

# FIRST GRADE MATH



END OF YEAR REVIEW

**KEEP SCROLLING TO  
TAKE A LOOK INSIDE  
THIS RESOURCE!**

# Why?

## Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

**Is your current math curriculum dull and lifeless?**

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

**Wanting your students to love math?**

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

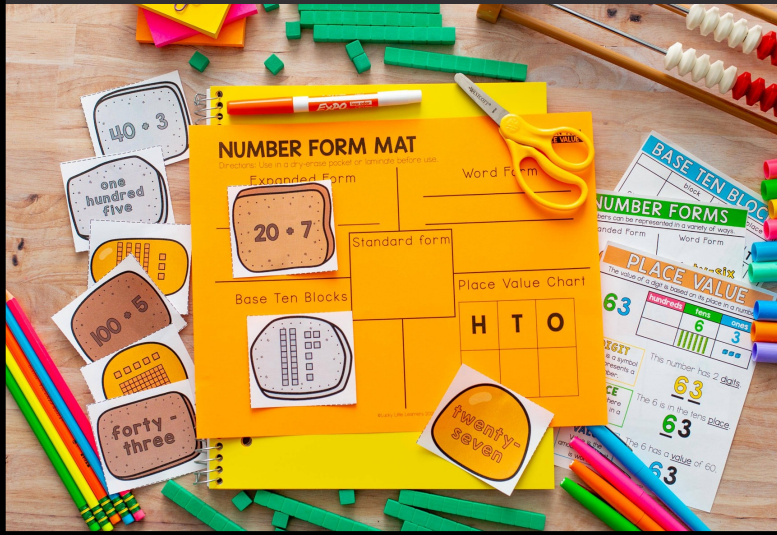
**Looking for resources that are easy to prep?**

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.



# PERFECT FOR...

Math block



Supplemental practice



Hands-on learning



Easy lesson planning



Number talks



Review first grade skills





# MATH REVIEW

## UNIT OVERVIEW

### WEEK ONE

<b>LESSON 10.1</b>	I can count and model numbers within 120.
<b>LESSON 10.2</b>	I can add numbers within 20.
<b>LESSON 10.3</b>	I can subtract numbers within 20.
<b>LESSON 10.4</b>	I can read and write numbers up to 120 in a variety of ways.
<b>LESSON 10.5</b>	I can represent, compare, and order numbers up to 120.

### WEEK TWO

<b>LESSON 10.6</b>	I can identify 2D and 3D shapes. I can describe equal shares.
<b>LESSON 10.7</b>	I can measure length using non-standard units of measurement.
<b>LESSON 10.8</b>	I can identify and count money. I can show my understanding of financial literacy.
<b>LESSON 10.9</b>	I can tell and write the time on digital and analog clocks.
<b>LESSON 10.10</b>	I can solve problems using data within graphs.

### WEEK THREE

<b>LESSON 10.11</b>	I can solve mixed addition and subtraction word problems within 20.
<b>LESSON 10.12</b>	I can solve mixed addition and subtraction word problems within 100.
<b>LESSON 10.13</b>	I can use models to add 2-digit numbers.
<b>LESSON 10.14</b>	I can demonstrate my understanding of 1 <sup>st</sup> grade math concepts by solving a variety of math problems.
<b>LESSON 10.15</b>	I can demonstrate my understanding of 1 <sup>st</sup> grade math concepts by solving a variety of math problems.

# MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

**UNIT 10: MATH REVIEW**

**LESSON 10.8**  
Money

**OBJECTIVE**  
Identify and count money and show an understanding of financial literacy.

**MATERIALS**  
 Lesson 10.8 Teaching Slides  
 Lesson 10.8 Copies  
 Connecting Cubes  
 Coins (real or plastic)  
 Game Pawns  
 Dice

**MATH CHAT**  
Word Problem: Show students the Word Problem slide and read the prompt aloud, "Which of these things do we need?" Students will use silent thinking time to look at the items. Have students share and defend their answers by explaining their thinking. Answer: We need shelter, water, food, and medicine.

**MINI LESSON**  
Review coins and financial literacy together. Show students each teaching slide and review the anchor chart together. Read the instructions on the slide. You may choose to have students come to the board and model how to solve each problem or you may choose to model solving each problem. Students can solve the problems on their whiteboards, as you solve on the board. Discuss each problem as a class as you solve it.

**HANDS-ON COLLABORATION**  
Snacks at the Stadium: Copy partners. Each player will need a bucket of coins and 1 die to share. Put your game pawns on any space on the game board and take turns rolling a die and moving that many spaces. Collect the coin/coins that match the space you land on. Once you have enough money to purchase an item, cover the food item with your colored connecting cube and put the coin back into the bucket. You may only purchase each item once, however both partners can purchase the same item. The player who purchases the most items at the end of the game is the winner!

**INDEPENDENT PRACTICE**  
Stadium Scenarios: Study matching word to describe.

**CHECK FOR UNDERSTANDING**  
Students will follow the money and financial literacy coins. Then, color the v

**DIFFERENTIATION**  
**INTERVENTION:** Please provide additional support  
**EXTENSION:** Please refer for extension activities with m

**10.8 COLLABORATION**  
**LET'S WORK TOGETHER!**

**SNACKS AT THE STADIUM** LESSON 10.8 MONEY

Directions: Each player needs 9 connecting cubes of the same color and a game pawn. The partners will need a bucket of coins and 1 die to share. Put your game pawns on any space on the game board and take turns rolling a die and moving that many spaces. Collect the coin/coins that match the space you land on. Once you have enough money to purchase an item, cover the food item with your colored connecting cube and put the coin back into the bucket. You may only purchase each item once, however both partners can purchase the same item. The player who purchases the most items at the end of the game is the winner!

PIZZA 60¢	PRETZEL 35¢
SOFT DRINK 10¢	NACHOS 55¢
PICKLE 50¢	FUNNEL CAKE 70¢

**YOU WILL NEED**  
 1 die  
 game pawns  
 9 cubes each

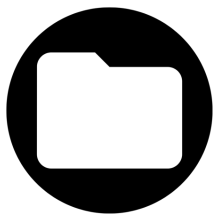
**NEXT** →



## ICON KEY



OBJECTIVE



MATERIALS



MINI LESSON



MATH CHAT



HANDS-ON COLLABORATION



INDEPENDENT PRACTICE

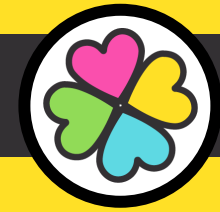


CHECK FOR UNDERSTANDING



DIFFERENTIATION

# LESSON PLANS



Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

Skill-focused mini lesson









Collaborative hands-on tasks

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas

UNIT 10: MATH REVIEW		LESSON 10.9 Telling Time	
	Tell and write the time on digital and analog clocks.		<input type="checkbox"/> Lesson 10.9 Teaching Slides <input type="checkbox"/> Lesson 10.9 Copies
	<b>Think About It:</b> Show students the Think About It slide and read the prompt aloud, "What time is the flight to Denver?" Students will use silent thinking time to look at the picture and clocks. Have students share and defend their answers by explaining their thinking. <b>Answer:</b> The flight to Denver is at 7:00.		
	Review time concepts with the <u>Time at the Airport</u> review sheet for each student. Show students each teaching slide chart together. Read the instructions on the slide. Student answers on their recording sheet that match the airport location. Once all students have written an answer on their recording sheets, go over the answers together. You may choose to have students come to the board and model how to solve each problem.		
	<b>Telling Time Take-Off:</b> Copy the 8 cards in color or black/white and place them around the room so students can easily see them. Students will walk the room with a partner to read the take-off time in word form. Then, draw hands on the analog clock on their recording sheet with the matching person at the airport. They will use their answers to color the picture according to the code.		
	<b>Terminal Time Tags:</b> Students will look at each analog clock. They will write the time on the luggage tag. Then, they will use the letters in _____ at the bottom of the page. They will write the answer _____ time. Hint: Some letters will be used more than once.		
	Students will follow the directions in each box to demonstrate an understanding of telling time concepts. Students will circle the amount of time for each activity. Then, they will write the time or draw hands to show the time.		
	<b>INTERVENTION:</b> Please refer to 1 <sup>st</sup> grade Lucky to Learn Math Unit 8 for intervention activities that will provide additional support for students who are struggling with the concepts covered in this lesson. <b>EXTENSION:</b> Please refer to Lucky to Learn Math's Summer Math Packet: 1 <sup>st</sup> Grade into 2nd Grade with time.		



## 10.11 MINI-LESSON

### LET'S REVIEW!

#### WORD PROBLEMS

CUBES: A STRATEGY TO HELP US SOLVE WORD PROBLEMS



**CIRCLE THE NUMBERS**

What do I know?



**UNDERLINE THE QUESTION**

What am I being asked to solve?



**BOX THE ACTION WORDS**

Am I going to add or subtract?  
Words to look for: sum, total, in all, altogether, combined, difference, less than, how many more



**ELIMINATE AND EVALUATE**

What information do I not need?  
What steps do I take?



**SOLVE AND CHECK!**

Does my answer make sense?  
How can I double check?

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Today, we will be using the CUBES strategy to solve word problems.

We will be solving mixed word problems within 20.

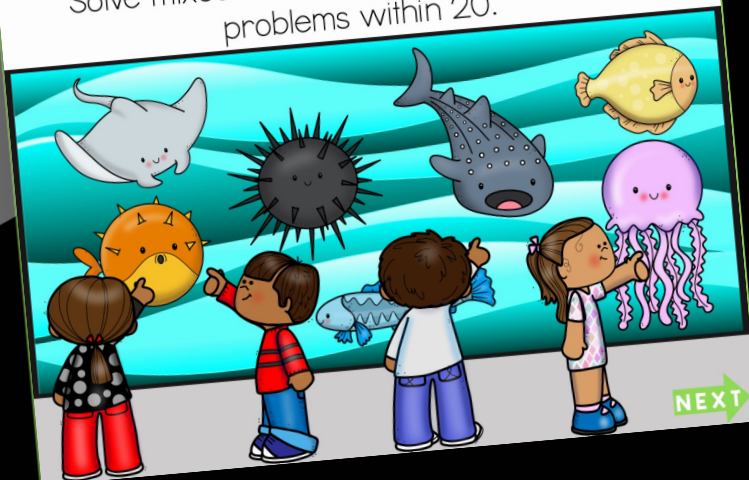
This means, that some of the problems will be asking us to add and some of the problems will be asking us to subtract.

Which step in the CUBES strategy do you think will help us figure out if we are adding or subtracting?



#### I WILL BE ABLE TO...

Solve mixed addition and subtraction word problems within 20.



**NEXT** →

Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

# MINI LESSONS



## 10.3 MINI-LESSON

### LET'S REVIEW!

We are going to review subtraction skills!

#### Recycle Bin Review

- We will go through each slide together.
- We will solve one subtraction problem together.
- Then, you will solve the other subtraction problem on your recording sheet. Make sure to show your work!
- We will discuss the problem, and I will choose a student to model the strategy on the board.
- After we have discussed the problem, I will give you a step for the directed drawing.
- Some slides have a recycling fact at the bottom, so make sure to look for those!

Name \_\_\_\_\_

**RECYCLE BIN REVIEW** LESSON 10.3 SUBTRACTION

Directions: Write each subtraction problem that is shown on the slides. Show your thinking.

Model the count-back strategy.	Model the count-up strategy.	
Write the other subtraction fact in this fact family.	Show your thinking.	
What addition doubles fact can you use?	Model subtracting on a number line.	
Show how to solve using the make-ten strategy.	Solve using a subtraction strategy.	



#### DID YOU KNOW?

Recycling is taking materials like glass, plastic, metal, or paper and reusing them so that they can be used all over again!

**NEXT**



Name \_\_\_\_\_

**RECYCLE BIN REVIEW** LESSON 10.3 SUBTRACTION

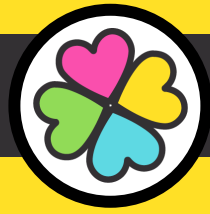
Directions: Write each subtraction problem that is shown on the slides. Show your thinking.

Model the count-back strategy.	Model the count-up strategy.	
Write the other subtraction fact in this fact family.	Show your thinking.	
What addition doubles fact can you use?	Model subtracting on a number line.	
Show how to solve using the make-ten strategy.	Solve using a subtraction strategy.	

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**Provides instruction & scaffolded practice with the skill.**

# COLLABORATION











## BOTANICAL BUMP



LESSON 10.2  
ADDITION

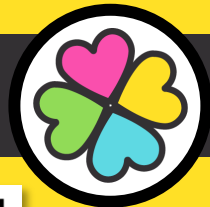
Directions: Each set of partners needs a gameboard and one die. Each player needs 10 connecting cubes of the same color and a game piece. Players take turns rolling a die and moving their game piece. Solve the addition problem that you land on and put a cube on the plant with the answer. If the other player already has a cube there, you can bump it off! If you already have a cube there, you can add a second cube and freeze the spot (it cannot be bumped). The first player to run out of cubes wins.

<b>START</b>	$6 + 13$	$12 + 8$	$10 + 4$	$9 + 6$
$11 + 2$				
$4 + 14$				$+ 12$
$7 + 7$				$9 + 8$
$9 + 7$				$8 + 8$
$12 + 4$				$8 + 5$
$11 + 9$				$8 + 8$
$11 + 2$				
$4 + 7$				
$7 + 8$	$15 + 3$	$8 + 11$	$4 + 16$	$10 + 7$



Hands-on activities for students to practice the skill in fun ways with partners and groups

# INDEPENDENT WORK



Name \_\_\_\_\_

**LESSON 10.9**  
**TELLING TIME**

## TERMINAL TIME TAGS

Directions: Look at each analog clock. Write the time on the luggage tag. Then, use the letters in each box to answer the riddle at the bottom of the page. Write the answer's letter above the matching time.



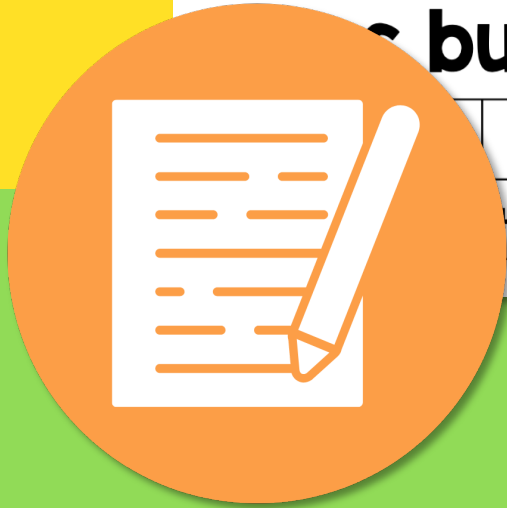
<b>R</b>			<b>P</b>		
<b>I</b>			<b>!</b>		
<b>N</b>			<b>E</b>		
<b>L</b>			<b>A</b>		

**What has a nose and ears but can not smell?**



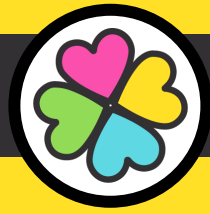
4:00	7:30	12:30	6:00	8:30	4:00	2:00	5:30	10:00

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**Worksheets that align with the lesson theme provide opportunities for student independence and mastery.**

# CHECK UNDERSTANDING



**LESSON 10.1**  
**NUMBER SENSE**







Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING


Directions: Follow the directions in each box below.

\_\_\_\_\_ / 4

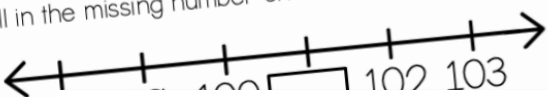
Write the ordinal number to show the circled animal's place in the line.

first       \_\_\_\_\_ place

Count the dots and write the number.



Write the numbers in order from smallest to largest.



(24)  (22)



**LESSON 10.2**  
**WORD PROBLEMS**

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Write the number sentence for each word problem and solve it.

\_\_\_\_\_ / 4

Max has 13 baseball cards. Luke gives him 5 more. How many does Max have now?  _____ ○ _____ = _____	Sarah collected 15 flowers. Maria collected 10 flowers. How many more did Sarah collect?  _____ ○ _____ = _____
Jenny checked out 9 books from the library. She read 6 books. How many more does she need to read?  _____ ○ _____ = _____	Kim has 14 necklaces and 6 bracelets in her jewelry box. How many does she have in all?  _____ ○ _____ = _____

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**Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!**

# EXAMPLE MATERIALS



UNIT 10: MATH REVIEW	LESSON 10.5 Place Value
Represent, compare, and order numbers up to 120.	Lesson 10.5 Teaching Slides Lesson 10.5 Capes Summer Math Packet: 1 <sup>st</sup> Grade into 2 <sup>nd</sup> Grade (optional)
<b>Math as Fun:</b> Show students the Math is Fun slide and read the question aloud, "How many different ways can you think of to represent the number 7?" Students will use silent thinking time to find ways to represent the number. Have students share and defend their answers by explaining their thinking. <b>Answer:</b> Answers will vary. Can be base-ten, expanded form, any equation equaling that number, coins, etc.	
Review comparing and ordering numbers with the Trail Mix Math Review. Print a recording sheet for each student. Show students each teaching slide and review the anchor chart together when applicable. Read the instructions on the slide. Students will write the answers on their recording sheets. Once all students have written an answer on their recording sheets, go over the models together. You may choose to have students come to the board and model how to solve each problem.	
<b>Ordering Hiking Supplies:</b> Print the eight task cards (2 pages) in color or black/white. Cut apart and place around the room where students can easily view them. Students will walk the room with a partner and write the numbers in order on their recording sheet. Students will use the boxed number to color the mystery picture using the crayon shown.	
<b>Numbers on the Trail:</b> Students will help each hiker order the numbers in their backpacks. They will check their work by drawing < or > in the circles to compare.	
Students will demonstrate their understanding of comparing and ordering numbers by writing the numbers in order from least to greatest and from greatest to least.	
<b>INTERVENTION:</b> Please refer to 1 <sup>st</sup> grade Lucky to Learn Math Unit 4 for intervention activities that will provide additional support for students who are struggling with the concepts covered in this lesson.	
<b>EXTENSION:</b> Please refer to Lucky to Learn Math's Summer Math Packet: 1 <sup>st</sup> Grade into 2 <sup>nd</sup> Grade for extension activities with place value.	

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Name \_\_\_\_\_

LESSON 10.5  
PLACE VALUE

## TRAIL MIX MATH REVIEW

Directions: Complete this recording sheet as you look at each slide.

Compare the numbers using the symbols <, >, or =.	Compare the numbers using the symbols <, >, or =.
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
Compare the numbers using the symbols <, >, or =. Mark if the numbers are in order or not.	Are the numbers in order? <input type="checkbox"/> yes <input type="checkbox"/> no
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Are the numbers in order? <input type="checkbox"/> yes <input type="checkbox"/> no
Compare and order the numbers from least to greatest.	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Compare and order the numbers from greatest to least.	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Write the numbers in order from least to greatest.	Write the numbers in order from greatest to least.
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
least _____ greatest	greatest _____ least

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LESSON 10.5  
PLACE VALUE

## ORDERING HIKING SUPPLIES

Directions: Walk the room with a partner to find each task card. Write the numbers in order next to the matching crayon below. Once you have the numbers written in order, use the crayon shown to color the boxed number in the mystery picture.

red <input type="text"/> least to greatest	green <input type="text"/> least to greatest
purple <input type="text"/> least to greatest	blue <input type="text"/> least to greatest
brown <input type="text"/> greatest to least	orange <input type="text"/> greatest to least
pink <input type="text"/> greatest to least	yellow <input type="text"/> greatest to least

Name: \_\_\_\_\_

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LESSON 10.5  
PLACE VALUE

## ORDERING HIKING SUPPLIES

Teacher directions: Print the eight task cards (2 pages) in color or black/white. Cut apart and place around the room where students can easily view them. Students will walk the room with a partner and write the numbers in order on their recording sheet. They will use their answers to color the picture.

Write these numbers in order from least to greatest.	Write these numbers in order from least to greatest.
<b>73</b> <b>88</b>	<b>15</b> <b>35</b>
<b>65</b> <b>74</b>	<b>25</b> <b>5</b>
red	green
Write these numbers in order from least to greatest.	Write these numbers in order from least to greatest.
<b>98</b> <b>102</b>	<b>61</b> <b>31</b>
<b>94</b> <b>106</b>	<b>22</b> <b>42</b>
purple	blue

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Name \_\_\_\_\_

LESSON 10.5  
PLACE VALUE

## NUMBERS ON THE TRAIL

Directions: Help each hiker order the numbers in their backpacks. Write the numbers in order from least to greatest on each trail. Check your work by drawing < or > in the circles to compare.

<b>17</b> <b>22</b> <b>11</b> <b>34</b>	_____
<b>64</b> <b>75</b> <b>77</b> <b>63</b>	_____
<b>107</b> <b>117</b> <b>92</b> <b>101</b>	_____
<b>80</b> <b>86</b> <b>68</b> <b>79</b>	_____
<b>57</b> <b>46</b> <b>38</b> <b>60</b>	_____

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LESSON 10.5  
PLACE VALUE

## CHECK FOR UNDERSTANDING

Directions: On the top row, put the numbers in order from least to greatest. On the bottom row, put the numbers in order from greatest to least.

<b>13</b> <b>29</b> <b>18</b> <b>7</b>	<b>89</b> <b>72</b> <b>79</b> <b>90</b>
least _____ greatest	least _____ greatest
<b>47</b> <b>66</b> <b>54</b> <b>59</b>	<b>83</b> <b>108</b> <b>118</b> <b>116</b>
greatest _____ least	greatest _____ least

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Name \_\_\_\_\_

LESSON 10.5  
PLACE VALUE

## CHECK FOR UNDERSTANDING

Directions: On the top row, put the numbers in order from least to greatest. On the bottom row, put the numbers in order from greatest to least.

<b>13</b> <b>29</b> <b>18</b> <b>7</b>	<b>89</b> <b>72</b> <b>79</b> <b>90</b>
least _____ greatest	least _____ greatest
<b>47</b> <b>66</b> <b>54</b> <b>59</b>	<b>83</b> <b>108</b> <b>118</b> <b>116</b>
greatest _____ least	greatest _____ least

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## MATH CHAT EXPECTATIONS

- 1 BE RESPECTFUL**  
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- 2 THINKING TIME**  
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- 3 TRY YOUR BEST**  
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- 4 STRATEGIES**  
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- 5 LET'S CHAT!**  
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

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## MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

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## MATH CHAT CATEGORIES

<b>MYSTERY NUMBER</b>	Clues will be given and students have to figure out the number that is missing.
<b>TRUE OR FALSE</b>	Students will decide if the equation given is true or false.
<b>WORD PROBLEM</b>	Students will work out word problems.
<b>THINK ABOUT IT</b>	Students will solve thought-provoking math problems.
<b>MATH IS FUN</b>	Students will solve challenging math problems in a fun way!

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# Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



## About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.