Grade 1

AVAILABLE
IN SPANISH

Reveal MATH®

McGraw Hill

**Student Practice Book
Sampler**

Reveal MATH®

Student Practice Book **Sampler**

Every lesson has two additional practice pages to further build proficiency and confidence with the lesson concepts. Students can complete in the Student Practice Book or digitally with embedded learning aids and autoscoring.

This sampler includes the Student Practice Book pages from the following units:

Unit 2: Number Patterns
Unit 3: Place Value

Mc Graw Hill

Lesson 2-1

Additional Practice

Name _____

Review

You can find patterns when counting by 1s.

| 22 | 23 | 24 | 25 | 26 | 27 | 28 | **29** | **30** | 31 |

The ones go up by 1 from 2 to 9. After 9, the ones start again at 0.

The tens stay the same until the ones start again at 0. The tens go up by 1 each time the ones start again at 0.

Count. What pattern do you notice?

1. | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

2. | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |

3. Emma is counting by 1s from 36 to 45. Circle the numbers that Emma will say. Cross out any numbers that Emma will *not* say.

39   50   35   44   40   48

4. Count. What are the missing numbers? Write the missing numbers.

| 54 | ⬜ | ⬜ | 57 | 58 | 59 | ⬜ | ⬜ |

Explain the pattern.

5. Nigel is counting aloud by 1s. He starts at 79. He says the next number is 70. How do you respond to Nigel?

Lesson **2-2**
Additional Practice

Name _____

Review

You can use a number chart and counting patterns to help you count.

Count by Is. What four numbers come after 99?

100, 101, 102, and 103 come after 99.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

I. Use counting patterns and the number chart. Start at 64. What are the next 4 numbers?

_____, _____, _____, _____

Count by Is. What numbers come next? Use a number chart to help you.

2. 8I, _____, _____, _____, _____

3. I06, _____, _____, _____, _____

4. 53, _____, _____, _____, _____

5. 92, _____, _____, _____, _____

---

6. Olga starts counting at I09. What are the next 3 numbers she counts?

_____, _____, _____

7. Explain the counting pattern that you notice after I00.

![Math @ Home Activity logo]

Math @ Home Activity

Say aloud any number up to II5. Have your child circle the number on a number chart and say aloud the next five numbers. Repeat the activity a few times with different numbers.

Additional Practice

Name _____

Review

You can use a number line to show counting patterns.

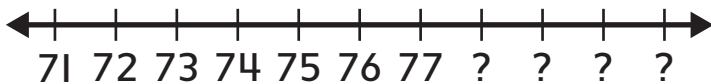Start at 27. Count by Is. Which numbers come next?

20 21 22 23 24 25 26 27 <u>28</u> <u>29</u> <u>30</u>

After 27, the numbers 28, 29, and 30 come next.

I. Start at 22. Count by Is. Which numbers come next? Circle the correct answer.

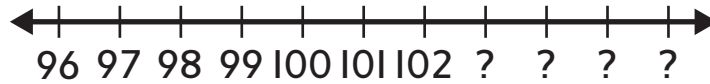20 21 22 23 24 25 26 27 <u>28</u> <u>29</u> <u>30</u>

A. 2I, 22, 23, 24   **B.** 20, 2I, 22, 23

C. 23, 24, 25, 26   **D.** 27, 28, 29, 30

2. Start at 77. Count by Is. Which numbers come next? Circle the correct answer.

7I 72 73 74 75 76 77 ? ? ? ?

A. 87, 97, I07, II7   **B.** 78, 79, 80, 8I

C. 80, 82, 84, 86   **D.** 88, 99, II0, III

3. Start at 102. Count by 1s. Which numbers come next? Circle the correct answer.

```
←─┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼─→
  96 97 98 99 100 101 102  ?  ?  ?  ?
```

A. 103, 104, 105, 106

B. 113, 114, 115, 116

C. 104, 106, 108, 110

D. 98, 99, 100, 101

---

4. Jordan counts 53 ducks on a pond. Then she counts 3 more. What patterns do you notice in the numbers Jordan counts?

```
←─┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼─→
  50 51 52 53 54 55 56 57 58 59 60
```
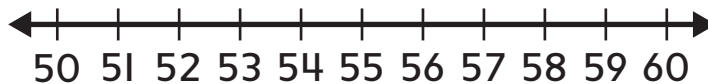
5. How are number lines and number charts the same? How are they different?

Math @ Home Activity

Provide opportunities for your child to use a number line to count at home. For example, choose a starting number up to 116, such as the number of marbles a student might own, and have your child say the next four numbers. Take turns selecting starting numbers and encouraging your child to say the next four numbers.

Lesson **2-4**

Additional Practice

Name _____

Review

You can use counting patterns to help you read and write numbers to 120.

After 106, the numbers 107, 108, 109, and 110 come next.

The ones go up by 1 to 9, then start again at 0.

The tens stay the same. Then they go up by 1 when the ones start again at 0.

Count by 1s. What numbers come next? Write the numbers.

1. 19, _____, _____, _____, _____

2. 39, _____, _____, _____, _____

3. a. 101, _____, _____, _____, _____

   b. Explain how you know.

4. a. 57, _____, _____, _____, _____

   b. Explain how you know.

Write the correct answer.

5. Count from 84 to 95 by Is. What number comes next after 95?

_____

6. Count from 106 to 119 by Is. What number comes next after 119?

_____

---

7. Jewel is counting by Is. She says 111 comes after 110. How do you respond to Jewel?

8. Think about counting patterns. How will the tens and ones change after 89?

Math @ Home Activity

Help your child find patterns when reading and writing numbers. First, give your child a number. Tell him or her to count by Is and write the next three numbers. Then ask your child to identify any patterns he or she sees in the numbers. Repeat with different starting numbers.

Additional Practice

Name _____

Review

You can count objects and write how many.
Putting objects in a group can help you count them. These turtles are in groups of 10. Count the turtles.

 10

 20

 22
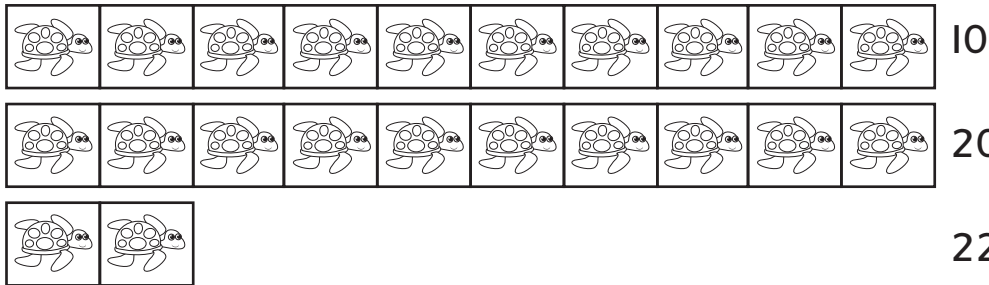
There are 22 turtles.

I. How many frogs are there? Write a number to show how many.

_____
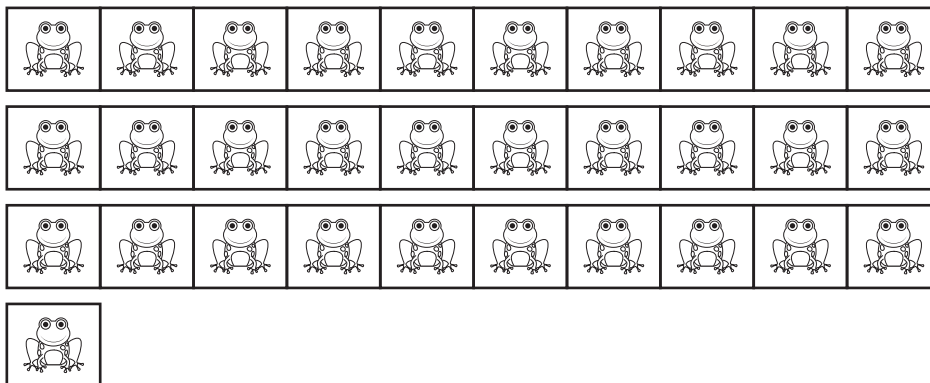
2. How many objects are there? Write a number to show how many.

_____
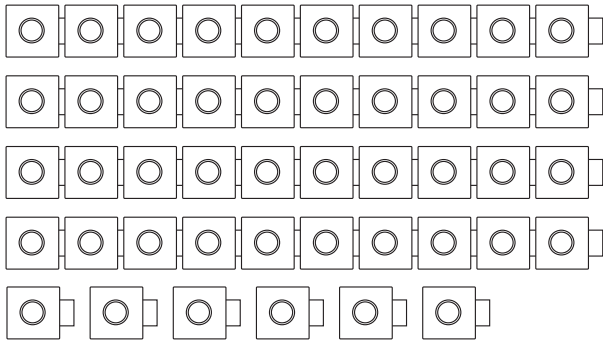
3.

_____
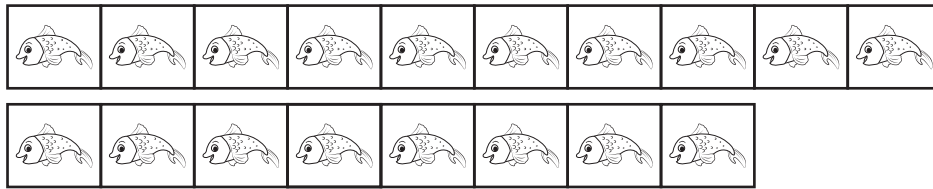
4. A tree branch has 13 leaves on it. Make a drawing to show how many leaves.

Math @ Home Activity

Provide opportunities for your child to count groups of objects at home. For example, gather a handful of paper clips or dry beans. Have your child place the objects in rows of 10 and then count the total number of objects. Repeat with a different number of objects.

Additional Practice

Name _____

Review

You can use ten and some ones to make numbers 11 to 19. Numbers with one ten and some ones are *teen numbers*.

The top ten-frame shows 1 group of ten. The bottom ten-frame shows 6 ones.
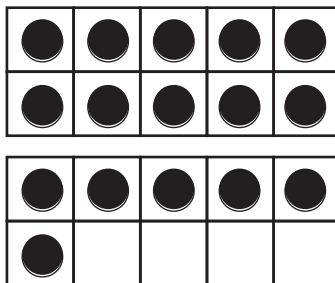
I group of ten and 6 ones is 16.

How many counters?

1.

_____ group of ten
and _____ ones
is _____.

2.
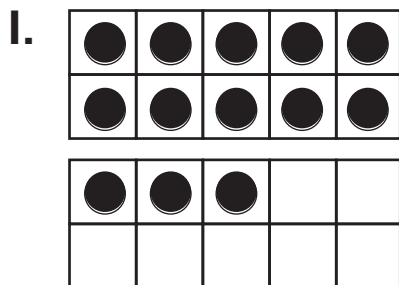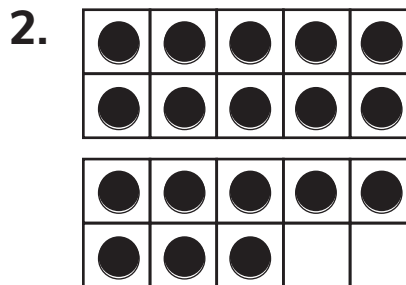
_____ group of ten
and _____ ones
is _____.

Draw counters on the ten-frames to show how many. Write the number.

3.

1 group of ten and

5 ones is _____.

4.

1 group of ten and

1 one is _____.

---

5. There are 10 flowers. Lee adds more flowers to make a dozen, which is 12. Are there a teen number of flowers? Circle Yes or No.

Yes   No

6. There are 6 dogs at a park. A dog walker brings 3 more dogs. Now there are 9 dogs. Are there a teen number of dogs?
Circle Yes or No. Explain your thinking.

Yes   No

Math @ Home Activity

Create a game for the teen numbers. On a set of cards, write the numbers 11–19. Cut the last two sections off each of two egg cartons, or draw two ten-frames on a sheet of paper. Have your child draw a card, and then have him or her show the teen number using dry beans or cereal. Repeat with other teen numbers.

Additional Practice

Name _____

Review

You can make groups of ten.
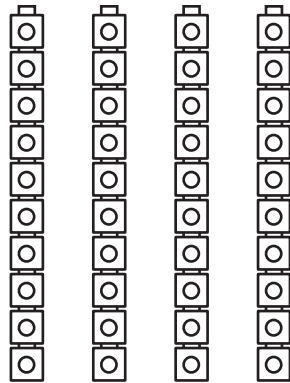
4 tens and 0 ones is 40.

10 20 30 40

How many groups of 10? Write the numbers.

1.

_____ tens and

_____ ones is

_____.

2.
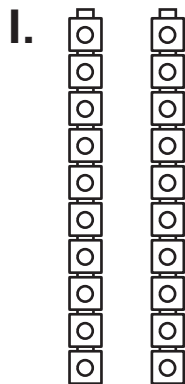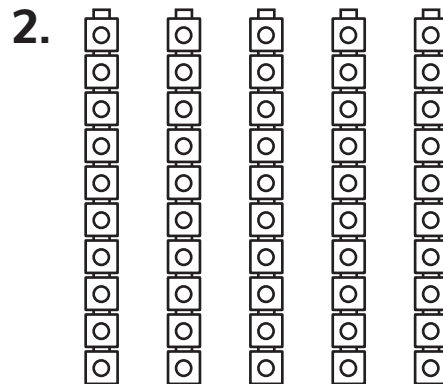
_____ tens and

_____ ones is

_____.

3. Kira has 3 boxes. She puts 10 books in each box. How many books does she have?

_____ books

4. A teacher puts students into groups of 10. If there are 7 groups of students, how many students are there?

_____ students

---

5. Do these show the same number? Circle *Yes* or *No*. Explain your thinking.
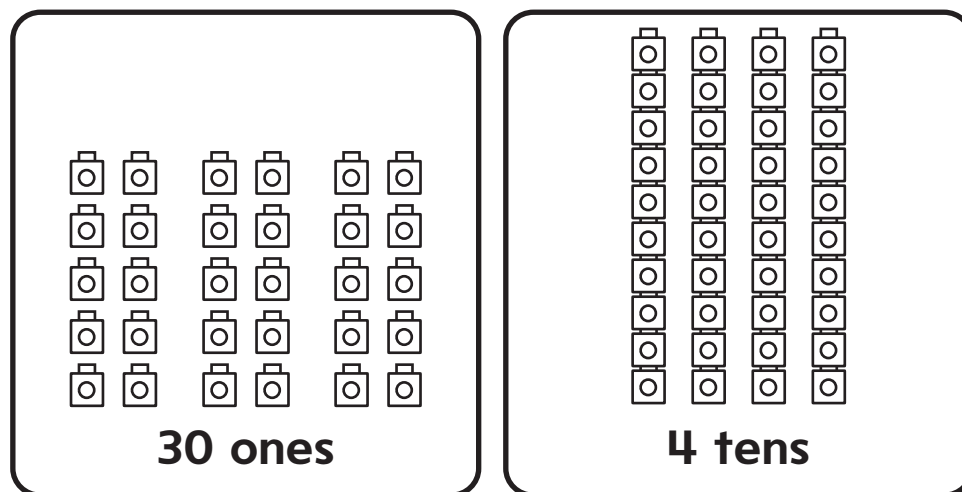
30 ones   **4 tens**

Yes   **No**

Math @ Home Activity

Additional Practice

Name _____

Review

You can use cubes to show a 2-digit number as tens and ones.

Saul has 58 marbles. He can use cubes to show 58 with tens and ones.
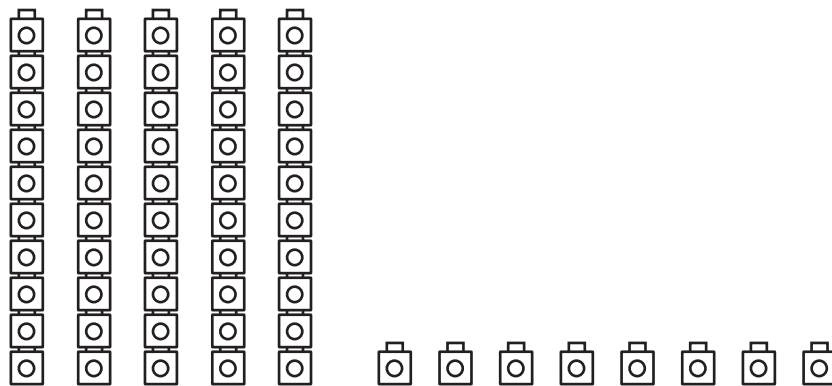
5 tens and 8 ones is 58.

How many? Circle the tens. Then write numbers to show how many.

1.
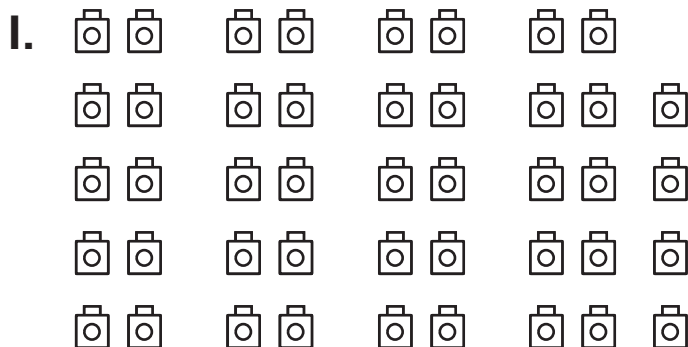
_____ tens and _____ ones is _____.

How many? Circle the tens. Then write numbers to show how many.

2.

_____ tens and _____ ones is _____.

3.
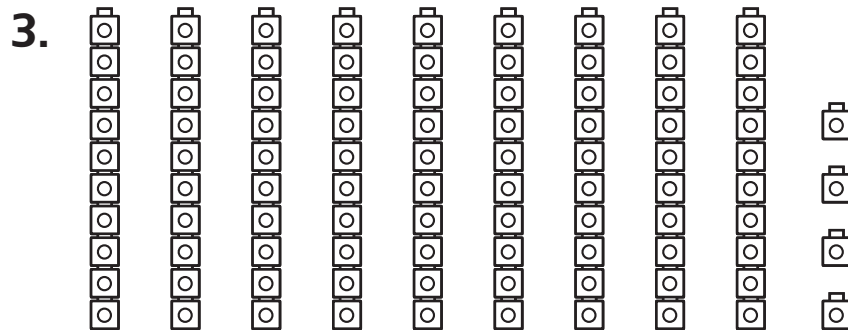
_____ tens and _____ ones is _____.

---

4. A farmer sells bags of 10 apples. He has 8 full bags of apples and 7 apples left over. How can you write his apples as tens and ones?

_____ apples

Math @ Home Activity

Using blank paper, draw and cut out single squares and strips of ten squares. Arrange a group of these tens and ones to show a number. Have your child point to each ten or one to count the number in the group. Then have your child write the number. Repeat the activity with different numbers.

Lesson **3-4**

Additional Practice

Name _____

Review

You can show 2-digit numbers with tens and ones.
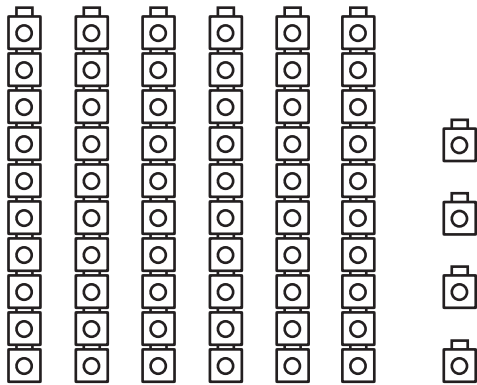
tens	ones
6	4

6 tens and 4 ones is 64.

1. Circle the cubes that show 33.
How many tens? How many ones?
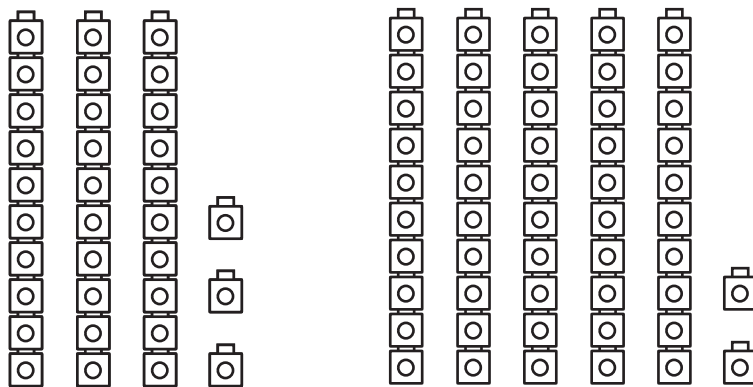
33 is _____ tens and _____ ones.

Use the number 86 to answer the questions.

2. What is the value of the 8?

_____ tens or _____
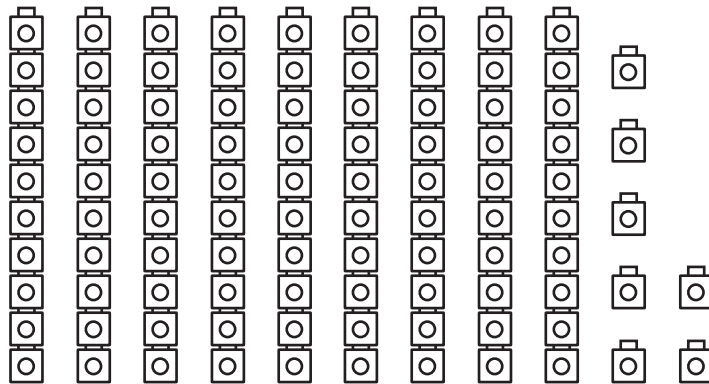
3. What is the value of the 6?

_____ ones or _____

4. Is 86 a 2-digit number? Circle Yes or No.

Yes   No

---

5. Ron uses cubes to show a number. How can you write his number in the place-value chart?

tens	ones

Additional Practice

Name _____

Review

You can show the tens and ones in a number, such as 42, in different ways.
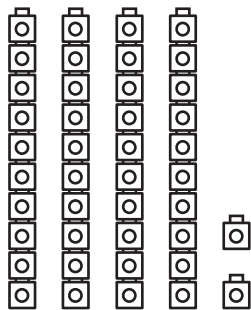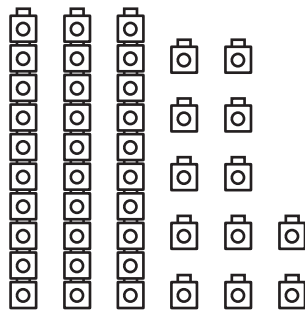
42 = 4 tens and 2 ones | 42 = 3 tens and 12 ones | 42 = 2 tens and 22 ones
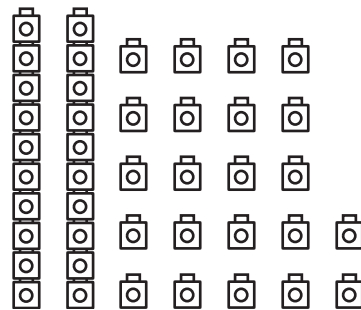
I. How can you write numbers to show 57 in different ways? Use connecting cubes to help.

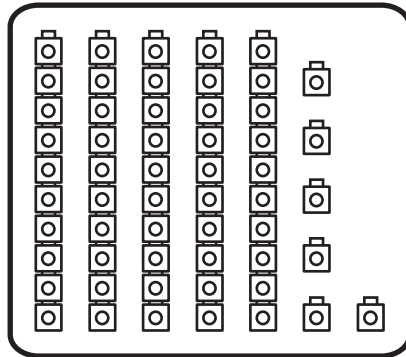0 ten and _____ ones

1 ten and _____ ones

2 tens and _____ ones

3 tens and _____ ones

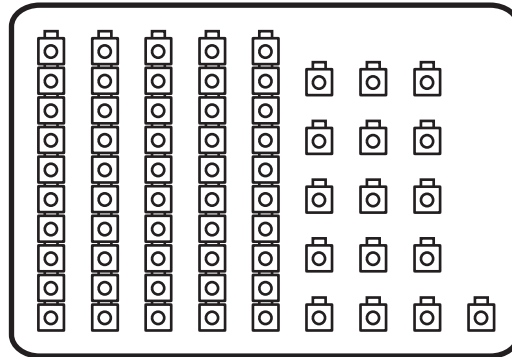4 tens and _____ ones

5 tens and _____ ones

2. Do these show the same number?
Circle Yes or No.
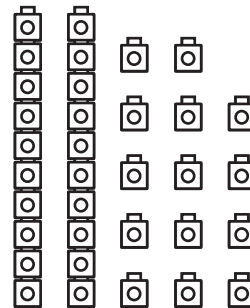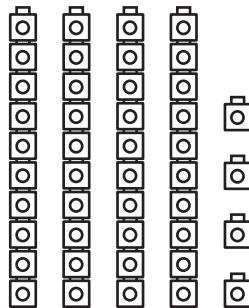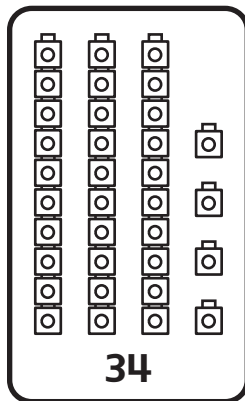

Yes   No

3. Circle a different way to show 34.

34

4. A gym has 68 students playing in it. What are two different ways you can show the number of students in the gym?

_____ tens and _____ ones is _____.

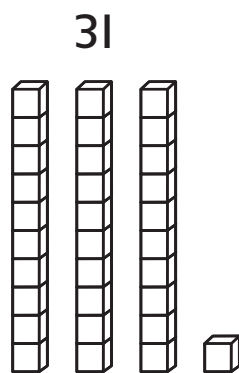_____ tens and _____ ones is _____.

Math @ Home Activity

With your child, draw and cut out single cubes and strips of ten cubes from paper. Display a group of tens and some ones. Ask your child to identify the number shown. Then encourage him or her to represent the same number using different tens and ones.
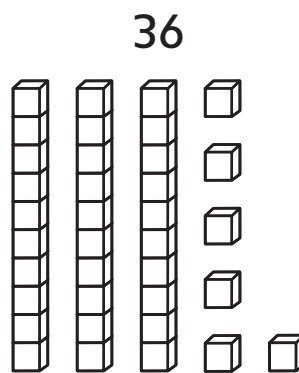
Additional Practice

Name _____

Review

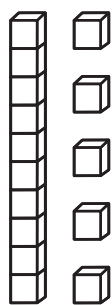**You can compare two numbers to determine which is greater.**
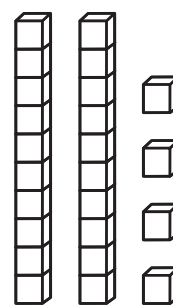
31

36

3 tens and 1 one

3 tens and 6 ones

Both numbers have 3 tens. 6 ones is greater than 1 one. So, 36 is greater than 31.

---

1. Circle *is greater than, is less than,* or *is equal to.*
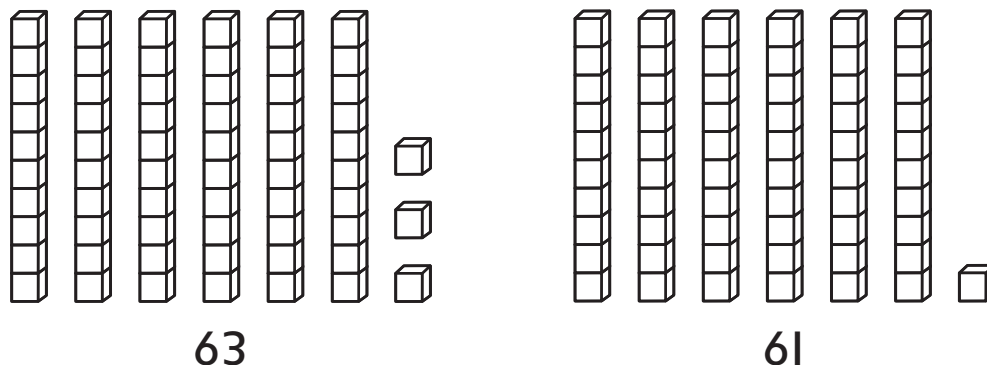
is greater than

is less than

is equal to

15

24

2. Henyer writes the numbers 76 and 78 on a sheet of paper. Write the number that is less.

_____

3. Circle the phrase to complete the comparison, 63 _____ 61.

63   61

is greater than

is less than

is equal to

4. Sam has 59 trading cards. Elena has 61 trading cards. Who has more trading cards?

Sam   Elena

Write numbers to make each sentence true.

5. _____ is greater than _____.

6. _____ is less than _____.

7. _____ is equal to _____.

8. _____ is greater than _____.

9. _____ is less than _____.

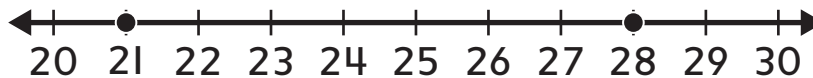---

Math @ Home Activity

Have your child roll a number cube four times to create two 2-digit numbers. Have him or her write the numbers on a sheet of paper and determine the relationship between them using the words *is greater than, is less than,* or *is equal to.* Repeat the activity several times.

Review content

Additional Practice

Name _____

> ## Review
>
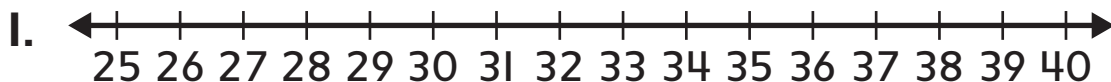> **You can compare numbers on a number line.**
>
>
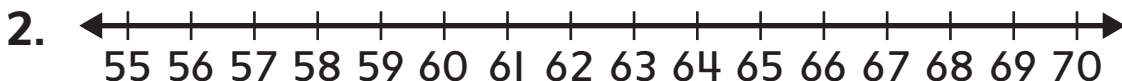> On a number line, the number to the right is greater.
>
> The number to the left is less.
>
> 28 is to the right of 2I. So, 28 is greater than 2I.

Draw dots for the numbers on each number line. Compare each set of numbers. Write *is greater than, is less than,* or *is equal to.*
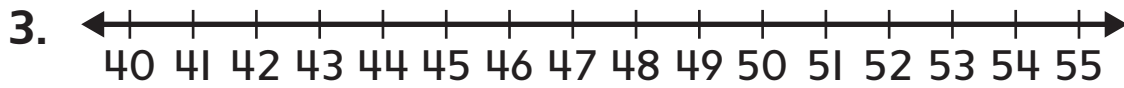
I.
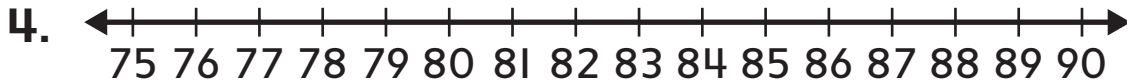25 26 27 28 29 30 3I 32 33 34 35 36 37 38 39 40

29 _____ 38.

2.
55 56 57 58 59 60 6I 62 63 64 65 66 67 68 69 70

70 _____ 58.

Draw dots for the numbers on the number line. Compare the set of numbers. Circle the number that is less.

3.

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

54   49

4.

75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90

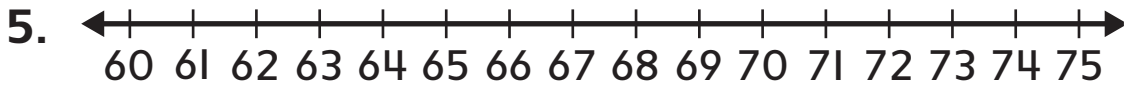75   86

5.

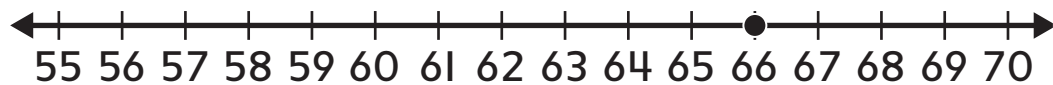60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75

70   61

6. Anika has more than 66 trading cards. She has less than 71 trading cards.

Draw a dot on the number line to show how many trading cards Anika might have.

55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

Math @ Home Activity

On an erasable surface, create a number line that spans 20 numbers. Place dots on the line over two numbers. Ask your child to identify which number is greater. Repeat the activity, this time with your child placing the dots and you determining the greater number.
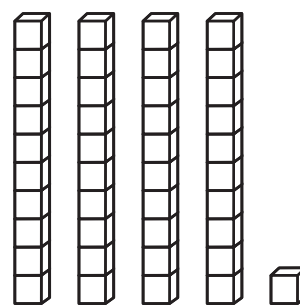
Additional Practice

Name

Review

You can use > (is greater than),
< (is less than), and = (is equal to)
to compare numbers.
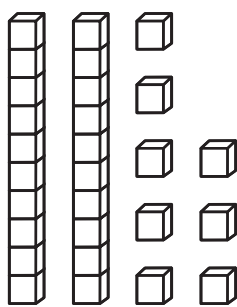
28 is less than 41

28 < 41

Circle the correct symbol.

1. is equal to   >   <   =

2. is greater than   >   <   =

3. is less than   >   <   =

Compare the numbers. Write >, <, or =.

4. 98 ◯ 98

5. 26 ◯ 19

6. 50 ◯ 70

7. 11 ◯ 11

Compare the numbers. Write >, <, or =.

8. 21 ◯ 39

9. 38 ◯ 31

10. 53 ◯ 53

11. 64 ◯ 54

12. 91 ◯ 77

13. 42 ◯ 43

14. 30 ◯ 30

15. 86 ◯ 76

---

16. Matt jogs 47 miles. Chen jogs 51 miles. Masha jogs 47 miles. Which two people jog an equal number of miles? Write >, <, or = to compare the numbers.

Matt   Chen   Masha

47 ◯ 47

17. There are 68 red balls and 71 green balls in a gym. Are there more red balls or green balls? Write >, <, or = to compare the numbers.

green balls   red balls

68 ◯ 71

Math @ Home Activity

Look for situations around your home where your child can practice using the symbols >, <, and =. For example, if you have 10 oranges and 11 apples, ask your child to compare the numbers. Your child can carry around self-sticking notes and a pencil to draw the correct comparison symbols for different situations.

Grade 1

Reveal MATH®

Student Practice Book **Sampler**

Every lesson has two additional practice pages to further build proficiency and confidence with the lesson concepts.

Students can view the Math Replay video, which is available in the Student Digital Center and recaps the lesson concept for the student, to support them as they complete the Student Practice Book.

When students complete the additional practice digitally, they have access to embedded learning aids, such as course resources, hints, and videos, for support. Autoscoring helps teachers easily monitor progress.