IM K–12 California

GRADE 1

Teacher Resource Copy Masters

UNITS 5-6

Illustrative Mathematics LEARN MATH FOR LIFE | Kendall Hunt

Book 3

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GRADE 1

UNIT

5

Teacher Resource Copy Masters

LESSON BLACKLINE MASTERS

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade1.5.2.3	Five in a Row Addition and Subtraction Stage 5 Gameboards	2	no	no	no	no	yes	yes
Activity Grade1.5.4.1	Number Puzzles Addition and Subtraction Stage 3 Gameboards	2	no	no	no	no	yes	yes
Activity Grade1.5.5.2	Add 'Em Up Partner Cards	2	no	yes	no	no	no	no
Activity Grade1.5.6.3	Target Numbers Stage 1 Recording Sheet	1	yes	no	no	no	no	yes
Activity Grade1.5.6.3	Number Cards 0–10	2	no	yes	yes	no	yes	yes
Activity Grade1.5.8.1	Target Numbers Stage 2 Recording Sheet	1	yes	no	no	no	no	yes
Activity Grade1.5.10.3	Number Puzzles Addition and Subtraction Stage 4 Gameboards	2	no	no	no	no	yes	yes

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade1.5.13.1	Target Numbers Stage 3 Recording Sheet	1	yes	no	no	no	no	yes
Activity Grade1.5.13.2	Five in a Row Addition and Subtraction Stage 6 Gameboards	2	no	no	no	no	yes	yes

Directions: (2-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers. Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner fills the gameboard or places 5 counters in a row—across, up and down, or diagonal.

55	68	38	96	44
74	63	25	36	87
85	47	49	77	74
85	76	82	74	66
93	55	36	47	58

12	23	25	31	34
62	13	51	24	43

Directions: (1-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers.Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner gets 5 counters in a row or the gameboard is filled. Counters can be across, up and down, or diagonal.

45	27	67	15	24
56	18	46	44	63
17	28	55	43	19
66	54	42	57	25
26	65	58	16	64

1	2	3	4	5
14	23	41	53	62

Puzzle 1

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$75 = 71 + \square$	$75 = \square + 70$
$75 = \square + \square + 65$	$75 = 43 + \square + \square$

Puzzle 2

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$98 = 47 + \square + \square$	$98 = 1\square + \square + 88$
$98 = \square + \square + 95$	$98 = \square\square + \square + 56$

Puzzle 3

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$46 = \square + 16$	$46 = \square + \square + 26$
$46 = \square + 42$	$46 = 31 + \square + \square$

Puzzle 4

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once.

$98 = 97 + \square$	$98 = \square + 8$	$98 = \square + 68$	$98 = 22 + \square$
$98 = 9 + \square$	$98 = 58 + \square$	$98 = 78 + \square$	$98 = \square + \square + 13$
$98 = \square + 2$	$98 = \square + 0$	$98 = 0 + \square$	$98 = \square + 6$

Puzzle 5

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once.

59 = [ ] + 9	59 = 55 + [ ]	59 = [ ] + 52	59 = 47 + [ ]
59 = 1 + [ ]	59 = [ ] + 33	59 = [ ] + [ ]	59 = 40 + [ ]

Add 'Em Up Partner

29

Add 'Em Up Partner

48

Add 'Em Up Partner

67

Add 'Em Up Partner

84

Add 'Em Up Partner

75

Add 'Em Up Partner

31

Add 'Em Up Partner

53

Add 'Em Up Partner

42

Add 'Em Up Partner

24

Add 'Em Up Partner

71

Add 'Em Up Partner

36

Add 'Em Up Partner

83

Add 'Em Up Partner

55

Add 'Em Up Partner

49

Add 'Em Up Partner

62

Add 'Em Up Partner

68

Add 'Em Up Partner

1

Add 'Em Up Partner

2

Add 'Em Up Partner

3

Add 'Em Up Partner

4

Add 'Em Up Partner

5

Add 'Em Up Partner

6

Add 'Em Up Partner

7

Add 'Em Up Partner

8

Add 'Em Up Partner

9

Add 'Em Up Partner

3

Add 'Em Up Partner

4

Add 'Em Up Partner

5

Add 'Em Up Partner

6

Add 'Em Up Partner

7

Add 'Em Up Partner

8

Add 'Em Up Partner

9

Directions:

- Take out the cards that show 0 and 10. Set them aside.
- On your turn:
  - Start at 55. Pick a number card.
  - Add that number to your starting number.
  - Write an equation to represent the sum.
- Each round, the sum from the last equation is the starting number in the new equation.
- Take turns until you've played 6 rounds.
- The partner to get a sum closer to 95 without going over wins.

number card	equation
	55 + _____ = _____
	_____ + _____ = _____
	_____ + _____ = _____
	_____ + _____ = _____
	_____ + _____ = _____
	_____ + _____ = _____

1	2
3	4
5	6

7	8
9	1
2	3

4	5
6	7
8	9

0	0
10	10

Directions:

- Take out the cards that show 0 and 10. Set them aside.
- On your turn:
  - Start at 25. Pick a number card. Choose whether to add that number of tens or ones to your starting number.
  - Write an equation to represent the sum.
- Each round, the sum from the last equation becomes the starting number in the new equation.
- Take turns until you've played 6 rounds.
- The partner to get a sum closer to 95 without going over wins.

number card	choose	equation
	tens or **ones**	25 + _____ = _____
	tens or **ones**	_____ + _____ = _____
	tens or **ones**	_____ + _____ = _____
	tens or **ones**	_____ + _____ = _____
	tens or **ones**	_____ + _____ = _____
	tens or **ones**	_____ + _____ = _____

Puzzle 1

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$63 = 5 \square + 8$	$63 = 5 \square + \square$
$63 = 1 \square + 52$	$63 = 3 \square + \square 9$
$63 = \square \square + 24$	$63 = 3 \square + 25$

Puzzle 2

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$80 = 3\square + 41$	$80 = \square 3 + 7$	$80 = \square\square + 16$
$80 = 27 + \square\square$	$80 = 1\square + \square 6$	$80 = 5\square + \square 29$

Puzzle 3

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$27 = 1\square + 14$	$27 = 1\square + 1\square$	
$27 = 9 + \square\square$	$27 = 2\square + 3$	
$2\square = 1\square + 11$	$27 = 1\square + 8$	

Puzzle 4

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once.

92 = ☐ + 6	92 = ☐ + 83	92 = 7☐ + 1☐
92 = 9☐ + ☐	92 = ☐ + 39	92 = 78 + ☐ + ☐

Puzzle 5

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$46 = \square + \square + 23$	$46 = 1 \square + 31$
$46 = 4 \square + 5$	$46 = 3 \square + 7$
$46 = 3 \square + 10$	$46 = 3 \square + 8$

Directions:

- On your turn:
  - Start at 0. Roll 3 cubes. Choose 1 number to represent the tens, 1 number to represent the ones, and 1 number to not use.
  - Add the tens and ones to the starting number.
  - Write an equation to represent the sum.
- Each round, the sum from the last equation is the starting number in the new equation.
- Take turns until you've played 4 rounds.
- The partner to get a sum closer to 100 without going over wins.

roll and choose	equation
____ **tens** ____ **ones**	0 + _____ = _____
____ **tens** ____ **ones**	_____ + _____ = _____
____ **tens** ____ **ones**	_____ + _____ = _____
____ **tens** ____ **ones**	_____ + _____ = _____

Directions: (2-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers. Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner fills the gameboard or places 5 counters in a row—across, up and down, or diagonal.

81	91	54	46	90
84	83	35	82	53
60	92	99	73	51
73	42	44	53	92
100	75	82	61	64

16	27	25	34	35
65	19	57	26	48

Directions: (1-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers. Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner gets 5 counters in a row or the gameboard is filled. Counters can be across, up and down, or diagonal.

75	64	24	26	63
65	25	22	31	55
58	30	67	32	66
72	56	54	34	71
74	23	33	73	57

5	6	7	8	9
17	25	49	58	66

GRADE 1

UNIT

6

Teacher Resource Copy Masters

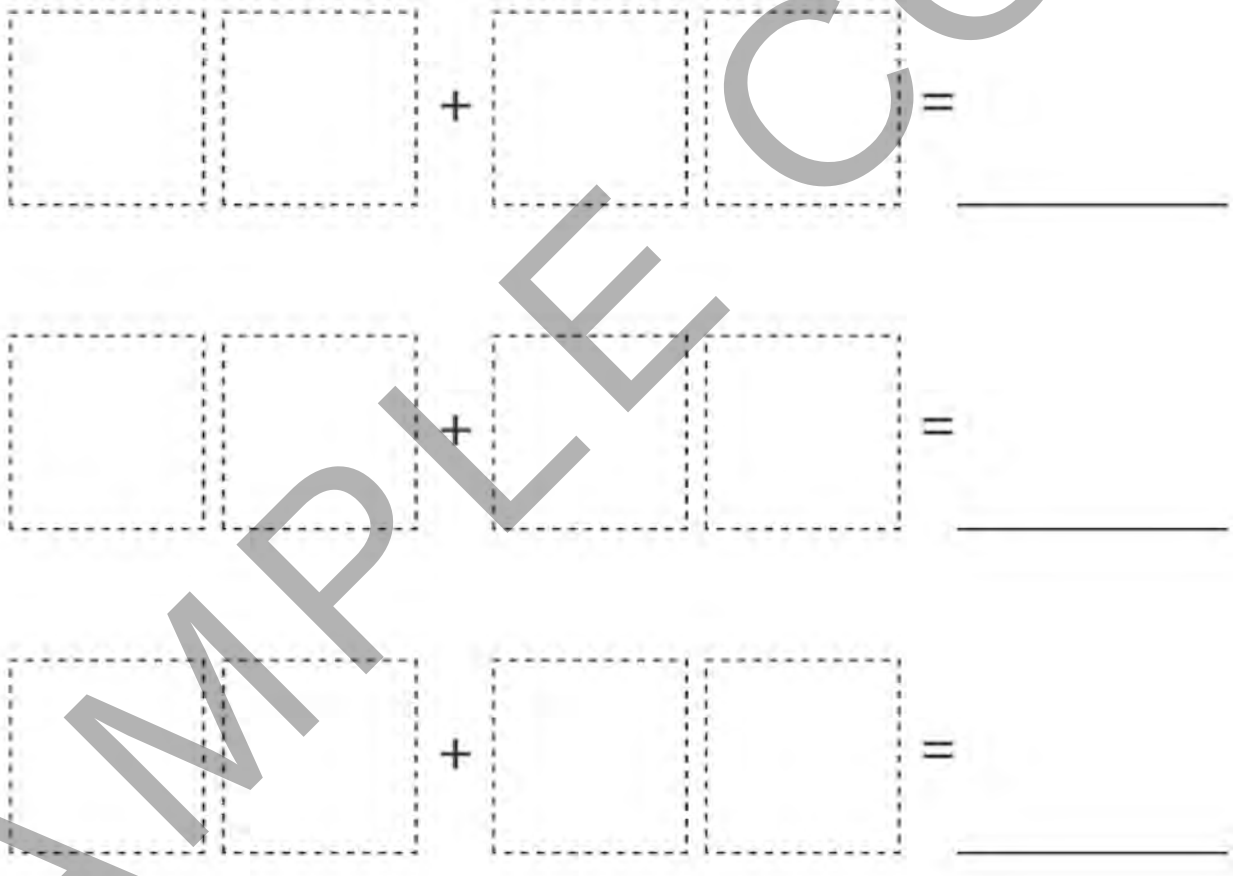
LESSON BLACKLINE MASTERS

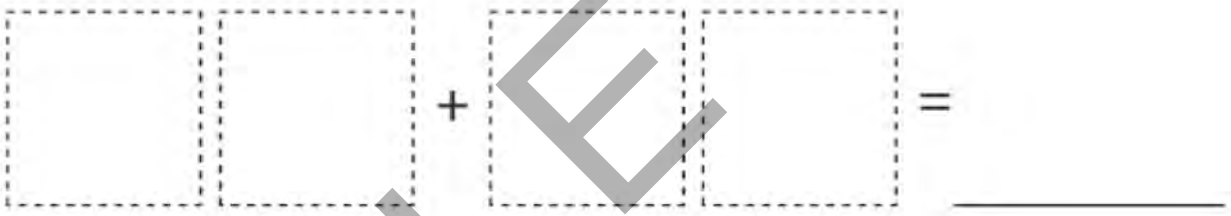
address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade1.6.4.1	How Close? Stage 3 Recording Sheet	1	yes	no	no	no	no	yes
Activity Grade1.6.4.1	Number Cards 0–10	2	no	yes	yes	no	yes	yes
Activity Grade1.6.5.1	Lengths of Creepy, Crawly Things Handout	1	yes	no	no	no	no	no
Activity Grade1.6.5.2	More Creepy, Crawly Things Handout	1	yes	no	no	no	no	no
Activity Grade1.6.6.1	Measure with Paper Clips Handout	1	no	no	no	no	no	no
Activity Grade1.6.8.2	Card Sort Representations of Large Numbers Cards	2	no	yes	no	no	no	no
Activity Grade1.6.10.1	Estimate and Measure Stage 1 Recording Sheet	1	yes	no	no	no	no	yes

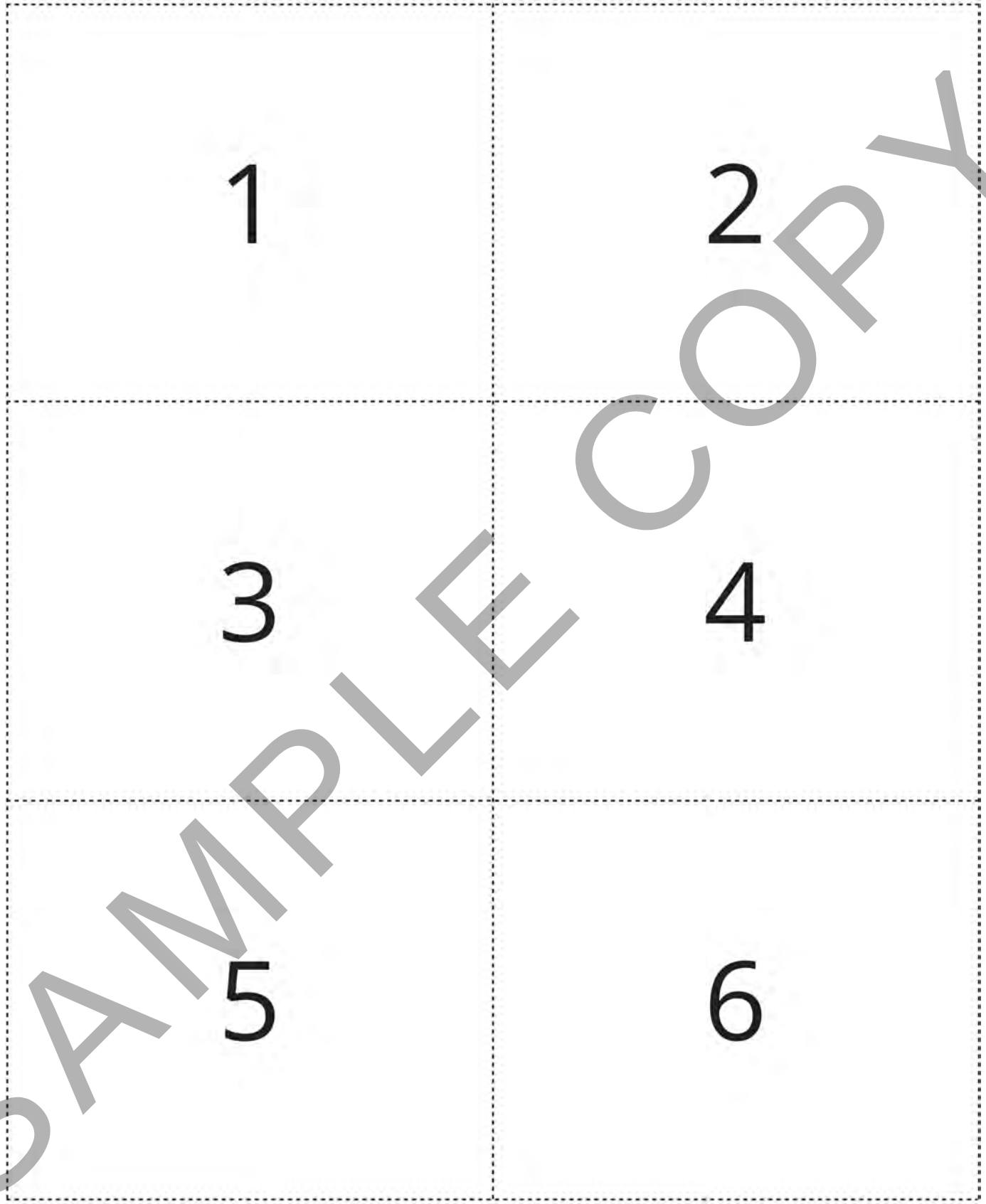
address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade1.6.12.3	Write Numbers Stage 3 Gameboard	2	no	no	no	no	yes	yes
Activity Grade1.6.14.1	Card Sort Story Problems Cards	2	no	yes	no	no	no	no
Activity Grade1.6.16.1	Counting Collections Stage 3 Recording Sheet	1	yes	no	no	no	no	yes

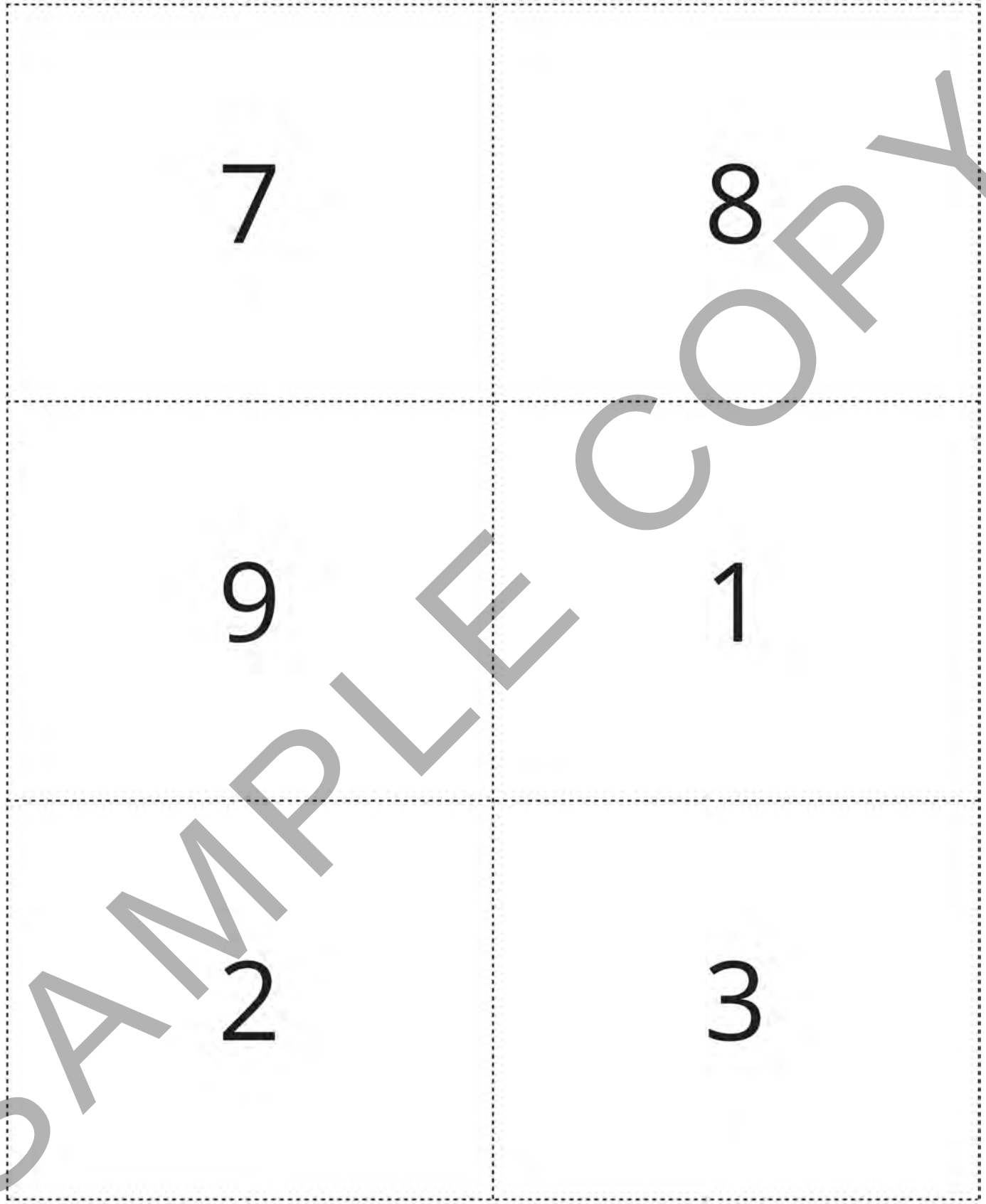
Directions:

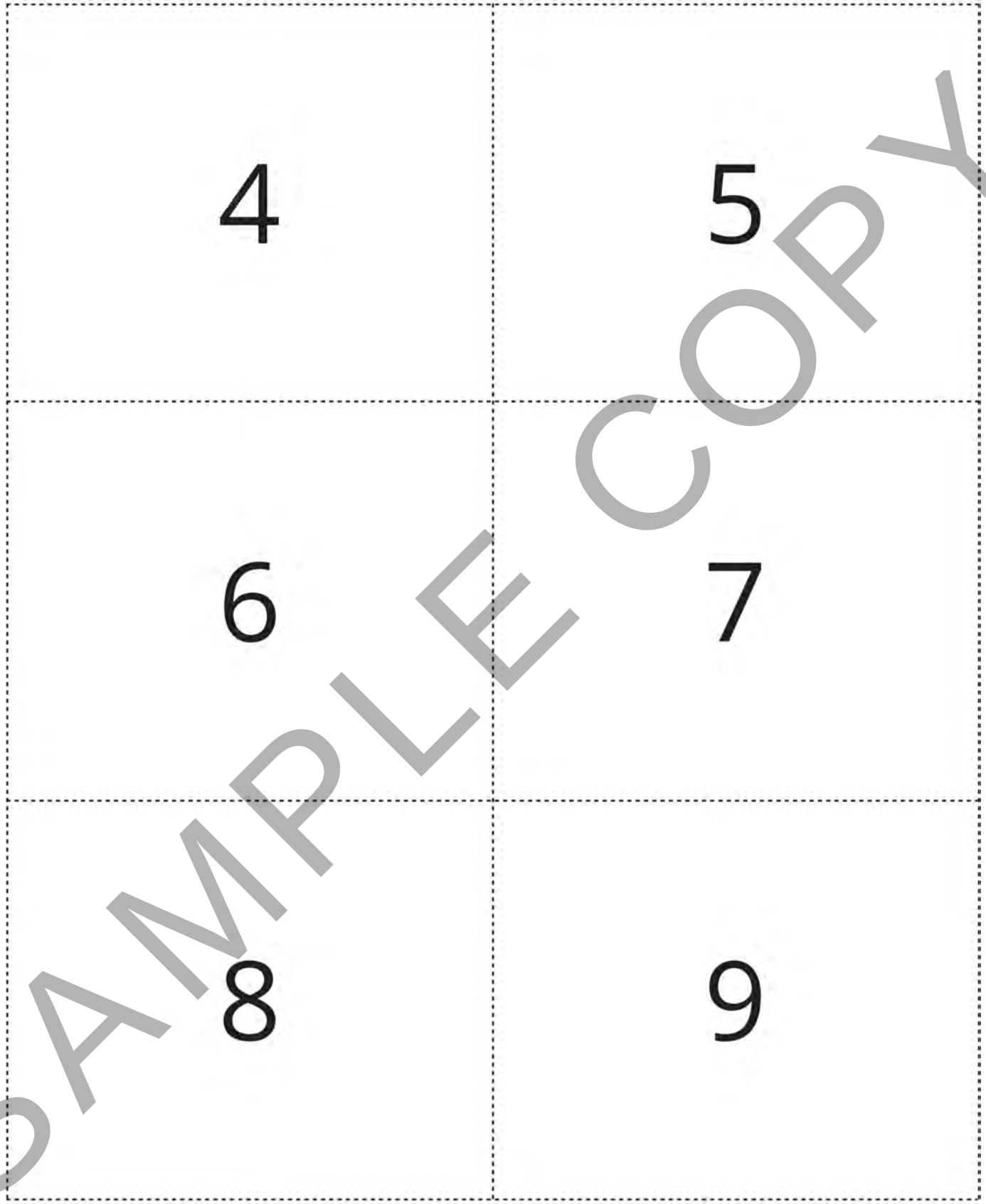
- Remove the cards that show 10. Set them aside.
- Each partner:
  - Take 7 cards.
  - Choose 4 cards. Make 2 two-digit numbers.
  - Write an equation to show the sum of the numbers you made.
  - Compare sums with your partner. The partner that is closer to 100 wins a point.
- Take 4 new cards. Start the next round.











0	0
10	10

1. The grasshopper is the same length as a tower of _____ cubes.

_____

2. The earthworm is the same length as a tower of _____ cubes.

_____

3. The caterpillar is the same length as a tower of _____ cubes.

_____

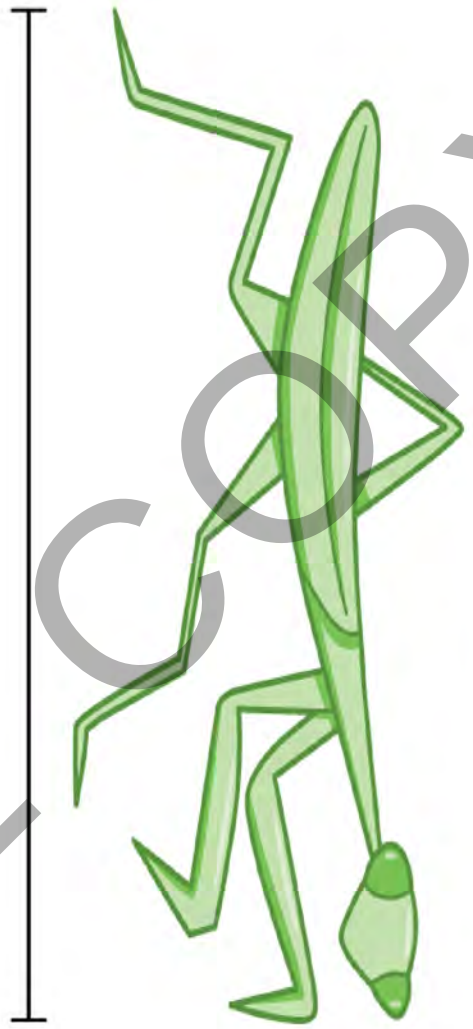
4. The dragonfly is the same length as a tower of _____ cubes.

_____

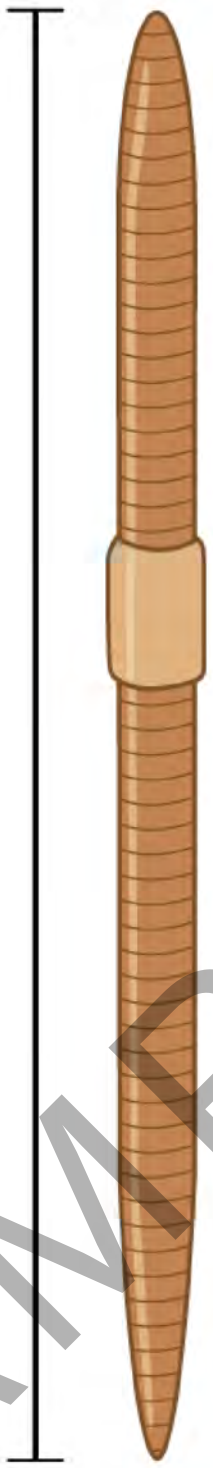
5. The praying mantis is the same length as a tower of _____ cubes.

_____

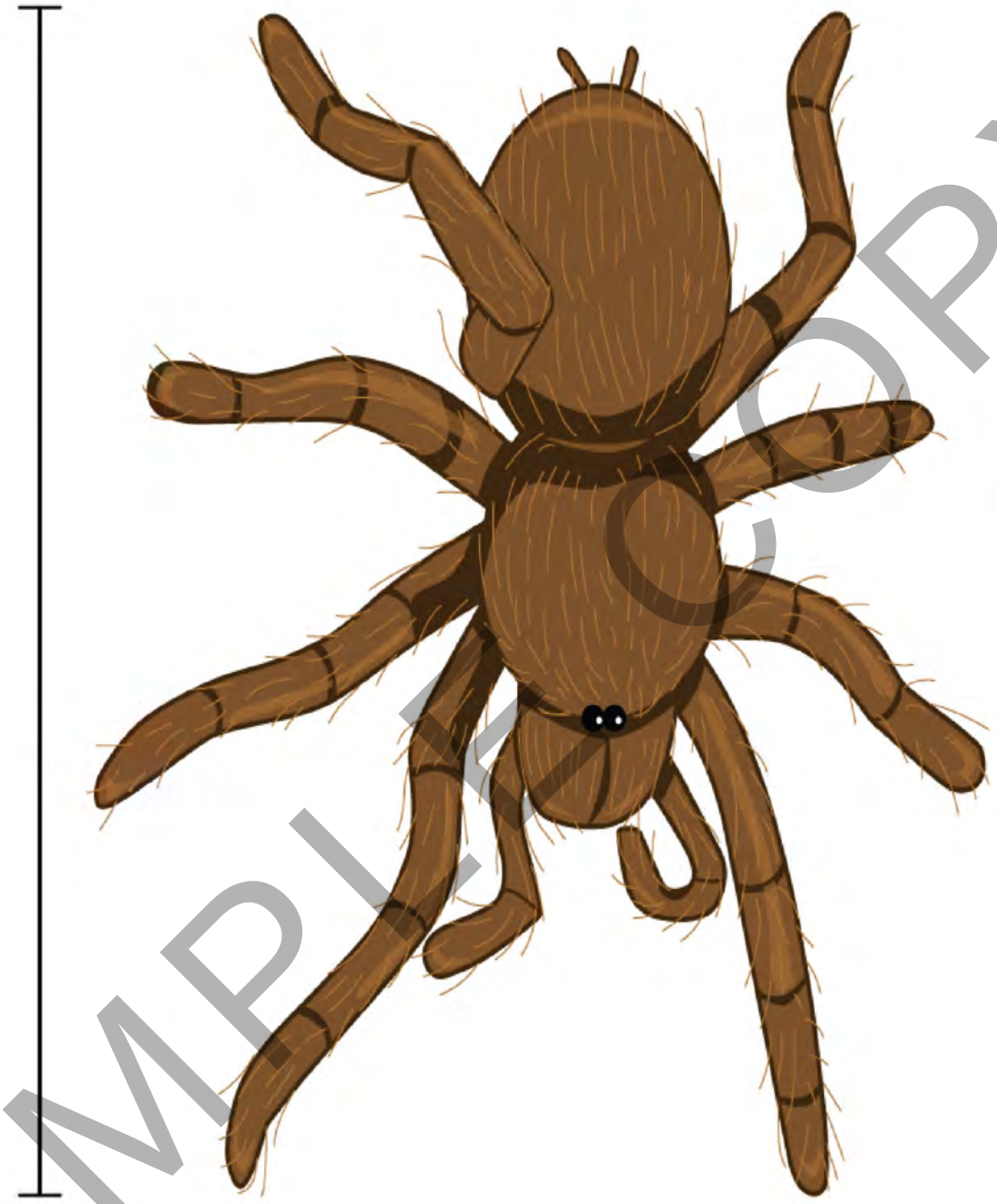
1. The praying mantis is _____ cubes long.



2. The earthworm is _____ cubes long.



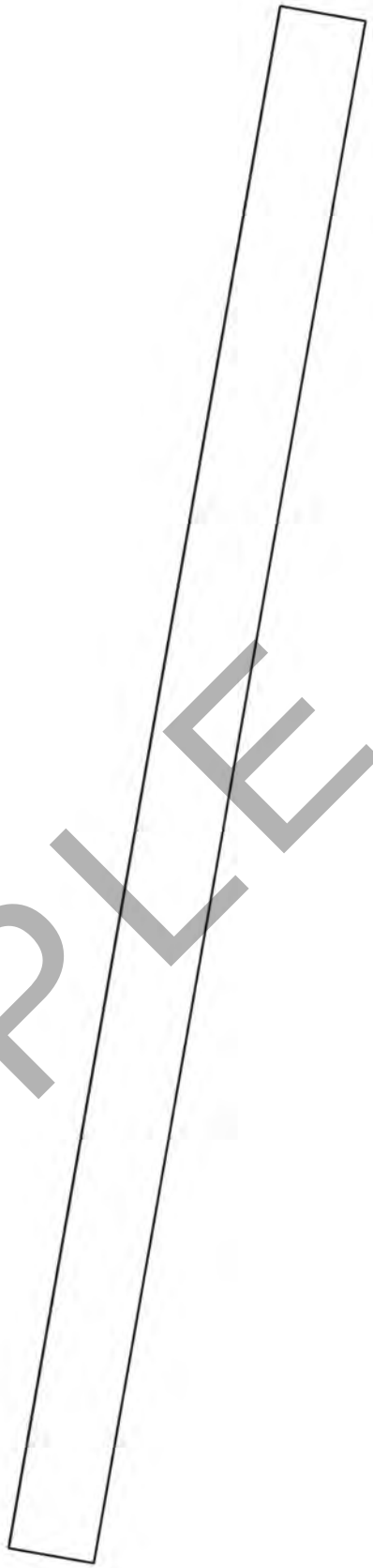
3. The tarantula is _____ cubes long.



4. The butterfly is _____ cubes long.

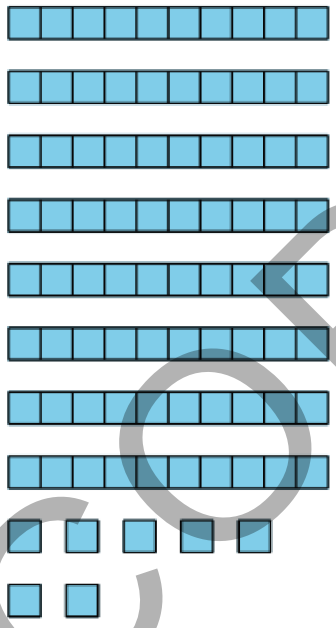
5. The grasshopper is _____ cubes long.

6. The stick bug is _____ cubes long.



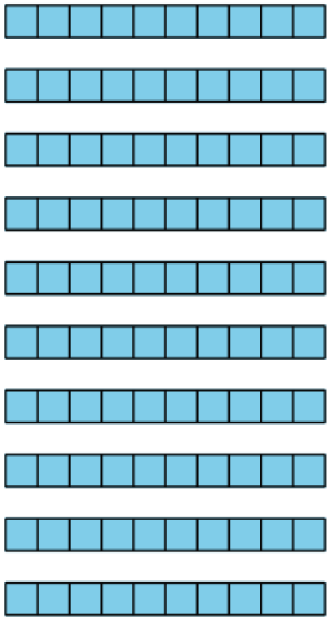
Representations of Large Numbers

A



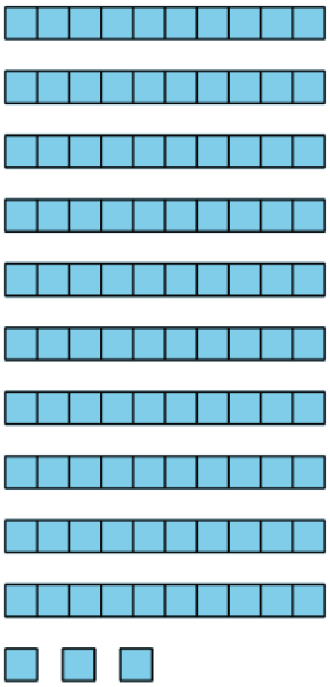
Representations of Large Numbers

B



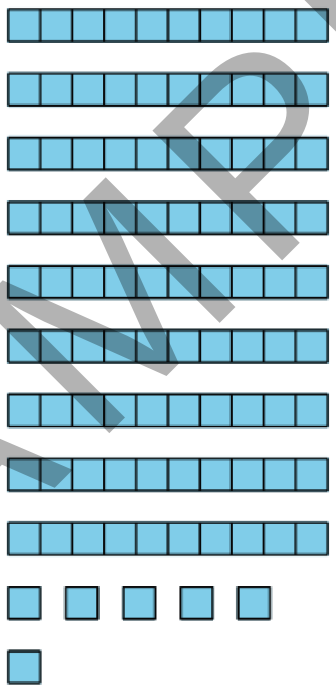
Representations of Large Numbers

C



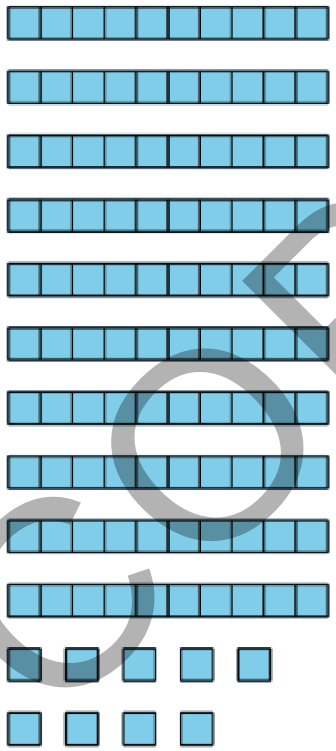
Representations of Large Numbers

D



E

Representations of Large Numbers



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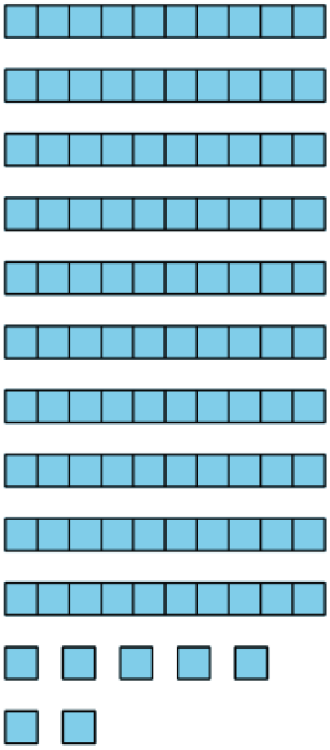
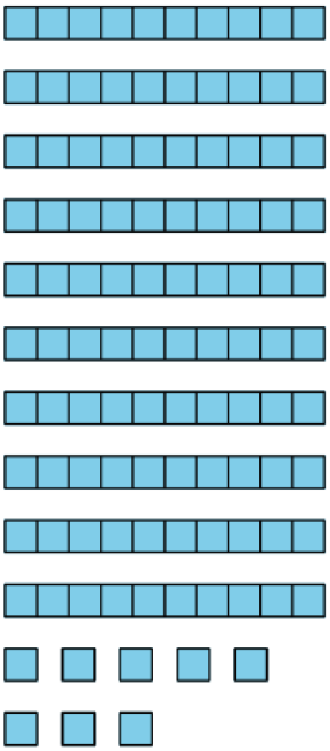
Representations of Large Numbers



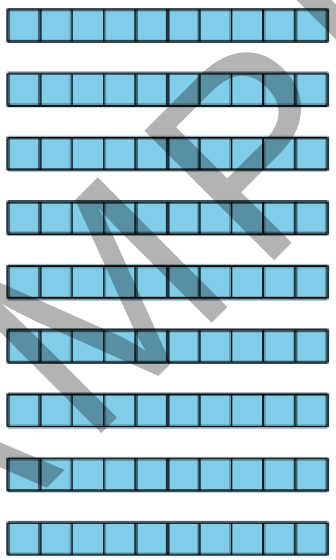
G

Representations of Large Numbers



H

Representations of Large Numbers



Representations of Large Numbers

I

100

Representations of Large Numbers

J

107

Representations of Large Numbers

K

87

Representations of Large Numbers

L

103

Representations of Large Numbers

M

108

Representations of Large Numbers

N

90

Representations of Large Numbers

O

96

Representations of Large Numbers

P

109

Directions:

- Choose an object.
- Choose a unit to measure the length. (paper clips, small cubes, connecting cubes)
- Estimate how many units long your object is.
- Measure and record the actual measurement.

object	unit	estimate	actual measurement
example: crayon	*connecting cubes*	*5 connecting cubes*	*4 connecting cubes*

Directions: (Count by 1.)

- Decide if you will start at 89 and count forward or start at 110 and count backward.
- Take turns writing the next 1, 2, or 3 numbers on the gameboard. The player who writes the last number on the gameboard wins.

Directions: (Count by 1.)

- Decide if you will start at 99 and count forward or start at 120 and count backward.
- Take turns writing the next 1, 2, or 3 numbers on the gameboard. The player who writes the last number on the gameboard wins.

Directions: (Count by 1.)

- Decide if you will start at 95 and count forward or start at 116 and count backward.
- Take turns writing the next 1, 2, or 3 numbers on the gameboard. The player who writes the last number on the gameboard wins.

Card Sort: Story Problems
A

Jada uses 8 pictures of people.
She also uses some pictures of animals.
Altogether she uses 11 pictures.
How many pictures of animals does Jada use?

Card Sort: Story Problems
B

Elena uses 9 more stickers than Andre.
Andre uses 5 stickers.
How many stickers does Elena use?

Card Sort: Story Problems
C

Kiran has 19 pictures.
He gives some to his sister.
Now, he has 11 pictures left.
How many pictures did Kiran give to his sister?

Card Sort: Story Problems
D

Noah has 6 stamps.
Tyler has 16 stamps.
How many fewer stamps does Noah have than Tyler?

Card Sort: Story Problems
E

Han's collage has 16 stamps.
Lin's collage has 10 fewer stamps.
How many stamps does Lin's collage have?

Card Sort: Story Problems
F

Clare has some stickers.
She gives 9 of them to her friends.
She has 5 stickers left.
How many stickers did Clare have to start?

Directions:

1. Record an estimate that is:

too low	about right	too high

2. Count your collection. Show how you counted.

GRADE 1

UNIT

6

Teacher Resource Copy Masters

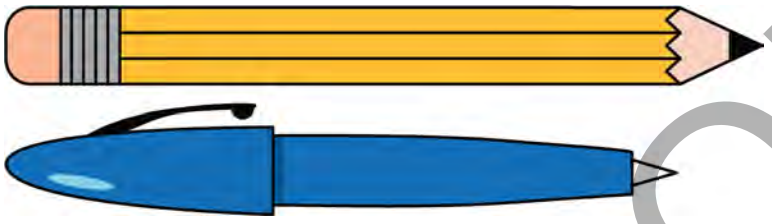
UNIT ASSESSMENTS

- Cool-downs
- Checkpoint Assessments
- End-of-Unit Assessment

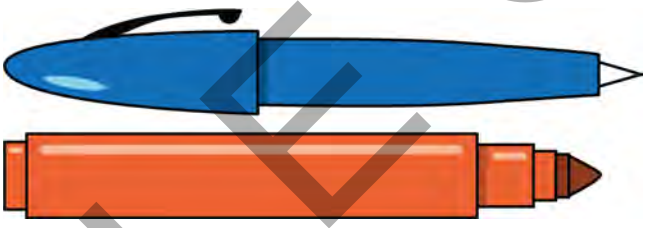
Cool-down

Compare the Pencil and Marker

The pencil is longer than the pen.



The marker is shorter than the pen.



Use the words **pencil** and **marker** to complete this sentence:

The _____ is shorter than the _____.

Cool-down

The Length of a Shoe

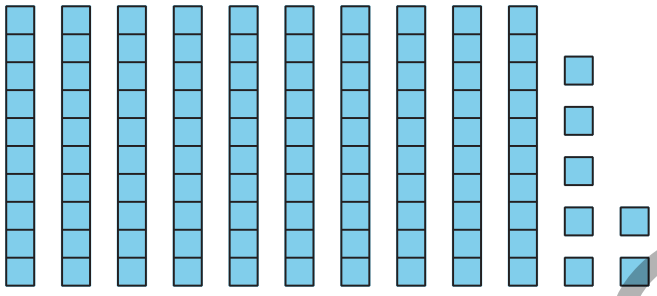
Priya says that the length of the shoe is 5 paper clips.

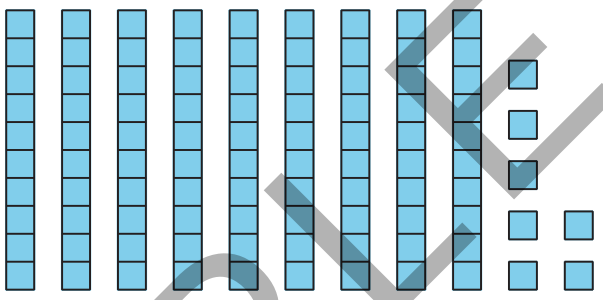
Is her measurement accurate? Why or why not?

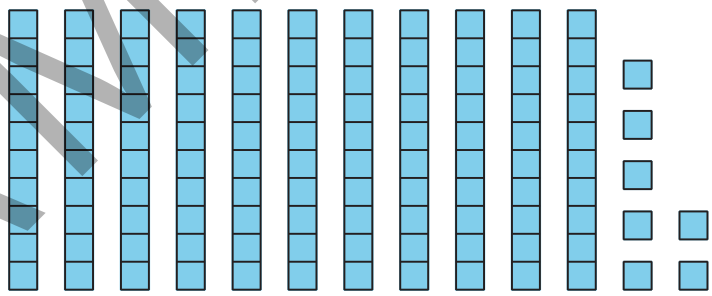
Cool-down

How Many Cubes?

How many cubes are there?

1. 

2. 

3. 

Cool-down

Measure Shoes

Priya's shoe is 6 cubes long.
Her teacher's shoe is 13 cubes long.
How much longer is the teacher's shoe than Priya's shoe?
Show your thinking using drawings, numbers, words, or equations.

Cool-down

Clare's Beads

Clare has some beads.
She uses 7 beads to make a bracelet.
She has 8 beads left.
How many beads did Clare have to start?
Show your thinking using drawings, numbers, or words.

Cool-down

Find the Match

Jada has some stamps.
She gives Tyler 4 stamps.
Now Jada has 9 stamps left.
How many stamps did Jada have before she gave some to Tyler?

Circle the **2** equations that match the story.

A. $9 + 4 = ?$

B. $9 - 4 = ?$

C. $? - 4 = 9$

D. $? + 4 = 9$

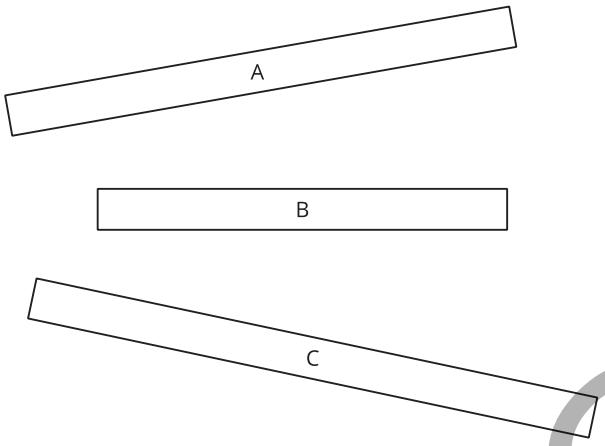
Cool-down

Write an Equation

Elena has 10 fewer paper stars than Priya.
Priya has 20 paper stars.
How many paper stars does Elena have?
Write an equation that represents the problem.
Put a box around the answer to the problem.

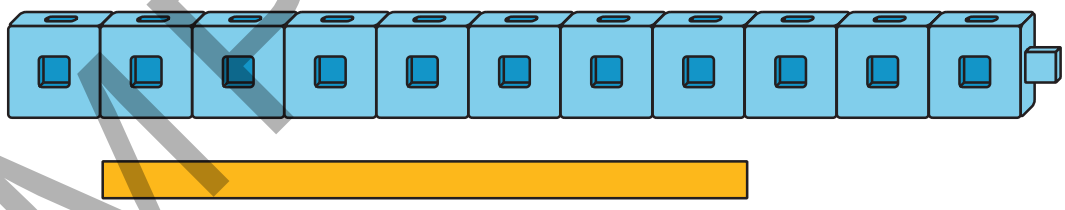
End-of-Unit Assessment

1



Order the rectangles from shortest to longest. _____

2 How many connecting cubes long is the rectangle?



3

The noodle is shorter than the pencil.
Circle **2** true statements.

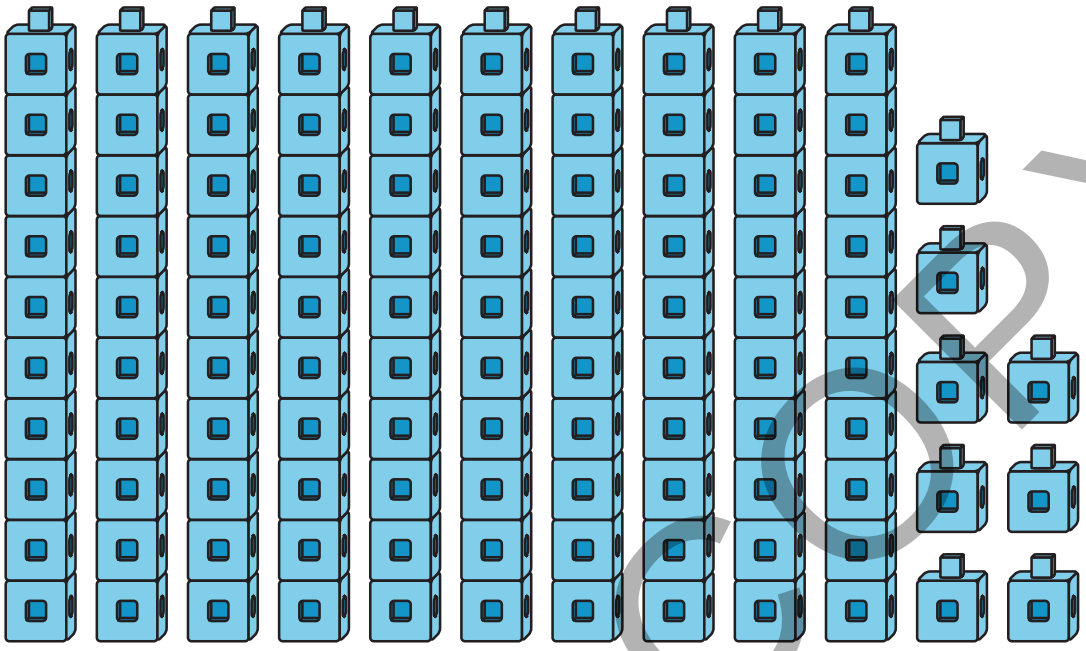
A. The straw is longer than the noodle.

B. The straw is shorter than the noodle.

C. The noodle is longer than the straw.

D. The noodle is shorter than the straw.

4



How many connecting cubes are there? _____

5 Mai's straw is 15 cubes long.
Noah's straw is 7 cubes shorter than Mai's straw.
How many cubes long is Noah's straw?
Show your thinking using drawings, numbers, words, or equations.

6 There were some students on the bus.
7 students got off at the bus stop.
Now there are 6 students on the bus.

How many students were on the bus before the stop?

a. Write an equation that matches the story.
Use a ? for the unknown number.

How does the equation match the story?
Show your thinking using drawings, numbers, or words.

b. Solve the problem.
Show your thinking using drawings, numbers, words, or equations.

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Section A Checkpoint	From Direct to Indirect Comparisons Section Checkpoint	0	yes	no	no	no	no	no
Section B Checkpoint	Measure by Iterating up to 120 Length Units Section Checkpoint	0	yes	no	no	no	no	no
Section C Checkpoint	All Kinds of Story Problems Section Checkpoint	0	yes	no	no	no	no	no

Grade 1, Unit 6
Section A
Checkpoint

- Order objects by length.
- Compare the lengths of objects indirectly.

	Compare objects directly by lining them up at an endpoint.	Use precise language ("longer than", "shorter than") to describe and compare lengths of objects.	Order three objects by length.	Compare the length of two objects indirectly using a third object.	Choose an object to compare the lengths of other objects indirectly.

Grade 1, Unit 6
Section B
Checkpoint

	• Lay length units end-to-end with no gaps or overlaps and count the units to determine length.		• Count groups of up to 120 objects and write a number to represent them.	
	Measure length by iterating length units.	Explain why measurements of the length of the same object can be different.	Read and write numbers 100–120.	Count a group of 100–120 objects and represent it with a written number.

Grade 1, Unit 6
Section C
Checkpoint

- Solve story problems within 20 with unknowns in all positions.

	Retell the story.	Represent the story with objects or drawings.	Explain how their representation matches the story.	Represent the story with equations.