GRADE 1

MATHEMATICS PRACTICE WORKBOOK

3RD TRIMESTER

Academic Year

2024 – 2025

INDEX

Name _____

Practice Video Tools Games

Additional Practice 11-5

Mental Math: Ten Less Than a Number

Another Look! You can mentally subtract 10 from any number.

$72 - 10 = ?$

Imagine moving up 1 row on a hundred chart.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Or, subtract 1 from the tens digit.

7 tens − 1 ten = 6 tens

$72 - 10 =$ 62

HOME ACTIVITY Give your child a 2-digit number and ask him or her to mentally subtract 10 from it. Have your child explain how he or she found the answer. Repeat with other 2-digit numbers.

1. $85 - 10 =$ _____

2. $37 - 10 =$ _____

3. $59 - 10 =$ _____

4. $41 - 10 =$ _____

5. $75 - 10 =$ _____

6. $16 - 10 =$ _____

Use mental math to solve.

7. 29 − 10 = _____

8. 14 − 10 = _____

9. 28 − 10 = _____

10. 45 − 10 = _____

11. 78 − 10 = _____

12. 13 − 10 = _____

13. Algebra Write the missing number in each equation.

☐ + 10 = 50

50 − ☐ = 40

70 − 10 = ☐

14. Higher Order Thinking Choose two numbers from the list below and write them on the correct lines to make the equation true.

25 34 45 55 68 72

_____ − 10 = _____

15. Assessment Practice Draw lines. Match the problems on the left with the numbers on the right.

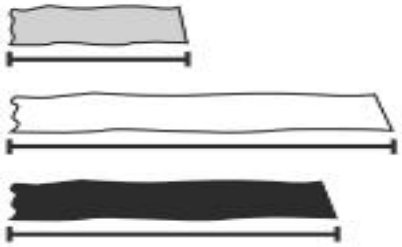
49 − 10 = _____	6
85 − 10 = _____	39
16 − 10 = _____	51
61 − 10 = _____	75

Name _____

Practice Video Tools Games

Additional Practice 12-1
Compare and Order by Length

Another Look! You can describe the lengths of objects by comparing them.



What is the color of the longest ribbon? White

What is the color of the shortest ribbon? Gray

HOME ACTIVITY Give your child three household objects of different lengths (such as a remote control, a pencil, and a spoon). Ask him or her to put them in order from longest to shortest.

Write the number of the longest object.
Then write the number of the shortest object.

1. 1:

2: 

3:

Longest: _____ Shortest: _____

2. 1: 

2: 

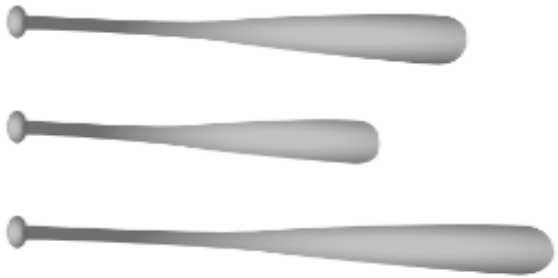
3: 

Longest: _____ Shortest: _____

Circle the longest object. Cross out the shortest object.

3.

4.



5. Higher Order Thinking Write the order of these 3 objects from longest to shortest:

Car Bike Airplane

_____

_____

_____

6. Assessment Practice Which list shows the order from longest to shortest?

1: 

2: 

3: 

Ⓐ Book 1, Book 2, Book 3

Ⓑ Book 2, Book 1, Book 3

Ⓒ Book 2, Book 3, Book 1

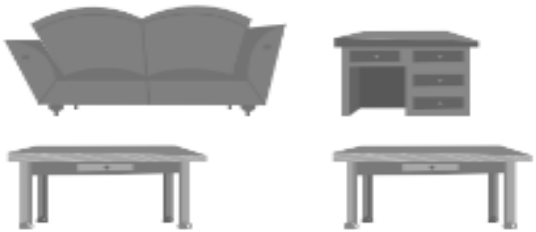
Ⓓ Book 3, Book 2, Book 1

Name _____

Practice Video Tools Games

Additional Practice 12-2
Indirect Measurement

Another Look! You can compare the lengths of 2 objects without putting them next to each other.



The couch is longer than the table. The desk is shorter than the table.

That means the couch is longer than the desk.

HOME ACTIVITY Place 3 objects that have different lengths on the table. Point to the object whose length is in the middle. Have your child use the words *longer* and *shorter* to compare each of the other 2 objects to the middle one. Then have your child arrange the 3 objects from longest to shortest.

Circle the picture of the object that is shorter. Use the gray string to help.

1.

2.

Circle the picture of the object that is shorter. Use the gray string to help.

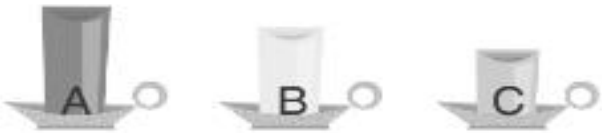
3.

4.

5.

6.

7. Higher Order Thinking Andrea has three candles. Explain how she can use candle B to find out if the candle A is shorter or taller than the candle C.



8. Assessment Practice Circle the shape that is shorter. Use the gray string to help.

Name _____

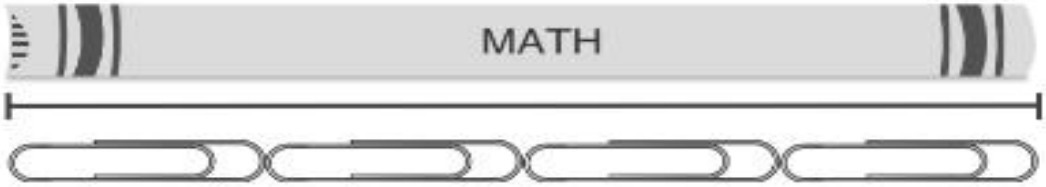
Practice Video Tools Games

Additional Practice 12-3
Use Units to Measure Length

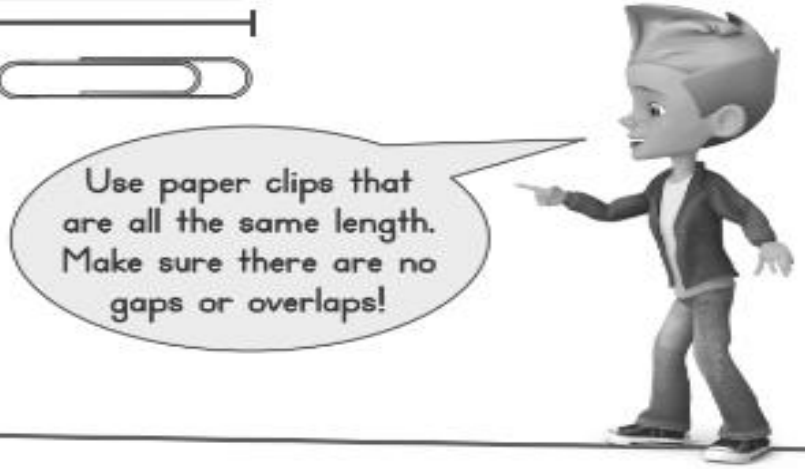
HOME ACTIVITY Have your child measure the lengths of several small objects. Use paper clips, or other same-size items, as the length unit.

Another Look! You can use smaller objects to measure the length of longer objects. The smaller object will be the length unit.

Use paper clips to measure the length of the book.



Measure: 4 _____



Use paper clips to measure the length.

1. 

_____

2. 

_____

Use paper clips to measure the length.

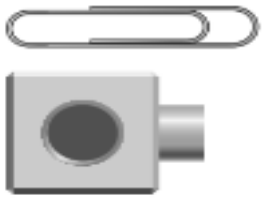
3. 

_____ 

4. 

_____ 

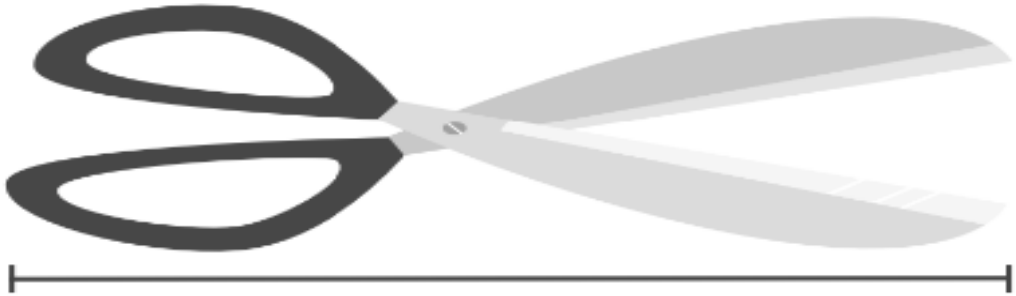
5. **Higher Order Thinking** Draw a picture to solve. Clara's pencil is 5 cubes long. About how long is the pencil if Clara measures it with paper clips? Explain your answer.



Clara's pencil is about _____  .

6. **Assessment Practice** Which is **NOT** the correct length of the scissors? Choose three that apply.

- ☐ 10 
- ☐ 6 
- ☐ 4 
- ☐ 2 



Name _____

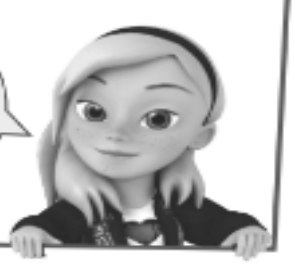
Practice Video Tools Games

Additional Practice 13-1
Tell the Value of Coins

HOME ACTIVITY Place an assortment of pennies, nickels, dimes, and quarters on the table. Place some with the heads side up and some with the tails side up. Have your child identify each one and tell how many cents it is worth.

Another Look! Different coins have different values.

Coin	Value	How many in a dollar
penny 	1¢	100
nickel 	5¢	20
dime 	10¢	10
quarter 	25¢	4



Circle every coin worth 10¢. Then write its name.

1. _____

2. Write a P on every penny, an N on every nickel, a D on every dime, and a Q on every quarter.

3. Draw lines to match each coin with its value.

nickel	10¢
quarter	1¢
penny	25¢
dime	5¢

4. Higher Order Thinking Nina has a dollar's worth of nickels and a dollar's worth of dimes. How many coins does she have in all?

5. Assessment Practice Matt wants to buy a toy car that costs a dollar. Which coins can he use? Choose three that apply.

- ☐ 20 nickels
- ☐ 2 quarters
- ☐ 10 dimes
- ☐ 100 pennies

Name _____

Practice Video Tools Games

Additional Practice 13-2
Find the Value of a Group of Coins

Another Look! Use counting to find the value of a group of coins.
Find the value of 5 dimes and 3 pennies.
Start with the coin that is worth more.

10¢ 20¢ 30¢ 40¢ 50¢ 51¢ 52¢ 53¢

In All

53¢

HOME ACTIVITY Place a small group of dimes and pennies on the table. Place some with the heads side up and some with the tails side up. Have your child count to find the total value of the coins. Ask your child to record the value with a cent symbol.

Count on to find each total value.

1.

_____ _____ _____ _____ _____ _____ _____

In All

_____

2.

_____ _____ _____ _____ _____ _____

In All

_____

3. Be Precise Find the total value of the dimes and pennies below.

4. Jack has 23¢. He has dimes and pennies. Draw a picture to show the coins Jack could have.

5. Higher Order Thinking Ali wants to buy the headband. She has 6 dimes. How many more cents does she need?

72¢

6. Assessment Practice Which coins have a total value of 27¢?

Ⓐ 2 dimes and 4 pennies

Ⓑ 3 dimes and 7 pennies

Ⓒ 2 dimes and 7 pennies

Ⓓ 4 dimes and 2 pennies

Name _____

Practice Video Tools Games

Additional Practice 13-3
Understand the Hour and Minute Hands

HOME ACTIVITY Using an analog clock in your home, help your child make a list of activities they do on a given day. Have him or her write the time that each activity begins.

Another Look! You can use the hands on a clock to tell time.
The short hand is the hour hand. The long hand is the minute hand.

The hour hand points to 6.

The minute hand points to 12.

It is 6 o'clock.

The hour hand points to 3.

The minute hand points to 12.

It is 3 o'clock.

Write the time shown on each clock.

1.

hour hand: _____

minute hand: _____

_____ o'clock

2.

hour hand: _____

minute hand: _____

_____ o'clock

3.

hour hand: _____

minute hand: _____

_____ o'clock

Draw hour hands and minute hands to show the time.

4.

10 o'clock

5.

2 o'clock

6.

11 o'clock

7.

3 o'clock

8.

9 o'clock

9.

6 o'clock

Solve each problem below.

10. Higher Order Thinking Write a good time for eating lunch. Then draw an hour hand and a minute hand to show the time.

_____ o'clock

11. Assessment Practice Every Saturday, Rachel wakes up after 6 o'clock and before 9 o'clock. Which tells the time Rachel might wake up every Saturday?

Ⓐ 2 o'clock

Ⓑ 4 o'clock

Ⓒ 5 o'clock

Ⓓ 8 o'clock

Name _____

Practice Video Tools Games

Additional Practice 13-4
Tell and Write Time to the Hour

HOME ACTIVITY Use a digital clock in your home to help your child practice telling time. When your child is doing an activity on the hour, ask him or her to tell you the time. Repeat with other times and other activities.

Another Look! Both clocks show the same time.


4 tells the hour.

00 tells the minutes.

Both clocks show 4 o'clock.


7 tells the hour.

00 tells the minutes.

Both clocks show 7 o'clock.

Draw the hands on the clock face.
Then write the time on the other clock.

1. 


3 o'clock

2. 


7 o'clock

3. 


10 o'clock

Draw lines to match the clocks that show the same time.

4.

5.

6.

7. **Higher Order Thinking** Write a good time for eating dinner.

_____ o'clock

Draw hands on the clock face to show the time you wrote.
Then write the time on the other clock.

8. **Assessment Practice** Look at the time on the clock face.
Which clocks below do **NOT** show the same time?
Choose three that apply.

☐

☐

☐

☐

Name _____

Practice Video Tools Games

Additional Practice 13-5

Tell and Write Time to the Half Hour

HOME ACTIVITY Using an analog clock, have your child practice telling the time to the half hour. If possible, have him or her move the hands on the clock to tell the time you say. For example, say, "Show me 6:30." Have your child write the time on a sheet of paper after telling the time.

Another Look! Clocks can tell us the time to the half hour.
A half hour is 30 minutes.


The hour hand is between 7 and 8.
The minute hand is on 6.
It is 7:30.


The hour hand is between 11 and 12.
The minute hand is on 6.
It is 11:30.

Complete the sentences. Then write the time on the other clock.

1.


The hour hand is between _____ and _____.
The minute hand is on _____.
It is _____.

2.


The hour hand is between _____ and _____.
The minute hand is on _____.
It is _____.

Go Online | SavvasRealize.com

3. **Explain** Vanessa walks to the library and arrives at half past 5.

Write the time on the clock.
Then explain how you solved.

4. **Algebra** Kirk stirs his soup at 1:00. He started cooking the soup 30 minutes earlier. What time did Kirk start cooking his soup? Draw the hands on the clock face and write the time.

_____:_____

5. **Higher Order Thinking** Write about something you do a half hour before bedtime. Write the time on the clock. Draw the hands on the clock face to show the time.

6. **Assessment Practice** Which shows the same time as the clock face?

8:30	8:00	7:30	6:30
Ⓐ	Ⓑ	Ⓒ	Ⓓ

Name _____

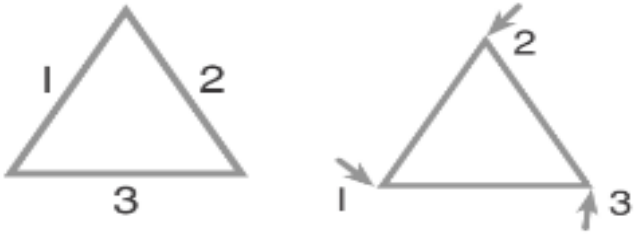
Practice Video Tools Games

Additional Practice 14-1

Use Attributes to Define Two-Dimensional (2-D) Shapes

Another Look! You can define shapes by the number of straight sides and vertices. A shape is closed if the sides are connected.

Tell if the shape is closed or not. Then count the straight sides and vertices.



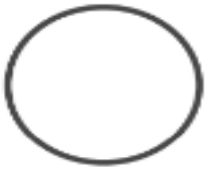
A triangle is a closed shape with 3 straight sides and 3 vertices.

Closed? Yes A hexagon has 6 straight sides and 6 vertices.

HOME ACTIVITY Draw a square, a rectangle, a triangle, and a circle. Have your child tell how many straight sides and how many vertices each shape has.

For each shape, tell if it is closed or not. Then tell how many sides and vertices it has.

1.



Closed?_____ A circle has _____ straight sides and _____ vertices.

2.

Closed?_____ This shape has _____ straight sides and _____ vertices.

3.

Closed?_____ A hexagon has _____ straight sides and _____ vertices.

Draw each shape.

4. Draw a shape with more than 3 sides.

5. Draw a shape with 4 vertices.

6. Draw a shape with no vertices.

7. Higher Order Thinking A rhombus is a closed shape with 4 equal sides and 4 vertices. Circle the shape that is not a rhombus. Explain how you know.

8. Assessment Practice Jen draws a shape with 4 sides and 4 vertices. Which could be Jen's shape? Choose three that apply.

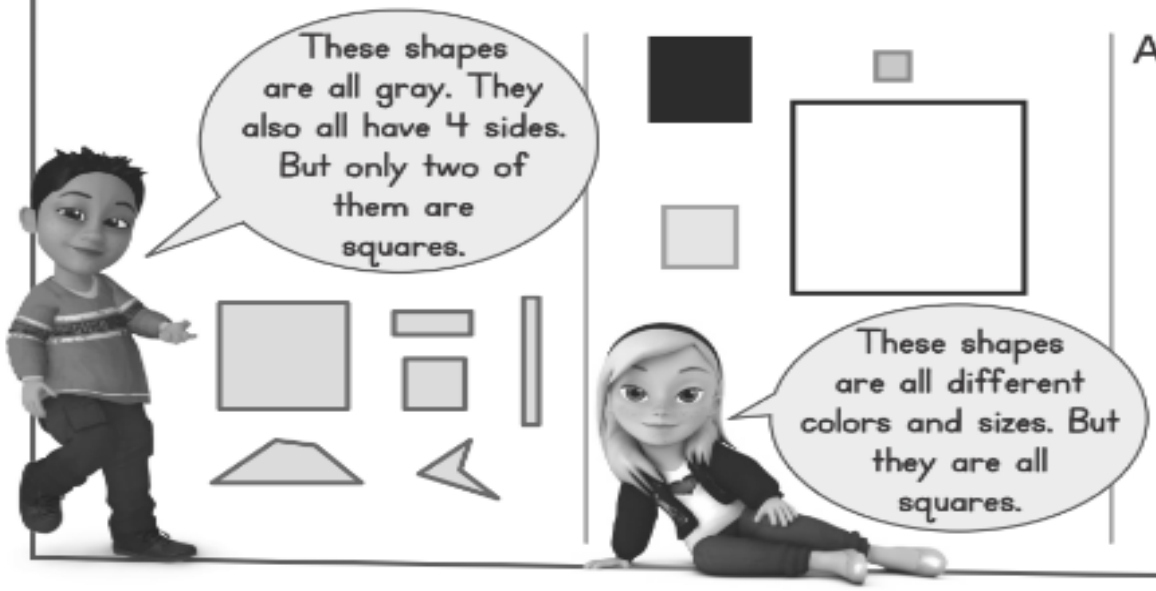
Name _____

Practice Video Tools Games

Additional Practice 14-2
Defining and Non-Defining Attributes of 2-D Shapes

Another Look! You can use certain features to identify shapes.

How can you tell if a shape is a square?



All squares:
- have 4 equal sides.
- are gray.
- are small.
- have 4 vertices.

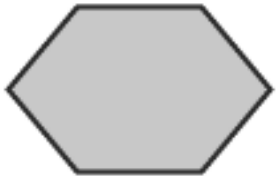
HOME ACTIVITY Work with your child to find shapes around the house (such as triangles, squares, and hexagons). Then make lists of defining attributes for each shape. Ask him or her to draw or construct 3 different examples of each shape.

Circle the words that are true for the shape.

1. 

All rectangles:
- are black.
- are closed figures.
- have 4 sides and 4 vertices.
- have 4 square corners.

Circle the words that are true for the shape.

2. 

All hexagons:

are gray.

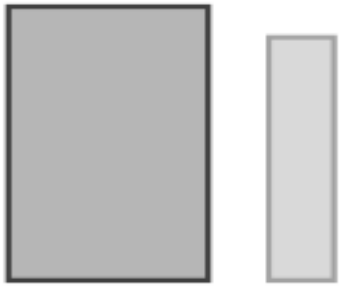
have 6 straight sides.

have 6 equal sides.

have 6 vertices.

---

3. Higher Order Thinking Danielle says these shapes are rectangles because they are both tall shapes with 4 straight sides and 4 vertices. Do you agree? Why or why not?



---

4. Assessment Practice Which attributes help define a square? Choose three that apply.

- ☐ Has 4 square corners
- ☐ Is long and straight
- ☐ Has 4 equal sides
- ☐ Is a rectangle

Name _____

Practice Video Tools Games

Additional Practice 14-3

Build and Draw 2-D Shapes by Attributes

HOME ACTIVITY Have your child use materials you have at home to make different shapes. Have him or her count the number of sides for each shape.

Another Look! You can use different materials to make shapes.

This circle was made with string.

A circle has 0 sides and 0 vertices.

This rectangle was made with craft sticks.

The opposite sides of a rectangle are equal.

Use materials to make each shape. Glue or tape the shape in the box.

1. Make a triangle. Tell 1 thing about a triangle.

2. Make a square. Tell 1 thing about a square.

Draw a picture to solve each problem below.

3. Lucia made a shape. The shape has 4 sides. The shape has opposite sides that are equal. What shape did Lucia make?

Lucia made a _____.

4. Yani made a shape. The shape has no sides. The shape has no vertices. What shape did Yani make?

Yani made a _____.

5. Higher Order Thinking Use shapes to draw a house. Label each shape you used.

6. Assessment Practice Lee made a triangle using toothpicks. He knows that a triangle has 3 sides, but does not know how many vertices it has. Circle each vertex on the triangle below.

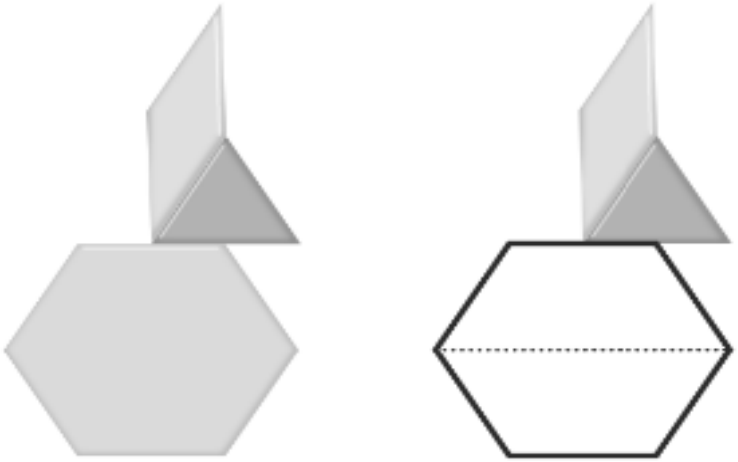
Name _____

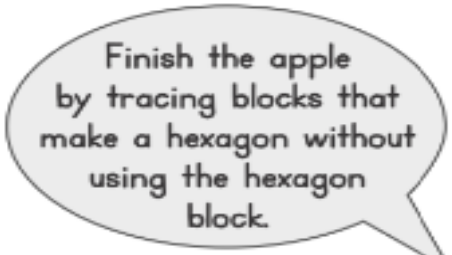
Practice Video Tools Games

Additional Practice 14-5

Compose New 2-D Shapes from 2-D Shapes

Another Look! You can use different blocks to make the same picture.



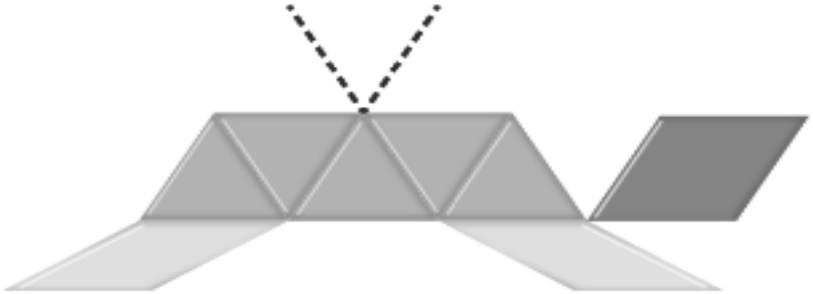


HOME ACTIVITY Ask your child to cut out 2-D shapes such as rectangles, squares, circles, and triangles. Have him or her put the shapes together to make a picture.

Which shapes did you use? 2 

Finish the turtle without using triangles.

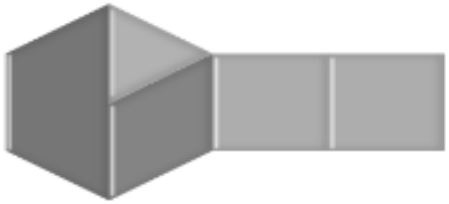
1.



Draw the top of the shell without drawing a triangle.

Solve the problems below.

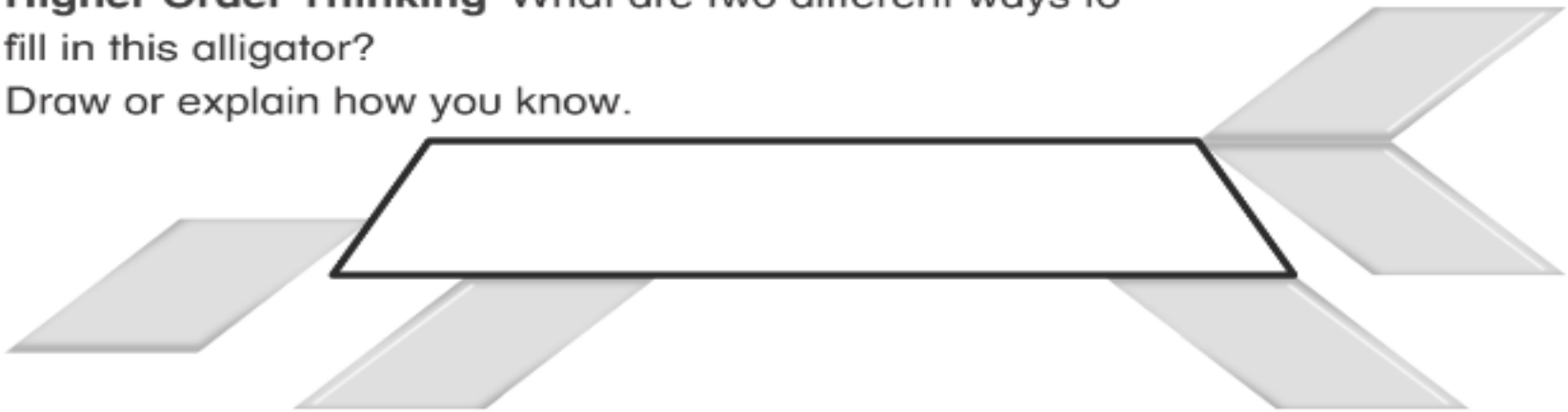
2. Reasoning Write the number of each block used to make this microphone.



How many triangles? _____ How many squares? _____

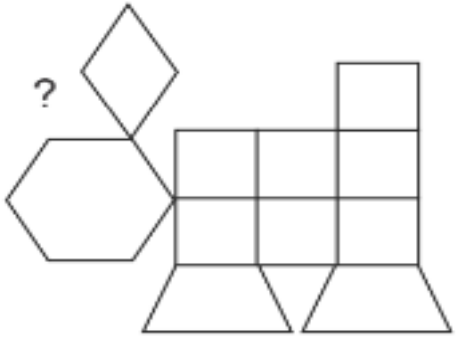
How many trapezoids? _____ How many rhombuses? _____

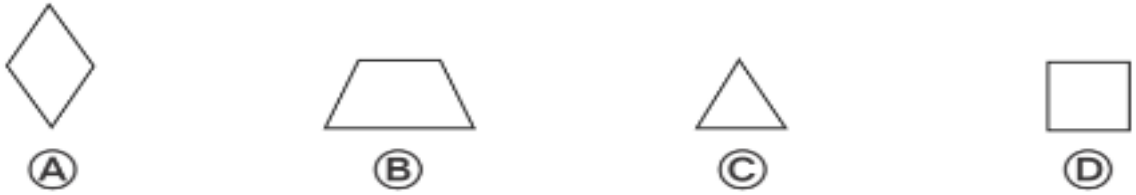
3. Higher Order Thinking What are two different ways to fill in this alligator?
Draw or explain how you know.



Way 1: _____ Way 2: _____

4. Assessment Practice José is making a picture of a bunny. He is missing the matching ear.
Which block is missing?





Name _____

Practice Video Tools Games

Additional Practice 15-1
Make Equal Shares

HOME ACTIVITY Draw 2 squares, 2 rectangles, and 2 circles. Have your child divide 1 square, 1 rectangle, and 1 circle into equal shares and 1 square, 1 rectangle, and 1 circle into unequal shares.

Another Look! A shape can be divided into shares that are equal or shares that are **NOT** equal.

This rectangle is divided into equal shares.

The shares are the same size.
There are 2 equal shares.

This rectangle is **NOT** divided into equal shares.

The shares are **NOT** the same size.
There are 0 equal shares.

Write the number of equal shares in each shape.
If the shares are **NOT** equal, write 0.

1. 

_____ equal shares

2. 

_____ equal shares

3. 

_____ equal shares

Draw straight lines to divide the shapes into equal shares.

4. 

2 equal shares

5. 

4 equal shares

6. 

2 equal shares

7. **enVision®** STEM Draw a picture of a bike wheel. Draw lines to divide it into 4 equal shares.

8. **Be Precise** Has this sandwich been cut into equal shares? Tell how you know.

9. **Higher Order Thinking** Two brothers divide a slice of bread into equal shares. One brother thinks he got a smaller share than the other. How can he check if he is right?

10. **Assessment Practice** Which tells how many equal shares the apple has?

Ⓐ 8 Ⓑ 3

Ⓒ 4 Ⓓ 2

Name _____

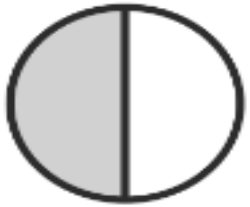
Practice Video Tools Games

Additional Practice 15-2

Make Halves and Fourths of Rectangles and Circles

Another Look! You can divide shapes into halves and fourths.

Two **halves** make one whole.



Each share is called a **half**.
One **half** of the circle is gray.

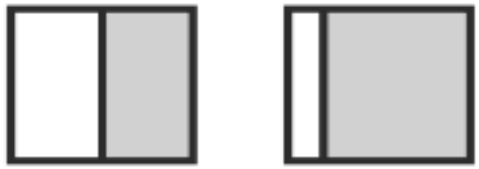
Four **fourths** make one whole.

Each share is called a fourth.
One fourth of the rectangle is black.
One quarter of the rectangle is white.

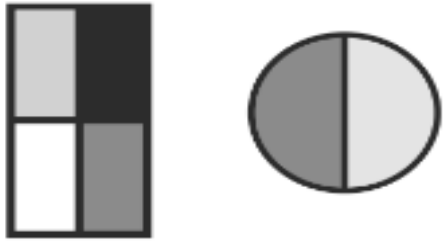
HOME ACTIVITY Draw a circle and a rectangle. Have your child divide the circle into two equal shares and color one share. Then have your child divide the rectangle into four equal shares and color one share. Ask: "Which shape shows one half colored? Which shape shows one fourth colored?"

Circle the correct shapes for each problem.

1. one half gray



2. one quarter black



3. one half white

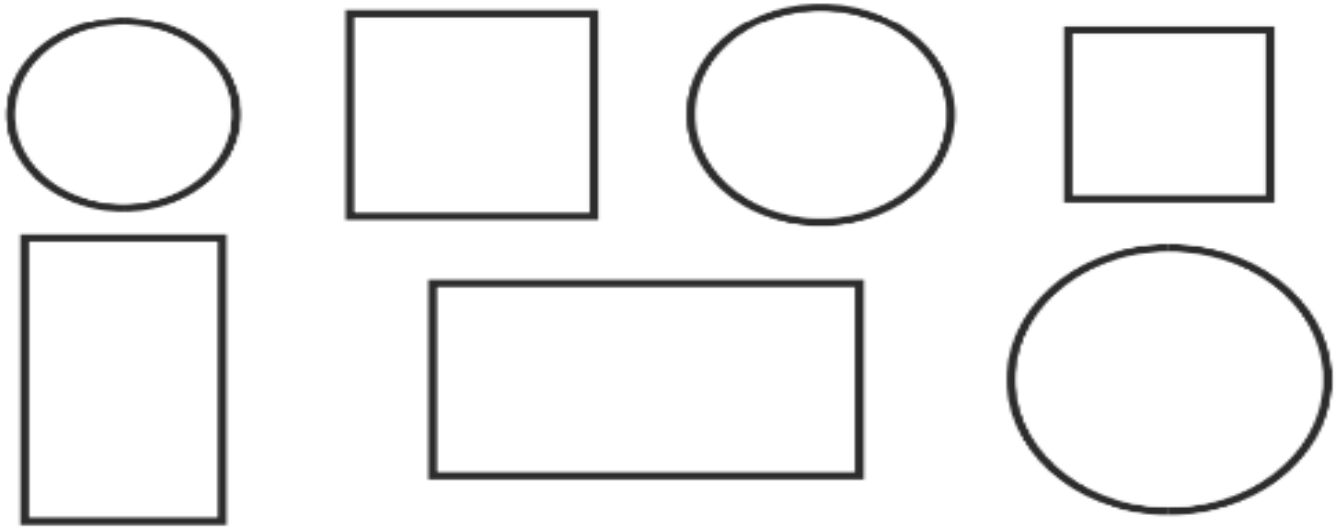
Color the shapes for each problem.

4. one half blue

5. one quarter purple

6. one fourth red

7. Higher Order Thinking Color one half of each circle blue. Color one half of each rectangle that is **NOT** a square orange. Color one quarter of each square red.



8. Assessment Practice Sandy divided a rectangle into four equal shares. She colored one share red, one share blue, and two shares yellow. How much of the rectangle did she color red? Choose two that apply.

one half	one quarter	two of four shares	one fourth
☐	☐	☐	☐

Name _____

Practice Video Tools Games

Additional Practice 15-3
Understand Halves and Fourths

HOME ACTIVITY Draw two circles that are the same size. Ask your child to draw lines to divide one circle into halves and one circle into fourths. Then ask your child which circle has more equal shares and which circle has larger equal shares.

Another Look! These rectangles are the same size.
The rectangle with more equal shares has smaller shares.
The rectangle with fewer equal shares has larger shares.

2 equal shares
halves
larger equal shares

4 equal shares
fourths
smaller equal shares

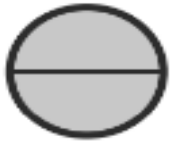
Compare the two shapes. Tell how many equal shares. Then circle **smaller** or **larger** and **more** or **fewer** for each.

1. quarters

equal shares:
smaller larger
more fewer

_____ equal shares

halves



equal shares:
smaller larger
more fewer

_____ equal shares

2. **Reasoning** Ginny and Martha each have a pizza. Their pizzas are the same size.
Ginny cuts her pizza into fourths.
Martha cuts her pizza into halves.

Who has more slices? _____

How many more? _____

Who has larger slices? _____

3. **Vocabulary** Divide this square into **halves**. Then shade one half of the square.

4. **Higher Order Thinking** Lucas divides a circle into 2 equal shares. Then he divides each share in half. How many equal shares are there now? What are they called? Use words and pictures to explain.

5. **Assessment Practice** Mary is designing a sign. She wants one half of the sign to be black, one fourth of it to be gray, and one quarter of it to be white.

Which shows what Mary's sign might look like?

Ⓐ

Ⓑ

Ⓒ

Ⓓ