

Name: _____

Date: _____



MIXED PRACTICE



Find the sum.

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

Find the difference.

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

First Grade Stanford Practice Math

A Loxley



First Grade Stanford Practice Math:

Computer Environments for Children Cynthia Solomon, 1988-07 In this book Cynthia Solomon takes a welcome look at the possibilities and issues of learning with and about computers in schools or in any other learning environment **Evaluation of the DC Opportunity Scholarship Program** Patrick J. Wolf, Marsha Silverberg, 2009 **The Mathematics Teacher**, 1913 **Research in Education**, 1974 *Resources in Education*, 1994 **Teacher Effectiveness** Marjorie Powell, Joseph W. Beard, 2018-06-13 Originally published in 1984 the field of research on teaching had expanded dramatically in the 15 years covered by this bibliography 1965 to 1980 The expansion had included studies conducted for many purposes This bibliography contains relevant citations to the research which has been conducted for the purposes of increasing our understanding of the science art and craft of teaching The existence of research publications has been documented with relevant reference information and brief annotations there has been no attempt to evaluate the quality of the studies A brief perusal of the bibliography provides an indication of the range of topics addressed by these studies and also of the variety of studies within a single topic *Efficiency, Accountability, and Equity* Margaret C. Wang, Kenneth K. Wong, 2002-06-01 How efficient is Title I the largest federal educational program in elementary and secondary schools What is the quality of the Title I services Has Title I promoted equity in schools among our nation's low income areas To address these important issues this volume draws on the proceedings of two national invitational conferences sponsored by the mid Atlantic regional educational laboratory the Laboratory for Student Success LSS at Temple University Center for Research in Human Development and Education in 1999 and 2000 These conferences aim to provide research based information on how Title I schoolwide programs affect teaching learning and student outcomes and to strengthen cost benefits in Title I program implementation to assist students in high poverty schools The focus of the conferences is particularly timely in view of the upcoming Title I reauthorization and the recently enacted federal Comprehensive School Reform Demonstration CSRD initiative Discussion at the conferences focused on enhancing our understanding of accountability efficiency and equity issues in Title I More specifically researchers at the two conferences a highlighted findings from the National Study of Effective Title I Schoolwide Programs b examined the effects of research based comprehensive reform models in high poverty schools and c addressed cross cutting issues such as the productivity of Title I programs the use of technologies in the classroom the role of the state in strengthening Title I programs cost effectiveness of whole school reform professional development reading instruction and parental involvement which are important parts of the national educational reform agenda Leading researchers policymakers and practitioners were commissioned to develop preconference papers to serve as a springboard for discussion at the conferences These papers included an overview of the research base and patterns of governance and conditions that lead to effective implementation of Title I schoolwide programs The papers were reviewed by conference participants before the conferences and were used to develop next step recommendations for advancing the

implementation of the Title I schoolwide provision **Journal for Research in Mathematics Education** ,1979
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