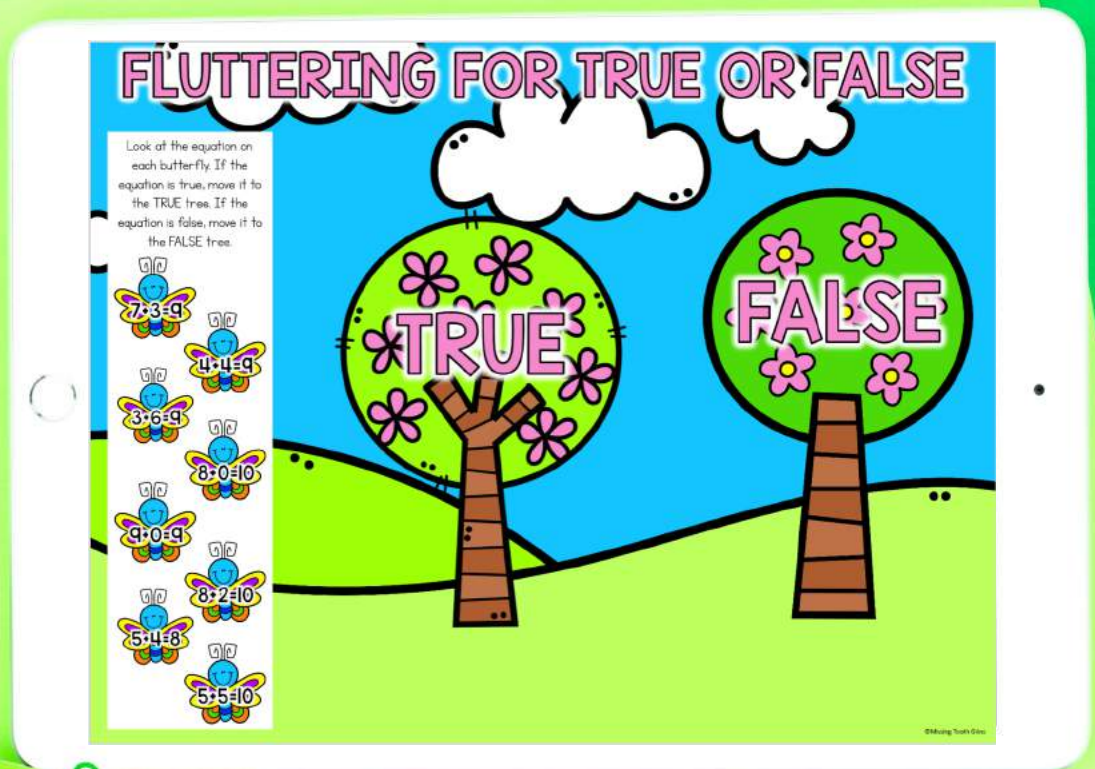


# SPRING DIGITAL MATH

15 GOOGLE SLIDES ACTIVITIES



CREATED BY: ALISHA GIARRATANA, MISSING TOOTH GRINS

# ABOUT THIS RESOURCE:

- 77 slides included
- 15 centers
- Google Slides and Seesaw links

## SKILLS INCLUDED:

- word problems
- addition and subtraction to 20
- counting to 120
- place value
- comparing numbers
- adding within 100
- 10 more, 10 less
- subtracting multiples of 10
- measurement
- telling time
- graphing
- fractions
- shapes

# STANDARDS:

1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3: Apply properties of operations as strategies to add and subtract.

1.OA.B.4: Understand subtraction as an unknown-addend problem.

1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

1.NBTA.A.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

# STANDARDS:

1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1.MD.A.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

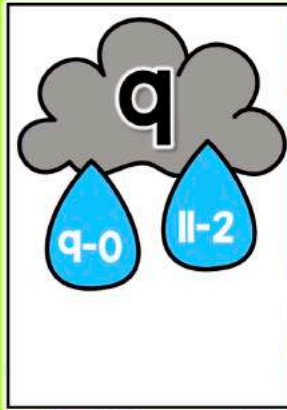
1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.GA.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

# STORMY SUBTRACTION

## STORMY SUBTRACTION DIRECTIONS & EXAMPLE

Solve the equation.  
Drag the raindrops  
to the cloud with  
the correct  
difference.



## STORMY SUBTRACTION

3

4

5

Solve the equation in the raindrop. Then, move the raindrop to the cloud with the difference.

$5-1$

$10-5$

$8-3$

$6-3$

$10-7$

$8-4$

## STORMY SUBTRACTION

0

1

2

Solve the equation in the raindrop. Then, move the raindrop to the cloud with the difference.

$10-q$

$8-6$

$5-4$

$10-8$

$6-6$

$q-q$

Students solve the equation in the raindrop and then move it to the cloud with the correct difference.

# 3 slides



# FLUTTERING FOR ADDITION

## FLUTTERING FOR ADDITION

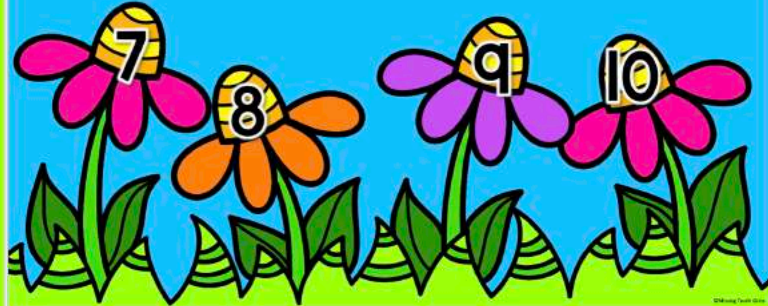
### DIRECTIONS & EXAMPLE

Solve the equation in the butterfly.  
Then, move the butterfly to the flower with the correct sum.



## FLUTTERING FOR ADDITION

Solve the equation in the butterfly. Then, move the butterfly to the flower with the correct sum.



## FLUTTERING FOR ADDITION

Solve the equation in the butterfly. Then, move the butterfly to the flower with the correct sum.



Students solve the addition equation. Then, they move the butterfly to the flower with the correct sum.

# 4 slides

# SPRING INTO WORD PROBLEMS

## SPRING INTO WORD PROBLEMS

### DIRECTIONS & EXAMPLE

Use the tools to help you solve the word problem. Then, type the equation at the bottom.

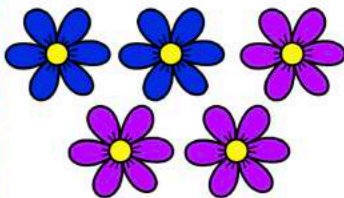
#### SPRING INTO WORD PROBLEMS

Read the word problem. Solve below.

##### MATH TOOLS



I planted 2 blue flowers and 3 purple flowers. How many did I plant in all?



Type the equation here:

$$2+3=5$$

## SPRING INTO WORD PROBLEMS

Read the word problem. Solve below.

##### MATH TOOLS



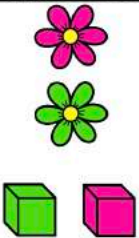
We were outside watching the butterflies fly around the garden. We saw 14 butterflies total. 5 of the butterflies were pink, 2 were green, and the rest were blue. How many butterflies were blue?

Type the equation here:

## SPRING INTO WORD PROBLEMS

Read the word problem. Solve below.

##### MATH TOOLS



Minnie was outside planting flowers. She planted 12 flowers altogether. 8 of the flowers were green and the rest were pink. How many flowers were pink?

Type the equation here:

Students use the tools to solve the word problem.

Then, they type the equation at the bottom.

# 7 slides

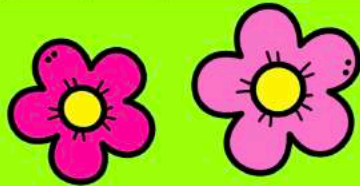


# MISSING MUSHROOMS

## MISSING MUSHROOMS DIRECTIONS & EXAMPLE

Use the mushrooms to fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



## MISSING MUSHROOMS

1	2		4	5	6		8	9	10
	12	13	14	15		17	18	19	
21		23	24	25	26	27		29	30
31		33	34		36	37	38		40

Use the mushrooms to fill in the missing numbers on the chart.

35	28	20	3	16	39	32	11	7	22
----	----	----	---	----	----	----	----	---	----

## MISSING MUSHROOMS

41	42	43		45	46	47	48	49	
51	52		54	55	56		58		60
61	62	63	64		66	67	68	69	70
		73	74	75	76	77	78	79	80

Use the mushrooms to fill in the missing numbers on the chart.

72	50	57	59	71	53	65	44
----	----	----	----	----	----	----	----

Students fill in the missing numbers with the mushrooms.

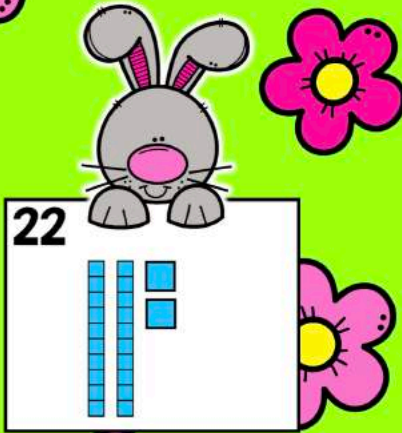
# 3 slides



# HOPPING INTO PLACE VALUE

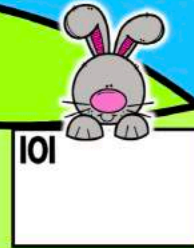
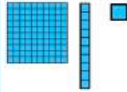
## HOPPING INTO PLACE VALUE DIRECTIONS & EXAMPLE

Look at the  
number. Drag the  
base ten blocks to  
the space to  
make the number.



## HOPPING INTO PLACE VALUE

Look at the number.  
Drag the base ten  
blocks to the space  
to make the number.



## HOPPING INTO PLACE VALUE

Look at the number.  
Drag the base ten  
blocks to the space  
to make the number.



Students make the  
number with the base ten  
blocks.

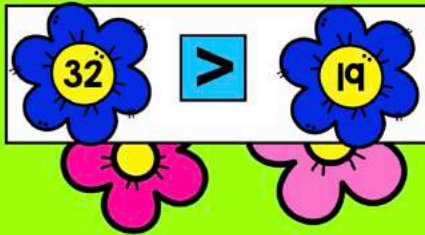
# 3 slides

# COMPARING CHRYSANTHEMUMS

## COMPARING CHRYSANTHEMUMS

### DIRECTIONS & EXAMPLE

Look at the sign or number. Then, finish the equation.



## COMPARING CHRYSANTHEMUMS

Look at the numbers. Then, move the correct sign to make the statement true.



44	54	93	39
101	101	112	113
89	68	55	32
76	76	23	32

## COMPARING CHRYSANTHEMUMS

Look at the sign. Then, move base ten blocks to make the statement true.



<	>
>	=
<	=
<	>

Make the equation true with base ten blocks or the correct symbol.

3 slides

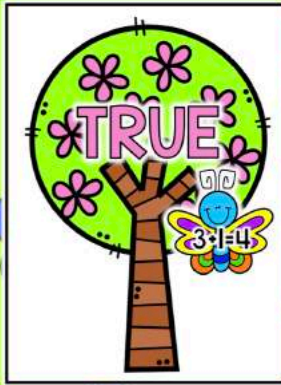


# FLUTTERING FOR TRUE OR FALSE

## FLUTTERING FOR TRUE OR FALSE

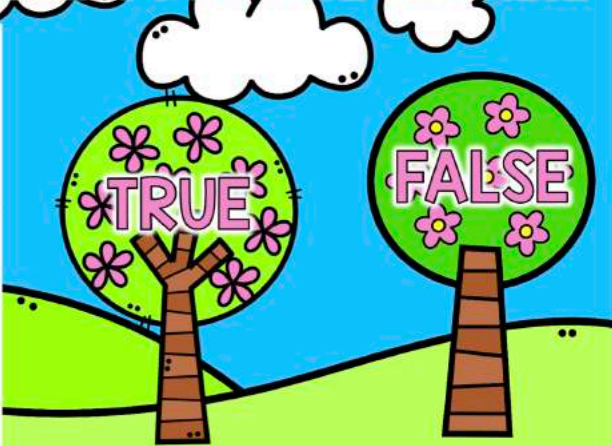
### DIRECTIONS & EXAMPLE

Read the equation. If it's true, drag it to the TRUE tree. If it's false, move it to the FALSE tree.



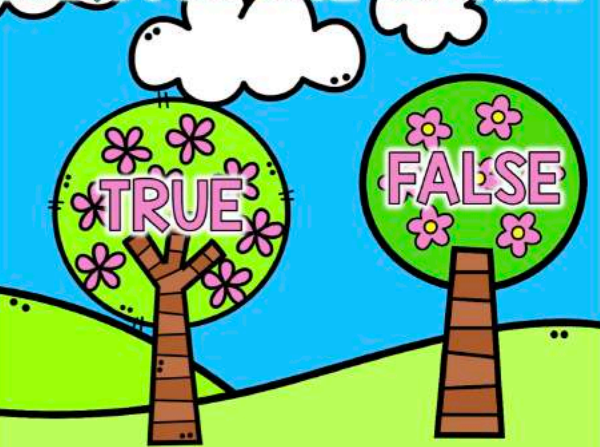
## FLUTTERING FOR TRUE OR FALSE

Look at the equation on each butterfly. If the equation is true, move it to the TRUE tree. If the equation is false, move it to the FALSE tree.



## FLUTTERING FOR TRUE OR FALSE

Look at the equation on each butterfly. If the equation is true, move it to the TRUE tree. If the equation is false, move it to the FALSE tree.



Students will arrange the snowballs in each equation to complete the fact families.

5 slides

# SPRINGING INTO GRAPHS

## SPRINGING INTO GRAPHS

### DIRECTIONS & EXAMPLE

Move the pictures or the bar on the bar graph to complete the table. Then answer the questions below.

### SPRINGING INTO GRAPHS

Use the table to fill in the bar graph and answer the questions.



1. How many purple eggs are there?

8

3. How many more blue eggs are there than pink eggs?

2

2. How many eggs are there total?

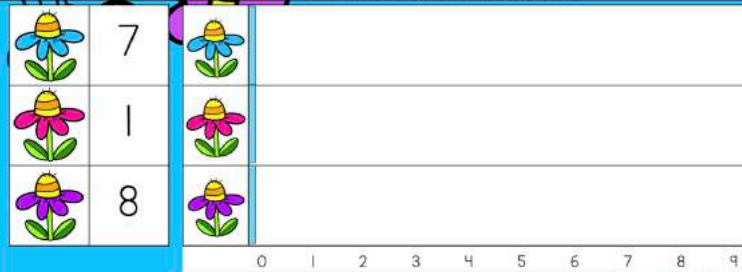
14

4. How many less blue eggs are there than purple eggs?

4

## SPRINGING INTO GRAPHS

Use the table to fill in the bar graph. Then, write 2 statements below.

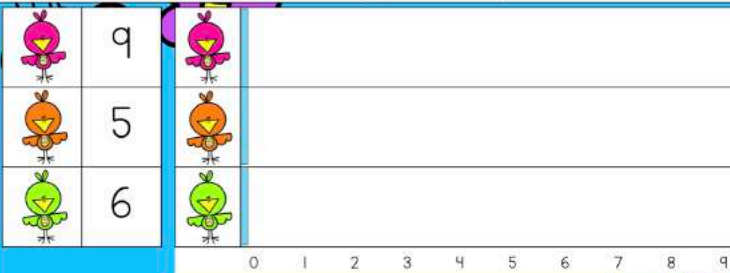


Write a statement about the graph.

Write a statement about the graph.

## SPRINGING INTO GRAPHS

Use the table to fill in the bar graph and answer the questions.



1. How many orange birds are there?

3. How many more pink birds are there than orange birds?

2. How many birds are there total?

4. How many less orange birds are there than green birds?

Use the data to fill in the graphs.

# 3 slides

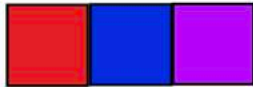


# BUZZING FOR BUILDING SHAPES

## BUZZING FOR BUILDING SHAPES DIRECTIONS & EXAMPLE

Build the shape with the smaller shapes provided.

**rectangle**



## BUZZING FOR BUILDING SHAPES

Build the shape below with the smaller shapes provided.

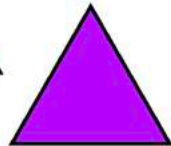
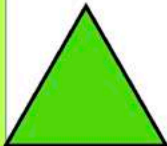
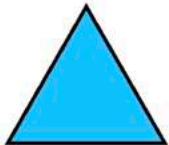
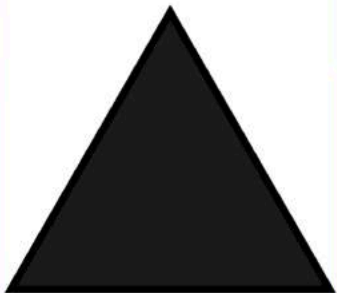
**square**



## BUZZING FOR BUILDING SHAPES

Build the shape below with the smaller shapes provided.

**triangle**



Build the shape with the smaller shapes provided.

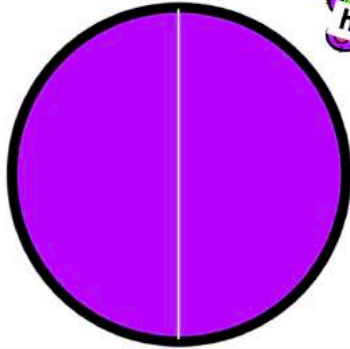
# 4 slides

# FLUTTERING FOR FRACTIONS

## FLUTTERING FOR FRACTIONS

### DIRECTIONS & EXAMPLE

Use the line tool to divide the shape.



halves

## FLUTTERING FOR FRACTIONS

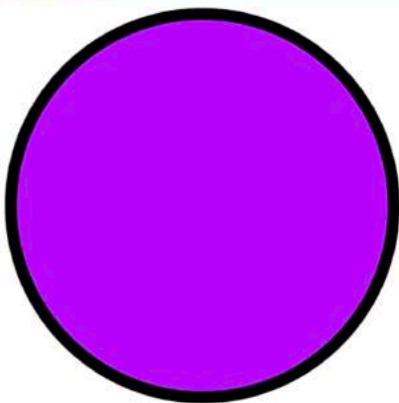
Use the line tool to divide the shape below.



fourths

## FLUTTERING FOR FRACTIONS

Use the line tool to divide the shape below.



halves

Use the line tool to divide the shape.

# 5 slides

# HOPPING IN TIME

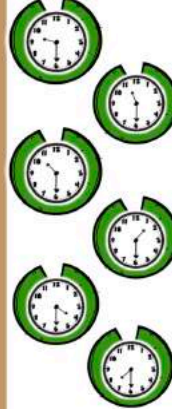
## HOPPING IN TIME DIRECTIONS & EXAMPLE

Move the lily pad under the frog with the correct time.



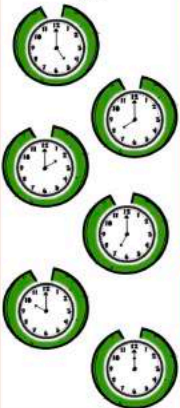
## HOPPING IN TIME

Move the lily pad underneath the frog with the matching time.



## HOPPING IN TIME

Move the lily pad underneath the frog with the matching time.



Move the lily pad under the frog with the correct time.

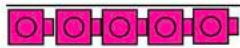
# 4 slides



# MEASUREMENT IN BLOOM

## MEASUREMENT IN BLOOM DIRECTIONS & EXAMPLE

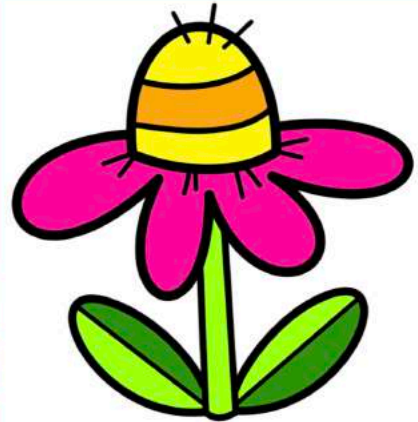
Use the  
cubes to  
measure the  
objects.  
Then, type  
how many  
cubes long.



5 cubes

## MEASUREMENT IN BLOOM

Use the cubes to  
measure the flower.  
Then, type how many  
cubes tall it is.



\_\_\_\_\_ cubes

## MEASUREMENT IN BLOOM

Use the cubes to  
measure the objects.  
Then, type how many  
cubes long it is.



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes

Use the cubes to  
measure the objects.  
Then, type how many  
cubes long.

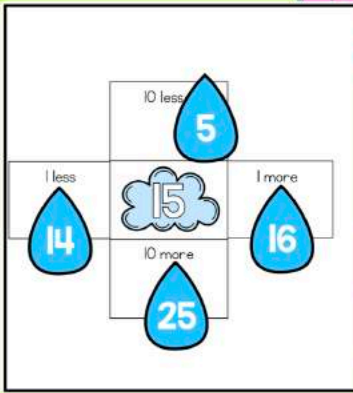
# 4 slides



# STORMING FOR TENS

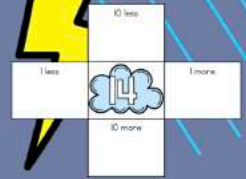
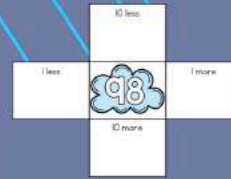
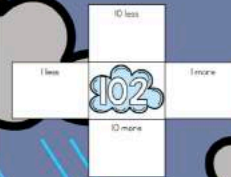
## STORMING FOR TENS DIRECTIONS & EXAMPLE

Move the  
raindrops  
over to make  
1 more, 1 less,  
10 more, and  
10 less than  
the number  
in the middle.



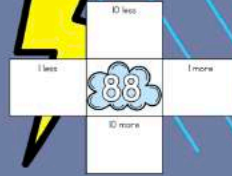
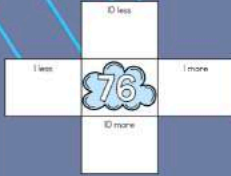
## STORMING FOR TENS

Move the rain drops over to  
make 1 more, 1 less, 10 more,  
10 less than the number in  
the middle.



## STORMING FOR TENS

Move the rain drops over to  
make 1 more, 1 less, 10 more,  
10 less than the number in  
the middle.



Move the raindrops over  
to make 1 more, 1 less, 10  
more, and 10 less than  
the number in the middle.

# 4 slides

# OVER THE RAINBOW

## OVER THE RAINBOW DIRECTIONS & EXAMPLE

Move the rainbow on the hundreds chart to solve the equation.

$$50 + 6 = 56$$

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



## OVER THE RAINBOW

Move the rainbow on the hundred chart to solve the equation below.



$$38 + 22 =$$

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

## OVER THE RAINBOW

Move the rainbow on the hundred chart to solve the equation below.



$$42 + 9 =$$

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

Move the rainbow on the hundreds chart to solve the equation.

# 6 slides



# FLOWERS IN BLOOM

## FLOWERS IN BLOOM

### DIRECTIONS & EXAMPLE

Move the butterfly to the correct equation.



## FLOWERS IN BLOOM

Move the butterfly to the correct equation.



## FLOWERS IN BLOOM

Move the butterfly to the correct equation.



Move the butterfly to the correct equation.

4 slides