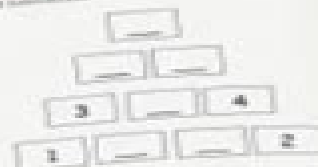


Word Problems

Test Prep Mazes

1st Grade Math Workbook Addition and Subtraction

1. I am building a solid slab of rocks. The two rocks next to each other are added to get the number up above. Fill in the missing numbers.



2. Write the numbers in order, from the smallest to the largest.
87, 9, 36, 14, 20, 71, 59, 23, 18, 65

3. Complements to 20. Circle the missing numbers from the choice box to make the equation true.

- | | | | |
|-------------------------------|-------|-------|-------|
| $6 + \underline{\quad} = 20$ | a) 8 | b) 2 | c) 12 |
| $11 + \underline{\quad} = 20$ | a) 10 | b) 8 | c) 9 |
| $5 + \underline{\quad} = 20$ | a) 5 | b) 15 | c) 10 |
| $7 + \underline{\quad} = 20$ | a) 13 | b) 23 | c) 3 |

1. Complements to 100. Circle the missing numbers from the choice box to make the equation true.

- | | | |
|--------------------------------|-------|-------|
| $70 + \underline{\quad} = 100$ | a) 35 | b) 30 |
| $50 + \underline{\quad} = 100$ | a) 40 | b) 20 |
| $90 + \underline{\quad} = 100$ | a) 10 | b) 20 |

2. Subtract.

$\begin{array}{r} 35 \\ - 5 \\ \hline 30 \end{array}$	$\begin{array}{r} 72 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ - 7 \\ \hline \end{array}$
$\begin{array}{r} 35 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} 65 \\ - 40 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ - 20 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 39 \\ - 20 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ - 70 \\ \hline \end{array}$

3. Cross out the bee which is different.

HOME RUN PRESS



Math Workbook Grade 1 Global Trend

C. Alan Joyce



Math Workbook Grade 1 Global Trend:

Resources in Education, 1997 **Trends in Teaching and Learning of Mathematical Modelling** Gabriele Kaiser, Werner Blum, Rita Borromeo Ferri, Gloria Stillman, 2011-06-23 This book contains suggestions for and reflections on the teaching learning and assessing of mathematical modelling and applications in a rapidly changing world including teaching and learning environments It addresses all levels of education from universities and technical colleges to secondary and primary schools Sponsored by the International Community of Teachers of Mathematical Modelling and Applications ICTMA it reflects recent ideas and methods contributed by specialists from 30 countries in Africa the Americas Asia Australia and Europe Inspired by contributions to the Fourteenth Conference on the Teaching of Mathematical Modelling and Applications ICTMA14 in Hamburg 2009 the book describes the latest trends in the teaching and learning of mathematical modelling at school and university including teacher education The broad and versatile range of topics will stress the international state of the art on the following issues Theoretical reflections on the teaching and learning of modelling Modelling competencies Cognitive perspectives on modelling Modelling examples for all educational levels Practice of modelling in school and at university level Practices in Engineering and Applications **Significant Changes and Trends in the Teaching of Mathematics Throughout the World Since 1910**, 1929 What Matters? Research Trends in International Comparative Studies in Mathematics Education Ji-Won Son, Tad Watanabe, Jane-Jane Lo, 2017-03-03 This book provides a unique international comparative perspective on diverse issues and practices in mathematics education between and among the US and five high performing TIMSS education systems Japan China Singapore South Korea and Taiwan The book offers multiple perspectives on the important factors that contribute to mathematics teaching and learning in different educational systems and cultural contexts Using large scale data generated by numerous international comparative studies the book analyzes and provides context for various methodological perspectives The book raises compelling questions and issues for mathematics education researchers leading to a critical examination of what can be learned from other education systems Authors address four major research perspectives by critically examining cross national similarities and differences such as research on the influence of curriculum on student learning research on institutional systems of mathematics teacher education research on improving teacher knowledge and pedagogical approaches and research using large scale data This collection of perspectives serves as a foundation for reviewing and analyzing the international comparative studies introduced in the book **Helping Children Learn Mathematics** Robert E. Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2008-12-15 The ninth edition of this best selling elementary math methods textbook continues the rich history of this book with a dash of new breath and a new contemporary design It has been updated to reflect current recommendations readings and practices while maintaining the characteristics and features that have made it a popular choice of instructors This new edition remains an invaluable text for students who are being introduced to teaching elementary mathematics In

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 Publishing,1996 **The World Almanac and Book of Facts, 2008** C. Alan Joyce,2007 Offers comprehensive facts figures
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 consumerism the arts health and nutrition United States and world history and numerous other subjects **The World
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 issues including Economics statistics noted personalities science and astronomy U S facts and nations of the world
 Subject Guide to Books in Print ,1996 **The Publishers Weekly** ,1926 The Journal of the National Education
 Association National Education Association of the United States,1928 **UME Trends** ,1993 **Bulletin** Kansas
 Association of Teachers of Mathematics,1927 **Publishers Weekly** ,1920 The Massachusetts Teacher ,1945 **The
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