an upside down cardboard box to make a mailbox. Have an adult cut a slot in the side. Use the box flaps to make "envelopes." Count out a number of envelopes as you place them in the slot.	Cut out two clouds from paper or felt. Use counters or blue marbles for raindrops. Practice putting raindrops on the clouds. Tell which cloud has more and which has less.	Cut off two sections of the end of an egg carton. Use fish crackers or marbles to show different numbers from 0 to 10 in your "ten frame."	Choose a number from 1 to 10 and use two different colors of plastic interlocking blocks to build the number. How many ways can you show the number?

	Day 1	Day 2	Day 3	Day 4
Week 8	Have an adult cut out four different shapes from paper. Talk about what makes the shapes similar and different.	Explore the number 8 with a box of eight crayons. Group the crayons in different combinations to see the ways that numbers add up to 8.	Use toothpicks to make shapes. Make sure the toothpicks touch end to end to form closed figures. What shapes can you make from three toothpicks? Four?	Make "Sumflowers." Write a sum in the center of a coffee filter. Write numbers around the outside that add to the sum. Cut between the numbers. Fold in the "petals" to show adding to the sum.

Circle the set that has more.

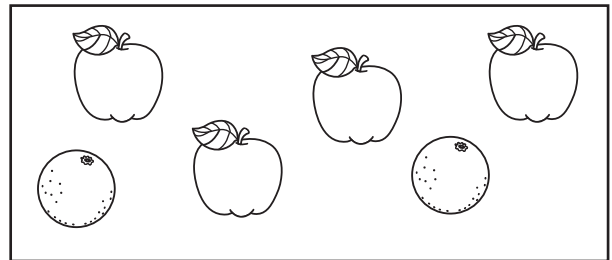


Trace the square. Count the sides.



There are some cows in the barn. You see 8 legs. Draw the cows.

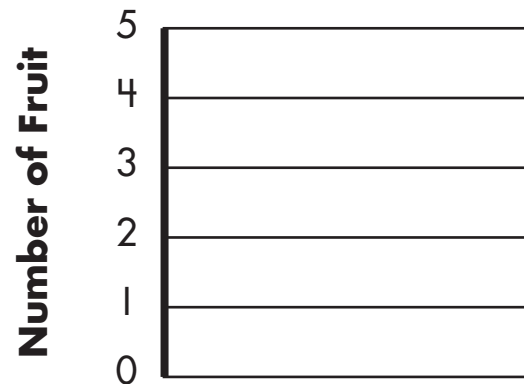
Count. Graph the data.



Complete the piece of the hundred chart.

1	2	3	4
11		13	

Fruit in the Fruit Bowl



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

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

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

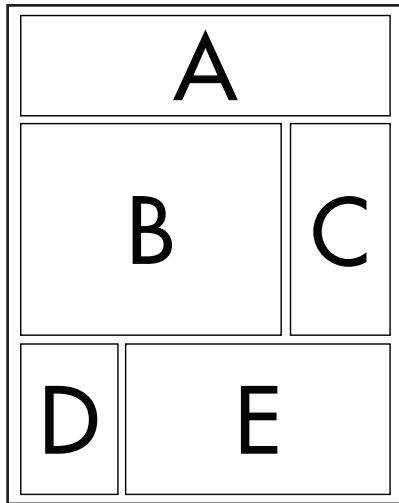
$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

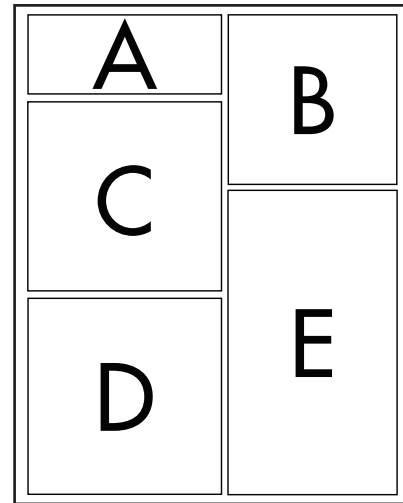


Answer Key

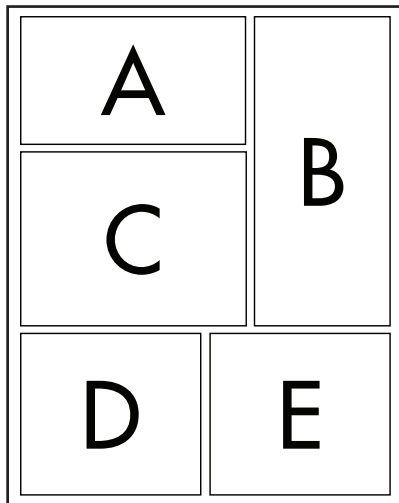
Day 1



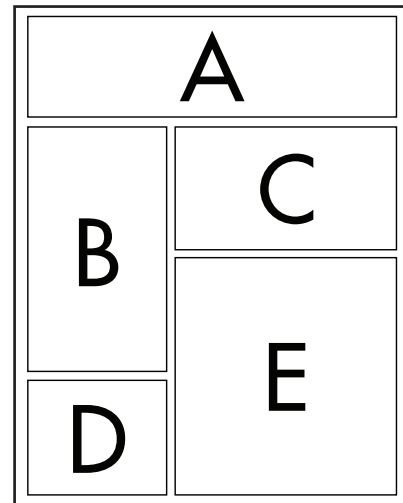
Day 2



Day 3



Day 4



Week 1, Day 1 (page 17)

A. 2, 3; B. Answers will vary. C. 4,
D. Check students' matches. E. right pencil

Week 1, Day 2 (page 18)

A. 4 gum balls; B. Check students' tracings.
C. 2 cows; D. 12, 14; E. Check students'
graphing.

Week 1, Day 3 (page 19)

A. 3; B. 1, 2, 3, 4; C. $3 - 1 = 2$;
D. Students should draw 4 objects.
E. right square

Week 1, Day 4 (page 20)

A. 2, 5; B. 5; C. right side; D. 3;
E. orange, blue

Week 2, Day 1 (page 21)

A. circle; B. 6 ducks; C. 3, 1, 2;
D. 12; E. 10, 12

Week 2, Day 2 (page 22)

A. 2 circles, 2; B. triangle; C. 3 circles;
D. giraffe; E. 4, 6, 8, 10

Week 2, Day 3 (page 23)

A. 19; B. Answers will vary. C. 7,
7 objects; D. 1 and 4; E. +, +, +