MASTER SKILLS SERIES

AMERICAN EDUCATION PUBLISHING

Math

GRADE 1

STANDARDS BASED

SKILLS

- Number Recognition & Number Words
- Sequencing
- Shapes & Shape Words
- Patterns
- Addition & Subtraction
- Place Value
- Ordinal Numbers
- Counting by Fives & Tens
- Time & Money
- Measurement
- Fractions

REVIEW PAGES • ALL COLOR • 128 PAGES • ANSWER KEY

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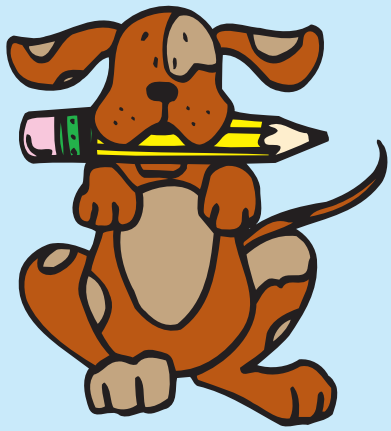

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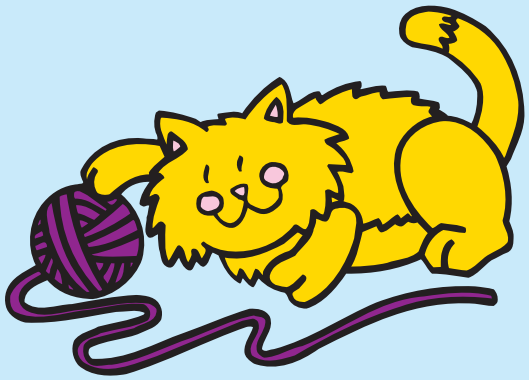
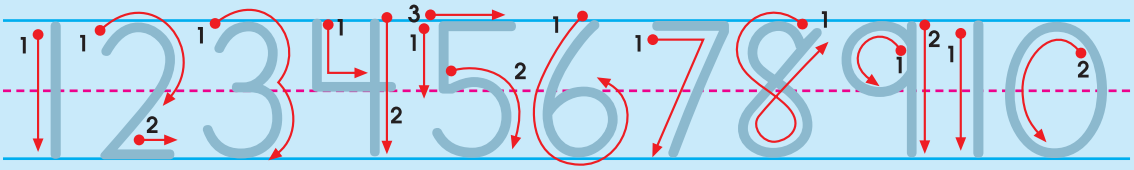
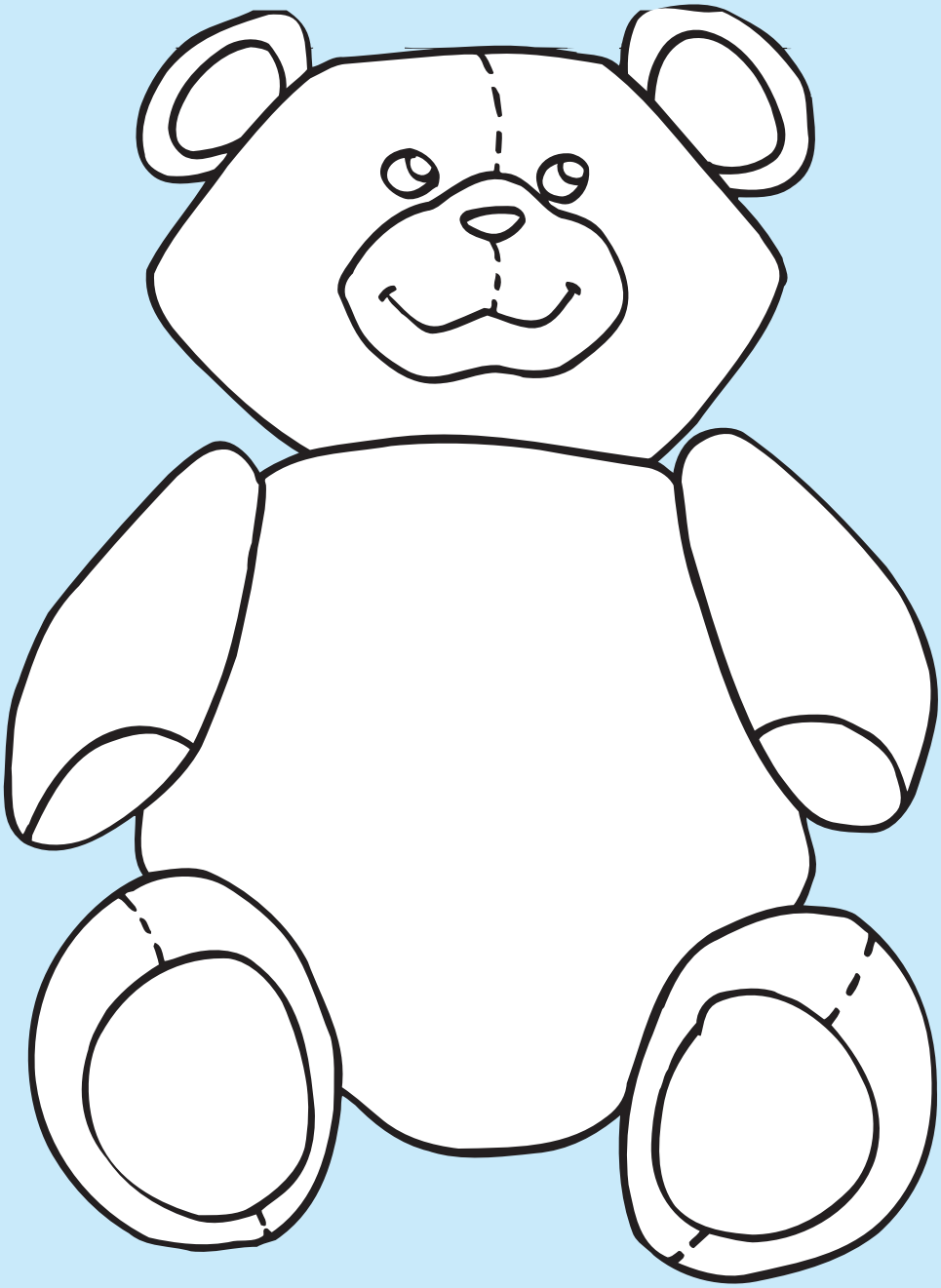


Number Recognition

Directions: Write the numbers 1–10. Color the bear.

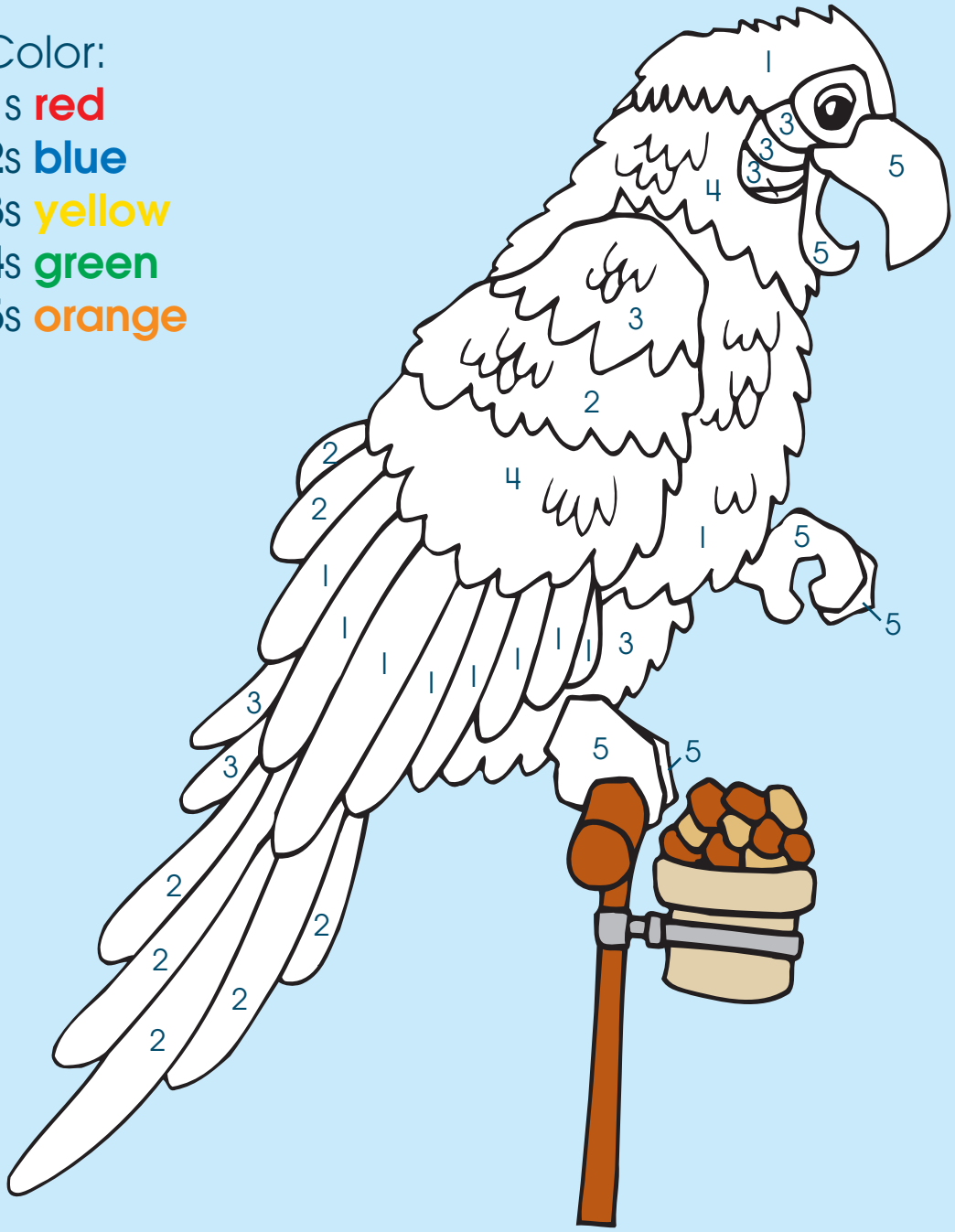




Number Recognition 1, 2, 3, 4, 5

Directions: Use the color codes to color the parrot.

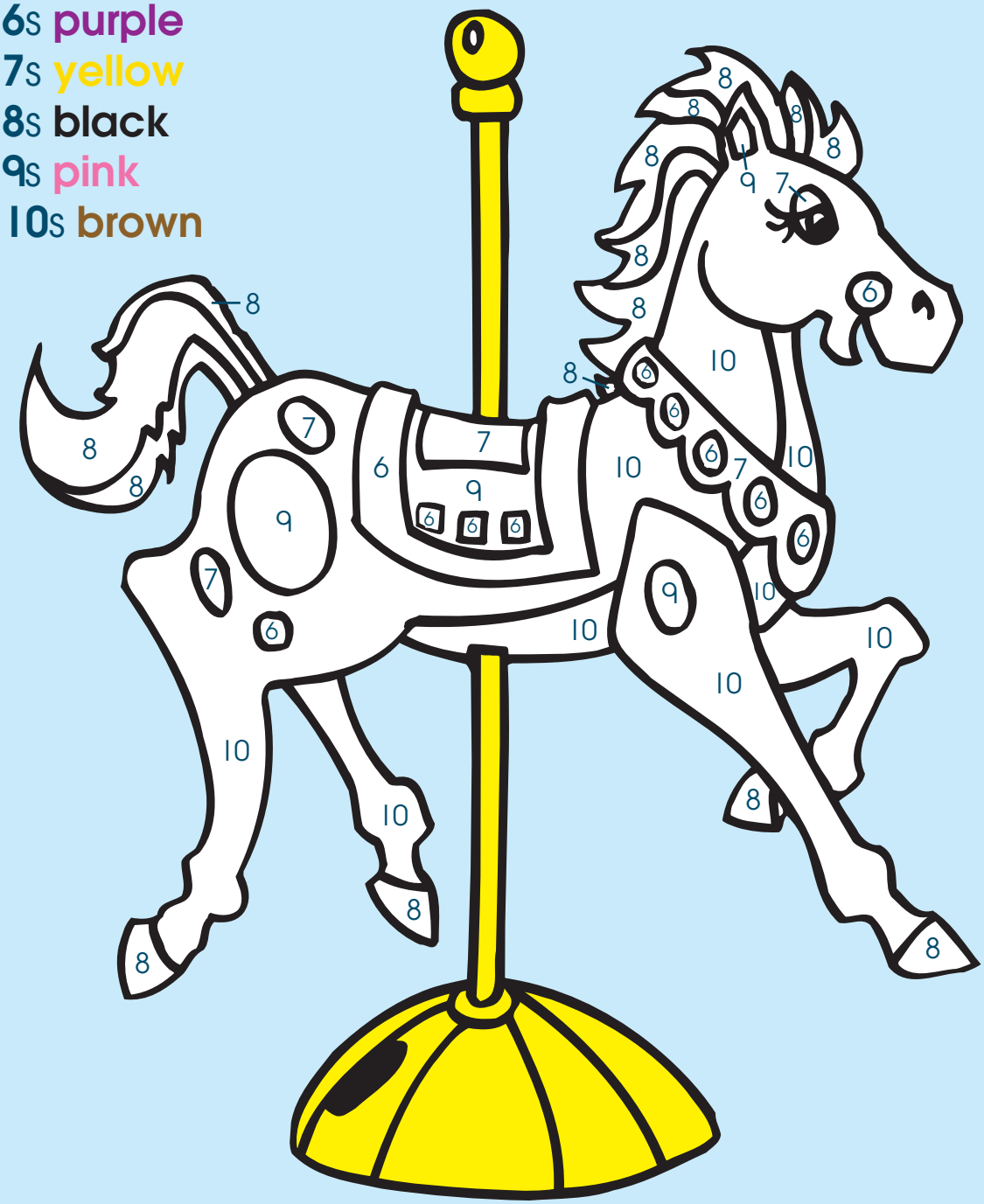
Color:
1s red
2s blue
3s yellow
4s green
5s orange



Number Recognition 6, 7, 8, 9, 10

Directions: Use the code to color the carousel horse.

Color:
6s **purple**
7s **yellow**
8s **black**
9s **pink**
10s **brown**



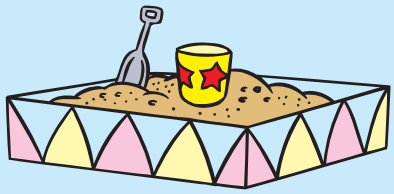
Number Recognition

Directions: Count the number of objects in each group. Draw a line to the correct number.

Number Recognition Joke

Directions: Find the letter that corresponds with the number and write it on the blank. When you finish, you will see a riddle and its answer!

___	___	___		___	___	___		___	___	___		
23	8	25		4	9	4		20	8	5		
___	___	___	___		___	___	___	___	___			
2	1	2	25		3	18	15	19	19			
___	___	___										
20	8	5										
___	___	___	___	___	___	___	___	___	___	?		
16	12	1	25	7	18	15	21	14	4			



___	___		___	___	___		___	___				
20	15		7	5	20		20	15				
___	___	___		___	___	___	___	___				
20	8	5		15	20	8	5	18				
___	___	___	___	___	!							
19	12	9	4	5								

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Number Recognition

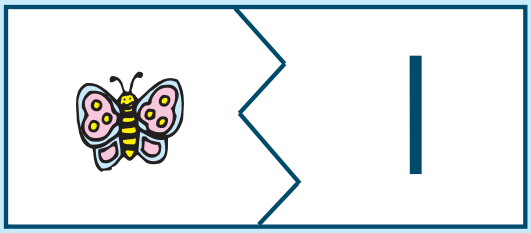
Directions: Color the numbers that are in your phone number. Write your phone number.

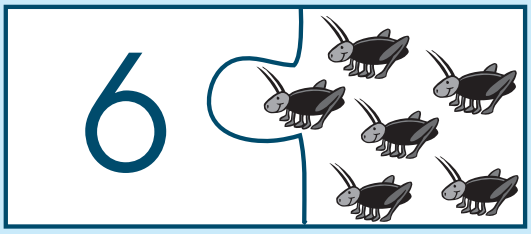
My phone number is

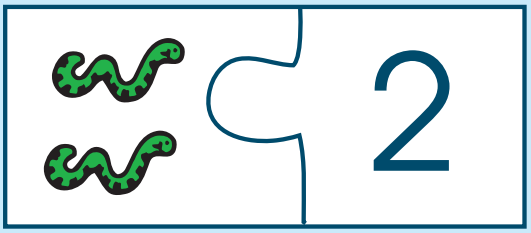
Write your phone number again.

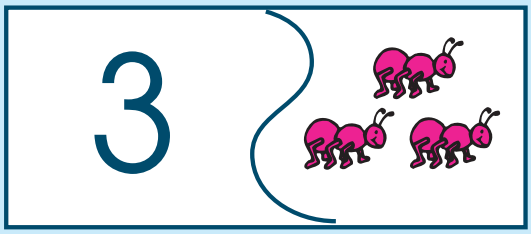
Number Recognition

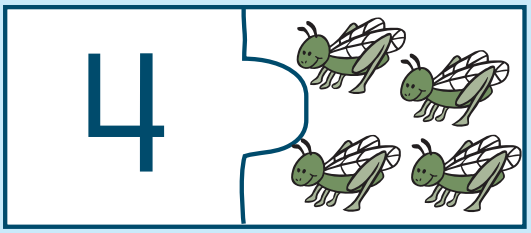
Directions: Cut out the pieces. Mix them up and match the number with the picture.

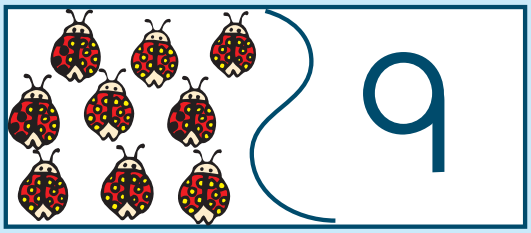


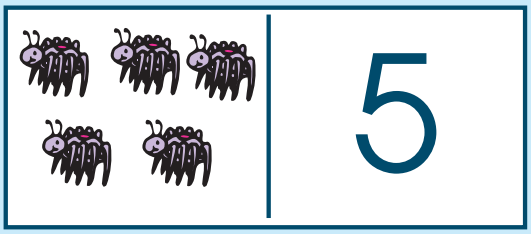


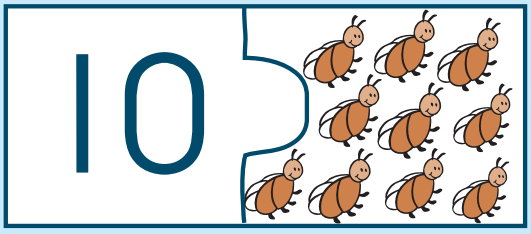












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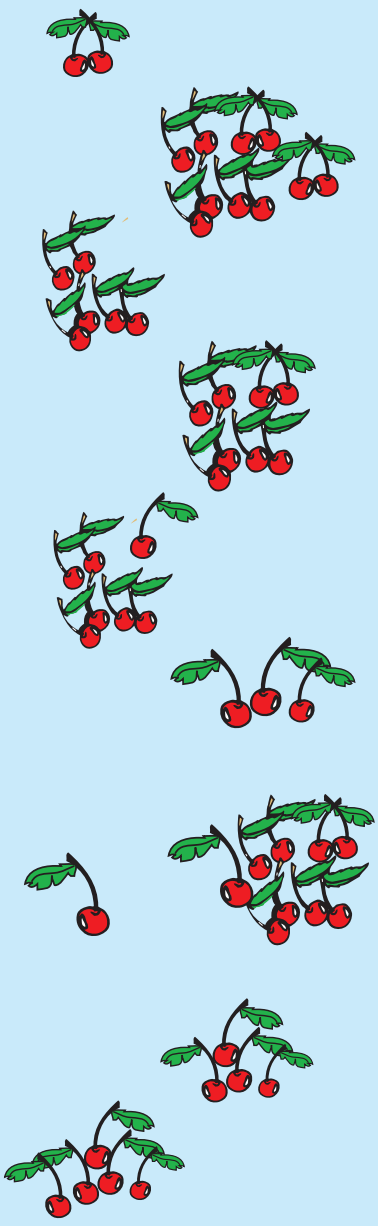
Number Recognition Review

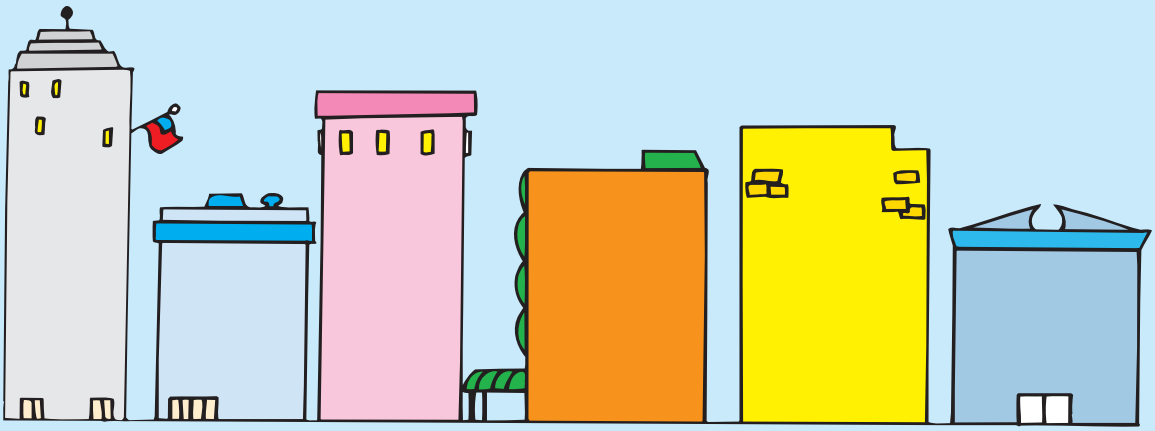
Directions: Match the cherries with the correct number. Then, match the number with the word.



1	four
2	ten
3	two
4	six
5	one
6	nine
7	three
8	eight
9	five
10	seven

Number Words

Directions: Number the buildings from one to six.

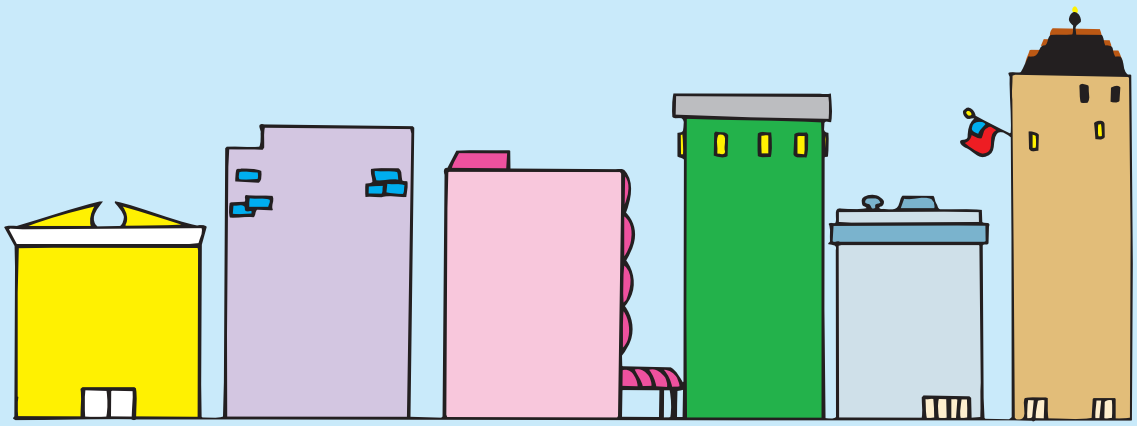


Directions: Draw a line from the word to the number.

two	1
five	3
six	5
four	6
one	2
three	4

Number Words

Directions: Number the buildings from five to ten.

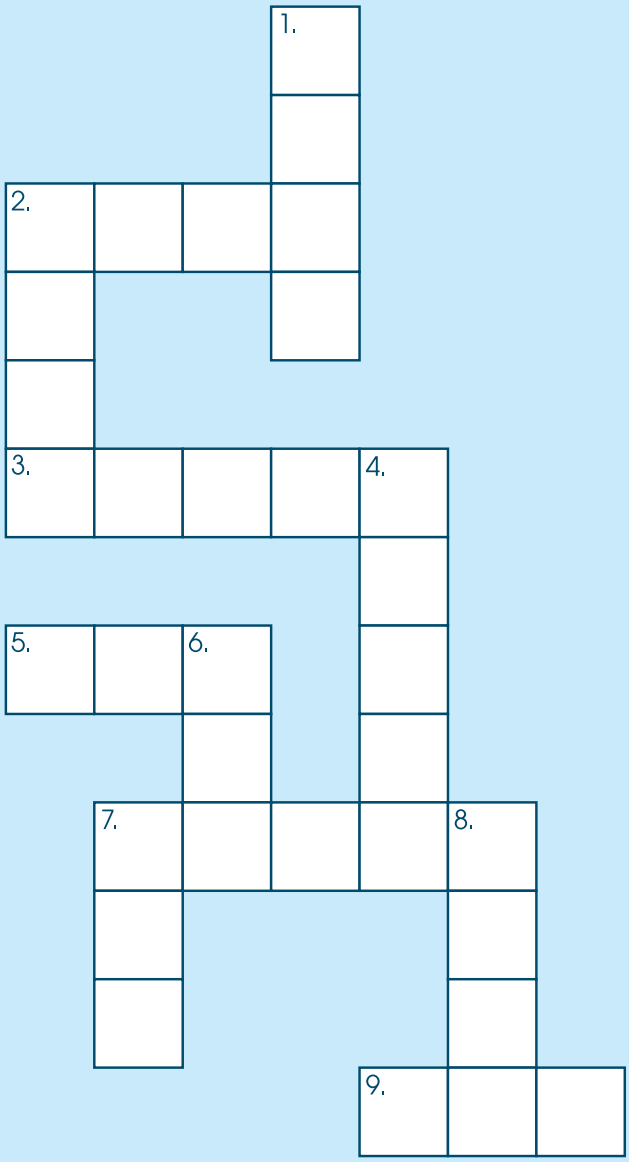


Directions: Draw a line from the word to the number.

nine	8
seven	10
five	7
eight	5
six	9
ten	6

Number Crossword Puzzle

Directions: Write the correct number word in the boxes provided.



Across
2. 4
3. 8
5. 2
7. 7
9. 10

Down
1. 0
2. 5
4. 3
6. 1
7. 6
8. 9

one	two	three	four
five	six	seven	eight
nine	ten	zero	

Number Words

Directions: Draw a line from the number word to the correct group.

one	
two	
three	
four	
five	
six	
seven	
eight	
nine	
ten	

Sequencing Numbers

Sequencing is putting numbers in the correct order.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Directions: Write the missing numbers.

Example: 4 , 5 , 6

3, _____ , 5

7, _____ , 9

8, _____ , 10

5, 6, _____

_____ , 6, 7

_____ , 3, 4

_____ , 4, 5

_____ , 7, 8

5, _____ , 7

2, _____ , 4

_____ , 2, 3

4, _____ , 6

6, 7, _____

3, 4, _____

1, _____ , 3

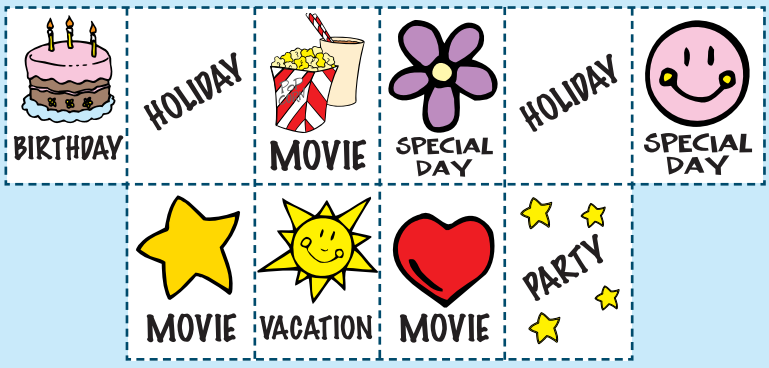
Sequencing Numbers

Directions: Write the name of a month. Find out when the 1st is, and begin numbering the days. Write until you reach the last day of the month, 28th, 30th, or 31st.

_____
Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Directions: Cut out and glue on special days.



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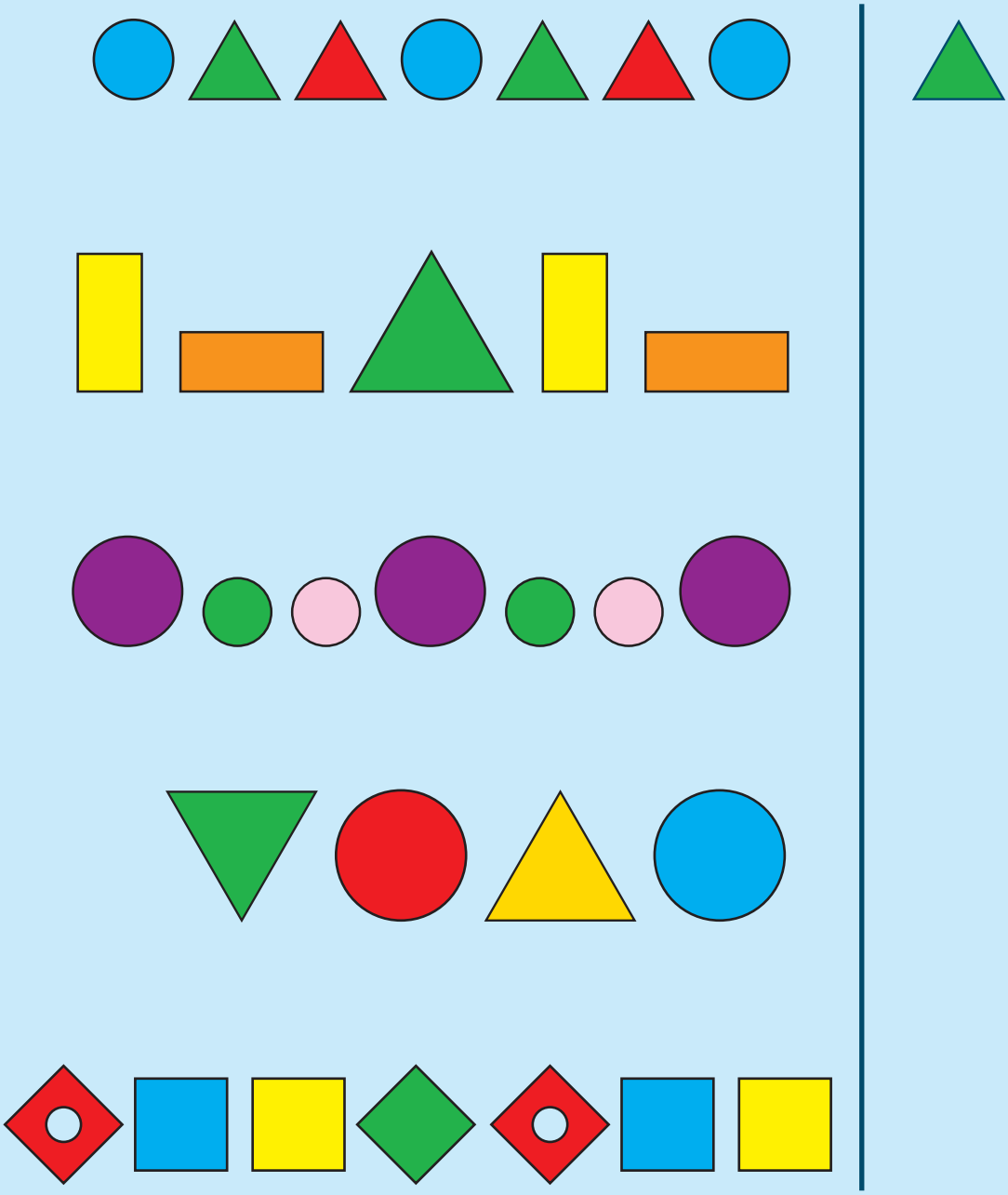
Patterns

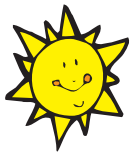
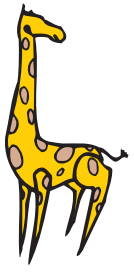
Directions: Draw and color what comes next in each pattern.

Example:



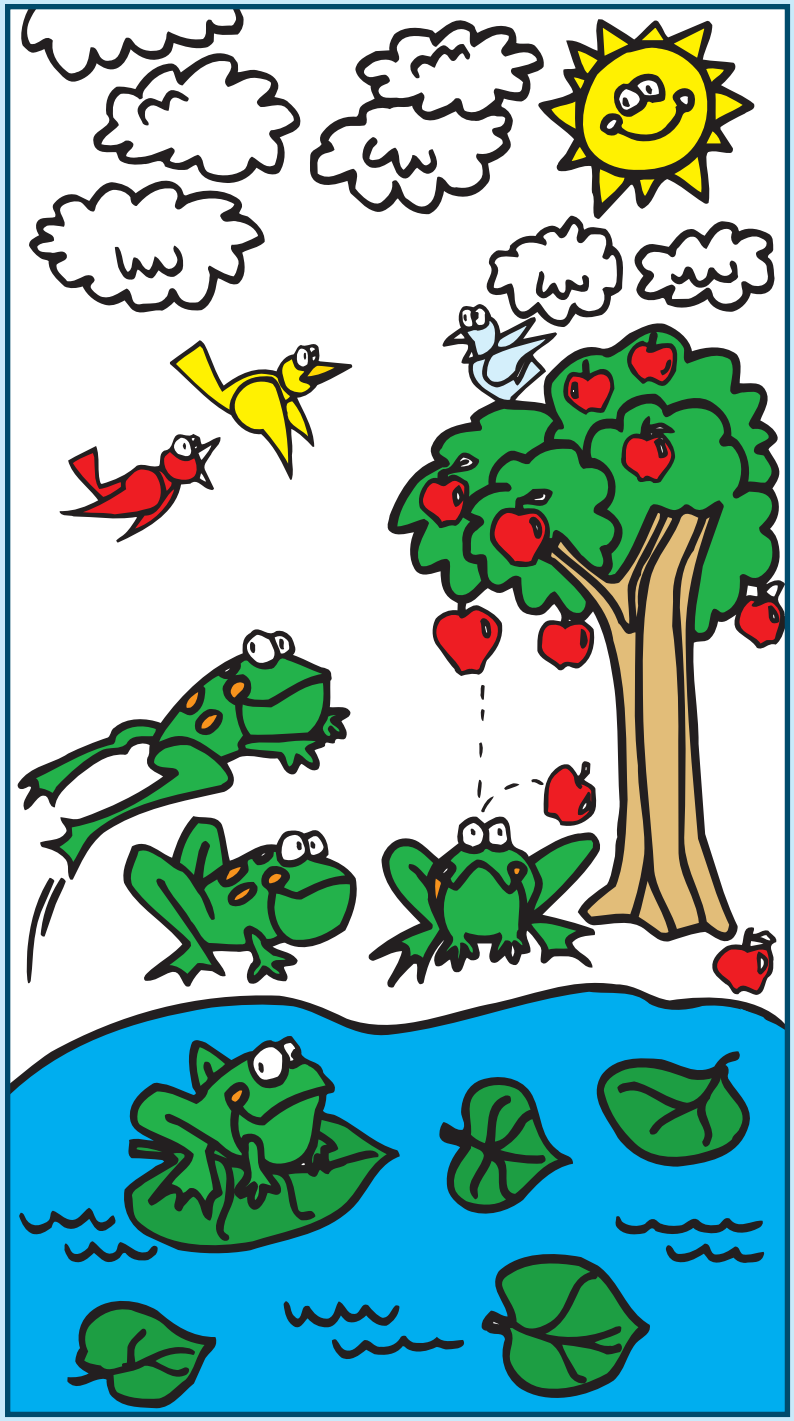
Counting

Directions: How many are there of each picture? Write the answers in the boxes. The first one is done for you.

 1		
		

Counting

Directions: How many are there of each picture? Write the answers in the boxes. The first one is done for you.



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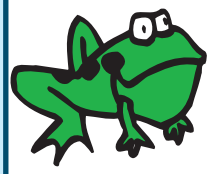
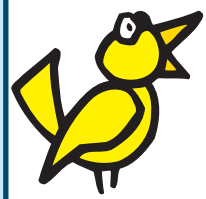
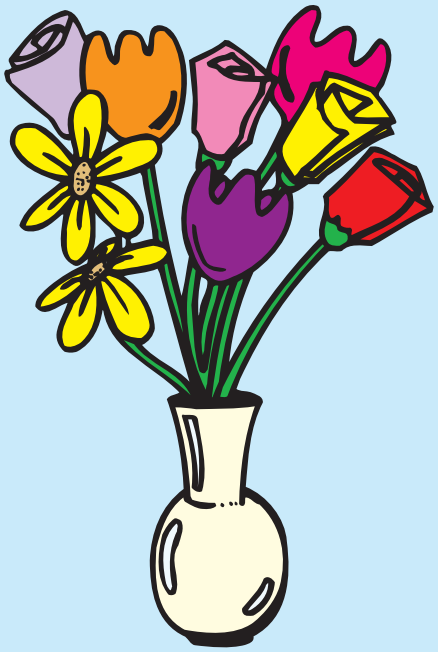
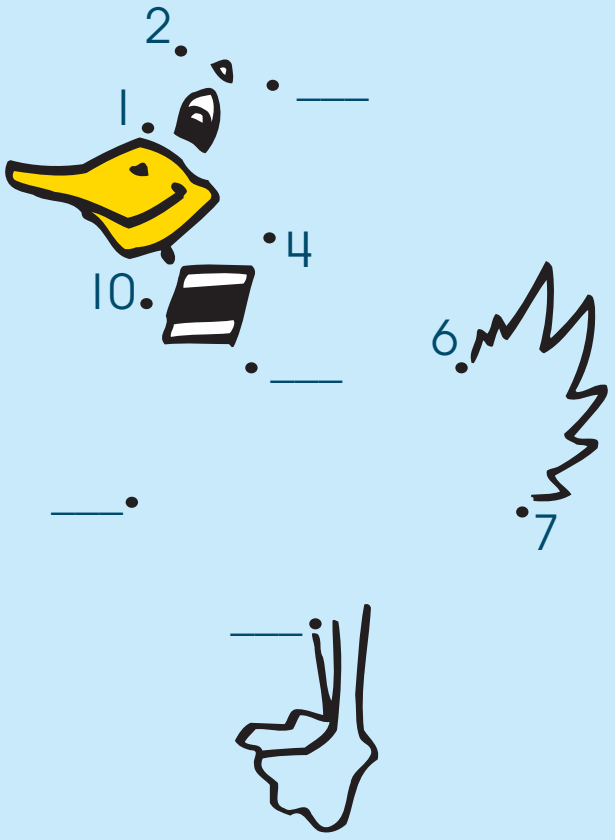
	
	
	
	

Review

Directions: Count the flowers and write the answers.

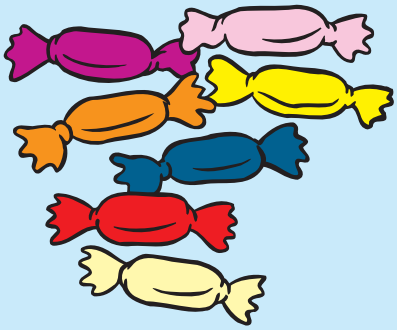


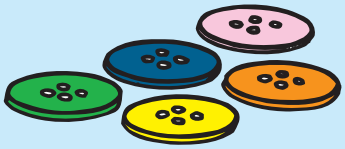
Directions: Fill in the missing numbers. Connect the dots to finish the picture.



Review

Directions: Count the objects and write the number.





_____ _____ _____

_____ _____ _____

_____ _____ _____

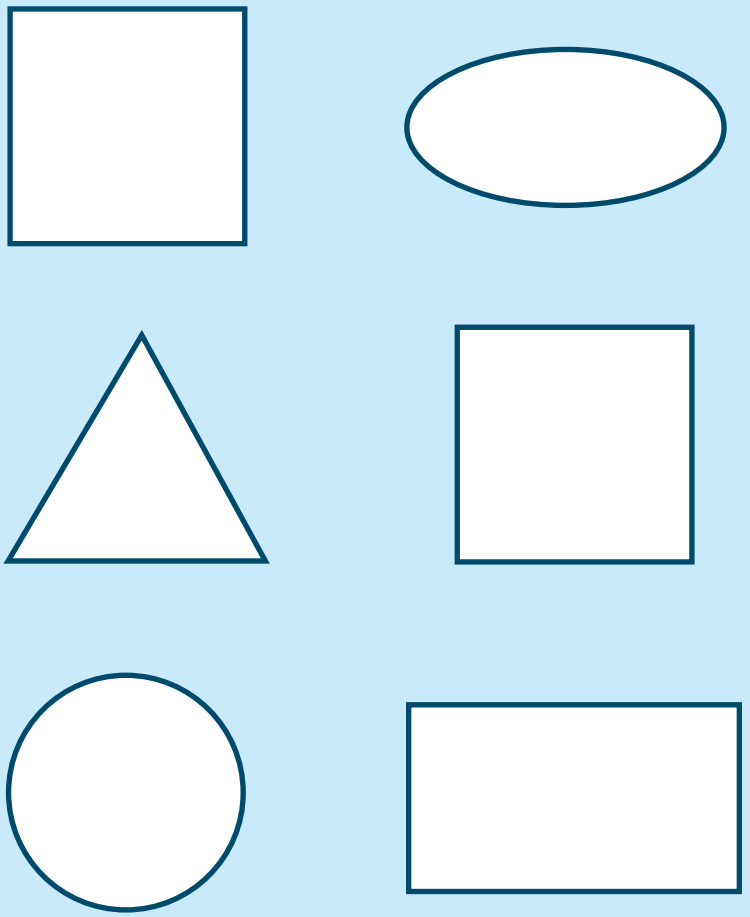
Directions: Match the word to the number.

two	1
four	9
seven	2
three	3
one	4
nine	7

Shapes: Square

A square is a figure with four corners and four sides of the same length. This is a square ☐.

Directions: Find the squares and circle them.



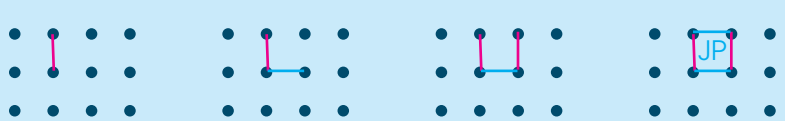
Directions: Trace the word. Write the word.

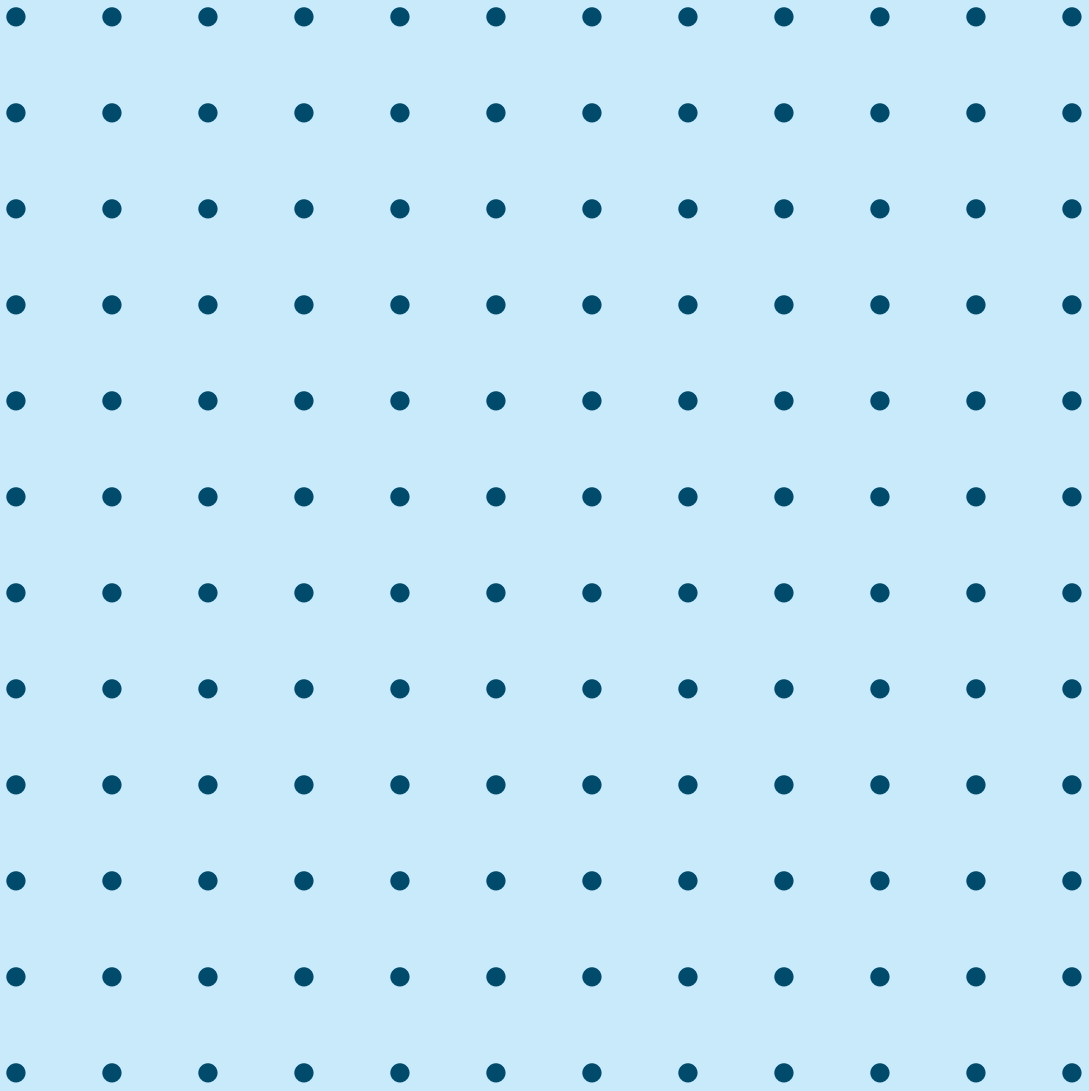
square

Shapes: Squares "Dot" Game

Directions: Each player takes turns connecting the dots, one at a time, to make a square. When you complete a square, put your initials in it. The player with the most completed squares wins!

Example:

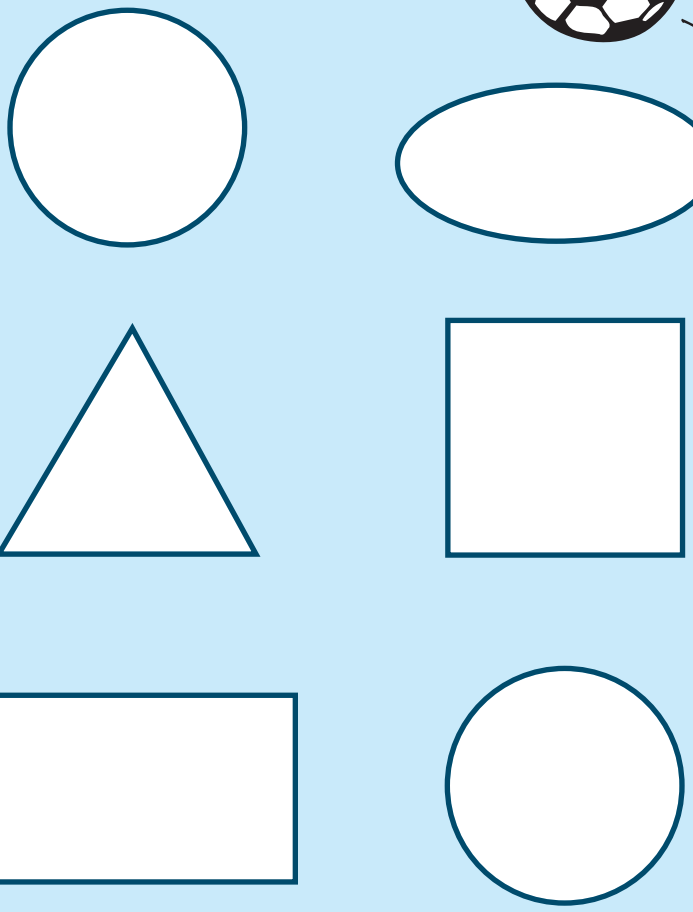




Shapes: Circle

A circle is a figure that is round. This is a circle ◯.

Directions: Find the circles and put a square around them.

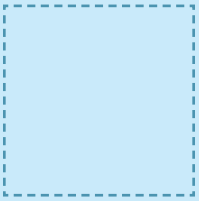


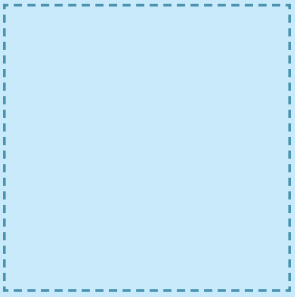
Directions: Trace the word. Write the word.

circle

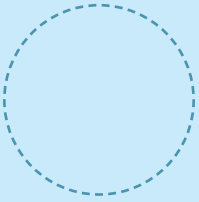
Shapes: Square and Circle

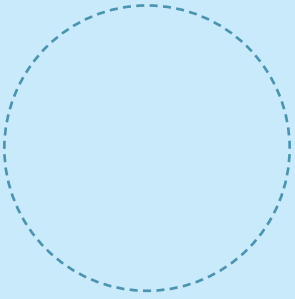
Directions: Trace the squares and make four of your own.





Directions: Trace the circles and make four of your own.

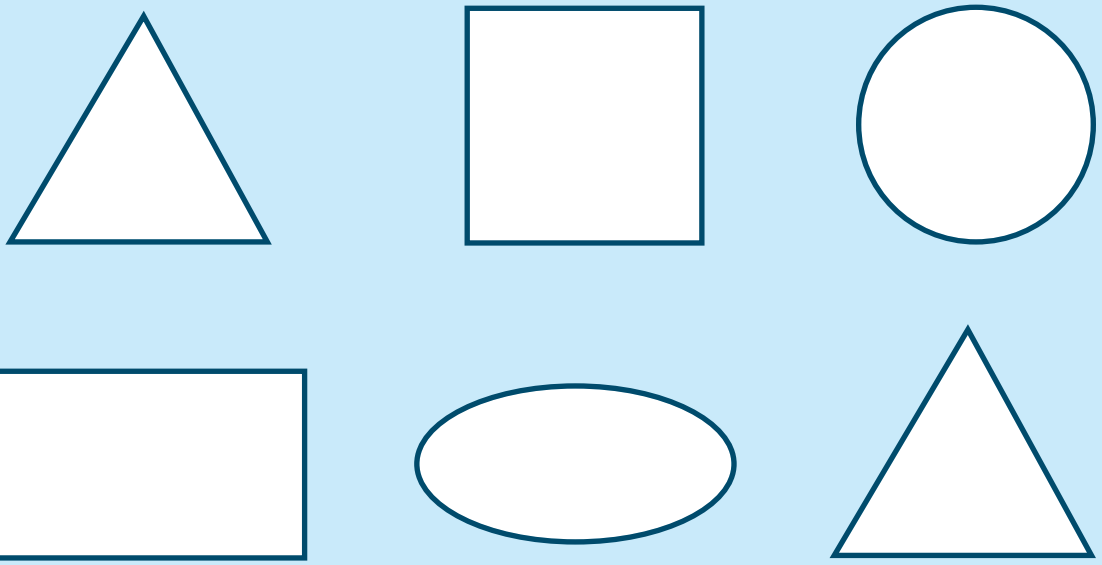


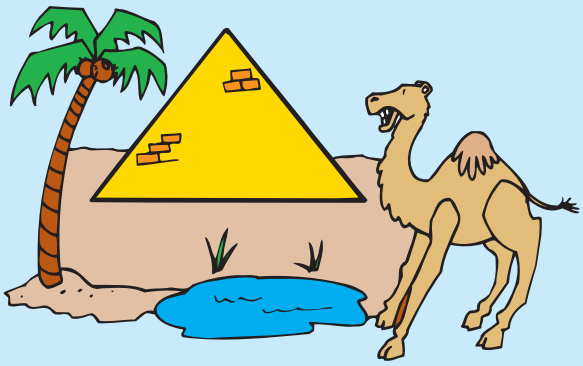


Shapes: Triangle

A triangle is a figure with three corners and three sides. This is a triangle △.

Directions: Find the triangles and put a circle around them.





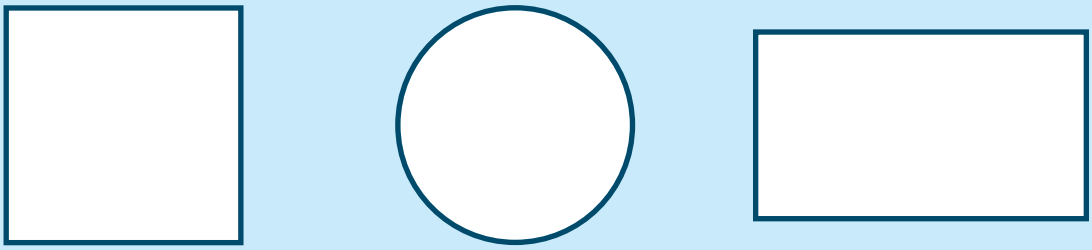
Directions: Trace the word. Write the word.

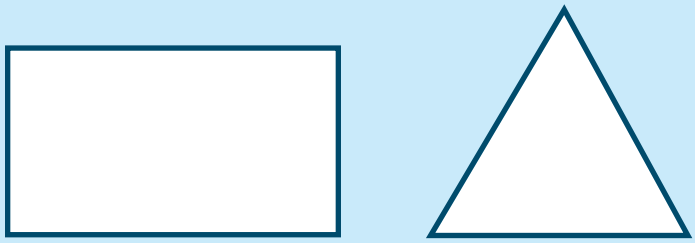
triangle

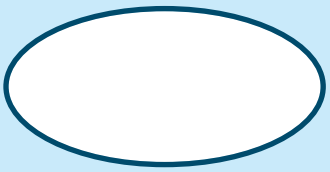
Shapes: Rectangle

A rectangle is a figure with four corners and four sides. Sides opposite each other are the same length. This is a rectangle ▭.

Directions: Find the rectangles and put a circle around them.





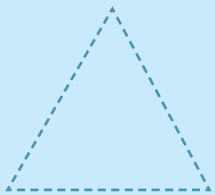


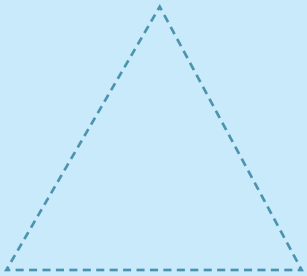
Directions: Trace the word. Write the word.

rectangle

Shapes: Triangle and Rectangle

Directions: Trace the triangles and make four of your own.



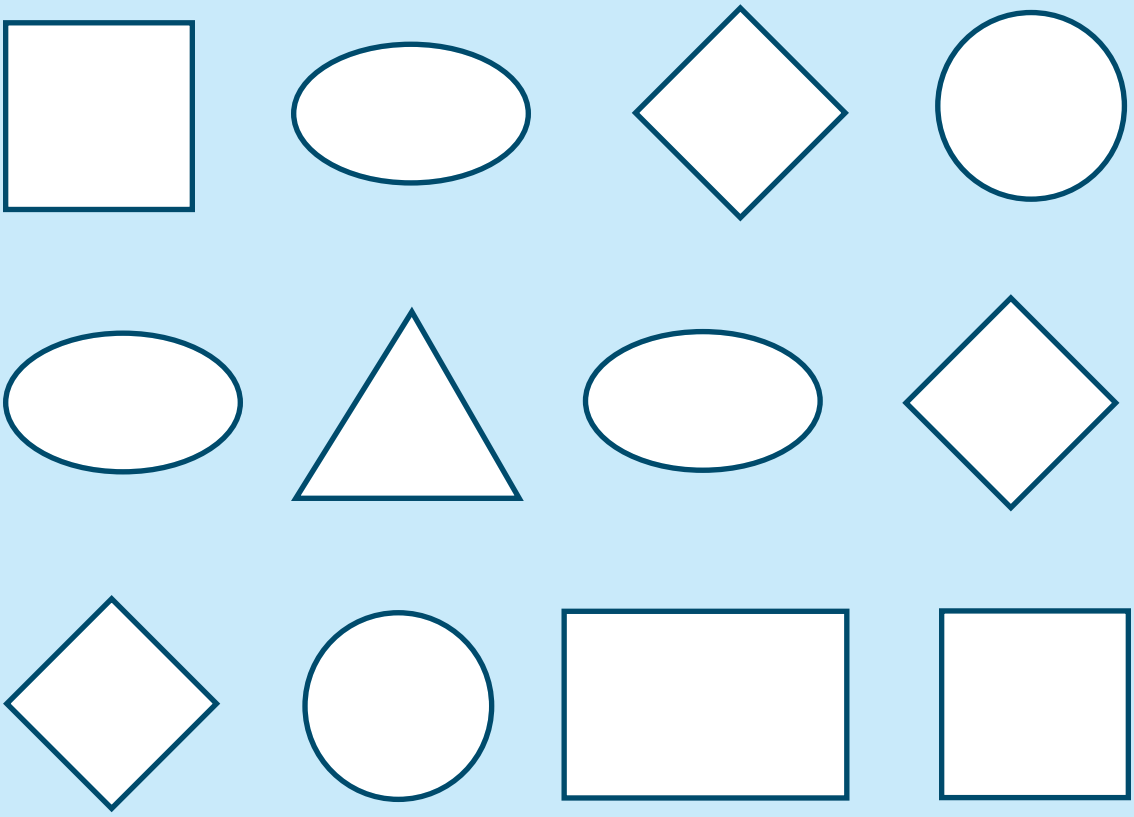


Directions: Trace the rectangles and make four of your own.

Shapes: Oval and Rhombus

An oval is an egg-shaped figure. A rhombus is a figure with four sides of the same length. Its corners form points at the top, sides, and bottom. This is an oval  . This is a rhombus  .

Directions: Color the ovals **red**. Color the rhombuses **blue**.



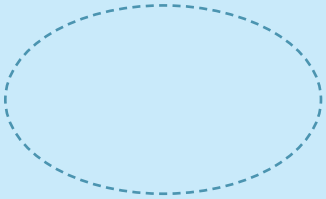
Directions: Trace the words. Write the words.

oval

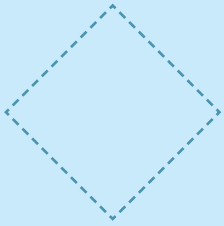
rhombus

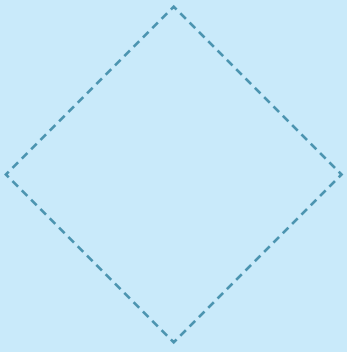
Shapes: Oval and Rhombus

Directions: Trace the ovals and make four of your own.



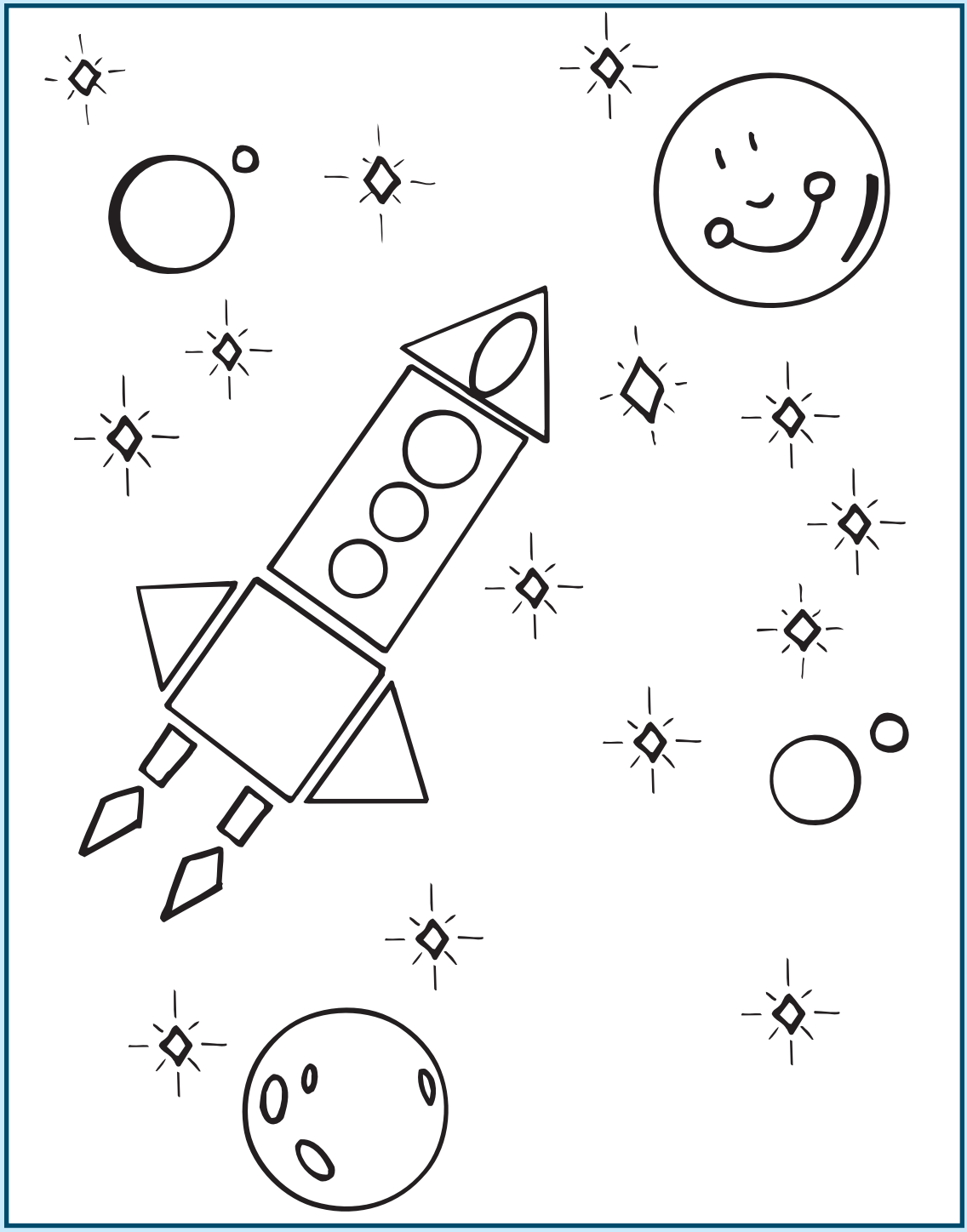
Directions: Trace the rhombuses and make four of your own.





Shape Review

Directions: Color the shapes in the picture as shown.



Shape Review

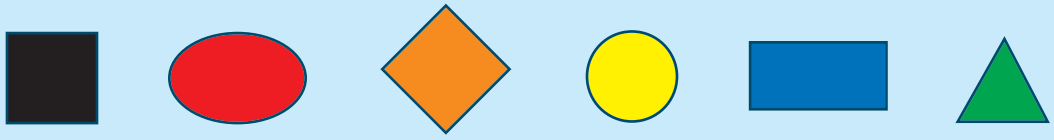
Directions: Trace the circles.
Trace the squares.
Trace the rectangles.
Trace the triangles.
Trace the ovals.
Trace the rhombuses.

Review: Shape Word Find

Directions: Find the hidden shape words and circle them.

r	p	m	s	q	u	a	r	e	a
w	e	n	h	e	o	f	e	t	g
r	h	o	m	b	u	s	c	d	o
a	k	u	l	n	y	i	t	b	v
p	v	y	s	d	r	c	a	j	a
c	i	r	c	l	e	n	n	c	l
f	t	z	w	o	v	z	g	l	u
k	q	x	x	i	b	m	l	g	h
t	r	i	a	n	g	l	e	s	j

square	rectangle	oval
rhombus	circle	triangle



Shape Words

Directions: Draw a line from the shape word to the shape.

square

triangle

circle

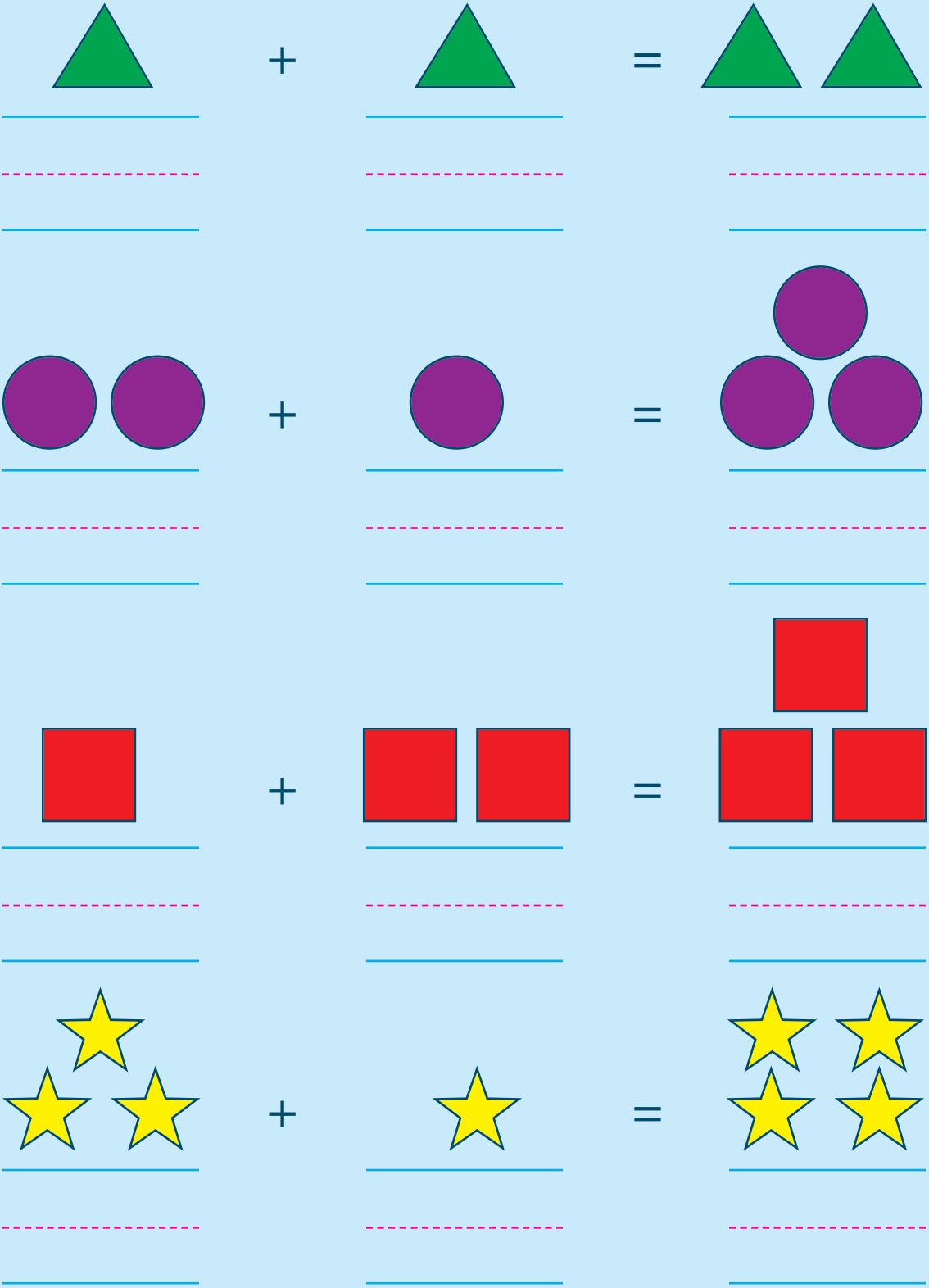
oval

rhombus

rectangle

Addition

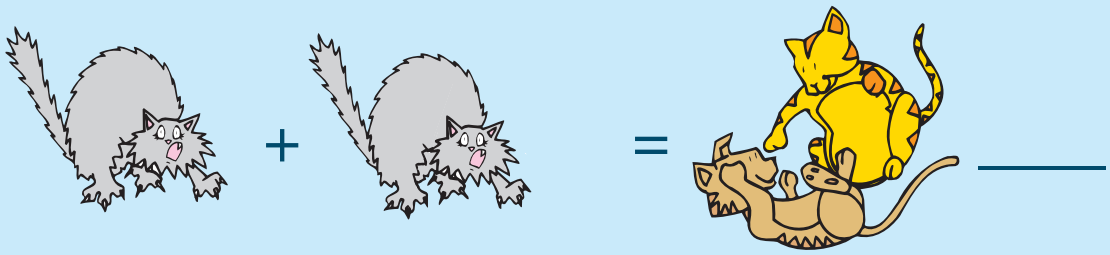
Directions: Count the shapes and write the numbers below to tell how many in all.

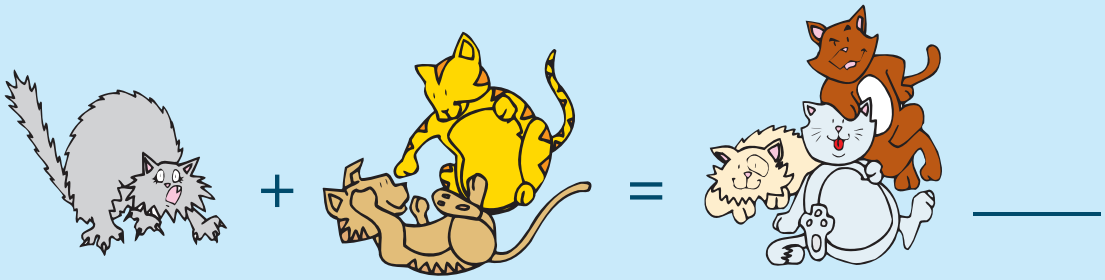


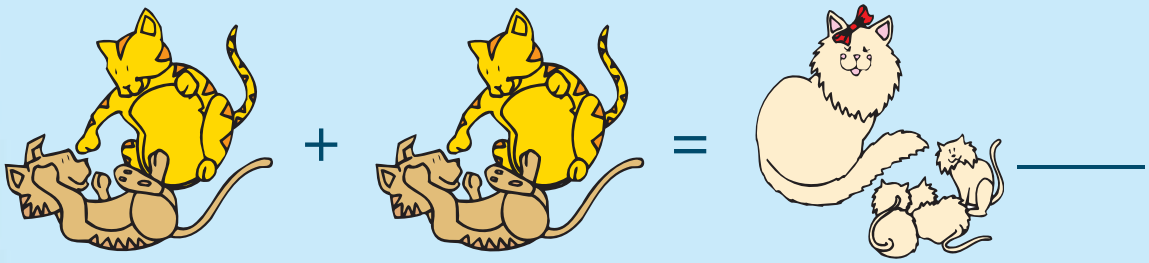
Addition 1, 2

Addition means "putting together" or adding two or more numbers to find the sum. This is a plus sign: +. It means to add the two numbers. This is an equals sign: =. It tells how much they are together.

Directions: Count the cats and tell how many.





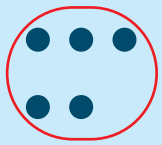


Addition 3, 4, 5, 6

Directions: Draw the correct number of dots next to the numbers in each problem. Add up the number of dots to find your answer.

Example:

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



2 + 2 = 4

$\begin{array}{r} 4 \\ +\ 2 \\ \hline \end{array}$	1 + 5 = ____
$\begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$	4 + 3 = ____
$\begin{array}{r} 6 \\ +\ 2 \\ \hline \end{array}$	5 + 3 = ____

Addition 3, 4, 5, 6

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

3

4

5

6

$$\begin{array}{r} 2 \\ +\ 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 1 \\ +\ 2 \\ \hline \end{array}$$

Addition 4, 5, 6, 7

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

4

5

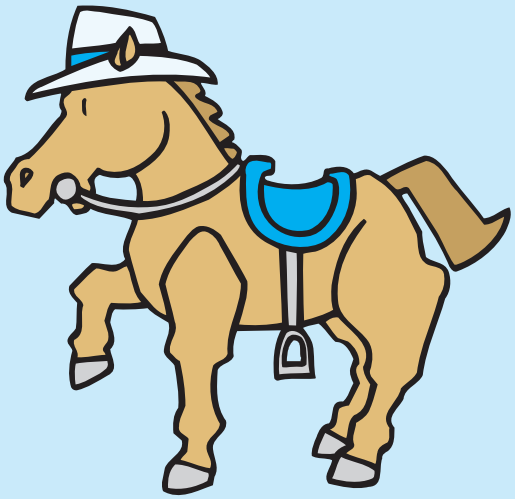
6

7

$$\begin{array}{r} 2 \\ +\ 5 \\ \hline \end{array}$$

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

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



$$\begin{array}{r} 2 \\ +\ 4 \\ \hline \end{array}$$

Addition 6, 7, 8

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

6

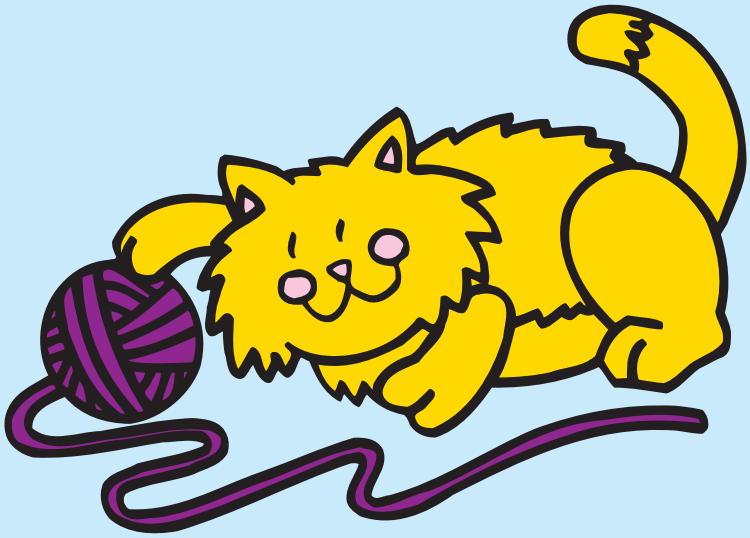
7

8

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

$$\begin{array}{r} 5 \\ +\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +\ 6 \\ \hline \end{array}$$



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

Addition 7, 8, 9

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

7

8

9

$$\begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ +\ 1 \\ \hline \end{array}$$

Addition Table

Directions: Add across and down with a friend. Fill in the spaces.

+	0	1	2	3	4	5
0	0					
1	1	2				
2			4			
3	3			6		
4						
5						10

Do you notice any number patterns in the addition table?

Subtraction 1, 2, 3

Subtraction means "taking away" or subtracting one number from another. This is a minus sign: –. It means to subtract the second number from the first.

Directions: Practice writing the numbers and then subtract. Draw dots and cross them out, if needed.

1

2

3

$$\begin{array}{r} 3 \\ -\ 1 \\ \hline 2 \end{array}$$

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

$$\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -\ 1 \\ \hline \end{array}$$

Subtraction 3, 4, 5, 6

Directions: Practice writing the numbers and then subtract. Draw dots and cross them out, if needed.

3

4

5

6

$$\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -\ 1 \\ \hline \end{array}$$

Subtraction

Directions: Draw the correct number of dots for each problem. Cross out the ones subtracted to find your answer.

Example:

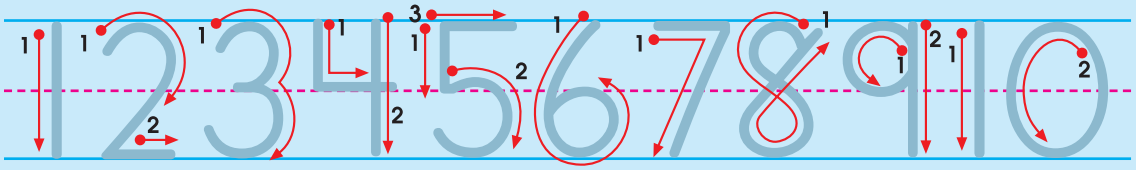
$$\begin{array}{r} 5 \\ -\,2 \\ \hline 3 \end{array}$$

2 − 1 = 1

4 − 2 = ____	$\begin{array}{r} 8 \\ -\,6 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ -\,1 \\ \hline \end{array}$	3 − 1 = ____
9 − 6 = ____	$\begin{array}{r} 4 \\ -\,3 \\ \hline \end{array}$

Review

Directions: Trace the numbers. Work the problems.



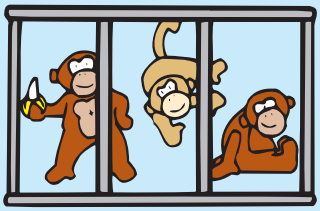
9	6	3	2
− 3	+ 2	+ 4	− 1
5	9	7	8
+ 4	− 5	+ 2	− 6

Zero

Directions: Write the number that tells how many.

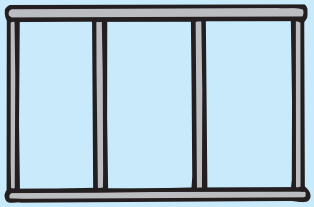
Example:

How many monkeys?



3

How many monkeys?

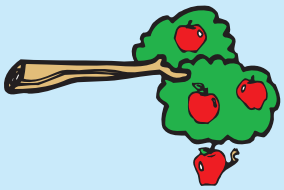


0

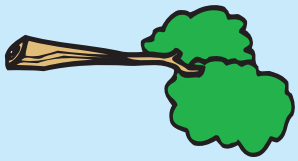
How many flowers?

How many flowers?

How many apples?



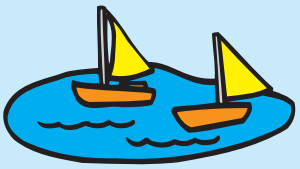
How many apples?



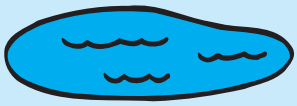
Zero

Directions: Write the number that tells how many.

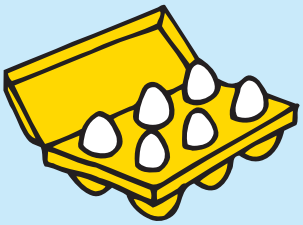
How many sailboats?



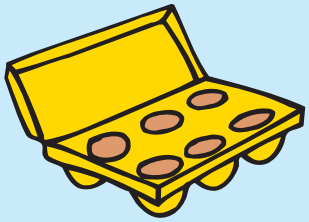
How many sailboats?



How many eggs?



How many eggs?

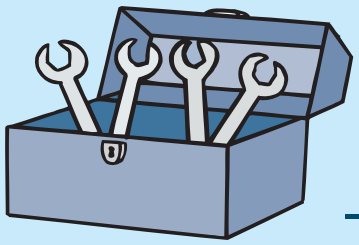


How many marshmallows?

How many marshmallows?

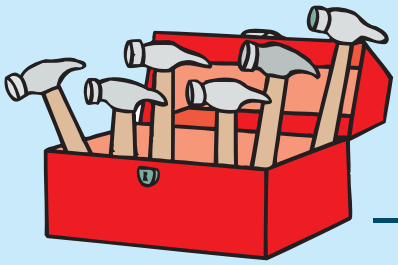
Addition 1–5

Directions: Count the tools in each tool box. Write your answer on the blank. Circle the problem that matches your answer.



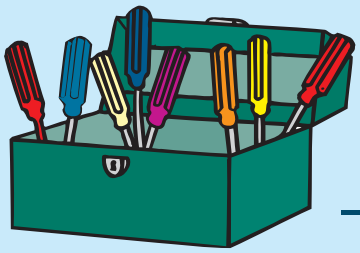
4

$$\begin{array}{r} 2 \\ +\ 2 \end{array} \qquad \begin{array}{r} 2 \\ +\ 1 \end{array}$$



____

$$\begin{array}{r} 5 \\ +\ 0 \end{array} \qquad \begin{array}{r} 4 \\ +\ 2 \end{array}$$



____

$$\begin{array}{r} 6 \\ +\ 2 \end{array} \qquad \begin{array}{r} 4 \\ +\ 3 \end{array}$$

____

$$\begin{array}{r} 3 \\ +\ 1 \end{array} \qquad \begin{array}{r} 2 \\ +\ 3 \end{array}$$

Addition 1–5

Directions: Look at the red numbers and draw that many more flowers in the pot. Count them to get your total.

Example: 3 + 2 = 5

1 + 4 = ___

1
+ 1

2
+ 2

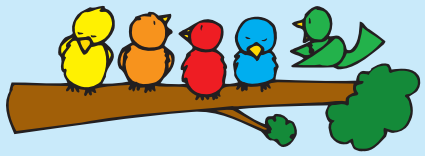
3 + 1 = ___

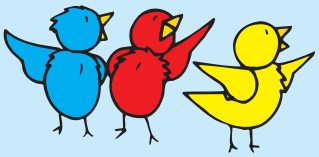
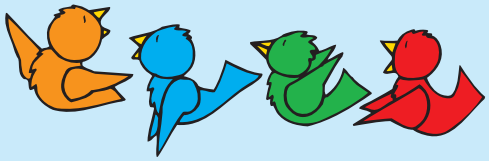
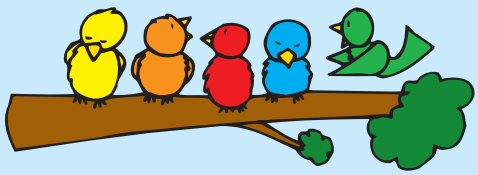
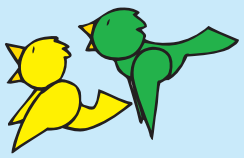
Addition 1–5

Directions: Add the numbers. Put your answers in the nests.

Example:

2 + 3 = 5



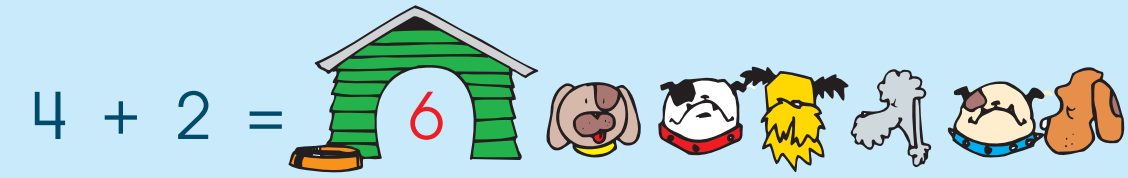
 1 + 2 =	 1 + 3 =
 4 + 1 =	 1 + 1 =

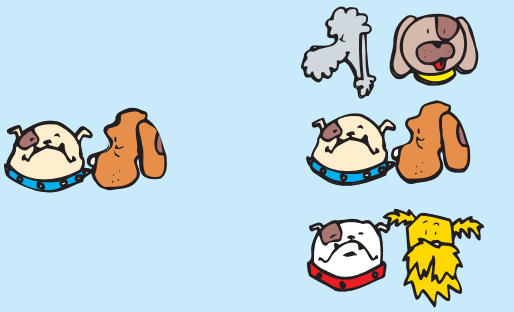
Addition 6–10

Directions: Add the numbers. Put your answers in the doghouses.

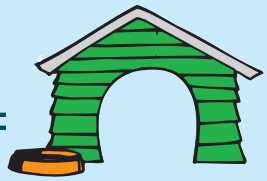
Example:

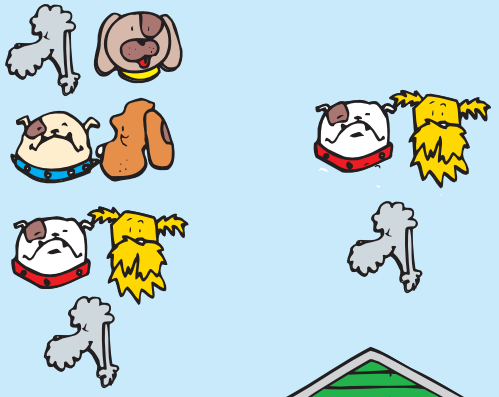
4 + 2 = 6



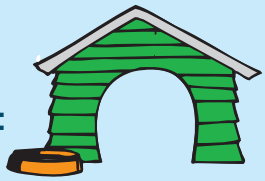


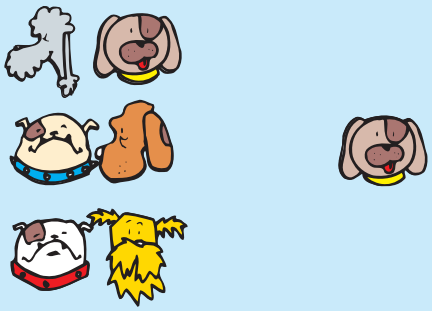
2 + 6 =



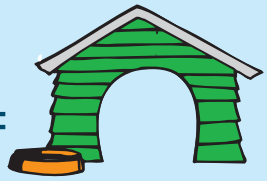


7 + 3 =

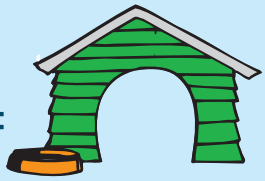




6 + 1 =



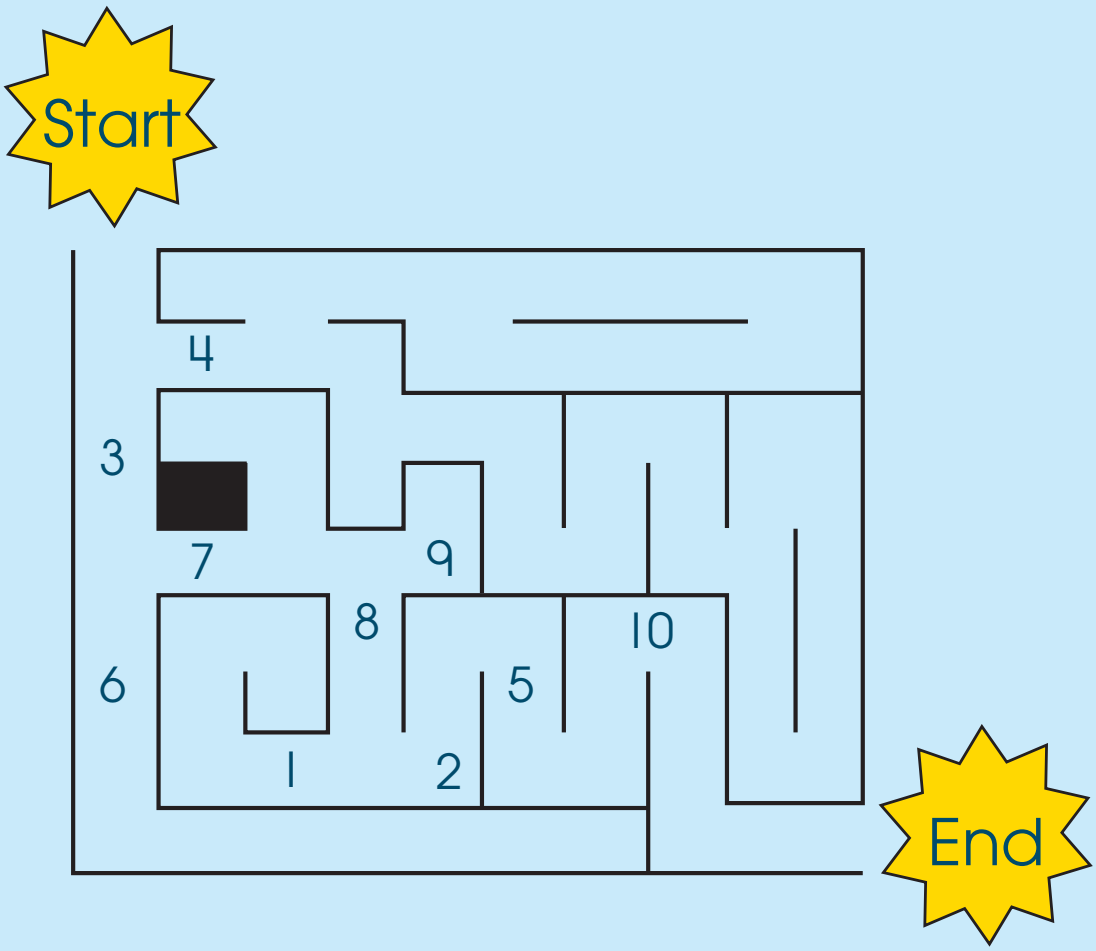
4 + 5 =



Addition Maze

Directions: Complete the addition problems. Use the numbers to find your way through the maze.

1	3	4	1	3	6
+ 2	+ 4	+ 4	+ 1	+ 2	+ 4
____	____	____	____	____	____



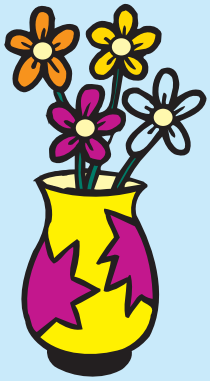
Subtraction 1–5

Directions: Subtract the red numbers by crossing out that many flowers in the pot. Count the ones not crossed out to get the total.

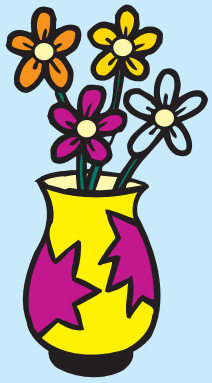
Example: 2 – 1 = 1

5 – 2 = ___

4
– 2
___



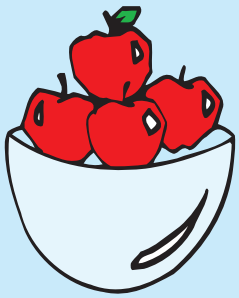
3
– 1
___



4 – 3 = ___

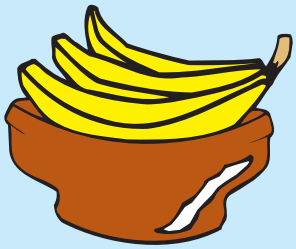
Subtraction 1–5

Directions: Count the fruit in each bowl. Write your answer on the blank. Circle the problem that matches your answer.



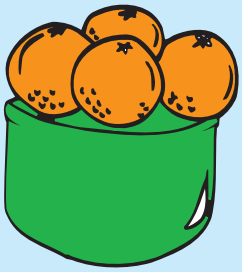
4

$$\begin{array}{r} 5 \\ -\ 1 \end{array} \qquad \begin{array}{r} 4 \\ -\ 2 \end{array}$$



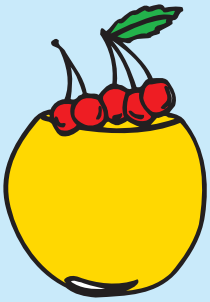
____

$$\begin{array}{r} 3 \\ -\ 0 \end{array} \qquad \begin{array}{r} 4 \\ -\ 2 \end{array}$$



____

$$\begin{array}{r} 5 \\ -\ 1 \end{array} \qquad \begin{array}{r} 4 \\ -\ 3 \end{array}$$



____

$$\begin{array}{r} 3 \\ -\ 2 \end{array} \qquad \begin{array}{r} 5 \\ -\ 0 \end{array}$$

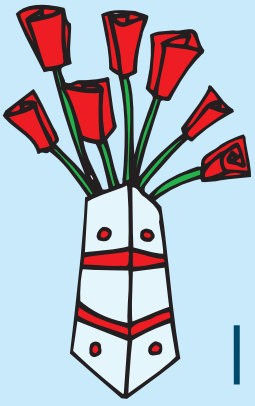
Subtraction 6–10

Directions: Count the flowers. Write your answer on the blank. Circle the problem that matches your answer.

10	9
– 1	– 1

7	9
– 2	– 3

9	8
– 6	– 0



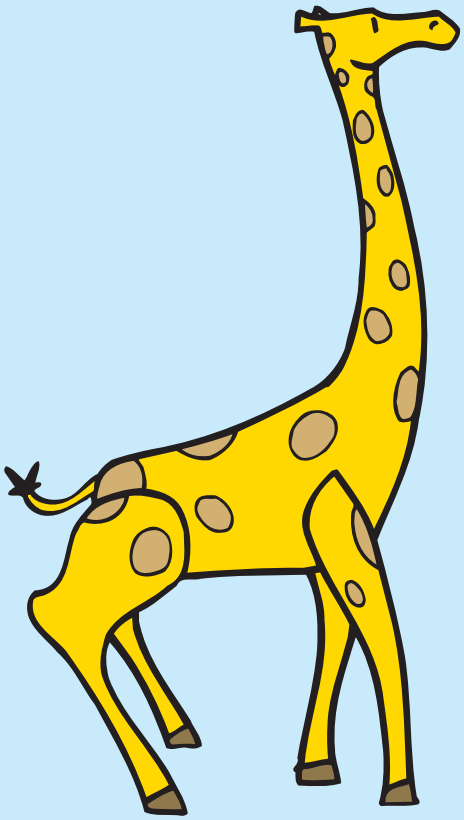
10	8
– 2	– 1

Addition and Subtraction

Directions: Solve the problems. Remember, addition means "putting together" or adding two or more numbers to find the sum. Subtraction means "taking away" or subtracting one number from another.

1 + 3 = _____ 4 – 3 = _____ 4 + 5 = _____

6 + 1 = _____ 7 – 2 = _____ 8 – 4 = _____



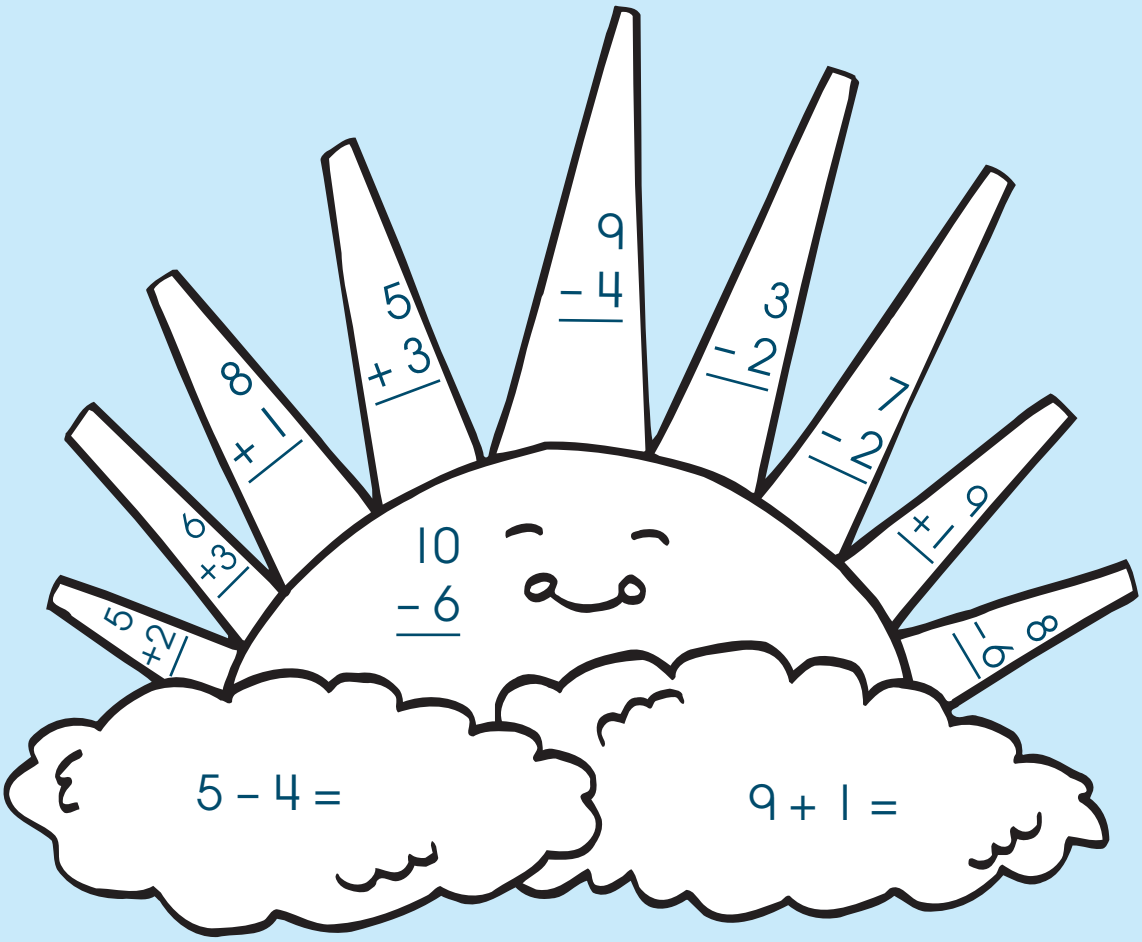
9 – 1 = _____ 10 – 3 = _____

5 – 2 = _____ 6 + 3 = _____

8 + 2 = _____ 5 + 5 = _____

Review

Directions: Work the problems. Color the picture.



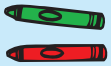
Place Value: Tens and Ones

The place value of a digit, or numeral, is shown by where it is in the number. For example, in the number **23**, **2** has the place value of **tens**, and **3** is **ones**.

Directions: Count the groups of 10 crayons and write the number by the word **tens**. Count the other crayons and write the number by the word **ones**.

Example:  +  = __1__ ten + __1__ one

 + = _____ tens + _____ ones

 +  = _____ tens + _____ ones

---

6 tens + 3 ones = _____

5 tens + 1 ones = _____

3 tens + 8 ones = _____

9 tens + 7 ones = _____

4 tens + 5 ones = _____

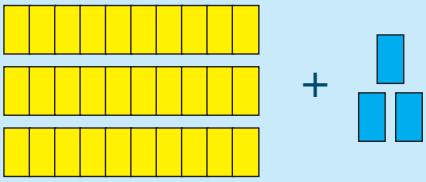
2 tens + 8 ones = _____

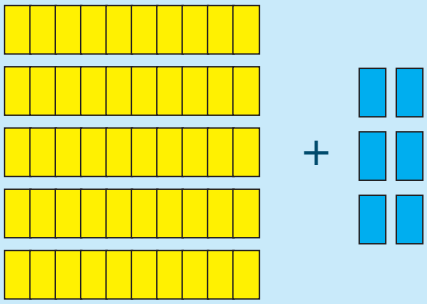
Place Value: Tens and Ones

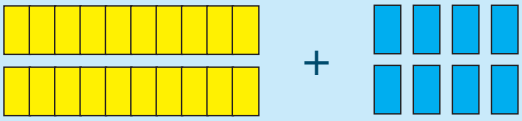
Directions: Count the groups of 10 blocks and write the number by the word tens. Count the other blocks and write the number by the word ones.

Example:

 = 1 tens + 2 ones

 = _____ tens + _____ ones

 = _____ tens + _____ ones

 = _____ tens + _____ ones

Place Value: Tens and Ones

Directions: Write the answers in the correct spaces.

	tens	ones	
3 tens, 2 ones	3	2	= 32
3 tens, 7 ones	_____	_____	= _____
9 tens, 1 ones	_____	_____	= _____
5 tens, 6 ones	_____	_____	= _____
6 tens, 5 ones	_____	_____	= _____
6 tens, 8 ones	_____	_____	= _____
2 tens, 8 ones	_____	_____	= _____
4 tens, 9 ones	_____	_____	= _____

28 = _____ tens, _____ ones

64 = _____ tens, _____ ones

56 = _____ tens, _____ ones

72 = _____ tens, _____ ones

38 = _____ tens, _____ ones

17 = _____ tens, _____ ones

Ordinal Numbers

Ordinal numbers are used to tell order in a series, such as **first**, **second**, or **third**.

Directions: Draw a line to the picture that matches the ordinal number in the left column.

eighth

third

sixth

ninth

seventh

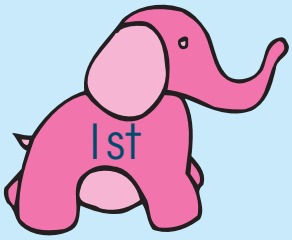
second

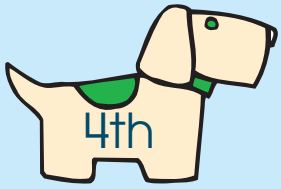
fourth

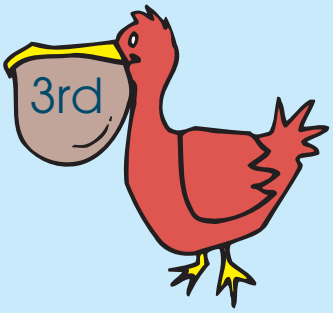
first

fifth

tenth

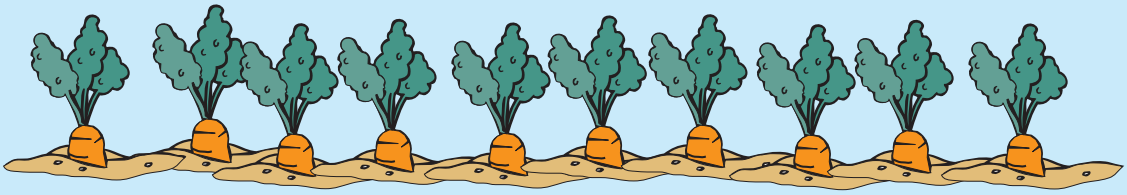




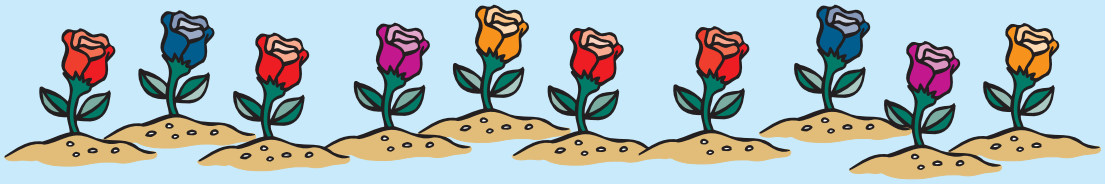


Ordinal Numbers

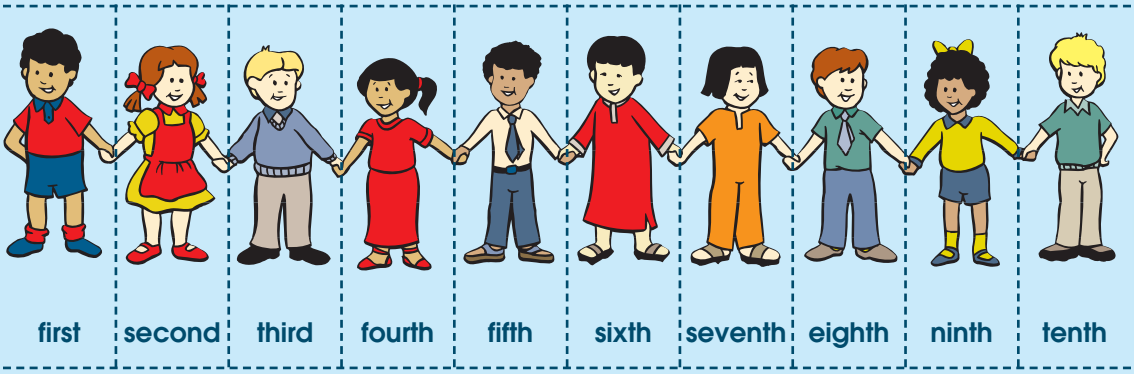
Directions: Draw an **X** on the first vegetable, draw a circle around the second vegetable, and draw a square around the third vegetable.



Directions: Write the ordinal number below the picture.



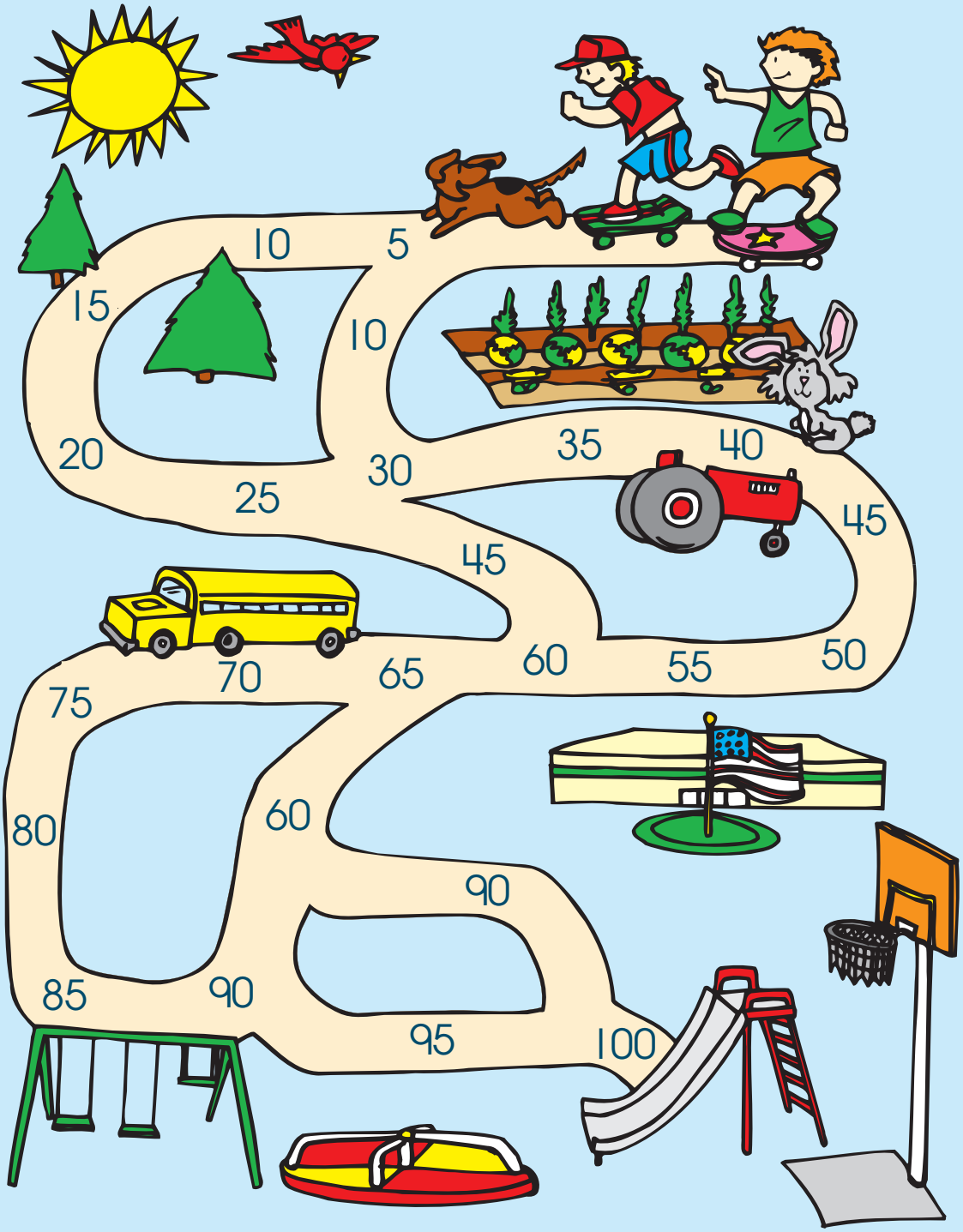
✂ **Cut** the children apart. Mix them up. Then, put them back in the correct order.



Page is blank for cutting
exercise on previous page.

Counting by Fives

Directions: Count by fives to draw the path to the playground.



Counting by Fives

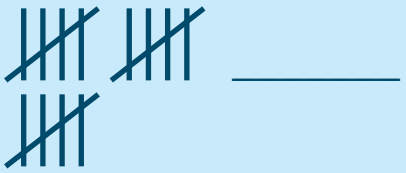
Directions: Use tally marks to count by fives. Write the number next to the tallies.

Example: A tally mark stands for one = I. Five tally marks look like this = 𝍸

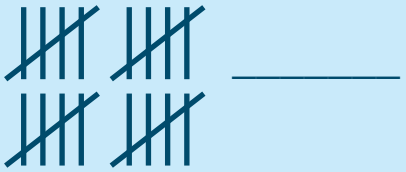

_____

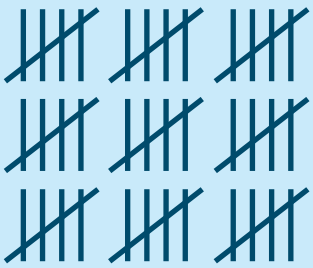

_____


_____


_____


_____


_____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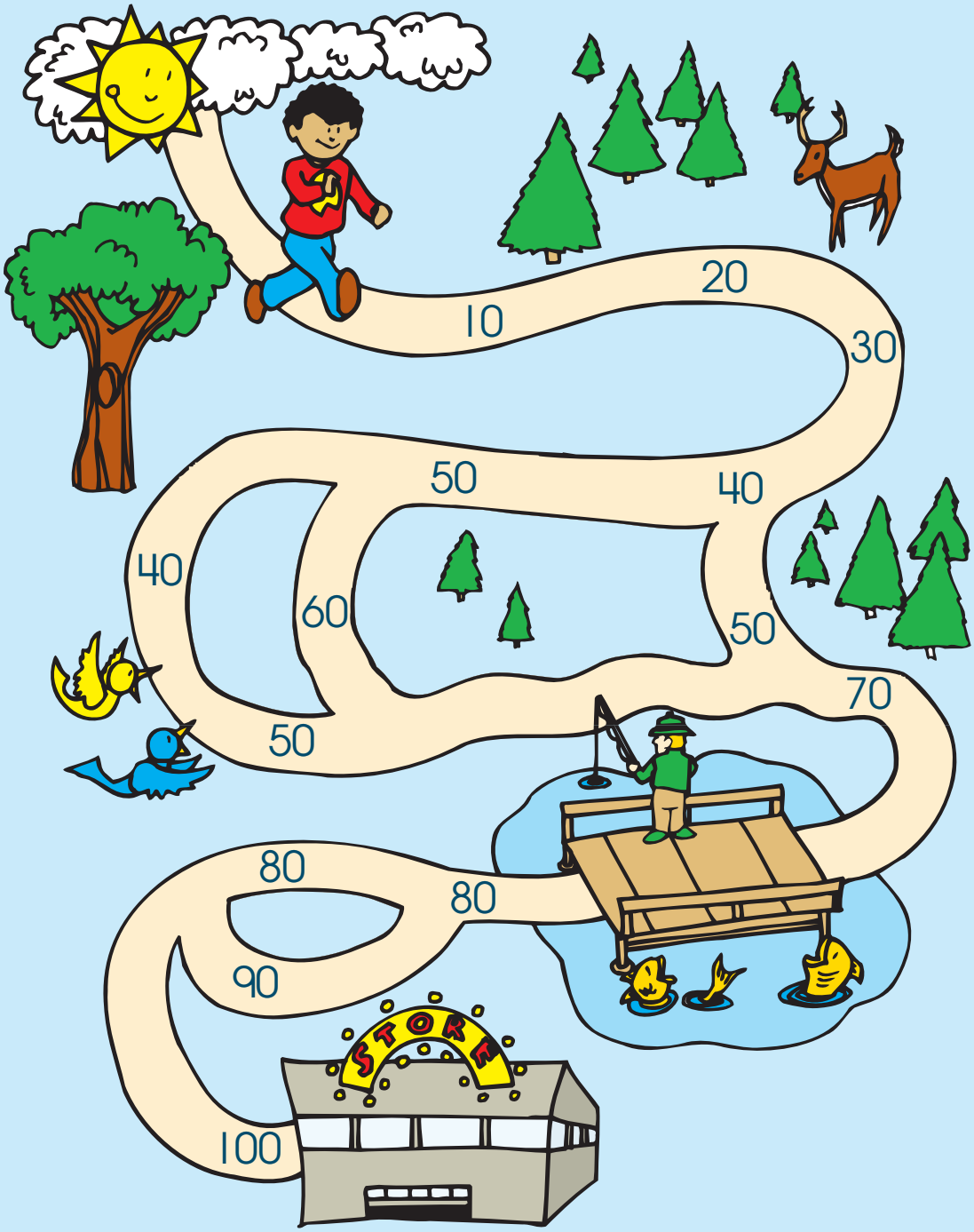
Counting by Tens

Directions: Count by tens to draw the path the boy takes to the store.

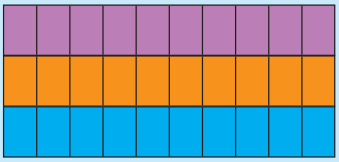


Counting by Tens

Directions: Use the groups of tens to count to 100.

_____

_____



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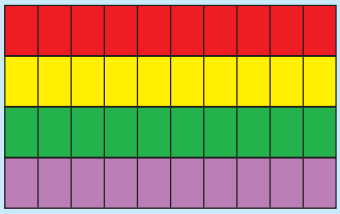

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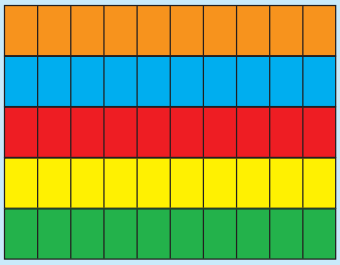

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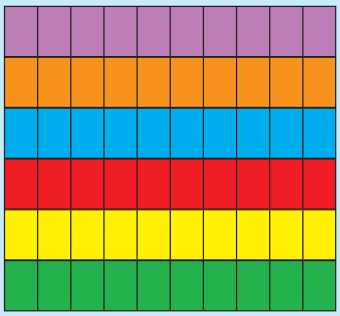

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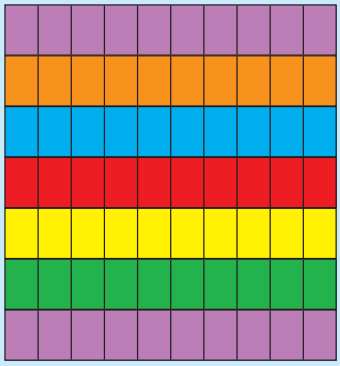

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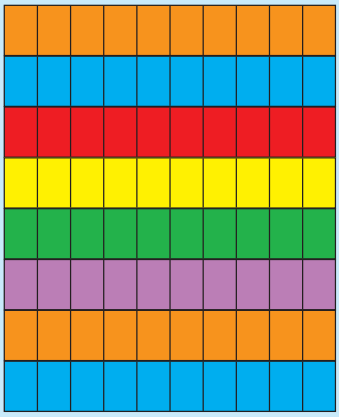

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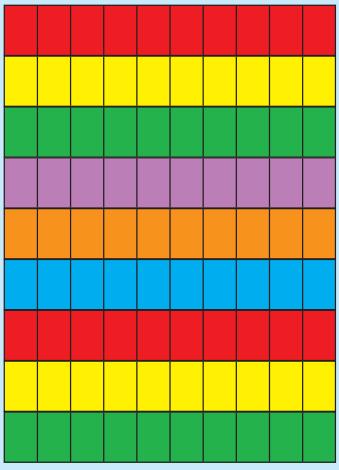

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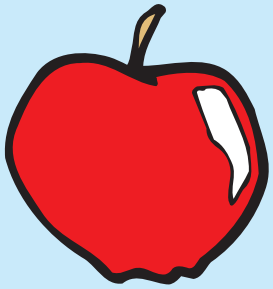
Fractions: Whole and Half

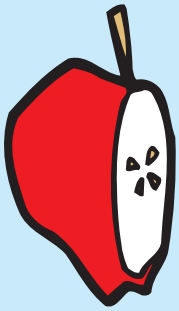
A fraction is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{3}{4}$.

Directions: Color half of each object.

Example:

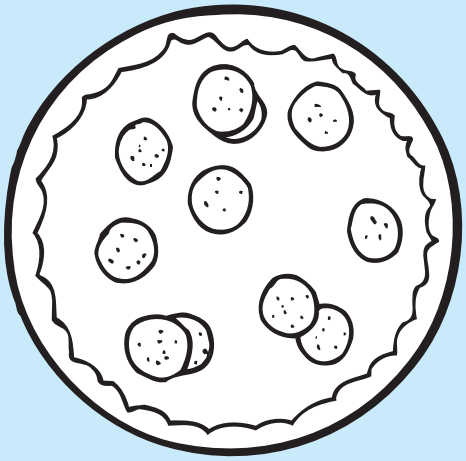


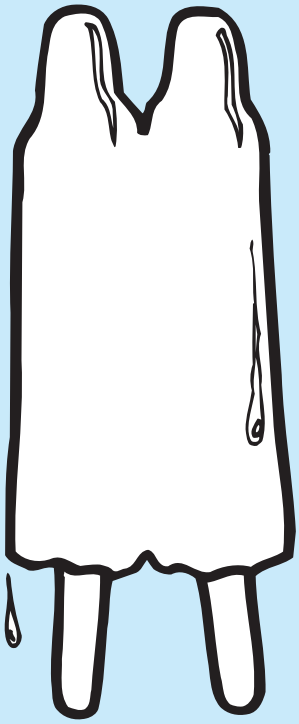
Whole apple



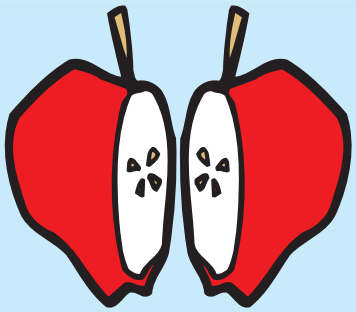
Half an apple

$\frac{1}{2}$



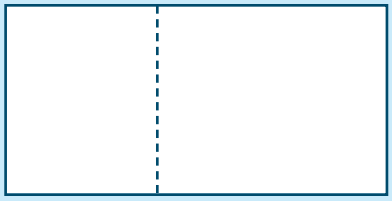


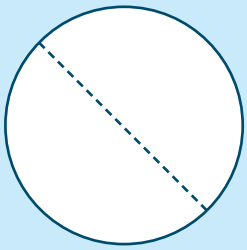
Fractions: Half $\frac{1}{2}$

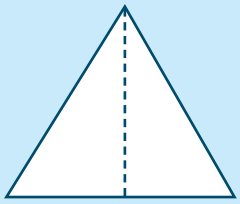


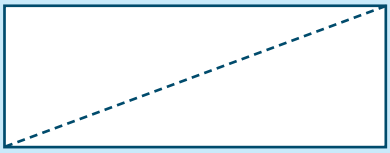
$\frac{1}{2}$ $\frac{\text{Part shaded or divided}}{\text{Number of equal parts}}$

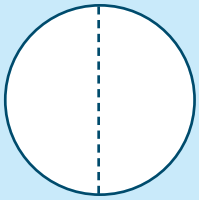
Directions: Color only the shapes that show halves.

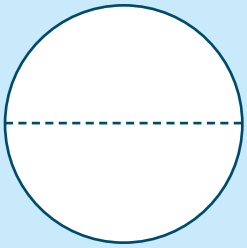


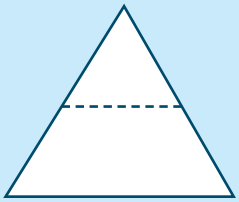


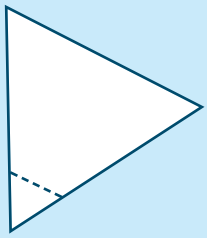


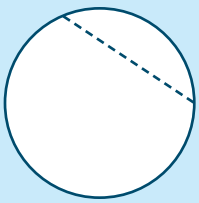






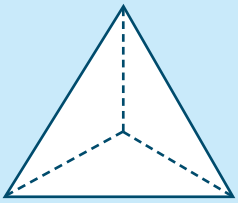


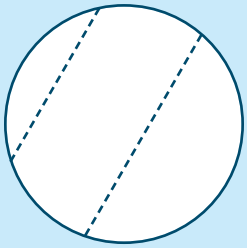


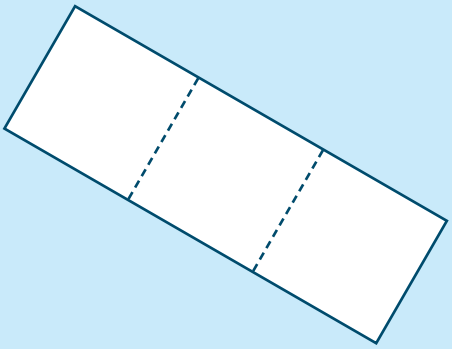


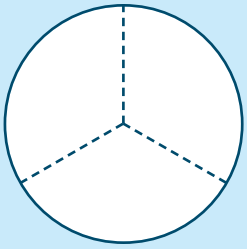
Fractions: Thirds $\frac{1}{3}$

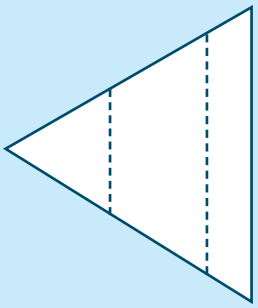
Directions: Circle the objects that have three equal parts.

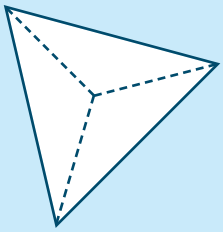


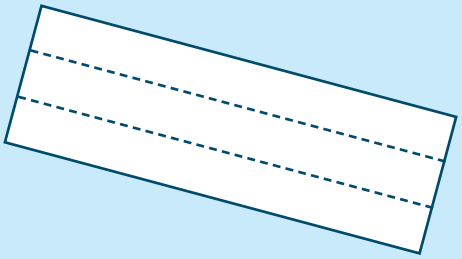


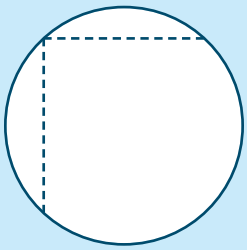


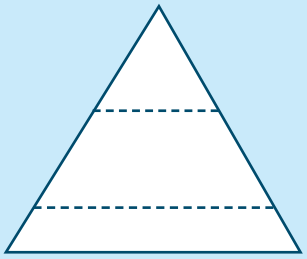






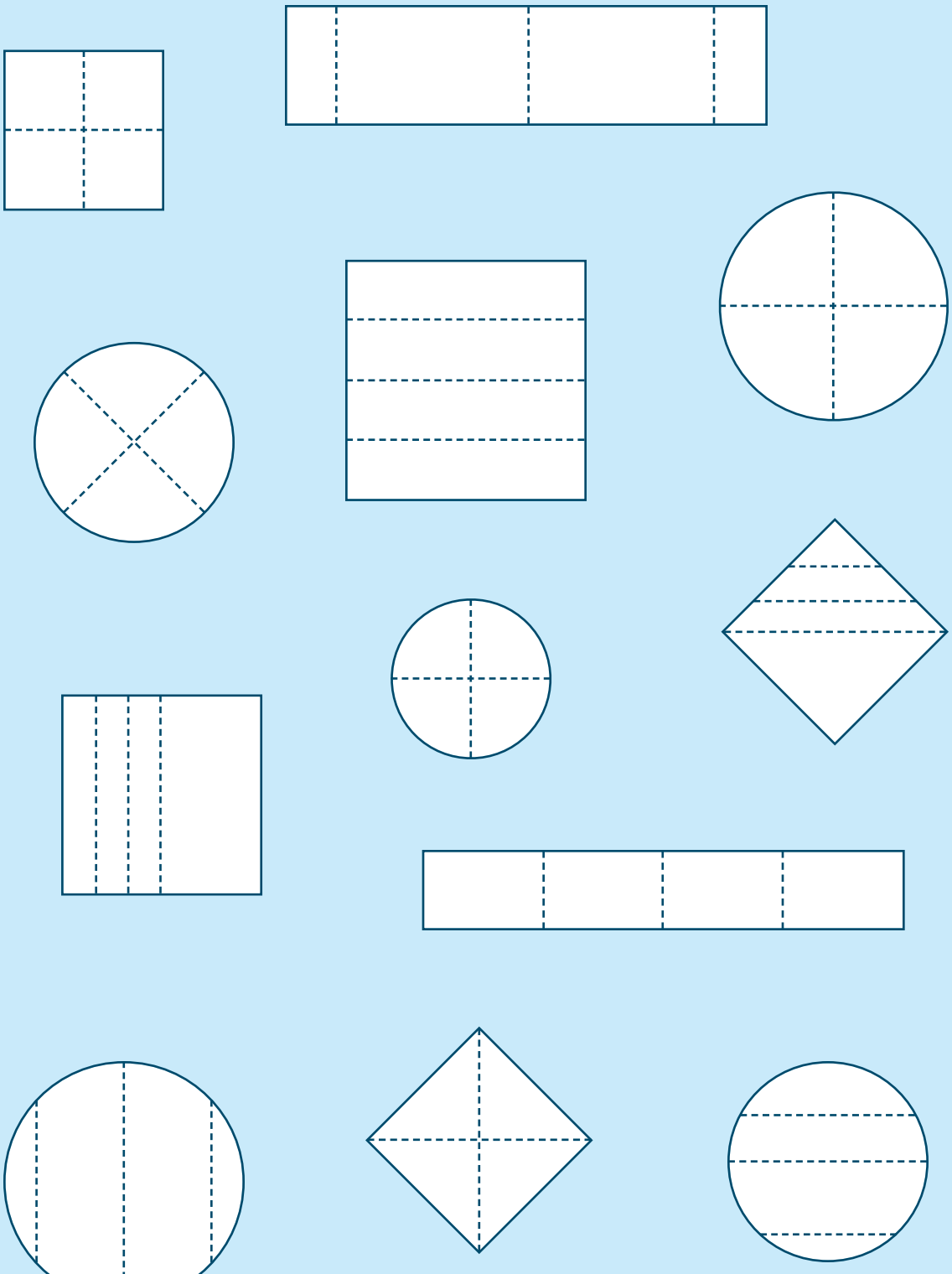






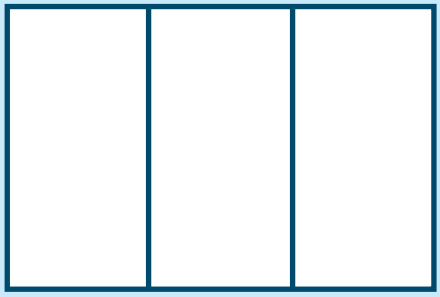
Fractions: Fourths $\frac{1}{4}$

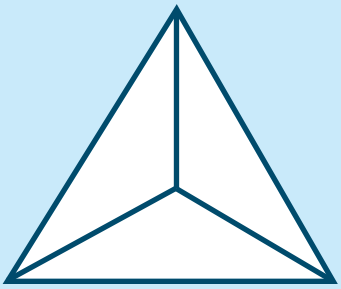
Directions: Circle the objects that have four equal parts.



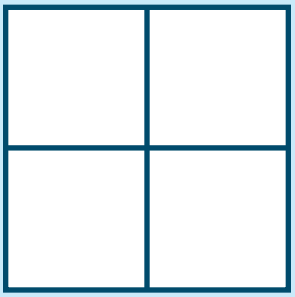
Fractions: Thirds and Fourths

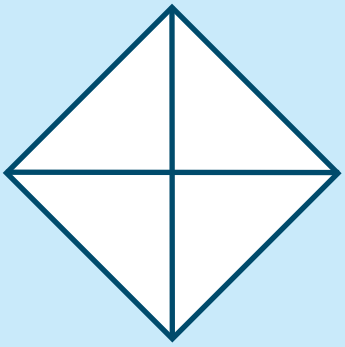
Directions: Each object has three equal parts. Color one section.

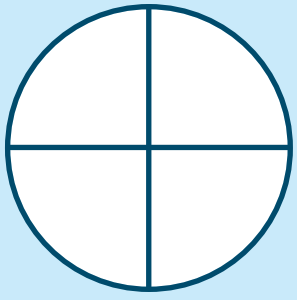




Directions: Each object has four equal parts. Color one section.







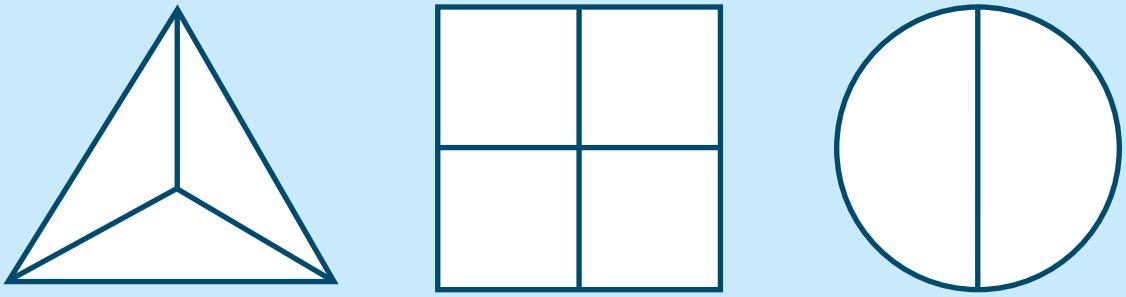
Review

Directions: Write the missing numbers by counting by tens and fives.

____, 20, ____, ____, ____, ____, 70, ____, ____, 100

5, ____, 15, ____, ____, 30, ____, ____, ____, ____

Directions: Color the object with thirds **red**. Color the object with halves **blue**. Color the object with fourths **green**.

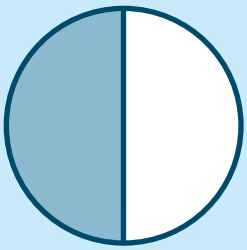


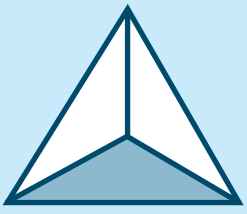
Directions: Draw a line to the correct equal part.

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{2}$





Addition: 10–15

Directions: Circle groups of 10 crayons. Add the remaining ones to make the correct number.

		tens	ones
	+  =	3	9
	+  =	_____	_____
	+  =	_____	_____
	+  =	_____	_____
	+  =	_____	_____
6 + 6 = _____	8 + 4 = _____	9 + 5 = _____	

Subtraction: 10–15

Directions: Count the crayons in each group. Put an **X** through the number of crayons being subtracted. How many are left?

	–		=	5
	–		=	_____
	–		=	_____
	–		=	_____
	–		=	_____
	–		=	_____

13 – 8 = _____	11 – 5 = _____	12 – 9 = _____
14 – 7 = _____	10 – 7 = _____	13 – 3 = _____
15 – 9 = _____	11 – 8 = _____	12 – 10 = _____

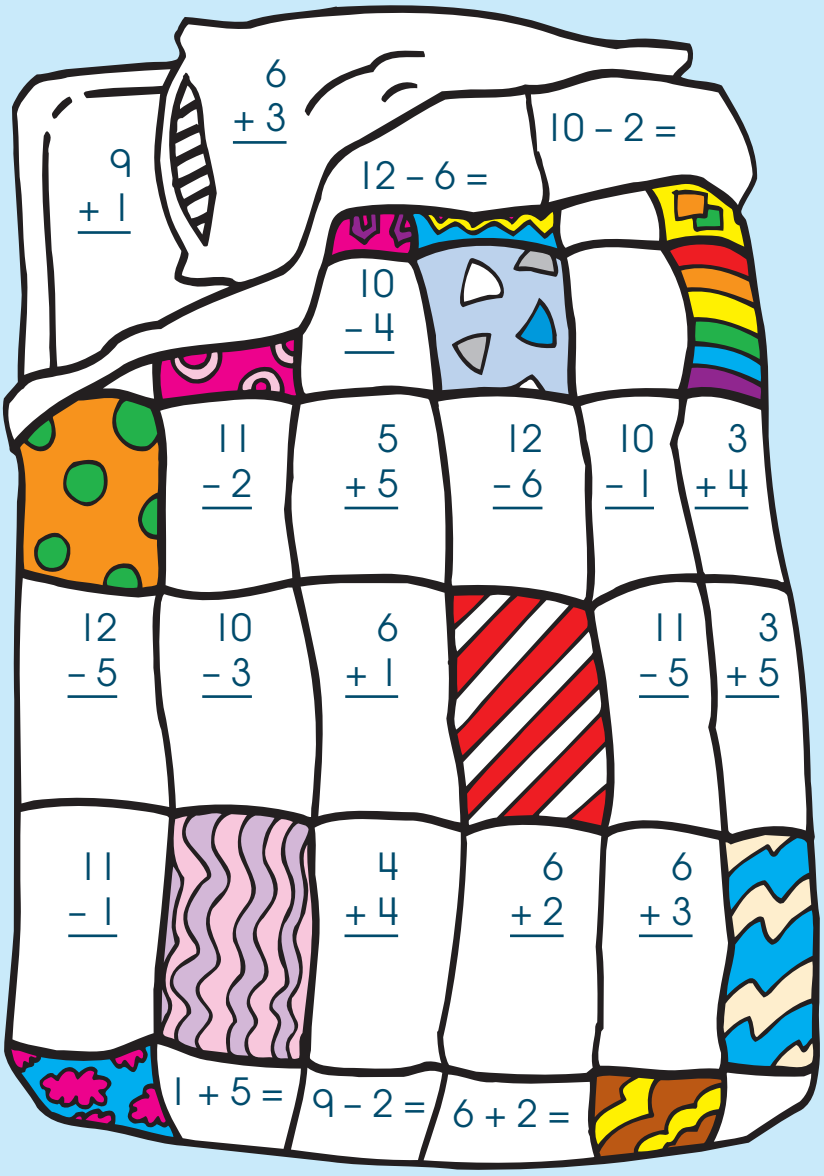
Addition and Subtraction

Remember, addition means "putting together " or adding two or more numbers to find the sum. Subtraction means "taking away" or subtracting one number from another.

Directions: Solve the problems. From your answers, use the code to color the quilt.

Color:

6 = **blue**
7 = **yellow**
8 = **green**
9 = **red**
10 = **orange**

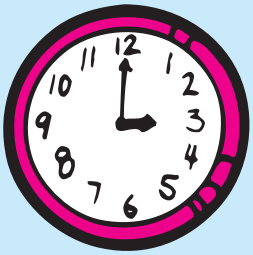


Time: Hour

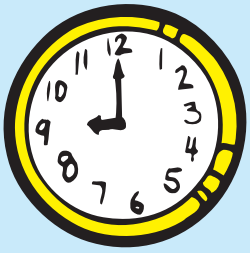
The short hand of the clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the **12**, it is the beginning of the hour.

Directions: Look at each clock. Write the time.

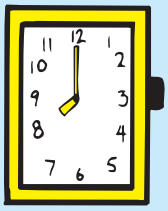
Example:



3 o'clock



____ o'clock



____ o'clock

____ o'clock

____ o'clock

____ o'clock

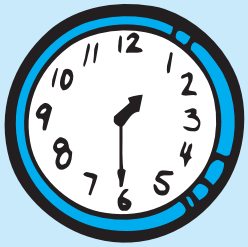
____ o'clock

Time: Hour, Half-Hour

The short hand of the clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the **6**, it is on the half-hour. A half-hour is 30 minutes. It is written **:30**, such as **5:30**.

Directions: Look at each clock. Write the time.

Example:



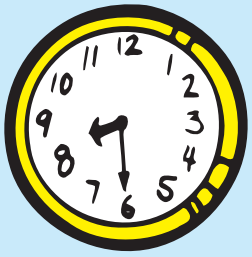
hour half-hour

1 : 30

_____ : _____

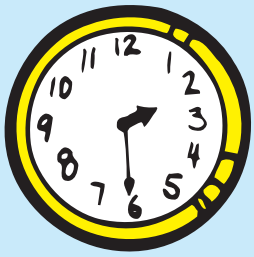
_____ : _____

_____ : _____



_____ : _____

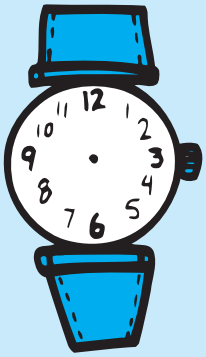
_____ : _____



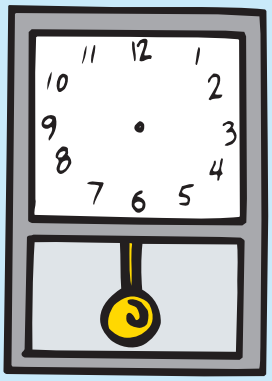
_____ : _____

Time: Hour, Half-Hour

Directions: Draw the hands on each clock to show the correct time.

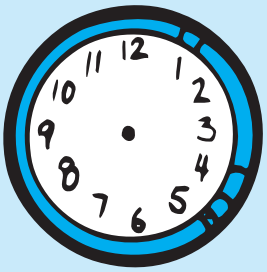


2:30



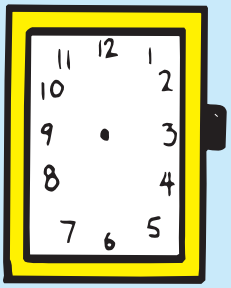
9:00

7:00



4:30

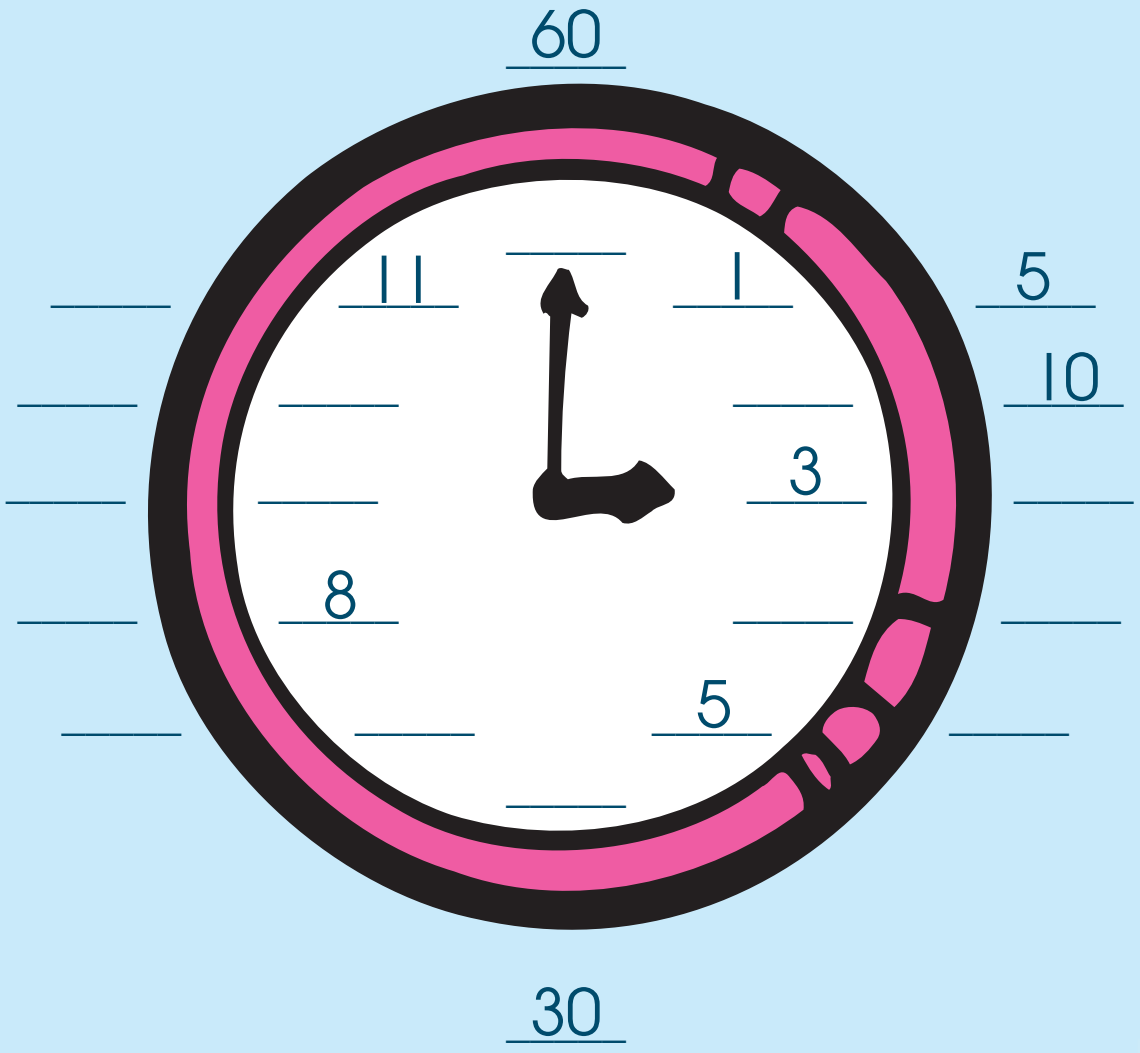
3:00



1:30

Time: Counting by Fives

Directions: Fill in the numbers on the clock face. Count by fives around the clock.

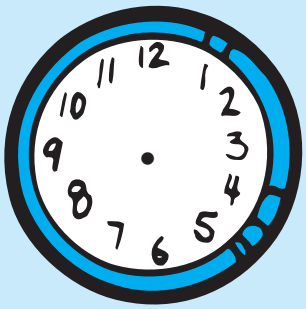


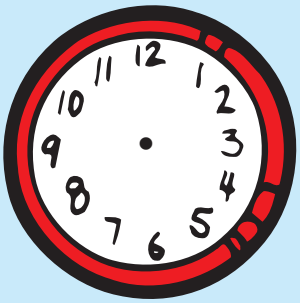
There are 60 minutes in one hour.

Review

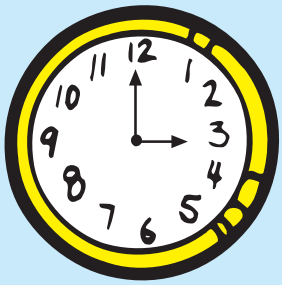
Directions: Look at the time on the digital clocks and draw the hands on the clocks.

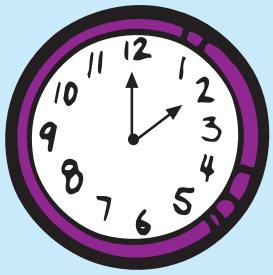
10:00	5:00





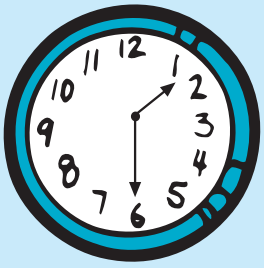
Directions: Look at each clock. Write the time.

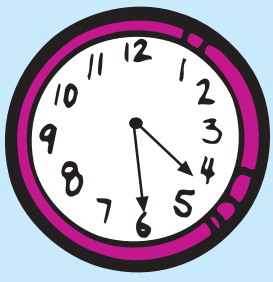




____ o'clock

____ o'clock





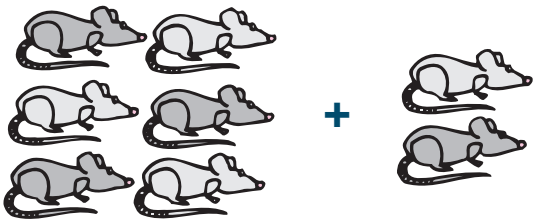
_____ : _____

_____ : _____

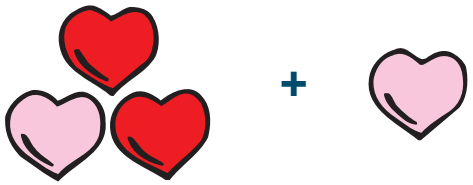
_____ : _____

Picture Problems: Addition

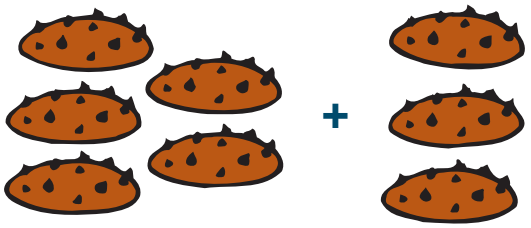
Directions: Solve the number problem under each picture.



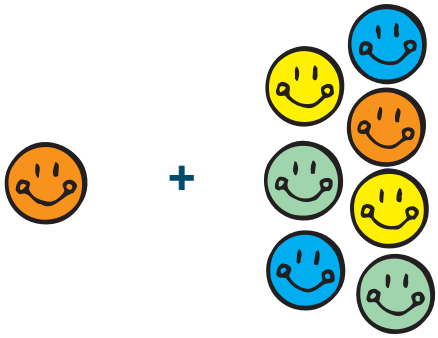
6 + 2 = _____



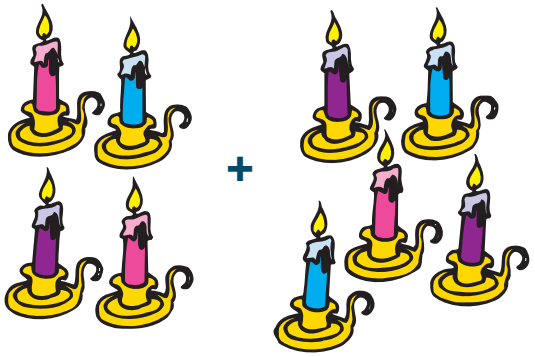
3 + 1 = _____



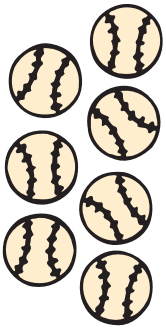
5 + 3 = _____



1 + 7 = _____



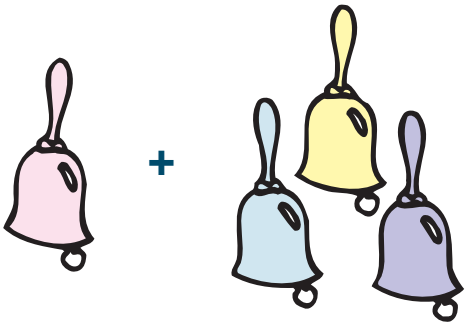
4 + 5 = _____



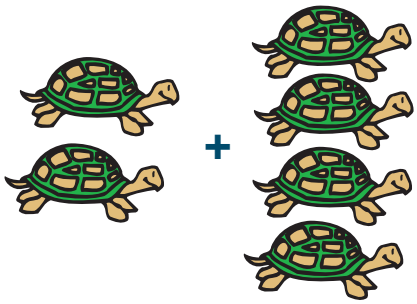
0 + 7 = _____

Picture Problems: Addition

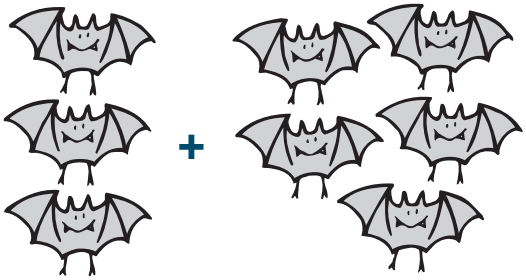
Directions: Solve the number problem under each picture.



1 + 3 = _____



2 + 4 = _____



3 + 5 = _____

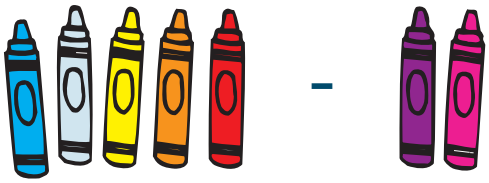
6 + 2 = _____

8 + 1 = _____

0 + 7 = _____

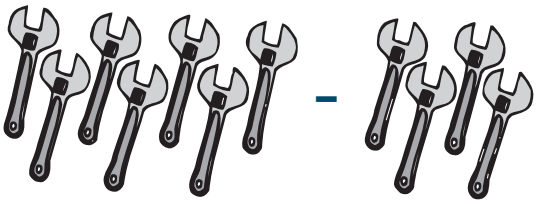
Picture Problems: Subtraction

Directions: Solve the number problem under each picture.

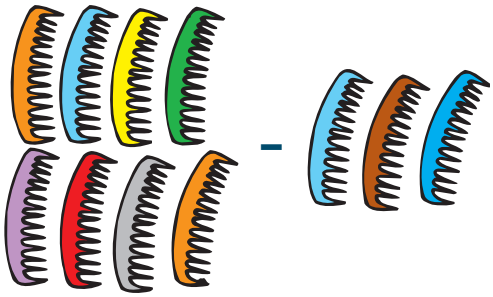


5 – 2 = _____

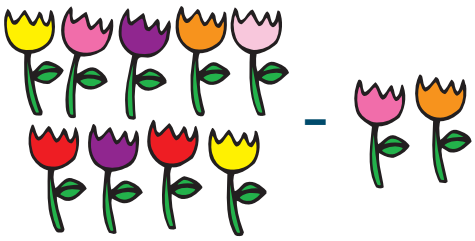
6 – 1 = _____



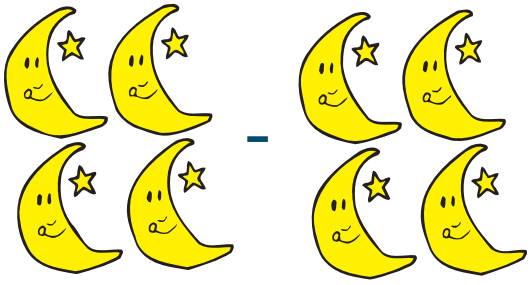
7 – 4 = _____



8 – 3 = _____



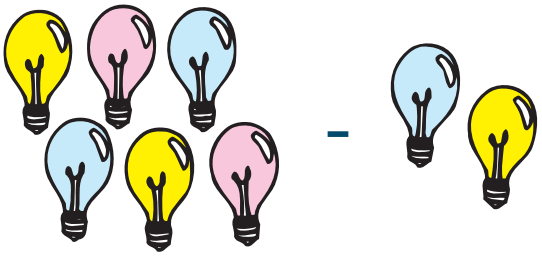
9 – 2 = _____



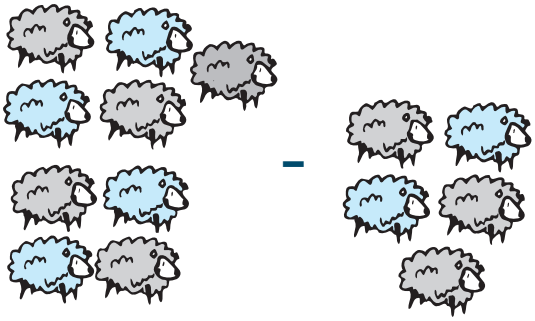
4 – 4 = _____

Picture Problems: Subtraction

Directions: Solve the number problem under each picture.

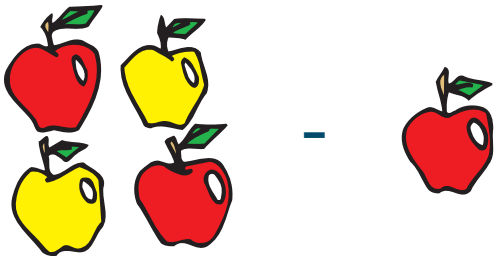


6 – 2 = _____

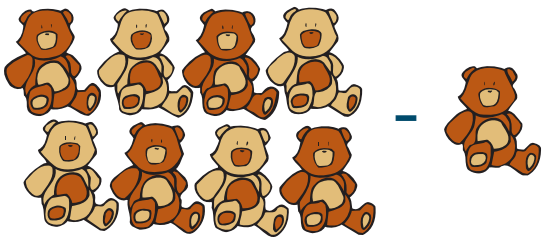


9 – 5 = _____

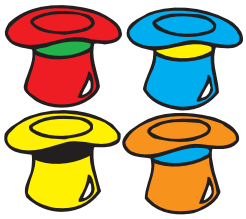
7 – 2 = _____



4 – 1 = _____



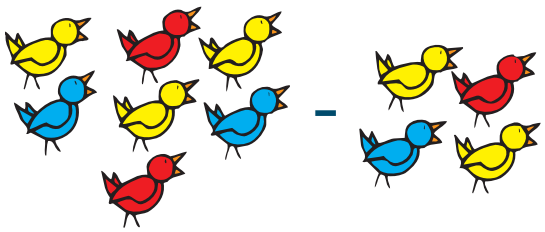
8 – 1 = _____



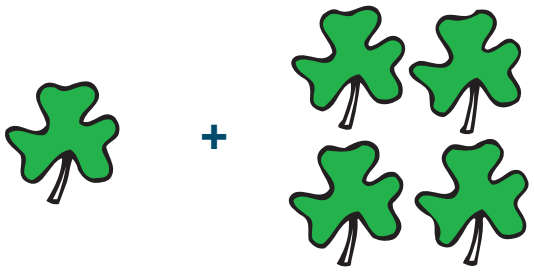
4 – 0 = _____

Picture Problems: Addition and Subtraction

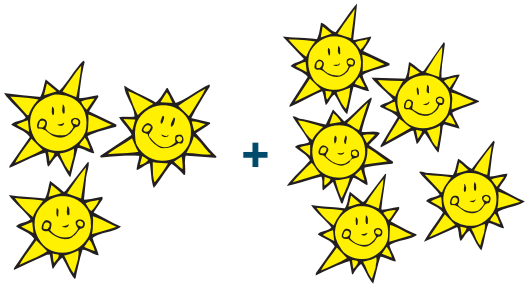
Directions: Solve the number problem under each picture.



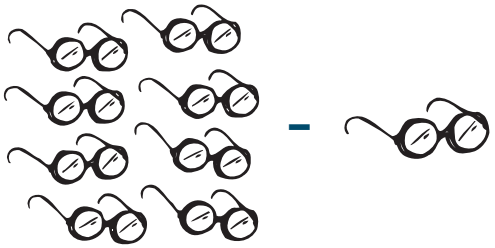
7 – 4 = _____



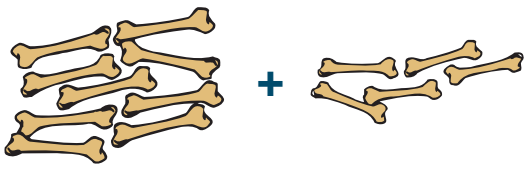
1 + 4 = _____



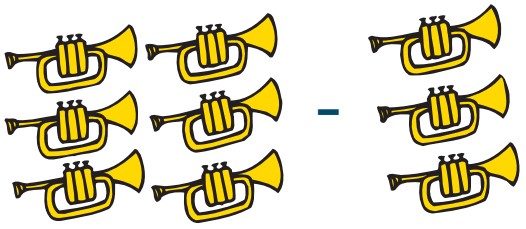
3 + 5 = _____



8 – 1 = _____



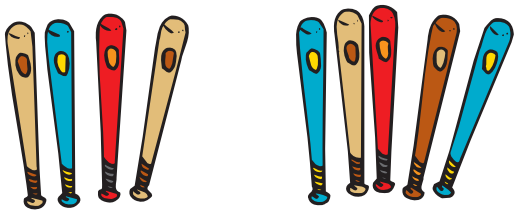
9 + 5 = _____



6 – 3 = _____

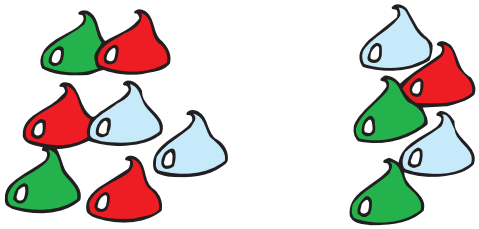
Picture Problems: Addition and Subtraction

Directions: Solve the number problem under each picture. Write **+** or **–** to show if you should add or subtract.



How many  s in all?

4 + 5 = _____

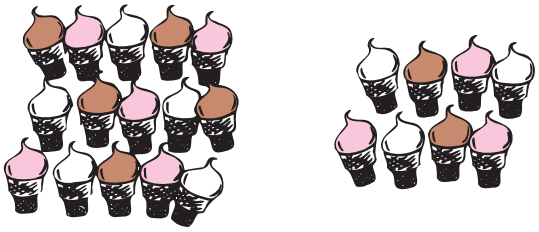


How many  s in all?

7 5 = _____

How many  s are left?

12 3 = _____



How many  s are left?

15 8 = _____

How many  s in all?

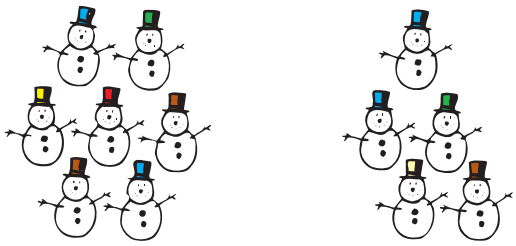
5 8 = _____

How many  s are left?

11 4 = _____

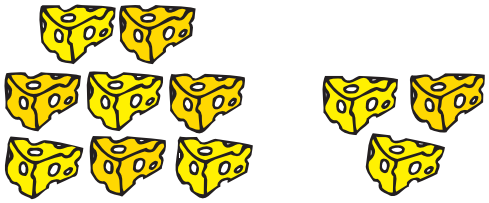
Picture Problems: Addition and Subtraction

Directions: Solve the number problem under each picture. Write **+** or **–** to show if you should add or subtract.



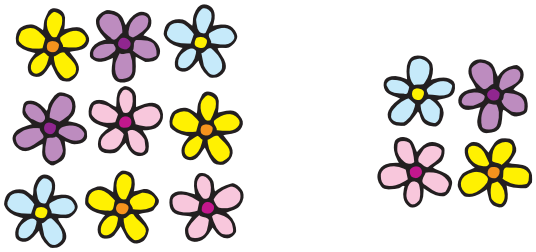
How many  s in all?

7 + 5 = 12



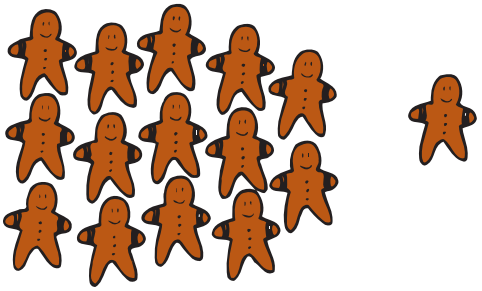
How many  s are left?

8 3 = _____



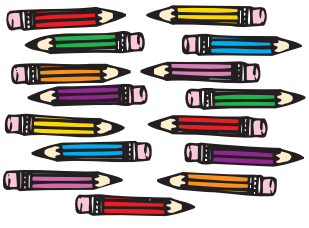
How many  s are left?

9 4 = _____



How many  s in all?

14 1 = _____



How many  s are left?

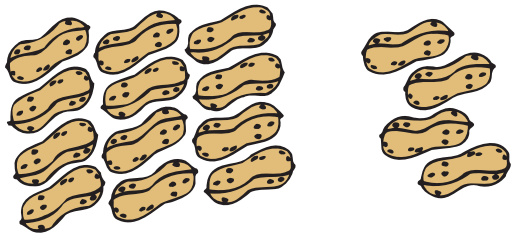
15 6 = _____

How many  s in all?

9 5 = _____

Review: Addition and Subtraction

Directions: Solve the number problem under each picture. Write **+** or **–** to show if you should add or subtract.



How many  s are left?

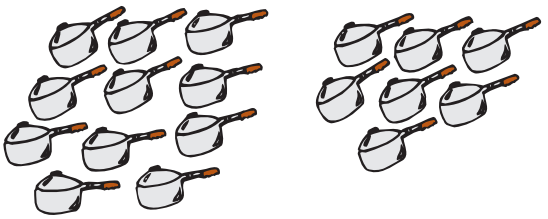
12 4 = _____

How many  s in all?

6 8 = _____

How many  s are left?

4 4 = _____

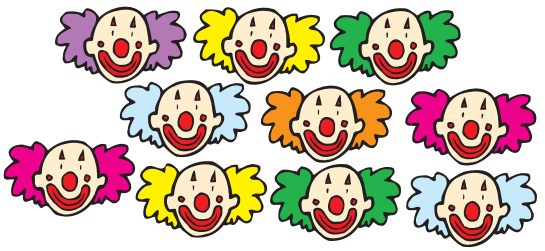


How many  s are left?

11 7 = _____

How many  s in all?

9 3 = _____



How many  s in all?

10 0 = _____

Money: Penny and Nickel

A penny is worth one cent. It is written **1¢** or **$.01**.
A nickel is worth five cents. It is written **5¢** or **$.05**.

Directions: Count the money and write the answers.

penny 1 penny = 1¢

nickel 1 nickel = 5¢

= 3 ¢

= 15 ¢

= _____ ¢

= _____ ¢

= _____ ¢

= _____ ¢

Money: Penny, Nickel, Dime

A penny is worth one cent. It is written **1¢** or **$.01**.
A nickel is worth five cents. It is written **5¢** or **$.05**.
A dime is worth ten cents. It is written **10¢** or **$.10**.

Directions: Add the coins pictured and write the total amounts in the blanks.

Example:

dime nickel nickel pennies

10¢ = 5¢ + 5¢ = 10¢

10¢ + 1¢ = _____ ¢

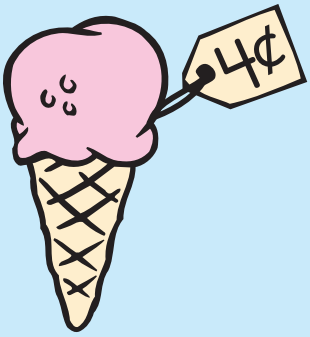
10¢ + _____ ¢ =_____ ¢

_____ ¢ + _____ ¢ + _____ ¢ = _____ ¢

_____ ¢ + _____ ¢ = _____ ¢

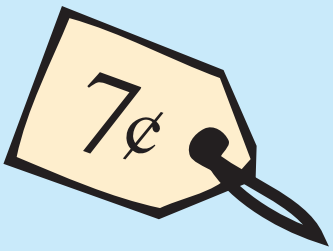
Money: Penny, Nickel, Dime

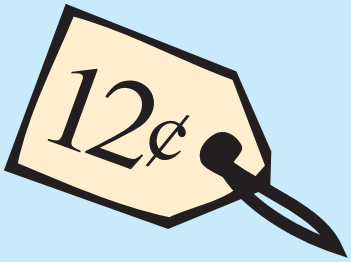
Directions: Match the correct amount of money with the price of the object.

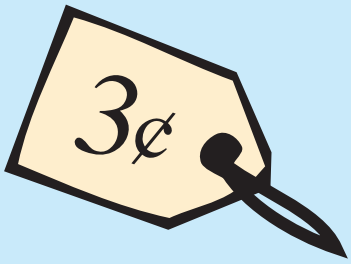


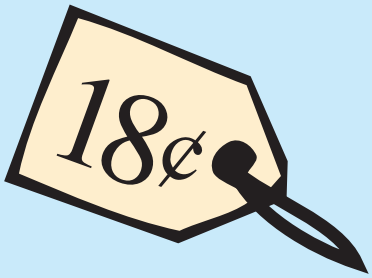
Money: Penny, Nickel, Dime

Directions: Match the amounts in the purse to the price tags.









Money: Probability

Directions: Every coin has two sides—heads and tails. Toss a coin 20 times and make tally marks to show which side it lands on each time. What did you notice?

Heads

Tails

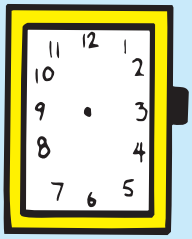
Review

Directions: What time is it?

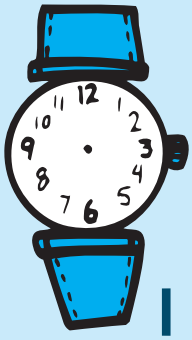
_____ o'clock

Directions: Draw the hands on each clock.

2:30



7:30



11:00

Directions: How much money?

= _____¢

= _____¢

Directions: Add or subtract.

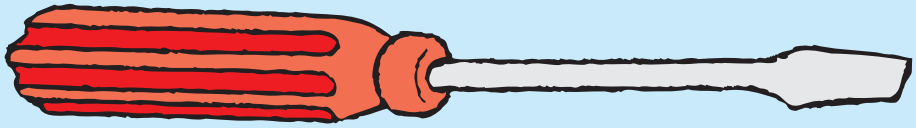
9 + 3 = _____ 6 + 8 = _____ 15 – 9 = _____

12 – 8 = _____ 12 + 2 = _____ 7 + 6 = _____

Measurement

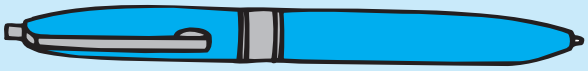
A ruler has 12 inches. 12 inches equal 1 foot.

Directions: Cut out the ruler at the side of the page. Measure the objects to the nearest inch.



The screwdriver is _____ inches long.

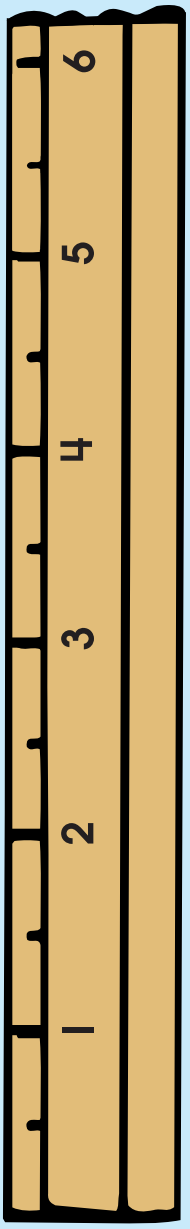
The pencil is _____ inches long.



The pen is _____ inches long.

The fork is _____ inches long.

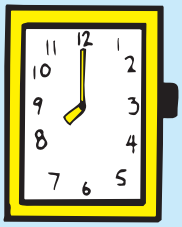
Cut



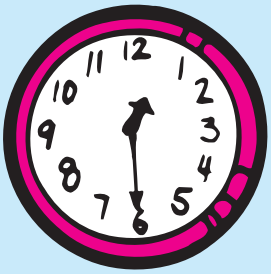
Page is blank for cutting
exercise on previous page.

Review: Time

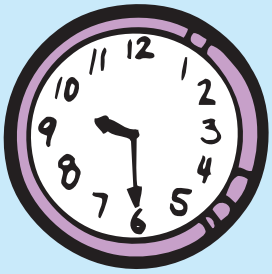
Directions: Tell what time it is on the clocks.



_____



_____



_____

_____

_____

_____

Review: Time

Directions: Match the time on the clock with the digital time.

10:00

5:00

3:00

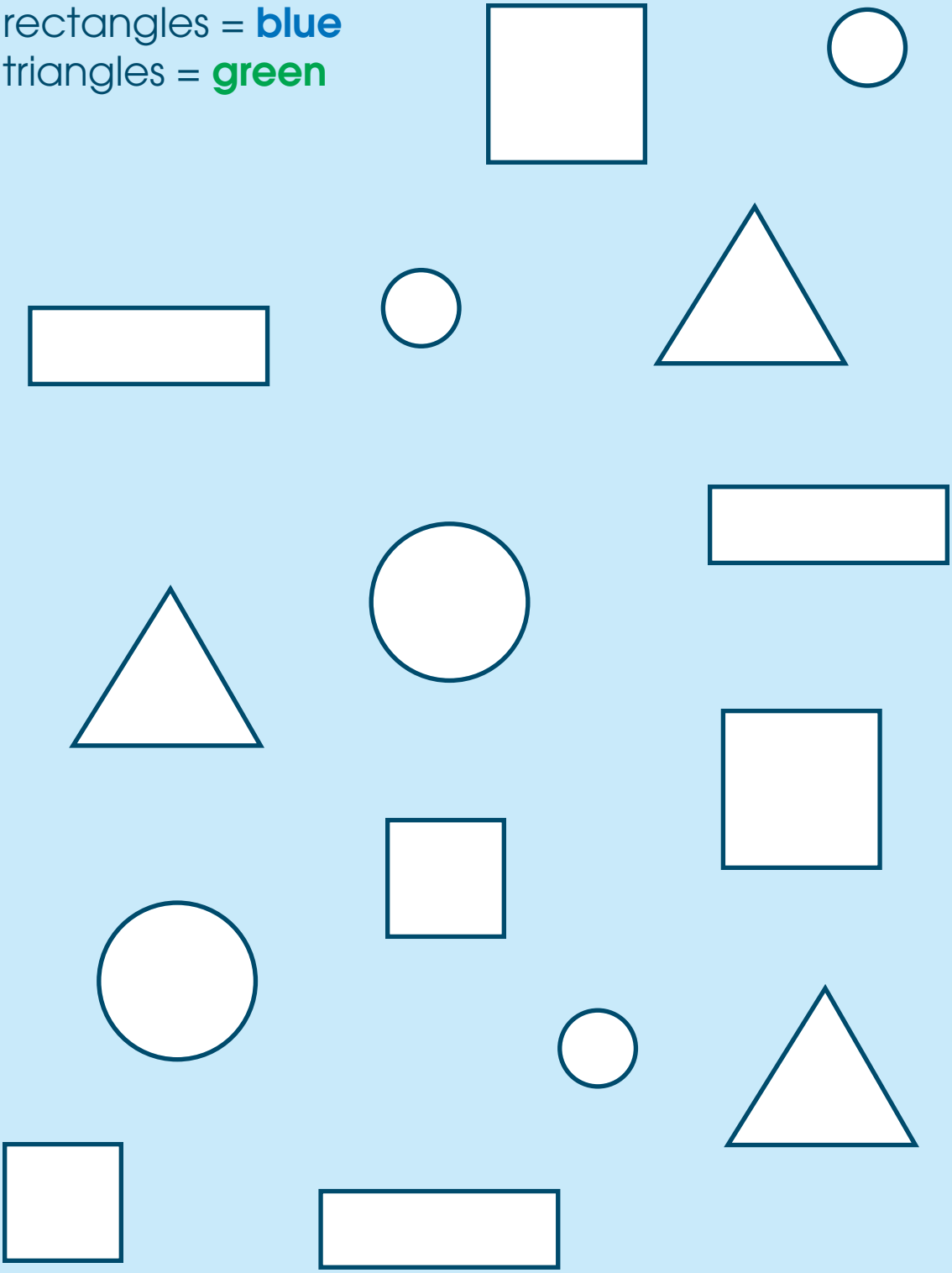
9:00

2:00

Review: Shapes

Directions: Use the code to color the shapes.

squares = **orange**
circles = **red**
rectangles = **blue**
triangles = **green**



Review: Place Value

The place value of each digit, or numeral, is shown by where it is in the number. For example, in the number **123**, **1** has the place value of **hundreds**, **2** is **tens**, and **3** is **ones**.

Directions: Count the groups of crayons and add.

Example:

Hundreds	Tens	Ones
1	1	3

1 Hundred + 1 Ten + 3 Ones

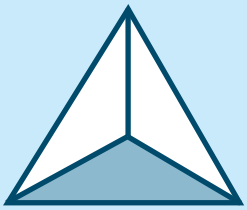
Hundreds	Tens	Ones
____	____	____

Hundreds	Tens	Ones
____	____	____

Review: Fractions

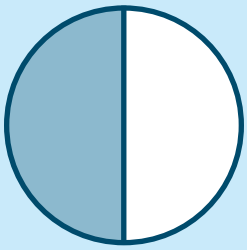
Directions: Count the equal parts. Then, write the fraction.

Example:



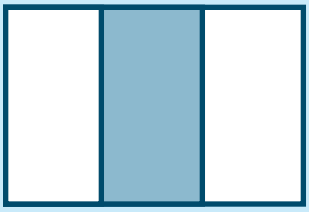
Shaded part = 1 Write $\frac{1}{3}$

Equal parts = 3



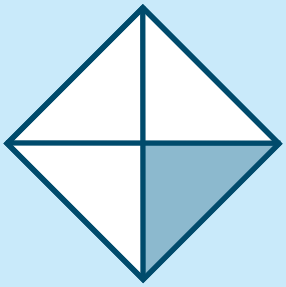
Shaded part = 1 Write _____

Equal parts = _____



Shaded part = 1 Write _____

Equal parts = _____



Shaded part = 1 Write _____

Equal parts = _____

Review

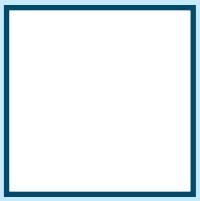
Directions: Follow the instructions.

1. How much money?

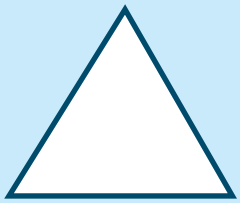
_____ ¢

	Tens	Ones		Hundreds	Tens	Ones
2. 57 =	_____	_____	128 =	_____	_____	_____

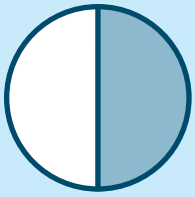
3. What is this shape? Circle the answer.



Square
Triangle
Circle

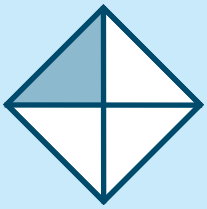


What is this shape? _____

4. 

Shaded part = _____ Write _____

Equal parts = _____



Shaded part = _____ Write _____

Equal parts = _____

5. 12 + 3 = _____ 9 + 6 = _____ 15 – 7 =_____

Glossary

Addition: "Putting together" or adding two or more numbers to find the sum. For example: **3 + 5 = 8**.

Circle: A figure that is round. It looks like this: 

Digits: The symbols used to write numbers: **0**, **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, and **9**.

Dime: Ten cents. It is written **10¢** or **$.10**.

Fraction: A number that names part of a whole, such as $\frac{1}{2}$ or $\frac{2}{3}$.

Half-hour: Thirty minutes. When the long hand of the clock is pointing to the six, the time is on the half-hour. It is written **:30**, such as **5:30**.

Hour: Sixty minutes. The short hand of a clock tells the hour. It is written **2:00**.

Nickel: Five cents. It is written **5¢** or **$.05**.

Ordinal Numbers: Numbers that indicate order in a series, such as **first**, **second**, or **third**.

Oval: A figure that is egg-shaped. It looks like this: 

Penny: One cent. It is written **1¢** or **$.01**.

Place Value: The value of a digit, or numeral, shown by where it is in the number. For example, in the number **23**, **2** has the place value of **tens** and **3** is **ones**.

Rectangle: A figure with four corners and four sides. Sides opposite each other are the same length. It looks like this: 

Rhombus: A figure with four sides of the same length. Its corners form points at the top, sides, and bottom. It looks like this: 

Sequencing: Putting numbers in the correct order, such as **7**, **8**, **9**.

Square: A figure with four corners and four sides of the same length. It looks like this: 

Subtraction: "Taking away" or subtracting one number from another. For example: **10 – 3 = 7**.

Triangle: A figure with three corners and three sides. It looks like this: 

Answer Key

Number Recognition 3

Directions: Write the numbers 1–10. Color the bear.

1 2 3 4 5 6 7 8 9 10

Master Skills Math Grade 1

3

4 Number Recognition 1, 2, 3, 4, 5

Directions: Use the color codes to color the parrot.

Color:
1s red
2s blue
3s yellow
4s green
5s orange

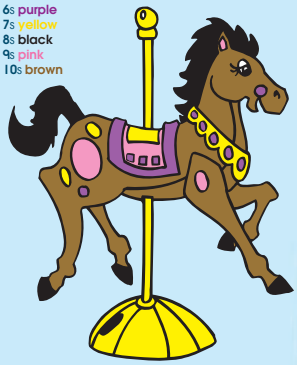
Master Skills Math Grade 1

4

Number Recognition 6, 7, 8, 9, 10 5

Directions: Use the code to color the carousel horse.

Color:
6s purple
7s yellow
8s black
9s pink
10s brown

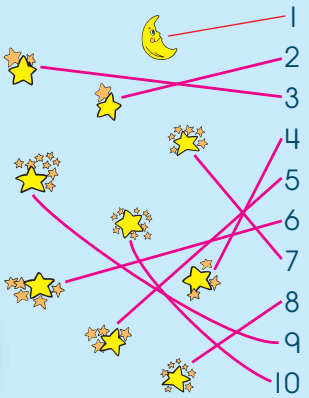


Master Skills Math Grade 1

5

6 Number Recognition

Directions: Count the number of objects in each group. Draw a line to the correct number.



Master Skills Math Grade 1

6

Number Recognition Joke 7

Directions: Find the letter that corresponds with the number and write it on the blank. When you finish, you will see a riddle and its answer!

WHY DID THE
23 8 25 4 9 4 20 8 5

BABY CROSS
2 1 2 25 3 18 15 19 19

THE
20 8 5

PLAY GROUND?
16 12 1 25 7 18 15 21 14 4

TO GET TO
20 15 7 5 20 20 15

THE OTHER
20 8 5 15 20 8 5 18

SIDE!
19 12 9 4 5

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Master Skills Math Grade 1

7

8 Number Recognition

Directions: Color the numbers that are in your phone number. Write your phone number.

My phone number is

Answer will vary.

Write your phone number again.

Master Skills Math Grade 1

8

Answer Key

Number Recognition 9

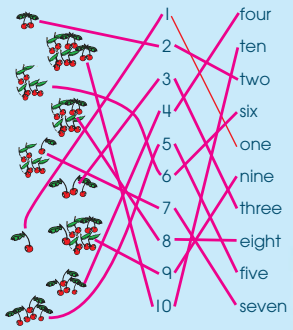
Directions: Cut out the pieces. Mix them up and match the number with the picture.

Master Skills Math Grade 1

9

Number Recognition Review 11

Directions: Match the cherries with the correct number. Then, match the number with the word.

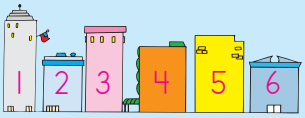


Master Skills Math Grade 1

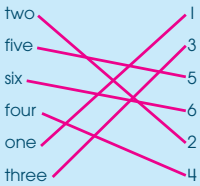
11

12 Number Words

Directions: Number the buildings from one to six.



Directions: Draw a line from the word to the number.

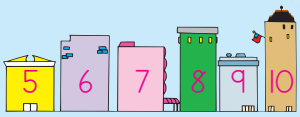


Master Skills Math Grade 1

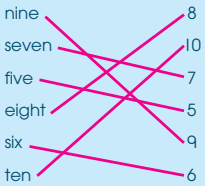
12

Number Words 13

Directions: Number the buildings from five to ten.



Directions: Draw a line from the word to the number.



Master Skills Math Grade 1

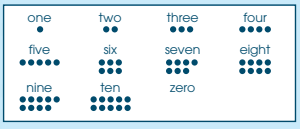
13

14 Number Crossword Puzzle

Directions: Write the correct number word in the boxes provided.

Across
2. 4
3. 8
5. 2
7. 7
9. 10

Down
1. 0
2. 5
4. 3
6. 1
7. 6
8. 9

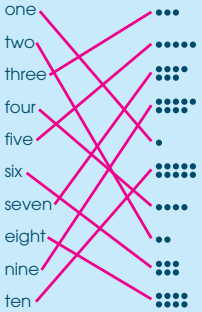


Master Skills Math Grade 1

14

Number Words 15

Directions: Draw a line from the number word to the correct group.



Master Skills Math Grade 1

15

Answer Key

16 Sequencing Numbers

Sequencing is putting numbers in the correct order.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Directions: Write the missing numbers.

Example: 4, 5, 6

3, 4, 5 — 7, 8, 9 — 8, 9, 10

5, 6, 7 — 5, 6, 7 — 2, 3, 4

3, 4, 5 — 6, 7, 8 — 5, 6, 7

2, 3, 4 — 1, 2, 3 — 4, 5, 6

6, 7, 8 — 3, 4, 5 — 1, 2, 3

16

17 Sequencing Numbers

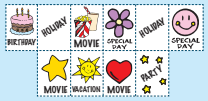
Directions: Write the name of a month. Find out when the 1st is, and begin numbering the days. Write until you reach the end of the month, 28, 30, or 31.

Answers will vary.

Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			Numbers and placement will vary.			

Directions: Cut out and glue on special days.

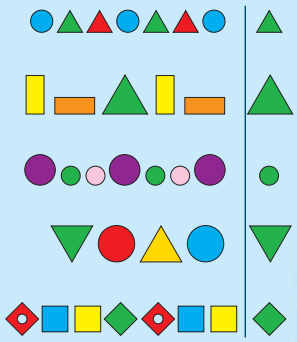


17

19 Patterns

Directions: Draw and color what comes next in each pattern.

Example:



19

20 Counting

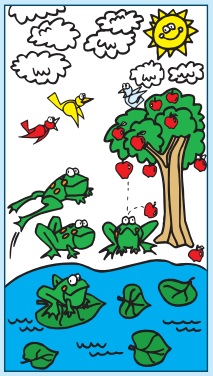
Directions: How many are there of each picture? Write the answers in the boxes. The first one is done for you.

1	7	6
10	3	2

20

21 Counting

Directions: How many are there of each picture? Write the answers in the boxes. The first one is done for you.



	7
	4
	10
	5
	3

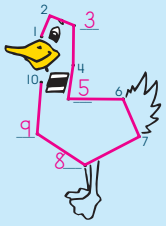
21

22 Review

Directions: Count the flowers and write the answers.

	2
	3
	4

Directions: Fill in the missing numbers. Connect the dots to finish the picture.

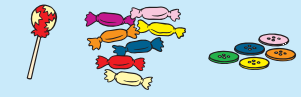


22

Answer Key

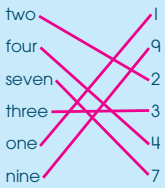
Review 23

Directions: Count the objects and write the number.



1 7 5

Directions: Match the word to the number.



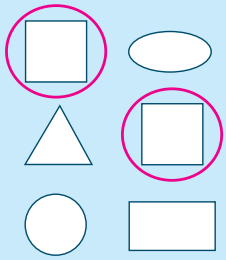
Master Skills Math Grade 1

23

24 Shapes: Square

A square is a figure with four corners and four sides of the same length. This is a square □.

Directions: Find the squares and circle them.



Directions: Trace the word. Write the word.

square square

Master Skills Math Grade 1

24

Shapes: Squares "Dot" Game 25

Directions: Each player takes turns connecting the dots, one at a time, to make a square. When you complete a square, put your initials in it. The player with the most completed squares wins!

Example: 1. 2. 3. 4.

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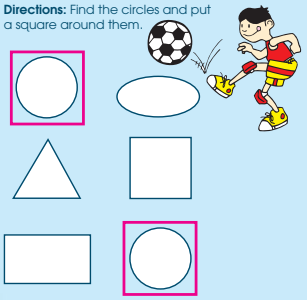
25

26 Shapes: Circle

A circle is a figure that is round. This is a circle ○.

Directions: Find the circles and put a square around them.



Directions: Trace the word. Write the word.

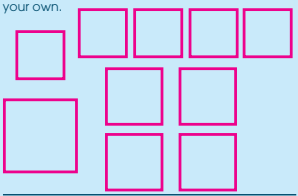
circle circle

Master Skills Math Grade 1

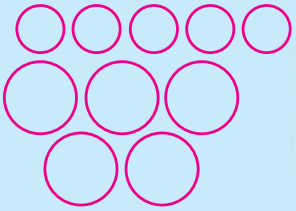
26

Shapes: Square and Circle 27

Directions: Trace the squares and make four of your own.



Directions: Trace the circles and make four of your own.



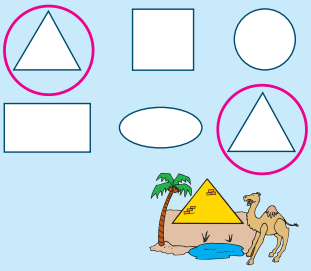
Master Skills Math Grade 1

27

28 Shapes: Triangle

A triangle is a figure with three corners and three sides. This is a triangle △.

Directions: Find the triangles and put a circle around them.



Directions: Trace the word. Write the word.

triangle triangle

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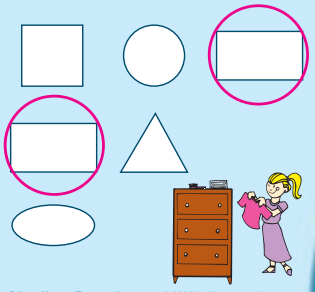
28

Answer Key

Shapes: Rectangle 29

A rectangle is a figure with four corners and four sides. Sides opposite each other are the same length. This is a rectangle ▭.

Directions: Find the rectangles and put a circle around them.



Directions: Trace the word. Write the word.

rectangle rectangle

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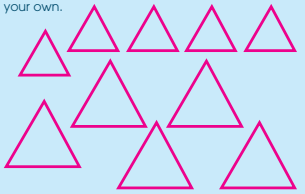
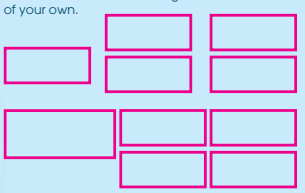
29

30 Shapes: Triangle and Rectangle

Directions: Trace the triangles and make four of your own.



Directions: Trace the rectangles and make four of your own.



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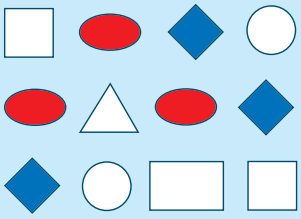
30

Shapes: Oval and Rhombus 31

An oval is an egg-shaped figure. A rhombus is a figure with four sides of the same length. Its corners form points at the top, sides, and bottom. This is an oval ⬭. This is a rhombus ◇.

Directions: Color the ovals **red**. Color the rhombuses **blue**.



Directions: Trace the words. Write the words.

oval oval

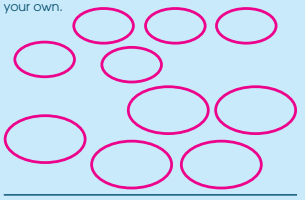
rhombus rhombus

Master Skills Math Grade 1

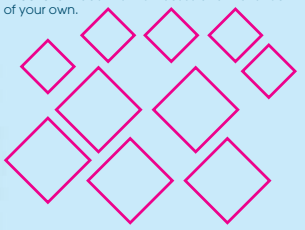
31

32 Shapes: Oval and Rhombus

Directions: Trace the ovals and make four of your own.



Directions: Trace the rhombuses and make four of your own.



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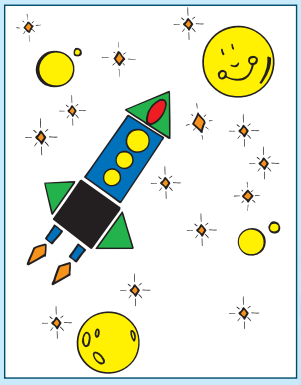
32

Shape Review 33

Directions: Color the shapes in the picture as shown.

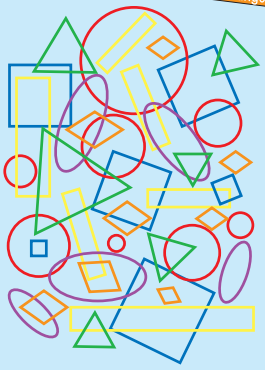


Master Skills Math Grade 1

33

34 Shape Review

Directions: Trace the circles.
Trace the squares.
Trace the rectangles.
Trace the triangles.
Trace the ovals.
Trace the rhombuses.



Master Skills Math Grade 1

34

Answer Key

Review: Shape Word Find — 35

Directions: Find the hidden shape words and circle them.

r	p	m	s	q	u	a	r	e	a
w	e	n	h	e	o	f	e	t	g
r	h	o	m	b	u	s	c	d	o
a	k	u	l	n	y	i	t	b	v
p	v	y	s	d	r	c	a	j	a
c	i	r	c	l	e	n	n	c	l
f	t	z	w	o	v	z	g	l	u
k	q	x	x	i	b	m	l	g	h
f	r	i	a	n	g	l	e	s	j

square rectangle oval
rhombus circle triangle

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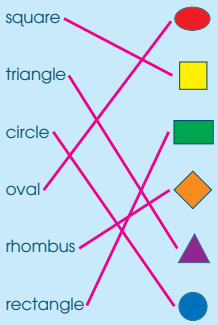
35

36 Shape Words

Directions: Draw a line from the shape word to the shape.

square
triangle
circle
oval
rhombus
rectangle



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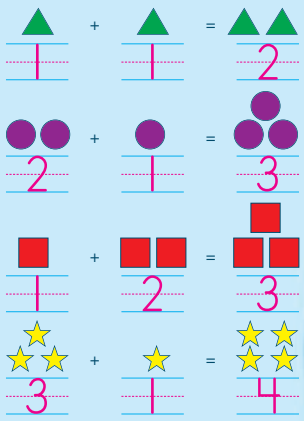
36

Addition — 37

Directions: Count the shapes and write the numbers below to tell how many in all.



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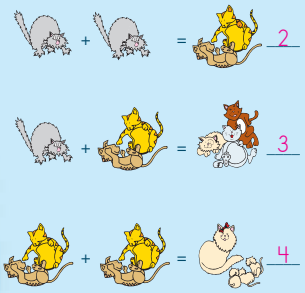
37

38 Addition 1, 2

Addition means "putting together" or adding two or more numbers to find the sum. This is a plus sign: +. It means to add the two numbers. This is an equals sign: =. It tells how much they are together.

Directions: Count the cats and tell how many.



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38

Addition 3, 4, 5, 6 — 39

Directions: Draw the correct number of dots next to the numbers in each problem. Add up the number of dots to find your answer.

Example: 3 + 2 = 5 ; 2 + 2 = 4

4 + 2 = 6	1 + 5 = 6
3 + 1 = 4	4 + 3 = 7
6 + 2 = 8	5 + 3 = 8

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39

40 Addition 3, 4, 5, 6

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6

2 + 4 = 6
1 + 4 = 5
2 + 2 = 4
1 + 2 = 3

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40

Answer Key

Addition 4, 5, 6, 7

41

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

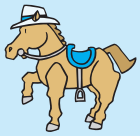
4 4 4 4

5 5 5 5

6 6 6 6

7 7 7 7

$\begin{array}{r} 2 \\ +\,5 \\ \hline 7 \end{array}$ $\begin{array}{r} 3 \\ +\,1 \\ \hline 4 \end{array}$ $\begin{array}{r} 4 \\ +\,1 \\ \hline 5 \end{array}$ $\begin{array}{r} 2 \\ +\,4 \\ \hline 6 \end{array}$



41

Addition 6, 7, 8

42

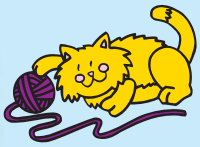
Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

6 6 6 6

7 7 7 7

8 8 8 8

$\begin{array}{r} 3 \\ +\,4 \\ \hline 7 \end{array}$ $\begin{array}{r} 5 \\ +\,1 \\ \hline 6 \end{array}$ $\begin{array}{r} 2 \\ +\,6 \\ \hline 8 \end{array}$ $\begin{array}{r} 4 \\ +\,4 \\ \hline 8 \end{array}$



42

Addition 7, 8, 9

43

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

7 7 7 7

8 8 8 8

9 9 9 9

$\begin{array}{r} 8 \\ +\,1 \\ \hline 9 \end{array}$ $\begin{array}{r} 3 \\ +\,5 \\ \hline 8 \end{array}$ $\begin{array}{r} 2 \\ +\,7 \\ \hline 9 \end{array}$ $\begin{array}{r} 6 \\ +\,1 \\ \hline 7 \end{array}$

43

Addition Table

44

Directions: Add across and down with a friend. Fill in the spaces.

+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10

Do you notice any number patterns in the addition table?

44

Subtraction 1, 2, 3

45

Subtraction means "taking away" or subtracting one number from another. This is a minus sign: −. It means to subtract the second number from the first.

Directions: Practice writing the numbers and then subtract. Draw dots and cross them out, if needed.

1 1 1 1

2 2 2 2

3 3 3 3

$\begin{array}{r} 3 \\ -\,1 \\ \hline 2 \end{array}$ $\begin{array}{r} 4 \\ -\,3 \\ \hline 1 \end{array}$ $\begin{array}{r} 3 \\ -\,2 \\ \hline 1 \end{array}$ $\begin{array}{r} 2 \\ -\,1 \\ \hline 1 \end{array}$

45

Subtraction 3, 4, 5, 6

46

Directions: Practice writing the numbers and then subtract. Draw dots and cross them out, if needed.

3 3 3 3

4 4 4 4

5 5 5 5

6 6 6 6

$\begin{array}{r} 5 \\ -\,2 \\ \hline 3 \end{array}$ $\begin{array}{r} 6 \\ -\,1 \\ \hline 5 \end{array}$ $\begin{array}{r} 6 \\ -\,3 \\ \hline 3 \end{array}$ $\begin{array}{r} 5 \\ -\,1 \\ \hline 4 \end{array}$

46

Answer Key

Subtraction 47

Directions: Draw the correct number of dots for each problem. Cross out the ones subtracted to find your answer.

Example: 5 − 2 = 3 ; 2 − 1 = 1

4 − 2 = 2	8 − 6 = 2
6 − 1 = 5	3 − 1 = 2
9 − 6 = 3	4 − 3 = 1

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47

48 Review

Directions: Trace the numbers. Work the problems.

1 2 3 4 5 6 7 8 9 10

9 − 3 = 6	6 + 2 = 8	3 + 4 = 7	2 − 1 = 1
5 + 4 = 9	9 − 5 = 4	7 + 2 = 9	8 − 6 = 2

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48

Zero 49

Directions: Write the number.

Example:

How many monkeys? 3

How many monkeys? 0

How many flowers? 2

How many flowers? 0

How many apples? 4

How many apples? 0

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49

50 Zero

Directions: Write the number that tells how many.

How many sailboats? 2

How many sailboats? 0

How many eggs? 6

How many eggs? 0

How many marshmallows? 4

How many marshmallows? 0

Master Skills Math Grade 1

50

Addition 1–5 51

Directions: Count the tools in each tool box. Write your answer on the blank. Circle the problem that matches your answer.

4	6
(2 + 2) ; 2 + 1	5 + 0 ; (4 + 2)
8	5
(6 + 2) ; 4 + 3	3 + 1 ; (2 + 3)

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51

52 Addition 1–5

Directions: Look at the red numbers and draw that many more flowers in the pot. Count them to get your total.

Example: 3 + 2 = 5

1 + 4 = 5	1 + 1 = 2
2 + 2 = 4	3 + 1 = 4

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52

Answer Key

Addition 1–5

53

Directions: Add the numbers. Put your answers in the nests.

Example: 2 + 3 = 5

1 + 2 = 3

1 + 3 = 4

4 + 1 = 5

1 + 1 = 2

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53

Addition 6–10

54

Directions: Add the numbers. Put your answers in the doghouses.

Example: 4 + 2 = 6

2 + 6 = 8

7 + 3 = 10

6 + 1 = 7

4 + 5 = 9

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54

Addition Maze

55

Directions: Complete the addition problems. Use the numbers to find your way through the maze.

1	3	4	1	3	6
+2	+4	+4	+1	+2	+4
3	7	8	2	5	10

Start

End

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55

Subtraction 1–5

56

Directions: Subtract the red numbers by crossing out that many flowers in the pot. Count the ones not crossed out to get the total.

Example: 2 – 1 = 1

5 – 2 = 3

4 – 2 = 2

3 – 1 = 2

4 – 3 = 1

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56

Subtraction 1–5

57

Directions: Count the fruit in each bowl. Write your answer on the blank. Circle the problem that matches your answer.

4

5 – 1 = 4

4 – 2 = 2

3

3 – 0 = 3

4 – 2 = 2

4

5 – 1 = 4

4 – 3 = 1

5

3 – 2 = 1

5 – 0 = 5

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57

Subtraction 6–10

58

Directions: Count the flowers. Write your answer on the blank. Circle the problem that matches your answer.

9

10 – 1 = 9

9 – 1 = 8

6

7 – 2 = 5

9 – 3 = 6

8

9 – 6 = 3

8 – 0 = 8

7

10 – 2 = 8

8 – 1 = 7

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58

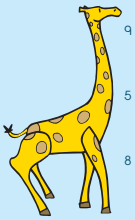
Answer Key

Addition and Subtraction 59

Directions: Solve the problems. Remember, addition means "putting together" or adding two or more numbers to find the sum. Subtraction means "taking away" or subtracting one number from another.

1 + 3 = 4 4 – 3 = 1 4 + 5 = 9

6 + 1 = 7 7 – 2 = 5 8 – 4 = 4



9 – 1 = 8 10 – 3 = 7

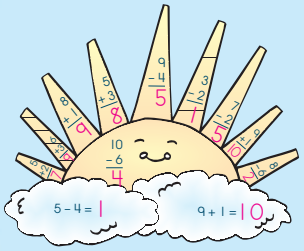
5 – 2 = 3 6 + 3 = 9

8 + 2 = 10 5 + 5 = 10

59

60 Review

Directions: Work the problems. Color the picture.



60

Place Value: Tens and Ones 61

The place value of a digit, or numeral, is shown by where it is in the number. For example, in the number **23**, **2** has the place value of **tens**, and **3** is **ones**.

Directions: Count the groups of 10 crayons and write the number by the word **tens**. Count the other crayons and write the number by the word **ones**.

Example: + = 1 ten + 1 one

+ = 2 tens + 3 ones

+ = 7 tens + 2 ones

6 tens + 3 ones = 63 5 tens + 1 ones = 51

3 tens + 8 ones = 38 9 tens + 7 ones = 97

4 tens + 5 ones = 45 2 tens + 8 ones = 28

61

62 Place Value: Tens and Ones

Directions: Count the groups of 10 blocks and write the number by the word tens. Count the other blocks and write the number by the word ones.

Example:

+ = 1 tens + 2 ones

+ = 3 tens + 3 ones

+ = 5 tens + 6 ones

+ = 2 tens + 8 ones

62

Place Value: Tens and Ones 63

Directions: Write the answers in the correct spaces.

	tens	ones		
3 tens, 2 ones	3	2	=	32
3 tens, 7 ones	3	7	=	37
9 tens, 1 ones	9	1	=	91
5 tens, 6 ones	5	6	=	56
6 tens, 5 ones	6	5	=	65
6 tens, 8 ones	6	8	=	68
2 tens, 8 ones	2	8	=	28
4 tens, 9 ones	4	9	=	49

28 = 2 tens, 8 ones
64 = 6 tens, 4 ones
56 = 5 tens, 6 ones
72 = 7 tens, 2 ones
38 = 3 tens, 8 ones
17 = 1 tens, 7 ones

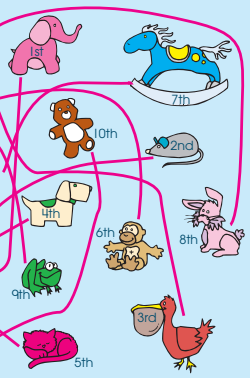
63

64 Ordinal Numbers

Ordinal numbers are used to tell order in a series, such as **first**, **second**, or **third**.

Directions: Draw a line to the picture that matches the ordinal number in the left column.

eighth
third
sixth
ninth
seventh
second
fourth
first
fifth
tenth



64

Answer Key

Ordinal Numbers 65

Directions: Draw an **X** on the first vegetable, draw a circle around the second vegetable, and draw a square around the third vegetable.

Directions: Write the ordinal number below the picture.

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

✂ **Cut** the children apart. Mix them up. Then, put them back in the correct order.

Master Skills Math Grade 1

65

Counting by Fives 67

Directions: Count by fives to draw the path to the playground.

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67

68 Counting by Fives

Directions: Use tally marks to count by fives. Write the number next to the tallies.

Example: A tally mark stands for one = I. Five tally marks look like this = 𝍸

𝍸 5

𝍸 𝍸 10

𝍸 𝍸 15

𝍸 𝍸 20

𝍸 𝍸 𝍸 𝍸 35

𝍸 𝍸 𝍸 𝍸 40

𝍸 𝍸 𝍸 𝍸 45

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68

Counting by Tens 69

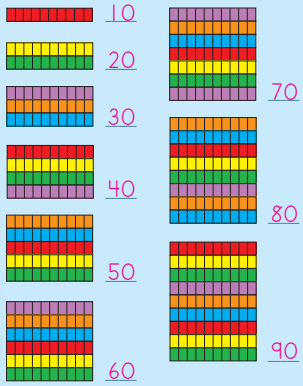
Directions: Count by tens to draw the path the boy takes to the store.

Master Skills Math Grade 1

69

70 Counting by Tens

Directions: Use the groups of tens to count to 100.



10 20 30 40 50 60 70 80 90

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70

Fractions: Whole and Half 71

A fraction is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{3}{4}$.

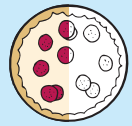
Directions: Color half of each object.

Example:

Whole apple

Half an apple

$\frac{1}{2}$



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71

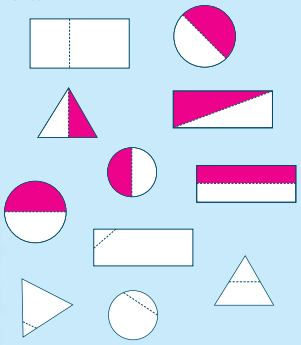
Answer Key

72

Fractions: Half $\frac{1}{2}$

$\frac{1}{2}$ Part shaded or divided / Number of equal parts

Directions: Color only the shapes that show halves.



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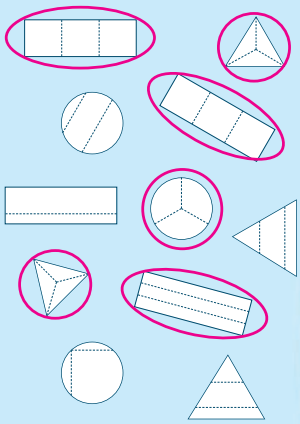
72

73

Fractions: Thirds $\frac{1}{3}$

Directions: Circle the objects that have three equal parts.



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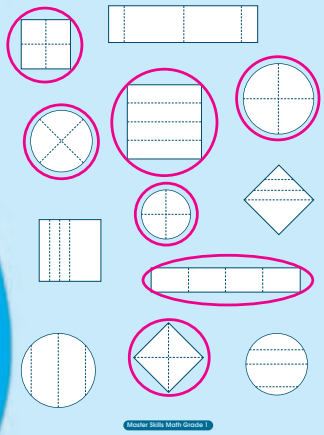
73

74

Fractions: Fourths $\frac{1}{4}$

Directions: Circle the objects that have four equal parts.



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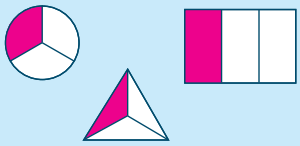
74

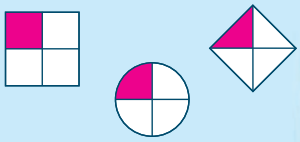
75

Fractions: Thirds and Fourths

Directions: Each object has three equal parts. Color one section.



Directions: Each object has four equal parts. Color one section.



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75

76

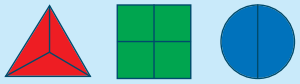
Review

Directions: Write the missing numbers by counting by tens and fives.

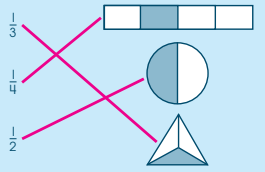
10, 20, 30, 40, 50, 60, 70, 80, 90, 100

5, 10, 15, 20, 25, 30, 35, 40, 45, 50

Directions: Color the object with thirds **red**. Color the object with halves **blue**. Color the object with fourths **green**.



Directions: Draw a line to the correct equal part.



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76

77

Addition: 10–15

Directions: Circle groups of 10 crayons. Add the remaining ones to make the correct number.

		tens	ones
+	=	3	9
+	=	5	7
+	=	4	6
+	=	6	7
+	=	9	6

6 + 6 = 12 8 + 4 = 12 9 + 5 = 14

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77

Answer Key

78 Subtraction: 10–15

Directions: Count the crayons in each group. Put an **X** through the number of crayons being subtracted. How many are left?

– =	5
– =	3
– =	1
– =	2
– =	2
– =	3

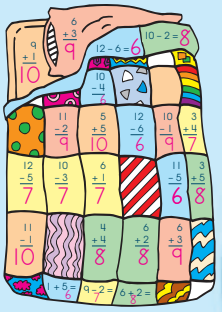
13 – 8 = 5 | 11 – 5 = 6 | 12 – 9 = 3
14 – 7 = 7 | 10 – 7 = 3 | 13 – 3 = 10
15 – 9 = 6 | 11 – 8 = 3 | 12 – 10 = 2

79 Addition and Subtraction

Remember, addition means "putting together" or adding two or more numbers to find the sum. Subtraction means "taking away" or subtracting one number from another.

Directions: Solve the problems. From your answers, use the code to color the quilt.

Color:
6 = **blue**
7 = **yellow**
8 = **green**
9 = **red**
10 = **orange**



80 Time: Hour

The short hand of the clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the **12**, it is the beginning of the hour.

Directions: Look at each clock. Write the time.

Example:

3 o'clock

9 o'clock

8 o'clock

1 o'clock

10 o'clock

5 o'clock

2 o'clock

81 Time: Hour, Half-Hour

The short hand of the clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the **6**, it is on the half-hour. A half-hour is 30 minutes. It is written **:30**, such as **5:30**.

Directions: Look at each clock. Write the time.

Example:

hour half-hour
1 : 30

4 : 30

5 : 30

3 : 30

8 : 30

6 : 30

2 : 30

82 Time: Hour, Half-Hour

Directions: Draw the hands on each clock to show the correct time.

2:30

9:00

7:00

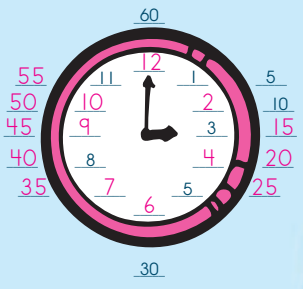
4:30

3:00

1:30

83 Time: Counting by Fives

Directions: Fill in the numbers on the clock face. Count by fives around the clock.



There are 60 minutes in one hour.

Answer Key

84 Review

Directions: Look at the time on the digital clocks and draw the hands on the clocks.

10:00 5:00


Directions: Look at each clock. Write the time.


3 o'clock 2 o'clock

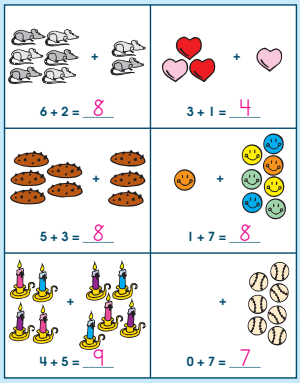


1 : 30 10 : 30 4 : 30

84

85 Picture Problems: Addition

Directions: Solve the number problem under each picture.



6 + 2 = 8 3 + 1 = 4

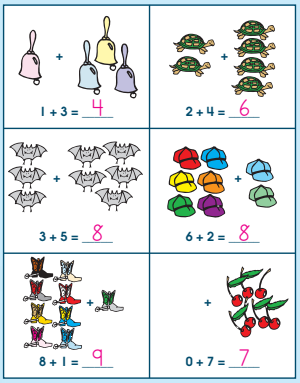
5 + 3 = 8 1 + 7 = 8

4 + 5 = 9 0 + 7 = 7

85

86 Picture Problems: Addition

Directions: Solve the number problem under each picture.



1 + 3 = 4 2 + 4 = 6

3 + 5 = 8 6 + 2 = 8

8 + 1 = 9 0 + 7 = 7

86

87 Picture Problems: Subtraction

Directions: Solve the number problem under each picture.

5 - 2 = 3 6 - 1 = 5

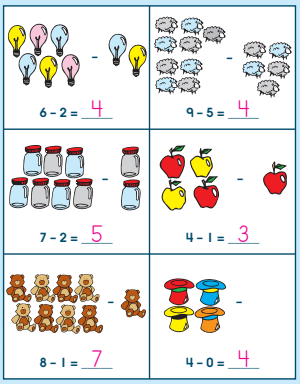
7 - 4 = 3 8 - 3 = 5

9 - 2 = 7 4 - 4 = 0

87

88 Picture Problems: Subtraction

Directions: Solve the number problem under each picture.



6 - 2 = 4 9 - 5 = 4

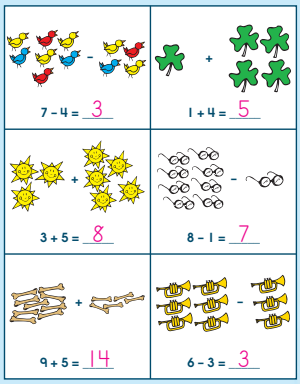
7 - 2 = 5 4 - 1 = 3

8 - 1 = 7 4 - 0 = 4

88

89 Picture Problems: Addition and Subtraction

Directions: Solve the number problem under each picture.



7 - 4 = 3 1 + 4 = 5

3 + 5 = 8 8 - 1 = 7

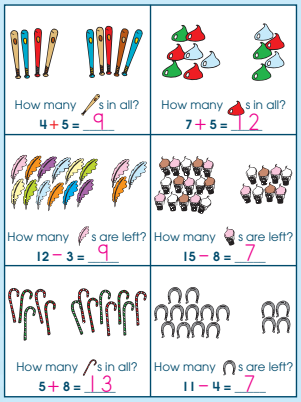
9 + 5 = 14 6 - 3 = 3

89

Answer Key

90 Picture Problems: Addition and Subtraction

Directions: Solve the number problem under each picture. Write + or – to show if you should add or subtract.



How many s in all? 4 + 5 = 9

How many s in all? 7 + 5 = 12

How many s are left? 12 – 3 = 9

How many s are left? 15 – 8 = 7

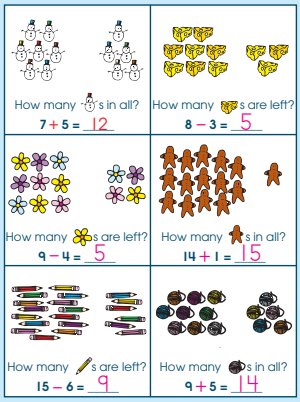
How many s in all? 5 + 8 = 13

How many s are left? 11 – 4 = 7

90

91 Picture Problems: Addition and Subtraction

Directions: Solve the number problem under each picture. Write + or – to show if you should add or subtract.



How many s in all? 7 + 5 = 12

How many s are left? 8 – 3 = 5

How many s are left? 9 – 4 = 5

How many s in all? 14 + 1 = 15

How many s are left? 15 – 6 = 9

How many s in all? 9 + 5 = 14

91

92 Review: Addition and Subtraction

Directions: Solve the number problem under each picture. Write + or – to show if you should add or subtract.

How many s are left? 12 – 4 = 8

How many s in all? 6 + 8 = 14

How many s are left? 4 – 4 = 0

How many s are left? 11 – 7 = 4

How many s in all? 9 + 3 = 12

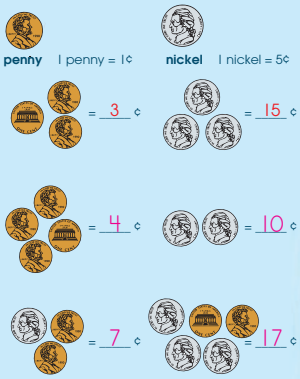
How many s in all? 10 + 0 = 10

92

93 Money: Penny and Nickel

A penny is worth one cent. It is written **1¢** or **$.01**.
A nickel is worth five cents. It is written **5¢** or **$.05**.

Directions: Count the money and write the answers.



penny 1 penny = 1¢

nickel 1 nickel = 5¢

= 3 ¢

= 15 ¢

= 4 ¢

= 10 ¢

= 7 ¢

= 17 ¢

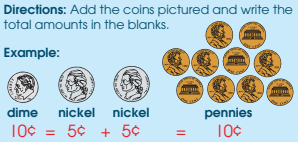
93

94 Money: Penny, Nickel, Dime

A penny is worth one cent. It is written **1¢** or **$.01**.
A nickel is worth five cents. It is written **5¢** or **$.05**.
A dime is worth ten cents. It is written **10¢** or **$.10**.

Directions: Add the coins pictured and write the total amounts in the blanks.

Example:



dime nickel nickel pennies

10¢ = 5¢ + 5¢ = 10¢

10¢ + 1¢ = 11¢

10¢ + 5¢ = 15¢

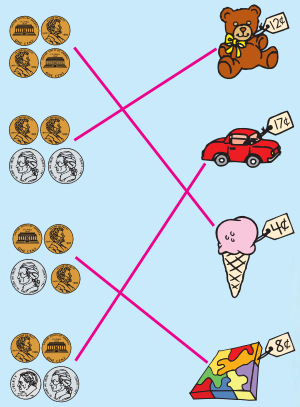
10¢ + 5¢ + 1¢ = 16¢

10¢ + 3¢ = 13¢

94

95 Money: Penny, Nickel, Dime

Directions: Match the correct amount of money with the price of the object.

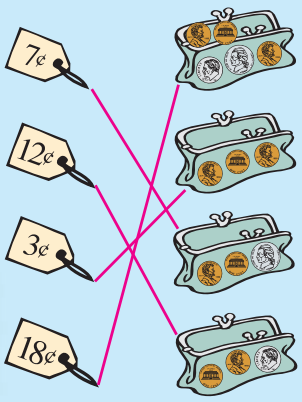


95

Answer Key

96 Money: Penny, Nickel, Dime

Directions: Match the amounts in the purse to the price tags.



Master Skills Math Grade 1

96

97 Money: Probability

Directions: Every coin has two sides—heads and tails. Toss a coin 20 times and make tally marks to show which side it lands on each time. What did you notice?


Heads


Tails

Answers will vary.	

Master Skills Math Grade 1

97

98 Review

Directions: What time is it?


3 o'clock

Directions: Draw the hands on each clock.


2:30


7:30


11:00

Directions: How much money?


= 22¢


= 19¢

Directions: Add or subtract.

9 + 3 = 12	6 + 8 = 14	15 − 9 = 6
12 − 8 = 4	12 + 2 = 14	7 + 6 = 13

Master Skills Math Grade 1

98

99 Measurement

A ruler has 12 inches. 12 inches equal 1 foot.

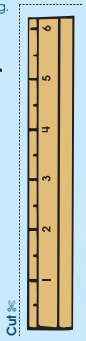
Directions: Cut out the ruler at the side of the page. Measure the objects to the nearest inch.


The screwdriver is 5 inches long.


The pencil is 4 inches long.


The pen is 3 inches long.


The fork is 4 inches long.



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99

101 Review: Time

Directions: Tell what time it is on the clocks.


8:00


12:30


9:30


10:00


12:00

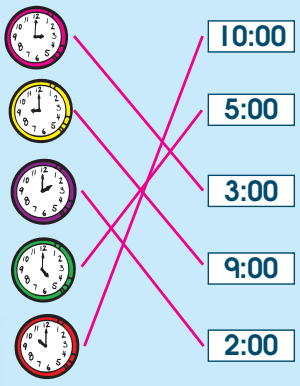

8:30

Master Skills Math Grade 1

101

102 Review: Time

Directions: Match the time on the clock with the digital time.



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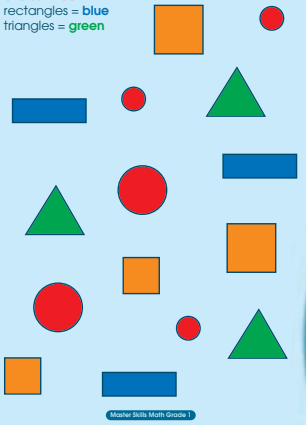
102

Answer Key

Review: Shapes 103

Directions: Use the code to color the shapes.

squares = orange
circles = red
rectangles = blue
triangles = green



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103

104 Review: Place Value

The place value of each digit, or numeral, is shown by where it is in the number. For example, in the number **123**, **1** has the place value of **hundreds**, **2** is **tens**, and **3** is **ones**.

Directions: Count the groups of crayons and add.

Example:

Hundreds Tens Ones

= 1 1 3

1 Hundred + 1 Ten + 3 Ones

= 1 2 4

= 1 3 6

Master Skills Math Grade 1

104

Review: Fractions 105

Directions: Count the equal parts. Then, write the fraction.

Example:

Shaded part = 1 Write $\frac{1}{3}$
Equal parts = 3

Shaded part = 1 Write $\frac{1}{2}$
Equal parts = 2

Shaded part = 1 Write $\frac{1}{3}$
Equal parts = 3

Shaded part = 1 Write $\frac{1}{4}$
Equal parts = 4

Master Skills Math Grade 1

105

106 Review

Directions: Follow the instructions.

1. How much money?

8 ¢

2. 57 = Tens 5 Ones 7 128 = Hundreds 1 Tens 2 Ones 8

3. What is this shape? Circle the answer.

Square
Triangle
Circle

What is this shape? Triangle

4. 

Shaded part = 1 Write $\frac{1}{2}$
Equal parts = 2

Shaded part = 1 Write $\frac{1}{4}$
Equal parts = 4

5. 12 + 3 = 15 9 + 6 = 15 15 − 7 = 8

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106

Teaching Suggestions

Number Recognition

Have your child read the numbers on the license plates of other vehicles as you drive around town. This will not only reinforce number recognition, but letter recognition as well!

Safety Tip: Make sure your child knows his or her address. Have your child write his or her address (with your assistance) and keep it with him or her:

My Child
12345 Oak Street
Any City, Any State 12345

Help your child memorize his or her phone number as well. Practice writing it and dialing it on the phone.

Sequencing Numbers

Talk to your child about order and sequencing in everyday life. Make lists together.

Example: 1. Go to the bank.

2. Go to the grocery store.

Have your child make a list of the things he or she will do today.

Put together a puzzle with your child. Talk about order and the way the pieces fit together to make the picture.

Teaching Suggestions

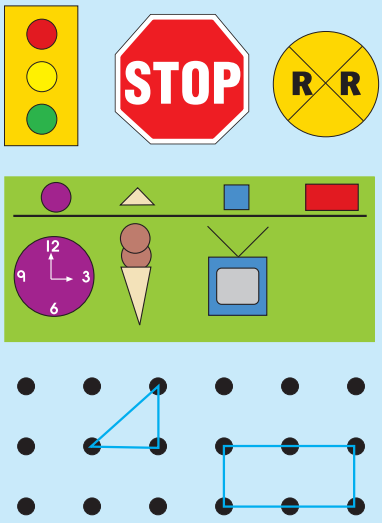
Counting

Have your child write his or her name. Count the number of letters in his or her name and the number of times each letter appears. Have your child do the same with your name and other family members' names.

Buy or make a calendar for your child to keep in his or her room. Have your child number the calendar. Put stickers on or draw pictures to mark special days. Have your child X each day.

Play the card game "War" with your child. Each player needs an equal number of cards. Each player places a card face down and turns them over at the same time. The player with the higher number gets to keep both cards.

Shapes



Encourage your child to look at the different shapes of traffic signs and road signs. What shapes does your child see?

Shapes are part of our everyday lives. What shapes does your child see in his or her home, yard, etc.? List the shapes and objects. Add more as you find them.

Play the "Dot" game with your child as on page 25. Create your own "dot boards" and review other geometric shapes with your child.

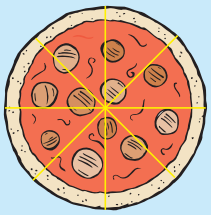
Purchase or make a geoboard. To make a geoboard, pound 16 two-inch nails an equal distance apart in a one-inch thick piece of wood. Pull rubber bands over the nails to create various geometric shapes. Talk with your child about the shapes he or she has created.

Colors

Fill six clear plastic glasses half full with water. Have your child experiment with mixing drops of food coloring into each cup. Talk about the colors created, and how they were created. Help your child record his or her findings: red + yellow = orange. Have your child write the number problem on paper and read it to you.

Teaching Suggestions

Fractions



Let your child help you cut pie or pizza into equal slices.

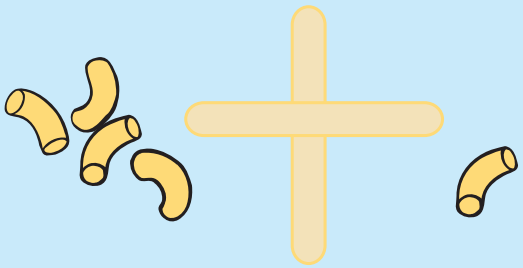
Peel an orange. Separate the sections and talk about "fractions" as parts of a whole.

Pick clovers. Talk about equal parts as you pull off the petals.

Fold a piece of paper into four equal sections. Have your child shade three sections blue and one brown. Explain that $\frac{3}{4}$ of the Earth is water and $\frac{1}{4}$ is land.

Addition

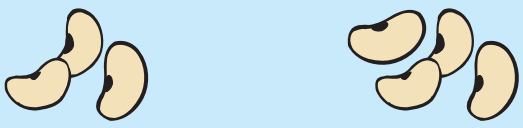
Make your own "plus" sign. Glue two toothpicks or popsicle sticks together. Then, your child can create groups of manipulatives on either side of the "plus" sign to add.



4 + 1 = 5

Use dry beans or other small manipulatives to practice counting. Have your child divide 10 beans into two separate groups and combine them by adding.

For example:



Have your child write the number problem on paper and read it to you.

3 + 4 = 7

Look through magazines with your child. Encourage him or her to create addition problems from the pictures. For example: "One mommy plus two children equals three!"

Teaching Suggestions

Tens and Ones

Let your child practice "trading" with pennies, dimes, and a dollar to reinforce the concept of ones, tens, and hundreds. Roll a die and let your child take as many pennies from the "pot" as the die indicates. When he or she has 10 pennies, he or she can trade them in for a dime. Continue playing and trading pennies for dimes. When your child gets 10 dimes, he or she can trade them in for a dollar!

Rubber band or glue 10 toothpicks together to represent "tens" and let your child practice counting by tens.

Money

Practice counting by fives with nickels and by tens with dimes.

Let your child label canned goods in your home with "prices." Your child will gain valuable practice counting and exchanging money by playing "store."

Give your child small amounts of money to purchase items when you go shopping. Encourage him or her to count his or her change after the transaction.

Encourage your child to create other combinations of money for the same amount. For example, ten cents can be made with one dime, with two nickels, with ten pennies, and with one nickel and five pennies.

Measurement

Purchase a plastic or wooden ruler for your child, and let him or her measure various objects around the house. Record his or her findings and talk about length.