

GreatHearts

Northern Oaks



Distance Learning Packet

May 18 – 22, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

Student Name: _____ Section: _____



Table of Contents

Weekly Schedule

Monday: Student Instruction Sheet
 Student Work Pages

Tuesday: Student Instruction Sheet
 Student Work Pages

Wednesday: Student Instruction Sheet
 Student Work Pages

Thursday: Student Instruction Sheet
 Student Work Pages

Friday: Student Instruction Sheet
 Graded Review – Week 9

First Grade Daily Student Instruction Sheet - MONDAY

MONDAY– 5/18/20 Review Week	
SPECIAL CLASSES	<i>NO SPECIALS THIS WEEK.</i>
ELA Literature (15 Minutes)	<i>NO SPALDING, WRITING/GRAMMAR, OR READING LOG THIS WEEK.</i> <i>Literature</i> <u>Goal/Objective:</u> Students will build reading comprehension by defining new vocabulary based on text context, answering comprehension questions, and checking their predictions, as we begin reading our final classic, <u>My Father's Dragon</u> . <u>Materials needed:</u> <ul style="list-style-type: none">• Digital Copy of My Father's Dragon Ch. 9• Teacher Read Aloud <u>Specific Instructions (I=independent; PA=Parent Assisted):</u> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (2 min) Q: Can you retell the chapter about Elmer's encounter with the gorilla and fleas? Q: What items from his back pack did he use to help him? A: He used the 6 magnifying glasses so the monkeys could see the fleas. In this chapter Elmer will need to cross the river to save the dragon. Q: How do you predict he will cross the river?<input type="checkbox"/> (PA) (10 min) Listen as the teacher reads chapter 9.<input type="checkbox"/> (PA) (3 min) Q: What animals does Elmer meet in the river? A: He encounters some crocodiles. Q: How does he trick the crocodiles? A: Elmer tricks the crocodiles into letting him on their backs to tie a lollipop to their tails. Q: How does he cross the river? A: He is able to hop along the backs of the crocs while they are lined up licking their lollipops. <i>Reading</i>
MATH (30 Minutes)	<i>Math</i>

First Grade Daily Student Instruction Sheet - MONDAY

Goal/Objective:

Students will review math concept: telling time.

Materials needed:

- [Telling Time Notes - Student Sheet](#)
- [Telling Time Notes - Teacher Master](#)
- [W9 Telling Time Review Video](#)
- Red, blue, yellow, and green crayons
- [Telling Time Independent Practice Sheet](#)

Specific Instructions (I=independent; PA= Parent assistance):**(PA) (15 mins)**

- Using today's video or the teacher master, complete the Telling Time Notes Sheet
 - Using pencil, label the face of the clock
 - Trace the hour hand with a red crayon
 - Trace the minute hand with a blue crayon
 - Highlight the hour numbers with yellow crayon
 - Lightly color the :00 and :30 minutes with a green crayon
 - Write the time displayed on the two clocks at the bottom.
 - Keep this page handy for Friday's Graded Review.

(I) (15 mins)

- Complete the Telling Time Independent Practice Sheet
 - Write the time shown by the hands on the clock.
 - Write the hands on the clock to match the time shown in the box.

(I) Optional:

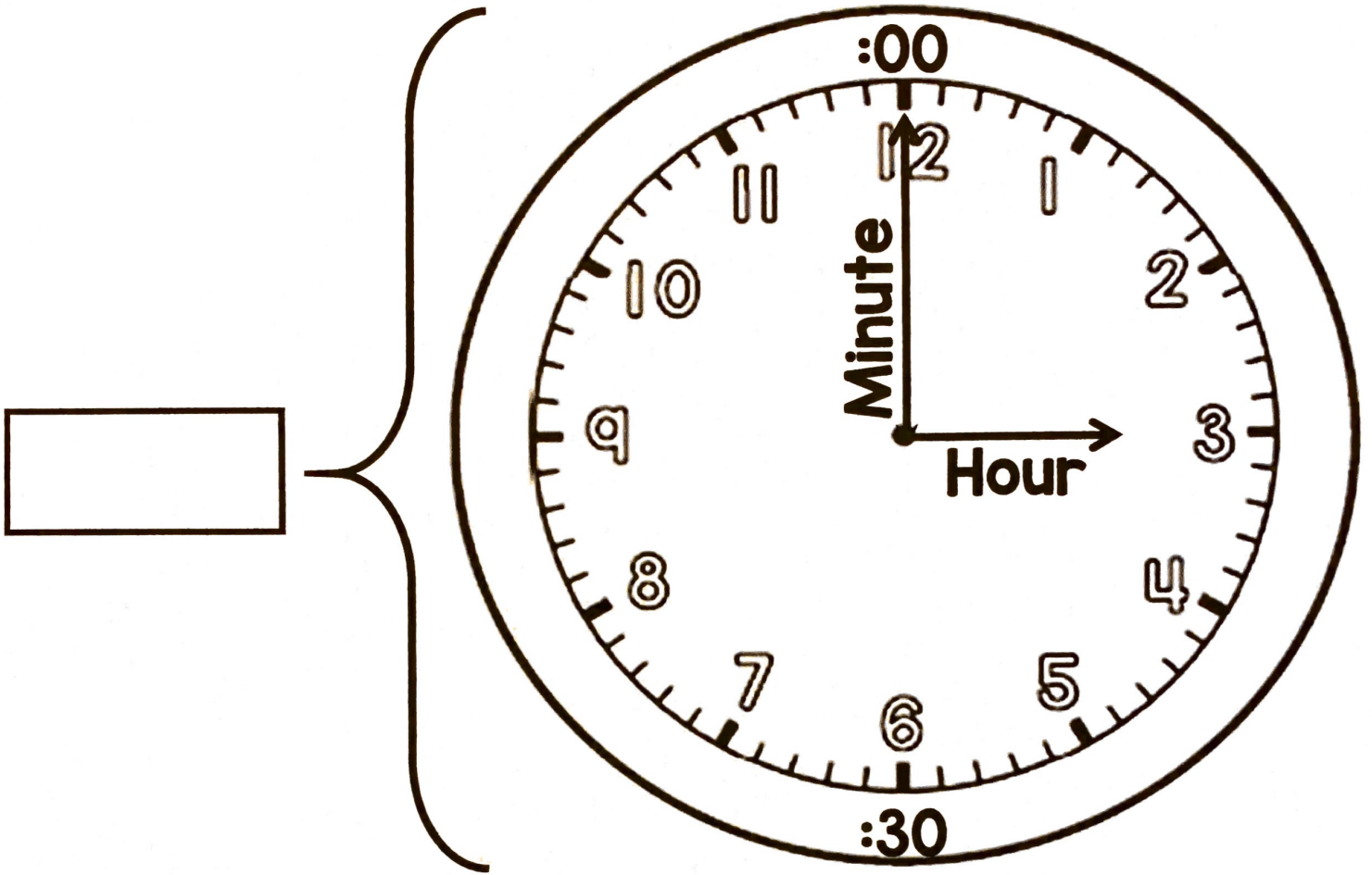
- Watch the following BrainPop Jr. video:
<https://jr.brainpop.com/math/time/timetothhour/>

Username: GreatHeartsNO
Password: GHNO2020

**SCIENCE/
HISTORY**

NO SCIENCE OR HISTORY THIS WEEK.

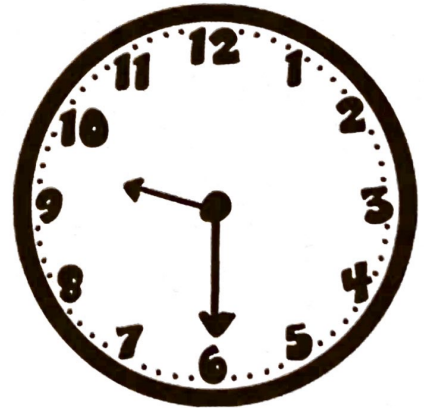
Telling Time Notes



What Time Is It?



⋮



⋮

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Telling Time Independent Practice

Write the time shown on the clock:



:



:



:



:



:



:

Write the hands on the clock to match the given time:

7:00



2:30



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First Grade Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/19/20 Review Week

SPECIAL CLASSES

NO SPECIALS THIS WEEK.

ELA

Literature
(15 Minutes)

NO SPALDING, WRITING/GRAMMAR, OR READING LOG THIS WEEK.

Literature

Goal/Objective: Students will build reading comprehension by defining new vocabulary based on text context, answering comprehension questions, and checking their predictions, as we finish reading My Father's Dragon.

Materials needed:

- [Digital Copy of My Father's Dragon Ch. 10](#)
- [Teacher Read Aloud](#)

Specific Instructions (I=independent; PA=Parent Assisted):

- ❑ **(PA) (2 min)** Q: Elmer has crossed the croc bridge to get to the side of the river that the dragon is on. Q: Make a prediction, how will he escape from Wild Island? Where will he go?
- ❑ **(PA) (10 min)** Listen as the teacher reads chapter 10.
- ❑ **(PA) (3 min)** Q: What are the animals doing at the beginning of this chapter? A: They were angry and chasing Elmer on to the crocodiles. Why? They figured out that Elmer was there to free the baby dragon. Q: What happened to the animals when they were on the croc bridge? A: The first Crocodile finished his lollipop and moved away from the bank and headed downstream. Q What did Elmer and the Dragon do when they saw this? A: They laughed because the train of animals floating down the river was so silly. Q: Who was the “tiny excited voice” that Elmer heard at the end of the chapter? A: it was the mouse. Q: How do you know? A: Because he mixed up his words..

Reading

Goal/Objective: Students will read aloud to an adult for at least 20 minutes.

First Grade Daily Student Instruction Sheet - TUESDAY

	<p>Materials needed: “Right fit” reading book (on your student’s reading level using RAZ-Kids or provided separately by the teacher).</p> <p>Specific Instructions (I=Independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (I) (20 min) Read aloud to an adult for at least 20 minutes<input type="checkbox"/> (I) (3 min) Retell the story in order in your own words.<input type="checkbox"/> (PA) (5 min) Complete reading log.
<p>MATH (40 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will review math concept: counting mixed coins.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Counting Coins Notes - Student Sheet• Counting Coins Notes - Teacher Master• Brown and gray crayons• W9 Counting Coins Review Video• Counting Coins Independent Practice Sheet <p>Specific Instructions (I=Independent; PA= Parent assistance):</p> <p>(PA) (15 mins)</p> <ul style="list-style-type: none"><input type="checkbox"/> Using today’s video or the teacher master, complete the Counting Coins Notes Sheet<ul style="list-style-type: none"><input type="checkbox"/> Fill in the blanks for the Money Chant.<input type="checkbox"/> Say the Money Chant.<input type="checkbox"/> In the first table:<ul style="list-style-type: none"><input type="checkbox"/> Label each coin with its name and value.<input type="checkbox"/> For the penny, nickel, dime, and quarter count each group of like coins and write the value.<input type="checkbox"/> Sing the Counting Quarters song.<input type="checkbox"/> Keep this page handy for Friday’s Graded Review. <p>(I) Optional:</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the following video about identifying coins: https://safeYouTube.net/w/RSCD <p>(I) (15 mins)</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the Counting Coins Independent Practice Sheet<ul style="list-style-type: none"><input type="checkbox"/> Write the value of the coins in each mixed set.<input type="checkbox"/> Use the notes sheet if necessary. <p>(I) Optional:</p>

First Grade Daily Student Instruction Sheet - TUESDAY

	<p><input type="checkbox"/> Watch the following BrainPop Jr. video: https://jr.brainpop.com/math/money/countingcoins/</p> <p>Username: GreatHeartsNO Password: GHNO2020</p>
SCIENCE/ HISTORY	<i>NO SCIENCE OR HISTORY THIS WEEK.</i>

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Counting Coins Notes









Money Chant

I have a little song and it sounds kinda funny.

It's all about _____ and it's all about _____!

A penny's worth _____, a nickel's worth _____,

A dime is worth _____, and a quarter _____!

Coin	Name	Value	Count it up!
		¢	 _____ ¢
		¢	 _____ ¢
		¢	 _____ ¢
		¢	Sing the Counting Quarters Song (below). Then count!  _____ ¢

COUNTING QUARTERS SONG: (To the tune of "One little, two little, three little Indians")

25, 50, 75, 100

25, 50, 75, 100

25, 50, 75, 100

FOUR QUARTERS MAKE ONE DOLLAR!

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Counting Coins Independent Practice



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢

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First Grade Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/20/20 Review Week

SPECIAL CLASSES

NO SPECIALS THIS WEEK.

ELA

Literature
(20 Minutes)

NO SPALDING, WRITING/GRAMMAR, OR READING LOG THIS WEEK.

Literature

Goal/Objective: Students will create their own Elmer Elevator knapsack as we recall the key elements from the story My Father's Dragon.

Materials needed:

- [Elmer Character Coloring Sheet](#) (provided in supply take-home bag)
- [Elmer's Knapsack Worksheet](#) (provided in supply take-home bag)
- [Elmer's Knapsack Teacher Copy](#)
- [Teacher Instruction Video](#)
- Blue construction paper (provided in supply take-home bag)
- Crayons
- Scissors
- Glue stick

Specific Instructions (I=independent; PA=Parent Assisted):

- ❑ **(PA) (10min) Review:** Discuss the first 7 items in Elmer's knapsack and how each of them were used throughout the story. Then write a short description of that use on the 3 lines next to the picture of each item.
 - Apples - To eat on the journey
 - Brush and comb - To untangle the lion's mane
 - Rubber Bands - Used to attach lollipops to crocs
 - Lollipops - To distract the crocodiles
 - Compass - To find his way in the jungle
 - PB and J Sandwiches - To eat while on the boat
 - Gum - Used to distract the hungry tigers.
- ❑ **(I) (5min)** Have your scholar color their Elmer Elevator, we will cut and glue it all together tomorrow. Use the cover of your book to color him accurately or pause the teacher video on the picture of the front cover.

Reading

First Grade Daily Student Instruction Sheet - WEDNESDAY

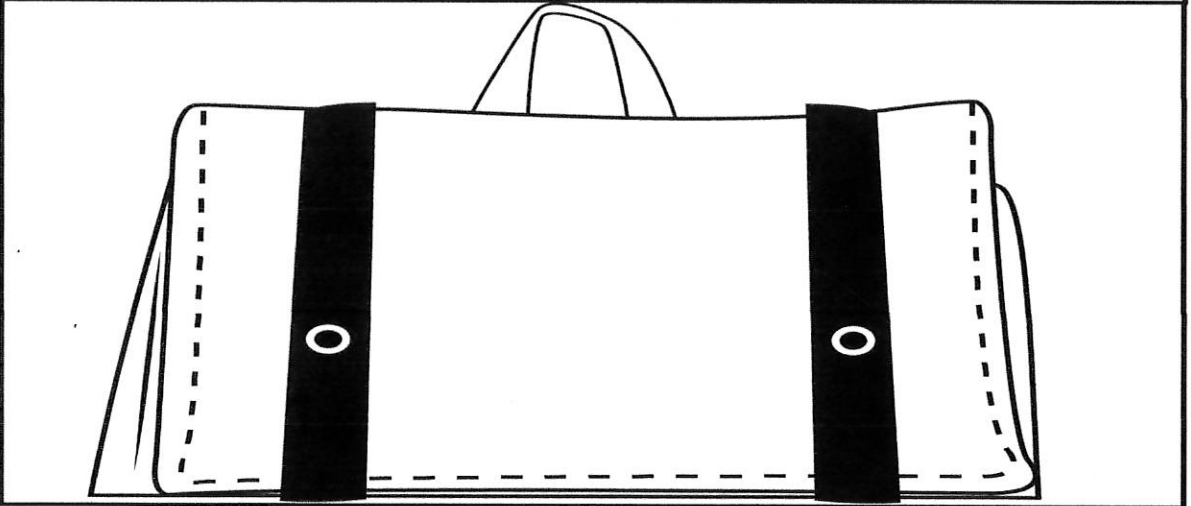
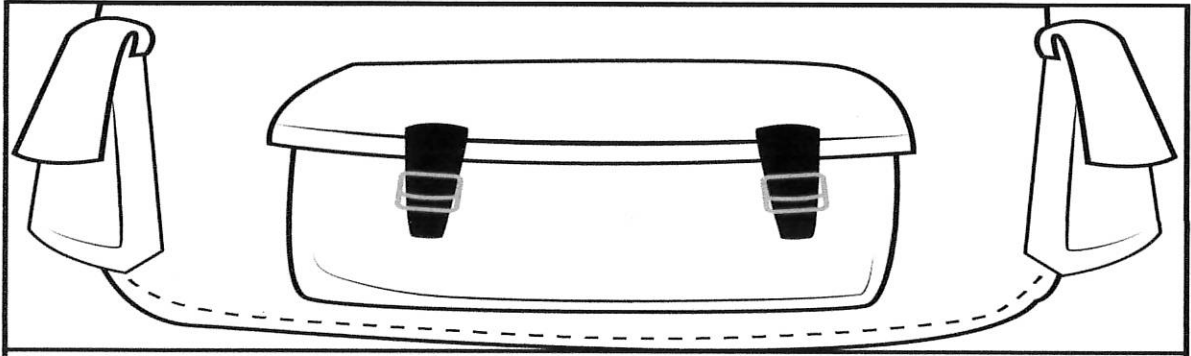
	<p>Goal/Objective: Students will read aloud to an adult for at least 20 minutes.</p> <p>Materials needed: “Right fit” reading book (on your student’s reading level using RAZ-Kids or provided separately by the teacher).</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (I) (20 min) Read aloud to an adult for at least 20 minutes<input type="checkbox"/> (I) (3 min) Retell the story in order in your own words.<input type="checkbox"/> (PA) (5 min) Complete reading log.
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will review math concept: number bonds and fact families.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Number Bonds & Fact Families Notes - Student Sheet• Number Bonds & Fact Families Notes - Teacher Master• W9 Number Bonds & Fact Families Review Video• Number Bonds & Fact Families Independent Practice Sheet <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <p>(PA) (15 mins)</p> <ul style="list-style-type: none"><input type="checkbox"/> Using today’s video or the teacher master, complete the Number Bonds & Fact Families Notes Sheet<ul style="list-style-type: none"><input type="checkbox"/> Label the parts of a number bond.<input type="checkbox"/> Fill in the blanks: Addition Number Bond Song<input type="checkbox"/> Sing the Addition Number Bond Song<input type="checkbox"/> Fill in the blanks: Subtraction Number Bond Song<input type="checkbox"/> Sing the Subtraction Number Bond Song<input type="checkbox"/> Complete the Number Bond and its related Fact Family at the bottom of the page.<input type="checkbox"/> Keep this page handy for Friday’s Graded Review. <p>(I) (15 mins)</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the Number Bonds & Fact Families Independent Practice Sheet<ul style="list-style-type: none"><input type="checkbox"/> Write the missing whole or part in a given number bond.<input type="checkbox"/> Write the related fact family.
<p>SCIENCE/ HISTORY</p>	<p>NO SCIENCE OR HISTORY THIS WEEK.</p>




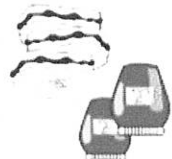
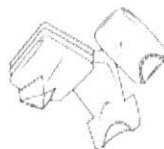
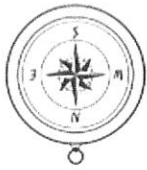

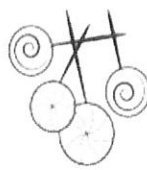


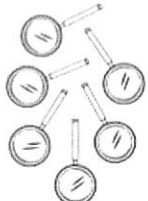





Glue knapsack

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Number Bonds & Fact Families Notes

Number Bond Addition Song (to the tune of Head, Shoulders, Knees and Toes)

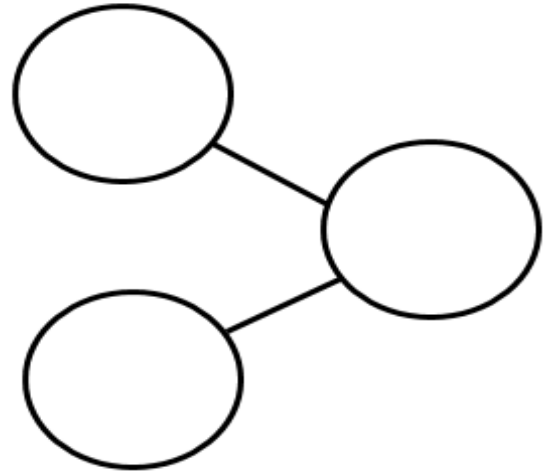
Part ____ part equals _____, equals whole

Part + part = whole, equals whole.

In an _____ problem I know

Part plus part equals whole, equals whole. Hey!

Label the Number Bond



Number Bond Subtraction Song (to the tune of The Hokey Pokey)

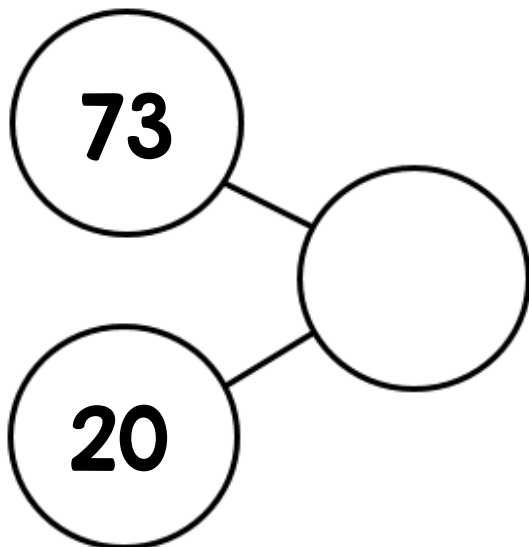
When it's _____ I know what it's about.

With the _____ I begin and I take one _____ out

I calculate the difference and I find the other _____.

Whole minus part equal part – woo!

Fact Family Fun!

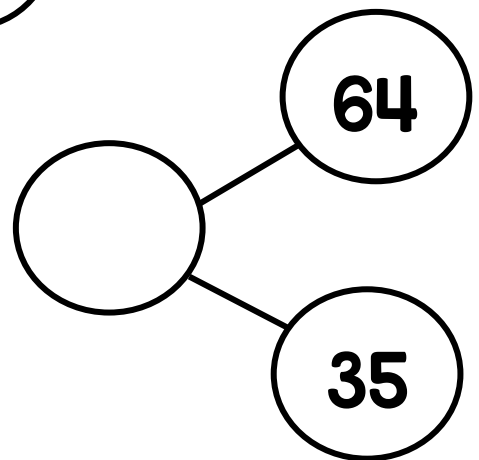
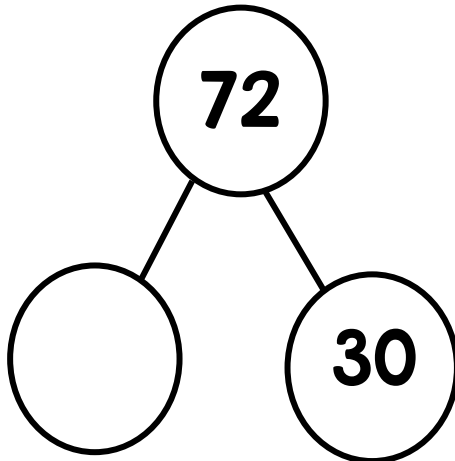
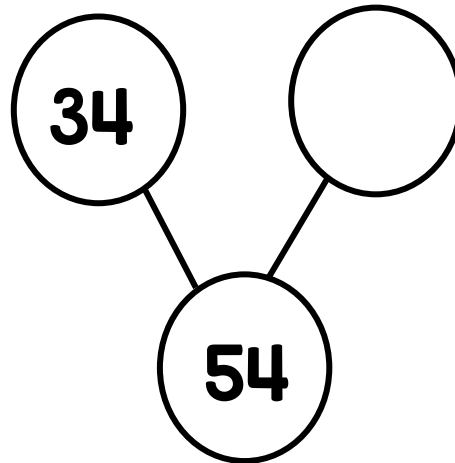
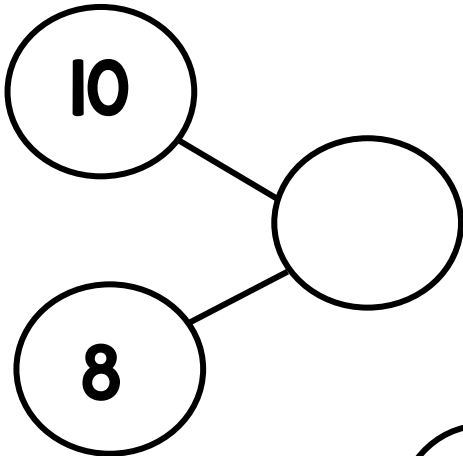


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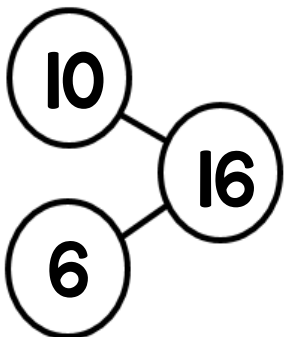
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Number Bonds & Fact Families Independent Practice

Complete each number bond by writing the missing part or whole.



Write 4 fact family equations (2 addition and 2 subtraction) for each number bond.

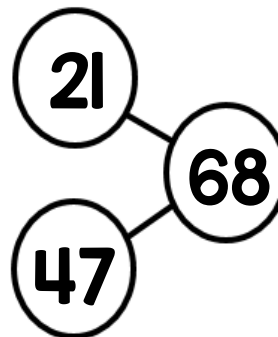


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First Grade Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/21/20 Review Week	
SPECIAL CLASSES	NO SPECIALS THIS WEEK.
ELA Literature (20 Minutes)	NO SPALDING, WRITING/GRAMMAR, OR READING LOG THIS WEEK. Literature Goal/Objective: Students will create their own Elmer Elevator knapsack as we recall the key elements from the story My Father's Dragon. Materials needed: <ul style="list-style-type: none">● Elmer Character Coloring Sheet (provided in supply take-home bag)● Elmer's Knapsack Worksheet (provided in supply take-home bag)● Elmer's Knapsack Teacher Copy● Finished Project Teacher Copy● Teacher Instruction Video● Blue construction paper (provided in supply take-home bag)● Crayons● Scissors● Glue stick Specific Instructions (I=independent; PA=Parent Assisted): <ul style="list-style-type: none">❑ (PA) (15) Review: Discuss the last 7 items in Elmer's knapsack and how each of them were used throughout the story. Then write a short description of that use on the 3 lines next to the picture of each item.<ul style="list-style-type: none">● Knife - To cut through the dragon's rope● Magnifying Glasses - For the monkey's to see the fleas● Cranberry Bag - To hide in on the boat● Toothbrush and Toothpaste - To clean the rhino's horn● Clean Clothes - To change into along the way● Rubber Boots - To protect him from the mud● Hair Ribbons - To braid the lions mane❑ (PA) Assembling Elmer - I strongly recommend watching the video of this assembly as it can be difficult to communicate these instructions

First Grade Daily Student Instruction Sheet - THURSDAY

without visuals.

- Carefully bubble cut around Elmer Elevator and glue him on to the sheet of blue construction paper provided.
- Cut out the knapsack along the **outer** rectangular solid black line. Cut the outer edge only. Do not cut along the edges of the knapsack. Do not cut the fold lines that stretch across the middle horizontally.
- Make a nice fold along the two black lines folding the top half of the knapsack down and the bottom half of the knapsack up, making your paper into thirds. This will allow the knapsack to close and open.
- Apply glue to the BLANK square on the back of your knapsack and glue the knapsack onto Elmer's back where indicated.

Reading

Goal/Objective: Students will read aloud to an adult for at least 20 minutes.

Materials needed: "Right fit" reading book (on your student's reading level using RAZ-Kids or provided separately by the teacher).

Specific Instructions (I=independent; PA=Parent Assisted):

- (PA) (I) (20 min) Read aloud to an adult for at least 20 minutes
- (I) (3 min) Retell the story in order in your own words.
- (PA) (5 min) Complete reading log.

MATH

(30 Minutes)

Math

Goal/Objective:

Students will review math concept: add and subtract one-digit and two-digit numbers within 100 with and without regrouping.

Materials needed:

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- Paper clip (sent home with student supplies)
- [W9 Video Spin and Add/Subtract](#)
- [Spin and Add Independent Practice Sheet](#)
- [Spin and Subtract Independent Practice Sheet](#)

First Grade Daily Student Instruction Sheet - THURSDAY

Specific Instructions (I=Independent; PA= Parent assistance):

(PA) (I) (15 mins)

- Complete the Spin and Add Independent Practice Sheet.
 - Place a paper clip at the center of the first spinner.
 - Place the tip of a pencil inside the paper clip at the center of the first spinner.
 - Using your finger tip, spin the paper clip.
 - Write the number the clip lands on as the first number in your equation.
 - Use the paper clip and your pencil to spin on the second spinner.
 - Write the number the clip lands on as the second number in your equation.
 - Using your graphic organizer and dry erase marker, solve the equation. You may try the vertical equation first, but use place value if you need to bundle 10 ones.
 - Write the solution on the worksheet.
 - Complete as many problems as time allows.

(PA) (I) (15 mins)

- Complete the Spin and Subtract Independent Practice Sheet.
 - Repeat the procedures above to spin for the first and second numbers to make an equation.
 - Using your graphic organizer and dry erase marker, solve the equation. You may try the vertical equation first, but use place value if you need to break a ten in order to have enough ones to solve.
 - Write the solution on the worksheet.
 - Complete as many problems as time allows.

**SCIENCE/
HISTORY**

NO SCIENCE OR HISTORY THIS WEEK.

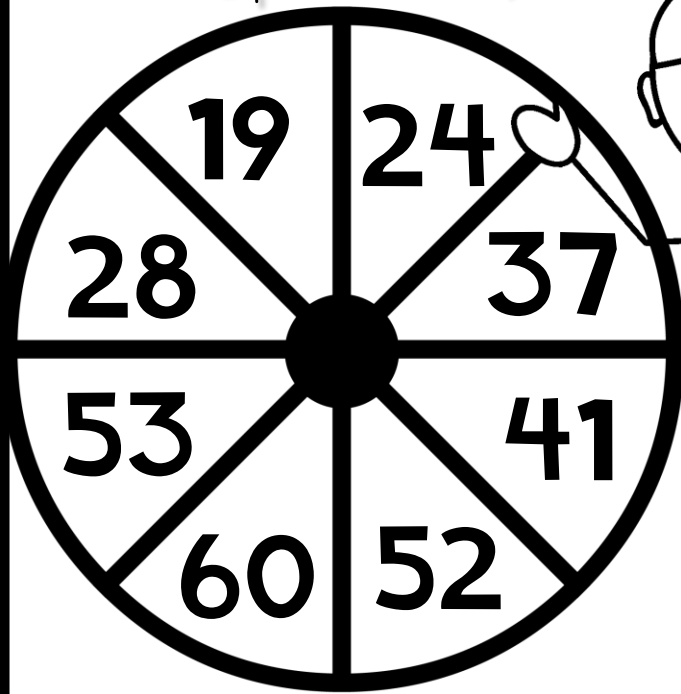
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Directions: Spin a number from each spinner and add them together. Show your work on the lines below.

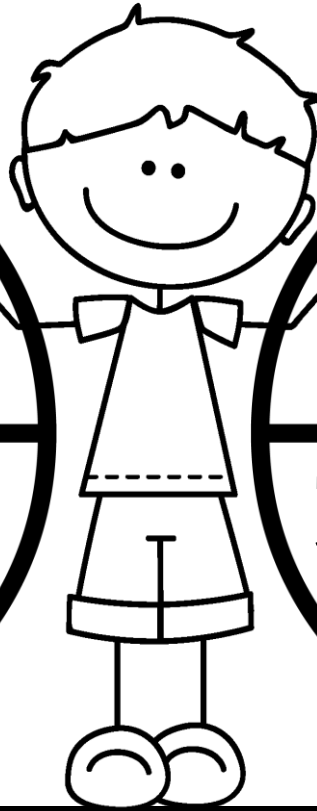
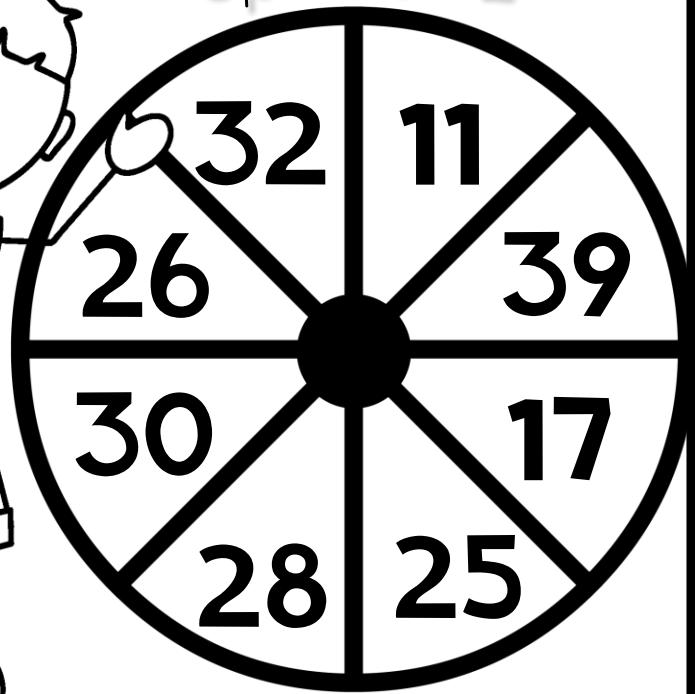
Name _____

Spin and Add

Spinner 1



Spinner 2



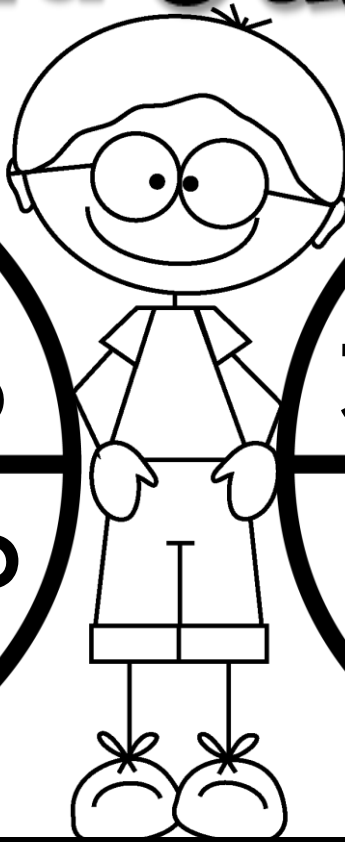
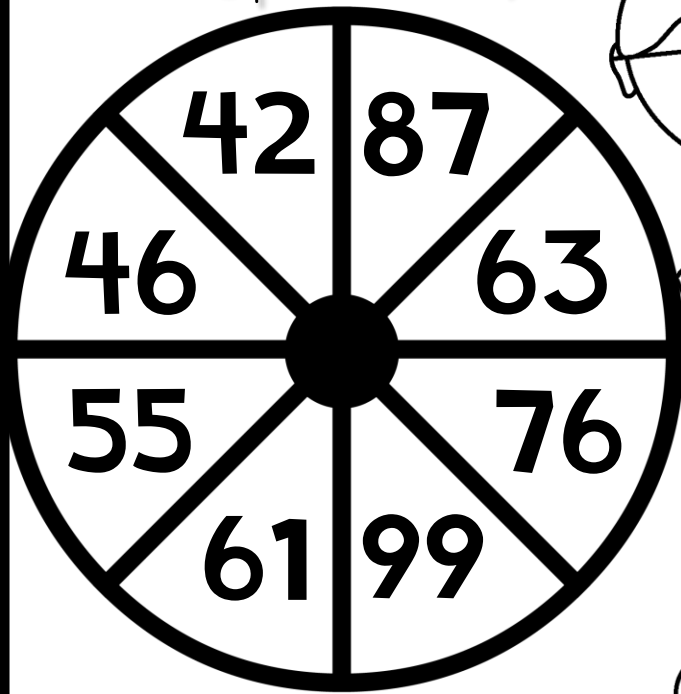
1 _____ + _____ = _____	2 _____ + _____ = _____
3 _____ + _____ = _____	4 _____ + _____ = _____
5 _____ + _____ = _____	6 _____ + _____ = _____
7 _____ + _____ = _____	8 _____ + _____ = _____
9 _____ + _____ = _____	10 _____ + _____ = _____

Name _____

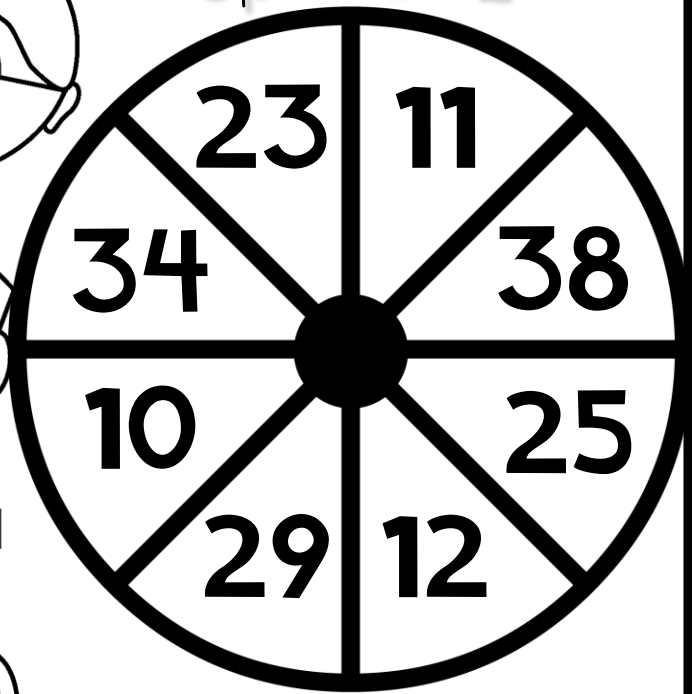
Directions: Spin a number from each spinner and subtract them. Show your work on the lines below.

Spin and Subtract

Spinner 1



Spinner 2



1 _____ - _____ = _____	2 _____ - _____ = _____
3 _____ - _____ = _____	4 _____ - _____ = _____
5 _____ - _____ = _____	6 _____ - _____ = _____
7 _____ - _____ = _____	8 _____ - _____ = _____
9 _____ - _____ = _____	10 _____ - _____ = _____

First Grade Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/22/20

SPECIAL CLASSES

NO SPECIALS THIS WEEK.

Graded Review for Week 9

This weekly graded review will serve as the graded portion of this week's packet. While parent assistance will be necessary, we ask that it be limited to the reading of questions and guiding of students to relevant resources from the current week's learning. We ask that students answer questions independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from any school day this week.

This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time limit for each portion. This review should be completed in **pencil** with legible handwriting. Please do not use pens or colored pencils.

Due date: Tuesday, May 26th

Students must turn in:

- 1. Literature Project (instructions included in ELA section below)**
- 2. Math Graded Review for Week 9 - 3 pages total**

Options for Returning Graded Work:

- Hardcopy Return:** Turn-in all work with written responses to school at the beginning of the next week

*Please note other assignments are for the student's use in their study and should not be turned in.

- 2. Electronic Submission:** Turn in all work electronically through your student's private Google Classroom account (detailed submission instructions will be given in your student's GC account in the "Friday Assignment" section, as well as on the GHTX Resource webpage <https://www.greatheartsamerica.org/txresources/>)

First Grade Daily Student Instruction Sheet - FRIDAY

ELA

NO SPALDING, WRITING/GRAMMAR, OR READING LOG THIS WEEK.

Literature

Goal/Objective:

Students will complete and turn in their Literature project: Elmer Elevator with knapsack.

Materials needed:

- [Elmer Character Coloring Sheet](#) (provided in supply take-home bag)
- [Elmer's Knapsack Worksheet](#) (provided in supply take-home bag)
- [Elmer's Knapsack Teacher Copy](#)
- [Teacher Instruction Video](#)
- Blue construction paper (provided in supply take-home bag)
- Crayons
- Scissors
- Glue stick

Specific Instructions (I=independent; PA=dependent):

- (PA) (I)** Student will complete the project.
 - Refer to instructions for Wednesday and Thursday.
- (PA)** Parent will turn in project by completing the following two steps:
 - Photograph/scan the entire project with the knapsack closed.
 - Photograph/scan the OPEN knapsack only.
 - Submit **BOTH** items to Google classroom or return the project to the school for grading.

MATH

(10 minutes)

Math

Goal/Objective:

The student will:

- Write the time displayed on a given clock.
- Write the hands on a clock for a given time.
- Count sets of mixed coins.
- Write the missing part or whole to a number bond.
- Write a fact family for a number bond.
- Solve addition and subtraction equations within 100 with and without regrouping using vertical equations and the place value strategy.

Materials needed:

First Grade Daily Student Instruction Sheet - FRIDAY

- Math Weekly Graded Review

Specific Instructions (I=independent; PA=dependent):

(I) (30)

- Write the time displayed on three clocks.
- Count four sets of mixed coins and write their related values.
- Write the missing part or whole to two number bonds.
- Write one fact family for a given number bond.
- Solve two mixed equations:
 - Addition & Subtraction
 - With and without regrouping
 - Using vertical equation or place value strategy.
 - Student will demonstrate understanding that any problem requiring regrouping (breaking or bundling 10) should not be solved using the vertical equation.
 - Student will demonstrate place value strategy to solve problems that require regrouping.

(PA) (5)

- Turn in Math Week 9 Graded Review - 3 pages.

**SCIENCE/
HISTORY**

NO SCIENCE OR HISTORY THIS WEEK.

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W9 Math Graded Review

Write the time shown on the clock:







What is the value of each set of coins?



_____ ¢



_____ ¢

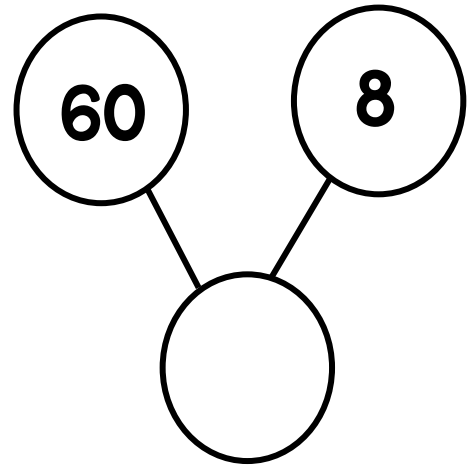
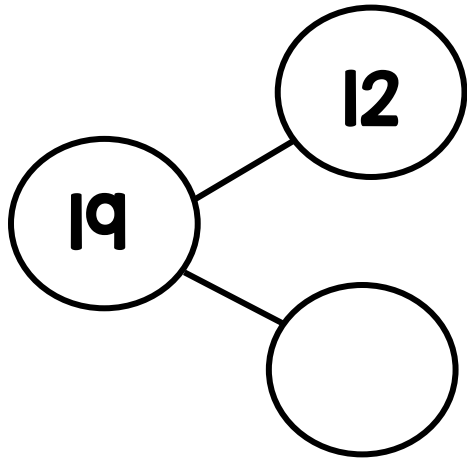


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Complete the number bond:



Write the fact family (4 equations: 2 addition & 2 subtraction):

<p>A number bond diagram with three circles. The top-left circle contains 25, the bottom-left circle contains 12, and the right circle contains 37.</p>	<input type="text"/> ○ <input type="text"/> ○ <input type="text"/>
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Solving Addition & Subtraction Equations WITH and WITHOUT Regrouping

Instructions: Solve problems the problems below using the place value strategy:

- Addition with and without regrouping:
 1. Solve 2 equations:
 2. Use the vertical equation if there is no need to break a ten or bundle ones.
 3. Solve using the place value strategy if breaking or bundling a ten would be required to solve. Be sure to watch that your student doesn't try to start with the bottom number.
 - a. For these problems, write the vertical equation and then cross off showing that student checked for regrouping.
 - b. Show work using place value strategy.

95 - 32 =

Solution:

TENS	ONES

69 + 16 =

Solution:

TENS	ONES