

Grade 1 – Interpreting Context

DMTI VARIED PRACTICE

DMTI Varied Practice Worksheets

This PowerPoint displays the worksheets that have varied situations (context, visual, equations, and other mathematical models) for children to work on. By completing these worksheets, children increase their foundational skills in the topic, which will help them with these standards and future mathematical topics.

1. If using a journal, have children present the worksheet and complete all the problems.
2. Or print the 'Varied Practice Worksheet Slide' for them to work on. Then, you can return to the PowerPoint to look at the keys to check their work.

Grade 1: Interpreting Context

Materials Needed

- Blank paper/pencil
- White board/marker

Grade 1: Interpreting Context

Instructions

1. Read the story with the child. After reading the story, have the child restate what the story is about.
 2. Have the child represent the story by drawing a bar model. Here are two important things to complete with the model:
 - label the known quantities and the unknown
 - have the child think about the proportions of each part of the model.
 3. Write an equation (number sentence) that fits the story (there will be more than one possibility).
- *4 (optional) Solve the problem. Keep in mind that the focus of this lesson is the representation of the context of the story, using a bar model.

Example (Part-Part-Whole: Whole Unknown)

There are 11 red apples in the basket and 8 yellow apples. How many apples are in the basket?

What is something we know? **“There are 11 red apples.”**

How could we represent that? (draw a box for the 11 apples)



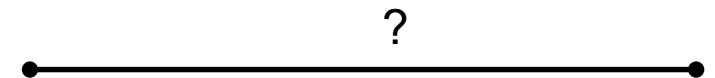
What else do we know in the story? **“There are 8 yellow apples.”**

How could we represent the yellow apples? Is the box for 8 apples going to be bigger or smaller than the box for 11 apples? **“Smaller”**



What are we trying to find out? **“The total number of apples in the basket?”**

Where would the question mark (the unknown) go on the model?



What is an equation (number sentence) to match the story?



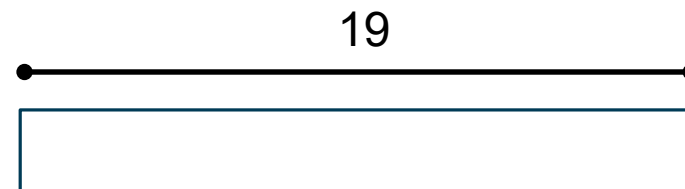
“11 + 8 = ?” or “? = 11 + 8” or “8 + 11 = ?” or “? = 8 + 11”

Example (Part-Part-Whole: Part Unknown)

A basket contains 19 apples. In the basket are 8 yellow apples and the rest are red. How many red apples are in the basket?"

What is something we know? "There are 19 apples in the basket."

How could we represent that? (draw a box for the 19 apples)



What else do we know in the story? "There are 8 yellow apples."

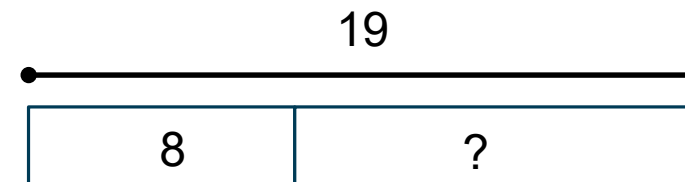
How could we represent the yellow apples? Where would they be in our model? 19

"Inside the 19."



What are we trying to find out? "How many red apples are in the basket?"

Where would the question mark (the unknown) go on the model?



What is an equation (number sentence) to match the story?

" $19 = 8 + ?$ " or " $8 + ? = 19$ " or " $19 - 8 = ?$ " or " $19 - ? = 8$ "

Varied Practice Worksheet: Interpreting Context PPW (G1)

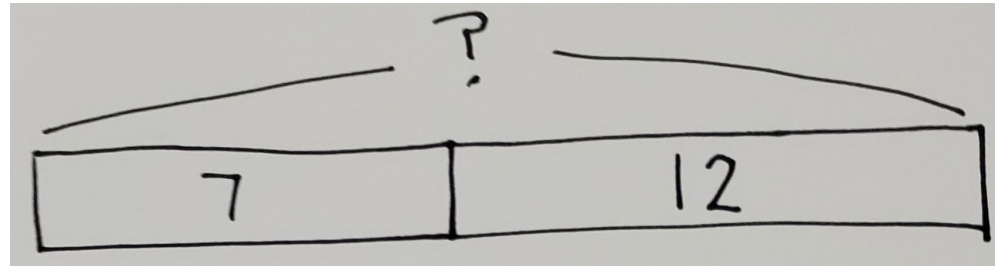
1. There are 7 yellow apples and 12 red apples in the basket. How many apples are in the basket?

2. There are 28 apples in the basket. 19 of them are yellow and the rest are red. How many red apples are in the basket?

3. There are 15 red apples and 9 yellow apples in the basket. How many apples are in the basket?

4. There are 30 apples in the basket. 10 of them are red and the rest are yellow. How many yellow apples are in the basket?

1.



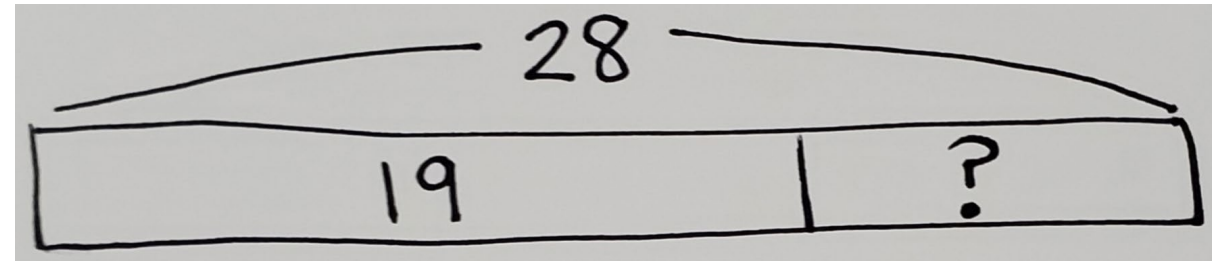
$$7 + 12 = ?$$

$$? = 7 + 12$$

$$12 + 7 = ?$$

$$? = 12 + 7$$

2.



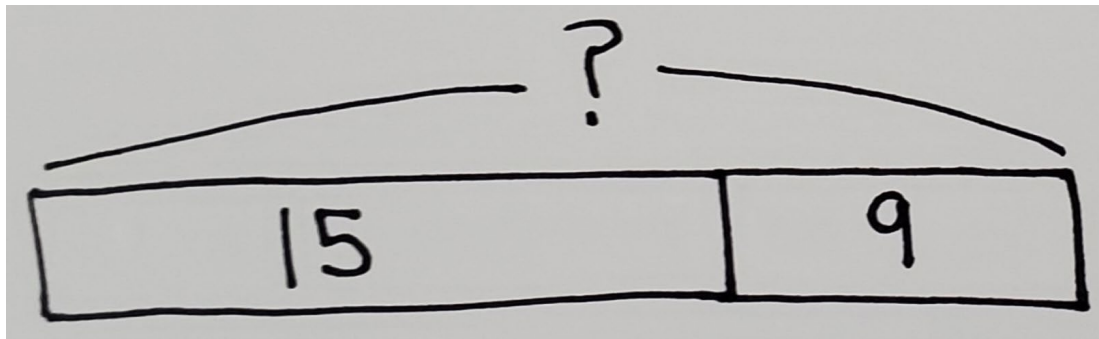
$$28 = 19 + ?$$

$$28 - 19 = ?$$

$$19 + ? = 28$$

$$28 - ? = 19$$

3.



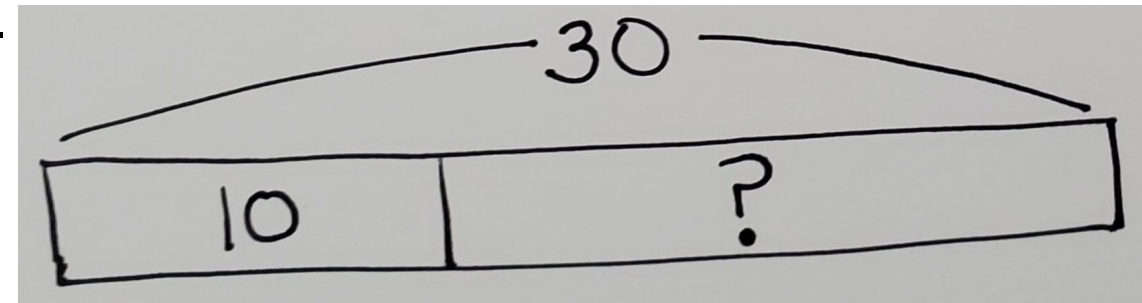
$$15 + 9 = ?$$

$$? = 15 + 9$$

$$9 + 15 = ?$$

$$? = 9 + 15$$

4.



$$30 = 10 + ?$$

$$30 - 10 = ?$$

$$10 + ? = 30$$

$$30 - ? = 10$$