Grade: 1st

Enduring Skill 1: Students will develop understanding and use strategies based on meaning for addition and subtraction within 20.

Demonstrators :

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart.

2. Solve word problems that call for addition of three numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.

3. Apply properties of operations as strategies to add and subtract.

4. Relate counting to addition and subtraction.

5. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

****Some questions will overlap with demonstrators**

Related Standards:

1. 1.OA.1
2. 1.OA.2
3. 1.OA.3
4. 1.OA.4
5. 1.OA.5
6. 1.OA.6
7. 1.OA.7
8. 1.OA.8

Assessment Items:

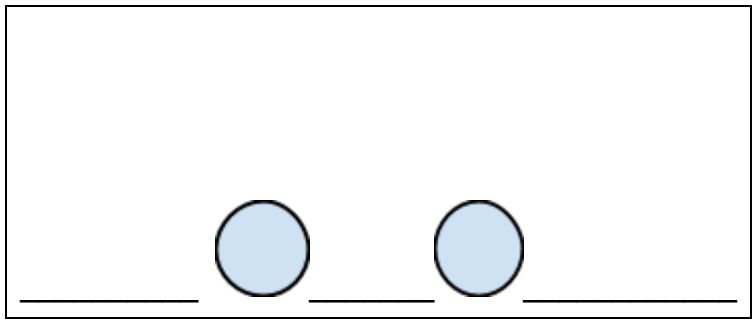
1. ES 1, Demonstrator 1 & 3, Standards: 1.OA.1 and 1.OA.3

Jaden has 8 pennies in his pocket. He found 3 more pennies on the ground. How many pennies does Jaden have now? Draw a picture to solve.

Jaden has _____ pennies all together

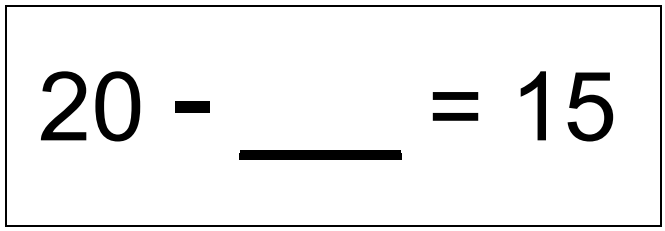
2. **ES 1, Demonstrator 1 & 3, Standards: 1.OA.1 and 1.OA.3**

Alex has 11 cats. Erin has 5 cats. How many more cats does Alex have than Erin? Write the number sentence and solve the problem in the box below.



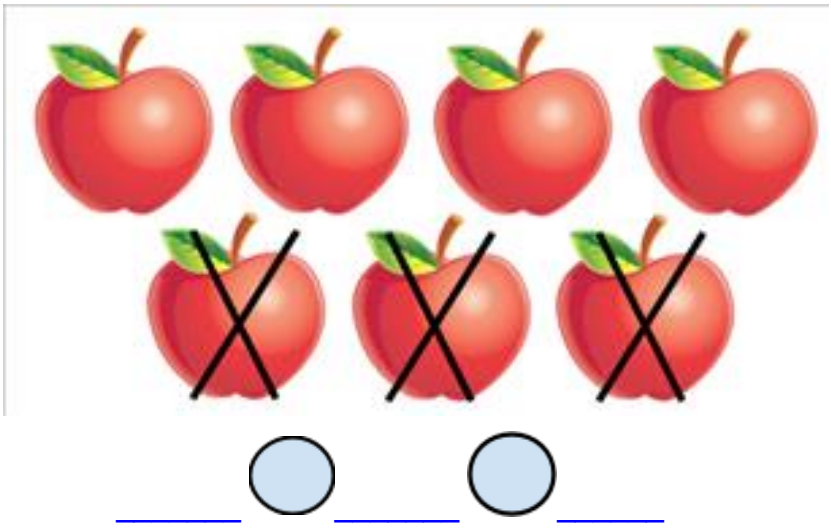
3. **ES 1, Demonstrator 1 & 4, Standards: 1.OA.1 and 1.OA.4**

Sara is selling pencils at the school fair. She took 20 pencils to sell. After the fair, she had 15 pencils left. How many pencils did she sell at the school fair? Solve the problem.



4. **ES 1, Demonstrator 1 & 3, Standards: 1.OA.1 and 1.OA.3**

Write a subtraction sentence that matches the picture below



5. **ES 1 Demonstrator 2 & 3, 1.OA.2 and 1.OA.3**

Sarah went to the store and bought 3 bananas, 5 apples, and 4 oranges. How much fruit did she buy altogether? Show your work below.

Sarah has _____ pieces of fruit.

6. **ES 1, Demonstrator 2 & 3, 1.OA.2 and 1.OA.3**

Old MacDonald has a farm, and on his farm he has 6 cows, 4 pigs, and 6 goats. How many animals live on Old MacDonald's farm?

a. 14
b. 15
c. 16
d. 17

7. **ES 1, Demonstrator 2 & 3, Standards: 1.OA. 2 and 1.OA.3**

Madison went to the fair. After she rode the rides, she bought a hamburger, a pretzel, and an ice cream cone. The bill shows how much money each item costs? How much money did Madison spend to buy a hamburger, pretzel, and ice cream? Show your work below.

Madison spent _____ on food at the fair.

8. **ES 1, Demonstrator 2 & 3, 1.OA.2 and 1.OA.3**

Kayla earned 5 stickers from her teacher on Monday and 3 stickers from her teacher on Tuesday. Bryce earned 3 stickers from his teacher on Monday and 5 stickers on Tuesday. Kayla says they have the same number of stickers. Is she correct? Explain why or why not using pictures, numbers and/or words.

9. **ES 1, Demonstrator 2 & 3, 1.OA.2 and 1.OA.3**

4 + 2 + 6 = 10 + ___

a. 1
b. 2
c. 3
d. 6

10. **ES 1, Demonstrator 3, 1.OA.3**

8+3= 11 so 3+__= 11

11. **ES1, Demonstrator 4, Standards: 1.OA.5**

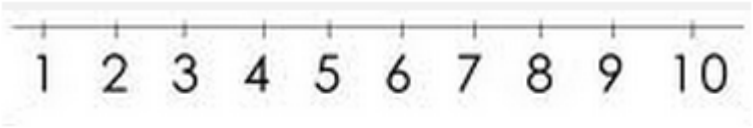
Write the number that matches the clue:

1 more than 37 _____ 1 less than 80 _____

2 more than 49 _____ 2 less than 95 _____

12. **ES 1, Demonstrator 4, Standards: 1.OA.5**

Austin was using a number line to solve a math problem. He started at 9 and counted backwards. He stopped when he got to 6. Write a number sentence in the box below to show the problem that Austin could have been solving.



13. **ES 1, Demonstrator 3 & 4, Standards: 1.OA.3 AND 1.OA.6**

List the related facts for 10, 7, and 3.

____ + ____ = _____
____ + ____ = _____
____ - _____ = _____
____ - _____ = _____

14. **ES 1, Demonstrator 4, Standards: 1.OA.4 and 1.OA.8**

Fill in each box with one of the numbers from the number cubes shown below. Then, complete each equation.

13 + ☐ = ____ **____ + ☐ = 19**

____ – ☐ = 9 **17 – ____ = ☐**

15. **ES 1, Demonstrator 5, Standard 1.OA.7**

Circle the word to tell whether the equation is true or false.

7 = 8 – 1

True False

16. **ES 1, Demonstrator 4 & 5, Standards: 1.OA.4 and 1.OA.8**

Find the missing number to make this equation true.

10 - __ = 7

17. ES 1, Demonstrator 5, Standard 1.OA.7

Circle True or False for each equation.

4 + 1 = 5 + 2 True False	3 + 8 = 8 + 3 True False
9 = 11 - 2 True False	8 = 7 - 1 True False

18. **ES 1, Demonstrator 5, Standard 1.OA.7**

Circle the number sentences that are true.

9 + 4 = 15 12 – 3 = 9 + 1 14 = 6 + 8

10 + 4 = 15 – 1 8 + 5 = 15 – 2 9 + 4 = 13 – 10

19. ES 1, Demonstrator , Standard 1.OA.2

At the beach, 3 friends looked for seashells, together they found 14 seashells. Chris found 8 seashells. Mandy found 4 seashells. How many seashells did Jim find?

A. 14
B. 29
C. 26
D. 2

Enduring Skill 2: Students will develop understanding of whole number relationship and place value, including grouping in tens and one.

Demonstrators:

1. Understand that the two digits of a two digit number represent amounts of tens and ones.

2. Add within 100, including two digit numbers.

3. Mentally add 10 more or 10 less than to a two digit number.

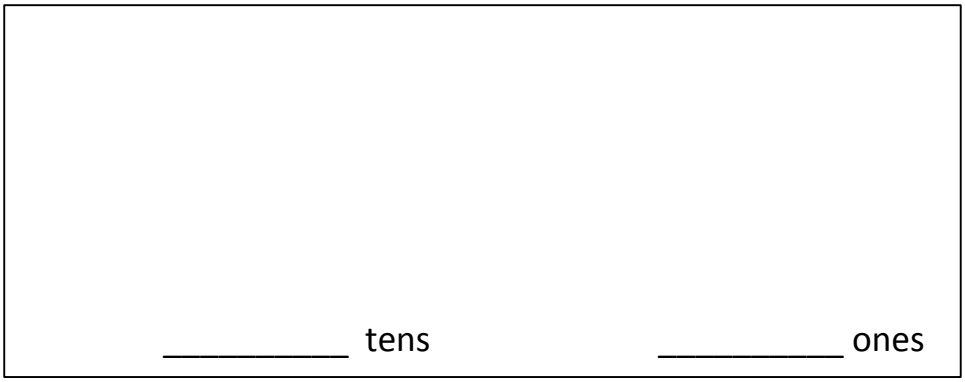
4. Subtract multiples of 10 in the range 10-90 from multiples of 10.

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

Related Standards:
1. 1.NBT.2
2. 1.NBT.4
3. 1.NBT.5
4. 1.NBT.6
5. 1.NBT.1

Assessment Items:

1. **ES 2, Demonstrator 1, Standard 1.NBT.2**
   Draw base ten blocks to represent the amount of tens and ones in the number thirty eight.



2. **ES 2, Demonstrator 1, Standard 1.NBT.2**

Jake is thinking of a number. His number has 4 tens and 7 ones. What is Jake's number?

a. 74
b. 407
c. 47
d. 704

3. ES 2, Demonstrator 1, Standard 1.NBT.4

Solve.

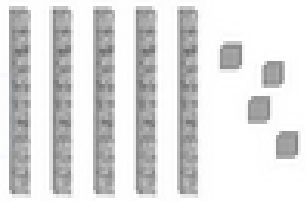
4 + 86 = _____

4. ES 2, Demonstrator 2, Standard 1.NBT.4

20 + 32 = ____

5. ES 2, Demonstrator 2, Standard 1.NBT.4

What number is represented by the base-ten blocks?



a. 32
b. 54
c. 74
d. 11

6. ES 2, Demonstrator 3, Standard 1.NBT.5

Choose the number that is 10 less than 36?

a. 36
b. 26
c. 16
d. 46

7. ES 2, Demonstrator 3, Standard 1.NBT.5

Choose the number that is 10 more than 64?

a. 54
b. 74
c. 53
d. 44

8. ES 2, Demonstrator 4, Standard 1.NBT.5

Solve and write the difference on the line.

80 - 20 = _____

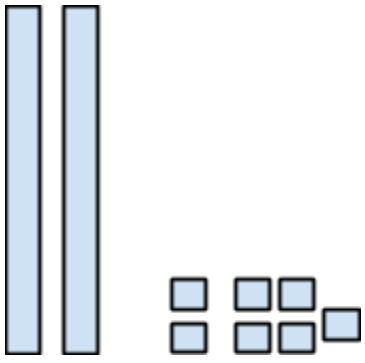
9. ES 2, Demonstrator 4, Standard 1.NBT.5

What is the difference between 50 and 30?

a. 20
b. 30
c. 80
d. 10

10. ES 2, Demonstrator 5, Standard 1.NBT.1

Write the number that is represented by the base ten blocks.



_____+ _____=_____

tens ones

11. ES 2, Demonstrator 4, Standard 1.NBT.6

Show 10 less than 30 using pictures or symbols.

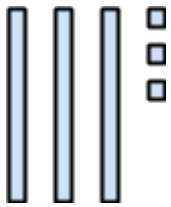
12. ES 2, Demonstrator 5, Standard 1.NBT.1

Fill in the missing numbers.

26, 27, ___, 29, ___, ___

13. ES 2, Demonstrator 3, Standard 1.NBT.5

What is 10 less than the number represented by the base ten blocks below?



a. 23
b. 33
c. 43
d. 13

14. ES 2, Demonstrator 4, Standard 1.NBT.6

Mr. Baker has 60 apples in a basket. He has 20 fewer oranges than apples. How many oranges does Mr. Baker have?

Mr. Baker has _____ oranges.

15. ES 2, Demonstrator 5, Standard 1.NBT.1

Fill in the missing numbers.

110, 111, ___, 113, 114, 115, ___, 117, ___, 119

16. ES 2, Demonstrator 4, Standard 1.NBT.6

Pat made 60 cookies. She gave 20 to her class. Which number sentence Best matches the story?

A. 60 + 20 = 80
B. 60 + 40 = 100
C. 60 – 40 = 20
D. 60 -20 = 40

Grade 1

Enduring Skill 3: Reasoning about attributes of, and composing and decomposing geometric shapes.

Demonstrators :

1. Distinguish between defining attributes vs. non-defining attributes, build and draw shapes to possess defining attributes.

2. Compose two-dimensional shapes or three-dimensional shapes to create composite shape, and compose new shapes from composite shapes.

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.

Related Standards:

1. 1.G.1
2. 1.G.2
3. 1.G.3

Assessment Items:

1. ES 3,Demonstrator 1 Standard 1.G.1

Draw a closed shape with 3 sides in the box below.

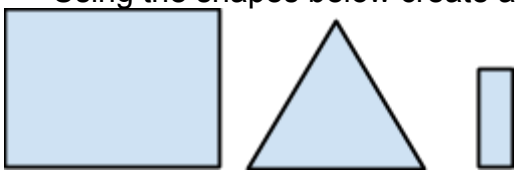
2. **ES 3, Demonstrator 1, Standard 1.G.1**

The triangle has 3 sides, 3 corners, and it's green. Which of these characteristics is NOT a defining attribute?

A. 3 sides
B. 3 corners
C. green

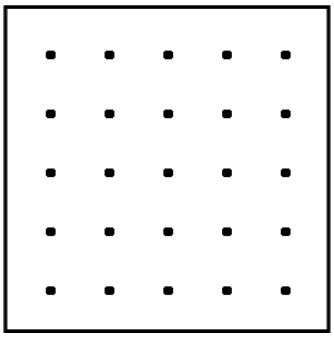
3. ES 3, Demonstrator 2. Standard 1.G.2

Using the shapes below create a house.



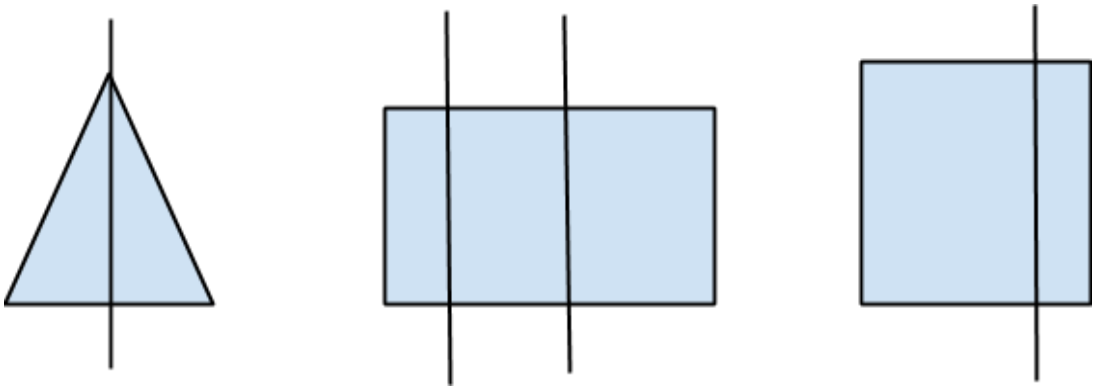
4. ES 3, Demonstrator 2, Standard 1.G.2

Make a shape on the grid that has 2 green rectangles and a red triangle. You may cross lines.



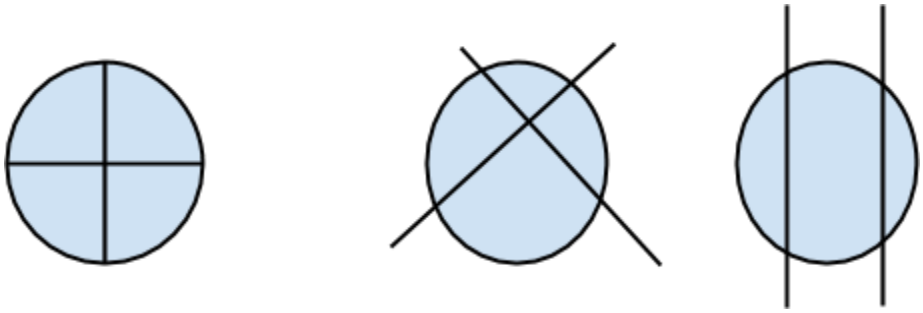
5. ES 3, Demonstrator 3, Standard 1.G.3

Circle the shape below that shows 2 equal shares?



6. ES 3, Demonstrator 3, Standard 1.G.3

Circle the shape that shows 4 equal shares?

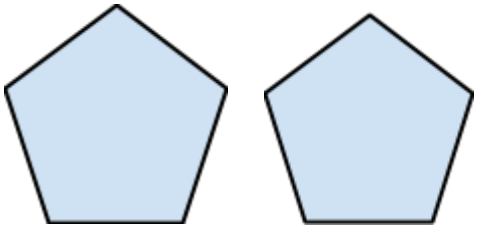


7. ES 3, Demonstrator 1, Standard 1.G.1

Circle the shape that has 4 sides. (Demonstrator 1)

8. ES 3, Demonstrator 2, Standard 1.G.2

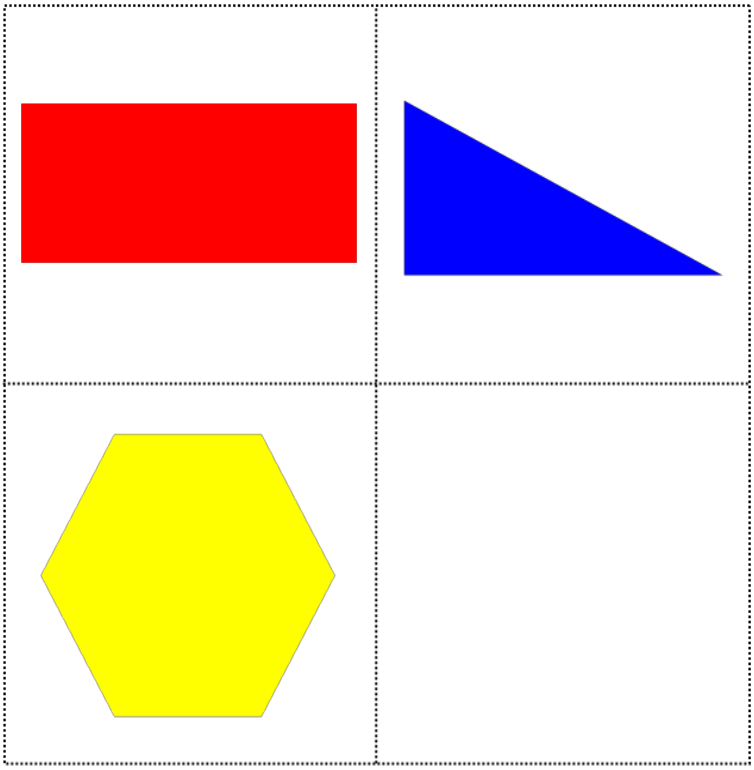
True or False. 2 Pentagons can make a square



o True
o False

9. ES 3, Demonstrator 1, Standard 1.G.1

Directions:
Cut out and laminate the provided shape cards.
Show the student a shape card and ask the student to identify two defining attributes of the shape.

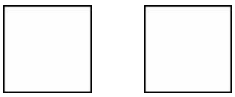


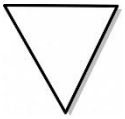
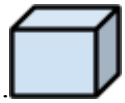
10. ES 3, Demonstrator 1, Standard 1.G.1

How many sides and vertices does this shape have?

A. 2 sides and 2 vertices
B. 3 sides and 2 vertices
C. 3 sides and 3 vertices

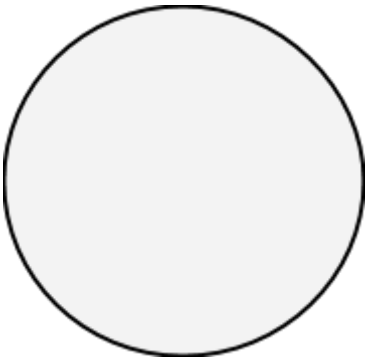
11. ES 3, Demonstrator 2, Standard 1.G.2

What new shape can you make using these two shapes? 

A.  B.  C. 

12. ES 3, Demonstrator 3, Standard 1.G.3

Jill got a pizza to share with her friends, Bob, Max, and Pam. If Jill and her friends all ate the same amount of pizza, show on the circle below how Jill would need to cut her pizza.



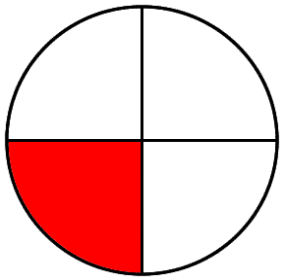
13. ES 3, Demonstrator 1, Standard 1.G.1

I have 4 sides. All of my sides are equal in length. Which shape am I?

a. rectangle
b. oval
c. triangle
d. square

14. ES 3, Demonstrator 3, Standard 1.G.3

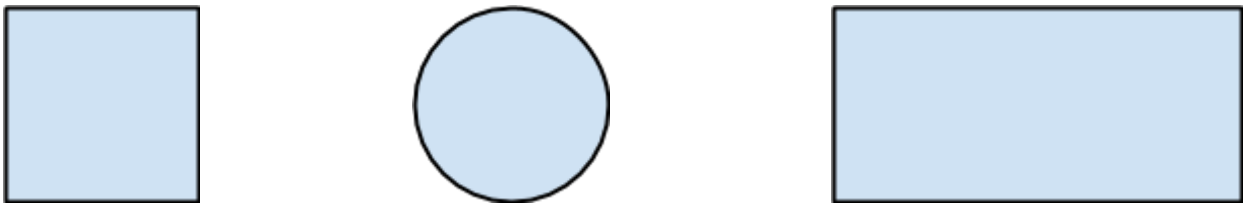
Look at the shape below. Which choice does NOT describe the shaded portion?



a. quarter of
b. fourth of
c. half of
d. one fourth

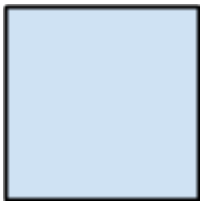
15. ES 3, Demonstrator 3, Standard 1.G.1

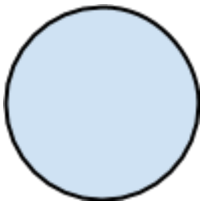
Partition each shape into fourths.



16. ES3, Demonstrator 3, Standard 1.G.1

Partition each shape into halves





Grade 1

Enduring Skill 4: Students will develop understanding of linear measurement and measuring lengths as iterating length units.

Demonstrators :

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

2. Express the length of an object as a whole number of length units by laying multiple copies of a shorter object end to end.

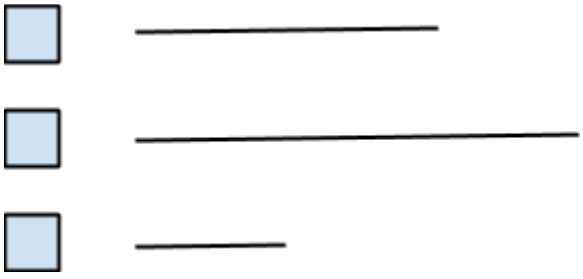
Related Standards:

1. 1.MD.1
2. 1.NBT.1
3. 1.OA.1
4. 1.MD.2
5. 1.MD.3

Assessment Items:

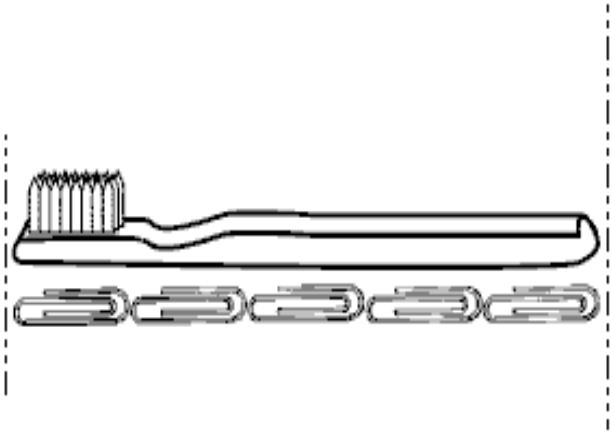
1. **ES 4, Demonstrator 1, Standard 1.MD.1**

   Number the three objects by length putting 1 for the shortest and 3 for the longest.



2. ES 4, Demonstrator 2, Standard 1. MD.2

About how many paperclips long is the toothbrush?



A. 5 B. 6 C. 7 D. 8

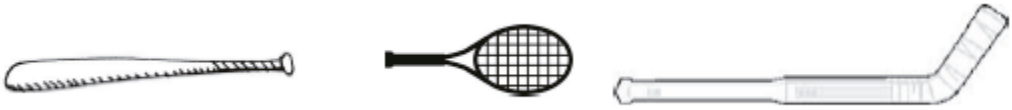
3. ES 4, Demonstrator 1 , Standard 1. MD.1

Which object is longer than the line at the top of the box?

4. ES 4, Demonstrator 1,Standard 1.MD. 1

Circle the set that is in order from shortest to longest.

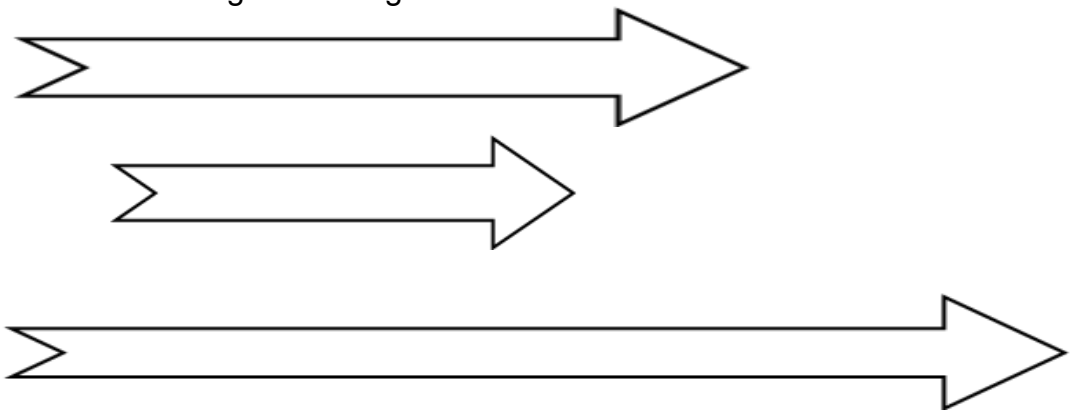
A. 

B. 

C. 

5. ES 4,Demonstrator 1, Standard 1.MD.1

Color the longest arrow green. Color the shortest arrow red.



6. ES 4, Demonstrator 2, Standard 1.MD.2

About how many cubes long is this gluestick?

A. 2 Cubes

B. 4 Cubes

C. 10 Cubes

D. 31 Cubes

7. ES 1, Demonstrator 1 ,Standard 1.MD.1S 4,

Place the objects in order from the shortest to the longest.

_____ _____ _____

8. ES 4, Demonstrator 2, Standard 1.MD.2

How long is the pencil when measured in paperclips?

_____

9. ES 4,Demonstrator 2, Standard 1. MD.2

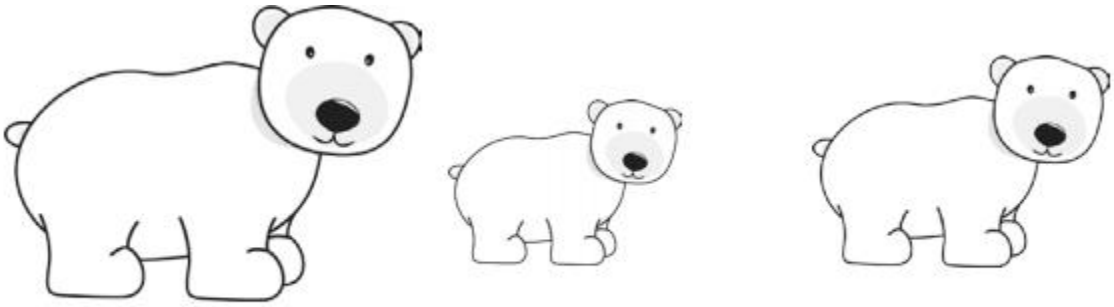
Draw a shorter bone.

10. ES 4,Demonstrator 2, Standard 1.MD.2

Draw a line that is 5 cubes long.

11. ES 4, Demonstrator 1, Standard 1.MD.1

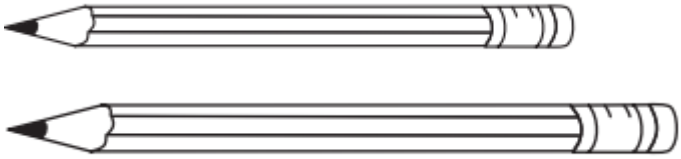
Order the polar bears from smallest to biggest. 1 is the smallest, 3 is the biggest.



_____ _____ _____

12. ES 4, Demonstrator 1, Standard 1.MD.1

Mike and Tom both have new pencils. Tom's pencil is longer. Circle Tom's pencil.



13. ES 4, Demonstrator 1, Standard 1.MD.1

Three children each have a paintbrush. Sam's paintbrush is short. Sara's is shorter. Ida's is the shortest of all. Circle Sara's paintbrush.

14. ES 4, Demonstrator 1, Standard 1.MD.1

There is a tree between two houses. Draw a house that is shorter than the tree on the left. Draw a house that is taller than the tree on the right.