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| **OA Task 2a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, and comparing with unknowns in all positions.  **1.OA.3** Apply properties of operations as strategies to add and subtract.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. |
| **Materials** | SF, Cubes or counters, two colors (at least 15 of each) |
| **Task** | Provide materials to the student. Say: *There are 10 cars in the parking lot. Some of the cars are red and some of the cars are black. How many red cars and how may black cars could be in the parking lot? Think of as many different ways as you can. Show your strategies with the cubes, drawing, and/or words and write a number sentence for each solution you know.*  Provide an example if needed*: For example, for the number 3, we know that 2 and 1 equals three. So, I would write a number sentence that looks like this: 2 + 1 = 3.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Identifies one or more combinations that do not equal 10. * Relies on ‘counting all’ as primary strategy for solving the problem. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Basic Facts * Doubles * Doubles +/- 1,2   Identifies Combinations:   * 0 + 10 &/or 10 + 0 * 1 + 9 &/or 9 + 1 * 2 + 8 &/or 8 + 2 * 3 + 7 &/or 3 + 7 * 4 + 6 &/or 6 + 4 * 5 + 5 |
| **Complete Understanding** | * Shows all possible combinations to 10 with ease, using strategies other than counting all. * Recognizes similar combinations due to the commutative property of addition (e.g., 0 + 10 = 10 + 0). |
| **Advanced Understanding** | Demonstrates complete understanding and:   * Shows awareness of an emerging number pattern or records results systematically. |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sand perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**There are 10 cars in the parking lot. Some of the cars are red and some of the cars are black. How many red cars and how may black cars could be in the parking lot?**

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| Think of as many different ways as you can.  Show your strategies with the cubes, drawing, and/or words. |

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| **OA Task 2b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, and comparing with unknowns in all positions.  **1.OA.3** Apply properties of operations as strategies to add and subtract.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. |
| **Materials** | SF, Cubes or counters, two colors (at least 10 of each); pencil |
| **Task** | Provide materials to the student. Say: *I am thinking of two numbers. These two numbers add up to 7. What could my numbers be? Think of as many different ways as you can. Show your strategies with the cubes, drawing, and/or words and write a number sentence for each solution you know.*  Provide an example if needed*: For example, for the number 3, we know that 2 and 1 equals three. So, I would write a number sentence that looks like this: 2 + 1 = 3.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Identifies one or more combinations that do not equal 7. * Relies on ‘counting all’ as primary strategy for solving the problem. * Does not write number sentences or writes one or more incorrectly. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Basic Facts * Doubles * Doubles +/- 1,2 * Other   Identifies Combinations:   * 0 + 7 &/or 7 + 0 * 1 + 6 &/or 6 + 1 * 2 + 5 &/or 5 + 2 * 3 + 4 &/or 4 + 3 |
| **Complete Understanding** | * Shows all possible combinations to 7 with ease, using strategies other than counting all. * Recognizes similar combinations due to the commutative property of addition (e.g., 0 + 7 = 7 + 0). |
| **Advanced Understanding** | Demonstrates complete understanding and:   * Shows awareness of an emerging number pattern or records results systematically. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**I am thinking of two numbers. These two numbers add up to 7. What could my numbers be?**

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| Think of as many different ways as you can.  Show your strategies with the cubes, drawing, and/or words.  Write a number sentence for each solution you know. |

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| **OA Task 3a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Add to/Change Unknown* |
| **Materials** | SF, 25 counters available |
| **Task** | Provide materials to the student. Read the problem to the student: *Three cats are drinking milk. Some more cats come to drink milk. Then there were nine cats drinking milk. How many cats came to drink milk with the first three? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 6. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 6 cats * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 3 + \* = 9; 9 = 3 + \*). |

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| **Standards for Mathematical Practice** |
| 1. **Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. **Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Three cats are drinking milk. Some more cats come to drink milk. Then there were nine cats drinking milk. How many cats came to drink milk with the first three?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cats |

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| **OA Task 3b** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster(s)** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, 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 e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **1.OA.4** Understand subtraction as an unknown-addend problem.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Add to/Change Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *I have a vase with 5 flowers. Mom put more flowers in the vase. Now I have 12 flowers in the vase. How many flowers did Mom put in the vase? Write a number sentence that matches this story.* *Use a symbol for the unknown number.* Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 7. * Relies on counting as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Think-Addition * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 7 flowers * Successfully uses strategies such as basic facts, near-doubles, making tens and/or the relationship between addition and subtraction. * Explanation is clear. * Equation is accurate (e.g., 5 + \* = 12; 12 = 5 + \*). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**I have a vase with 5 flowers. Mom put more flowers in the vase. Now I have 12 flowers in the vase. How many flowers did Mom put in the vase?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ flowers |

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| **OA Task 3c** | |  |
| **Domain** | Operations and Algebraic Thinking | |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. | |
| **Standard(s)** | **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, 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 e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Add to/Change Unknown* | |
| **Materials** | Cubes or counters, pencil | |
| **Task** | Provide materials to the student. Read the problem to the student: *I have a vase with 15 flowers. Mom put more flowers in the vase. Now I have 19 flowers in the vase. How many flowers did Mom put in the vase? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* | |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 4. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 4 flowers * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 15 + \* = 19; 19 = 15 + \*). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**I have a vase with 15 flowers. Mom put more flowers in the vase. Now I have 19 flowers in the vase. How many flowers did Mom put in the vase?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ flowers |

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| **OA Task 3d** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster(s)** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.4** Understand subtraction as an unknown-addend problem.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Add to/Change Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *12 pennies were in the piggy bank. Mary put some more pennies in the piggy bank. Now there are 20 pennies in the piggy bank. How many pennies did Mary put in the piggy bank? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 8. * Relies on counting as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Think-Addition * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 8 pennies * Successfully uses strategies such as basic facts, near-doubles, making tens and/or the relationship between addition and subtraction. * Explanation is clear. * Equation is accurate (e.g., 12 + \* = 20; 20 = 12 + \*). |

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| **Standards for Mathematical Practice** |
| 1. **Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. **Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**12 pennies were in the piggy bank. Mary put some more pennies in the piggy bank. Now there are 20 pennies in the piggy bank. How many pennies did Mary put in the piggy bank?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cats |

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| **OA Task 3aa** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster(s)** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, 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 e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **1.OA.4** Understand subtraction as an unknown-addend problem.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Put Together-Take Apart/Addend Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *17 flowers are in the vase. 8 are roses and the rest are daisies. How many daises are in the vase?* *Write a number sentence that matches this story.* *Use a symbol for the unknown number.* Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 9. * Relies on counting as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Think-Addition * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 9 daisies * Successfully uses strategies such as basic facts, near-doubles, making tens and/or the relationship between addition and subtraction. * Explanation is clear. * Equation is accurate (e.g., 8 + \* = 17; 17 = 8 + \*). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**17 flowers are in the vase. 8 are roses and the rest are daisies. How many daises are in the vase?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ daisies |

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| **OA Task 3bb** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster(s)** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, 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 e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **1.OA.4** Understand subtraction as an unknown-addend problem.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Put Together-Take Apart/Addend Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *20 apples are in the basket. 9 are red and the rest are green. How many green apples are in the basket?* *Write a number sentence that matches this story.* *Use a symbol for the unknown number.* Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 11. * Relies on counting as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Think-Addition * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 11 green apples. * Successfully uses strategies such as basic facts, near-doubles, making tens and/or the relationship between addition and subtraction. * Explanation is clear. * Equation is accurate (e.g., 11 + \* = 20; 20 - 11 = \*). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**20 apples are in the basket. 9 are red and the rest are green. How many green apples are in the basket?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ green apples |

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| **OA Task 3cc** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster(s)** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, 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 e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **1.OA.4** Understand subtraction as an unknown-addend problem.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Put Together-Take Apart/Addend Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Isabella has 17 coins. 8 are pennies and the rest are quarters. How many quarters does Isabella have?* *Write a number sentence that matches this story.* *Use a symbol for the unknown number.* Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 9. * Relies on counting as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Think-Addition * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 9 quarters. * Successfully uses strategies such as basic facts, near-doubles, making tens and/or the relationship between addition and subtraction. * Explanation is clear. * Equation is accurate (e.g., 8 + \* = 17; 17 - 8 = \*). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Isabella has 17 coins. 8 are pennies and the rest are quarters. How many quarters does Isabella have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ quarters |

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| **OA Task 4a** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Take From/Change Unknown* |
| **Materials** | Cubes or counters |
| **Task** | Provide materials to the student. Read the problem to the student: *9 grapes were on the plate. My brother ate some. Now there are 2 left on the plate. How many grapes did my brother eat?* *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 7. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 7 grapes * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 9 - \* = 2; 9 = \* + 2). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**9 grapes were on the plate. My brother ate some. Now there are 2 left on the plate. How many grapes did my brother eat?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grapes |

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| **OA Task 4b** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Take From/Change Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *The teacher had 9 pencils. She gave some pencils away. She has 1 pencil left. How many pencils did she give away? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 8. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 8 pencils * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 9 - \* = 1; 1 + \* = 9). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**The teacher had 9 pencils. She gave some pencils away. She has 1 pencil left. How many pencils did she give away?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pencils |

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| **OA Task 4c** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Take From/Change Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *19 grapes were on the plate. My brother ate some. Now there are 10 left on the plate. How many grapes did my brother eat? Write a number sentence that matches this story. Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 9. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 9 grapes * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 19 - \* = 10; 19 = \* + 10). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**19 grapes were on the plate. My brother ate some. Now there are 10 left on the plate. How many grapes did my brother eat?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grapes |

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| **OA Task 4d** | |  |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Take From/Change Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *The teacher had 15 pencils. She gave some pencils away. She has 10 pencils left. How many pencils did she give away? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 5. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 5 pencils * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 15 - \* = 10; 10 + \* = 15). |

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| **Standards for Mathematical Practice** |  |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**The teacher had 15 pencils. She gave some pencils away. She has 10 pencils left. How many pencils did she give away?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pencils |

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| **OA Task 5a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many more” version* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Ethan has 4 cookies. Nicholas has 7 cookies. How many more cookies does Nicholas have than Ethan? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 3. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 3 cookies * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 4 + \* = 7; 7 - 4 = \*). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Ethan has 4 cookies. Nicholas has 7 cookies. How many more cookies does Nicholas have than Ethan?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cookies |

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| **OA Task 5b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many more” version* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Emily has 4 cookies. Madison has 9 cookies. How many more cookies does Madison have than Emily? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 5. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 5 cookies * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 4 + \* = 9; 9 - \* = 4). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Emily has 4 cookies. Madison has 9 cookies. How many more cookies does Madison have than Emily?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cookies |

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| **OA Task 5c** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many more” version* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *The girls found 9 rocks. The boys found 14 rocks. How many more rocks do the boys have than the girls? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 5. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 5 rocks * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 9 + \* = 14; 14 - 9 = \*). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**The girls found 9 rocks. The boys found 14 rocks. How many more rocks do the boys have than the girls?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rocks |

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| **OA Task 5d** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many more” version* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Emma has 12 silly bands. Aidan has 18 silly bands. How many more silly bands does Aidan have than Emma? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 6. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 6 silly bands * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 12 + \* = 18; 18 - \* = 12). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Emma has 12 silly bands. Aidan has 18 silly bands. How many more silly bands does Aidan have than Emma?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ silly bands |

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| **OA Task 6a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Bigger Unknown* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Tim has 3 more French fries than Pam. Pam has 5 French fries. How many French fries does Tim have? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 8. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 8 French fries * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 5 + 3 = \*). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7**.** Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Tim has 3 more French fries than Pam. Pam has 5 French fries. How many French fries does Tim have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ French fries |

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| **OA Task 6b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Bigger Unknown* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Jacob has 4 more pennies than Kaitlyn. Kaitlyn has 6 pennies. How many pennies does Jacob have? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 10. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 10 pennies * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 4 + 6 = \*). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7**.** Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Jacob has 4 more pennies than Kaitlyn. Kaitlyn has 6 pennies. How many pennies does Jacob have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pennies |

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| **OA Task 6c** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Bigger Unknown* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Anthony has 13 more French fries than Brianna. Brianna has 5 French fries. How many French fries does Anthony have? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 18. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 18 French fries * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 5 + 13 = \*). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7**.** Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Anthony has 13 more French fries than Brianna. Brianna has 5 French fries. How many French fries does Anthony have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ French fries |

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| **OA Task 6d** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Bigger Unknown* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Sophia has 11 more pennies than Alejandro. Alejandro has 6 pennies. How many pennies does Sophia have? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 17. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 17 pennies * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 11 + 6 = \*). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7**.** Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Sophia has 11 more pennies than Alejandro. Alejandro has 6 pennies. How many pennies does Sophia have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pennies |

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| **OA Task 7a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many fewer?” version* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Kate has 4 markers. Jill has 9 markers. How many fewer markers does Kate have than Jill?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 5. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 5 markers * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 9 - 4 = \*; 9 = \* + 4). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Kate has 4 markers. Jill has 9 markers. How many fewer markers does Kate have than Jill?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ markers |

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| **OA Task 7b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many fewer?” version* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Chloe has 2 ribbons. Destiny has 8 ribbons. How many fewer ribbons does Chloe have than Destiny?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 6. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 5 ribbons * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 8 - 2 = \*; 8 = \* + 2). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Chloe has 2 ribbons. Destiny has 8 ribbons. How many fewer ribbons does Chloe have than Destiny?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ribbons |

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| **OA Task 7c** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many fewer?” version* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Isabella has 4 ribbons. Alexandra has 15 ribbons. How many fewer ribbons does Isabella have than Alexandra?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 11. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 11 ribbons * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 15 - 4 = \*; 15 = \* + 4). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Isabella has 4 ribbons. Alexandra has 15 ribbons. How many fewer ribbons does Isabella have than Alexandra?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ribbons |

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| **OA Task 7d** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Difference Unknown- “How many fewer?” version* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Brandon has 20 markers. Caleb has 5 markers. How many fewer markers does Brandon have than Caleb?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 15. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 15 markers * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 20 - 5 = \*; 20 = \* + 5). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Brandon has 20 markers. Caleb has 5 markers. How many fewer markers does Caleb have than Brandon?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ markers |

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| **OA Task 8a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Put together-Take Apart/Both Addends Unknown* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Santiago has 5 seashells. How many can he put in his blue bucket and how many in his green bucket? Find as many different combinations as you can. Solve the problem and show your thinking with pictures, numbers, or words. Write a number sentence for each combination.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Identifies one or more combinations that do not equal 5. * Relies on ‘counting all’ as primary strategy for solving the problem. * One or more equations are inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Basic Facts * Commutative property * Doubles * Doubles +/- 1, 2 * Other:   Identifies Combinations:   * 0 + 5 &/or 5 + 0 * 1 + 4 &/or 4 + 1 * 2 + 3 &/or 3 + 2 |
| **Complete Understanding** | * Shows all combinations to 5, using strategies other than counting all. * Recognizes similar combinations due to the commutative property of addition (e.g., 0 + 5 = 5+ 0). * Provides a clear explanation. * Equations are accurate. |
| **Advanced Understanding** | Demonstrates complete understanding and:   * Shows awareness of an emerging number pattern or records results systematically. |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Santiago has 5 seashells. How many can he put in his blue bucket and how many in his green bucket?**

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| Solve the problem. Find as many different combinations as you can.  Show your thinking with pictures, numbers, or words.  Write a number sentence for each combination. |

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| **OA Task 8b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Put together-Take Apart/Both Addends Unknown* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Samuel has 7 pencils. How many can he put in the red can and how many in his blue can? Find as many different combinations as you can Solve the problem and show your thinking with pictures, numbers, or words. Write a number sentence for each combination.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Identifies one or more combinations that do not equal 7. * Relies on ‘counting all’ as primary strategy for solving the problem. * One or more equations are inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Basic Facts * Commutative property * Doubles * Doubles +/- 1, 2 * Other:   Identifies Combinations:   * 0 + 7 &/or 7 + 0 * 1 + 6 &/or 6 + 1 * 2 + 5 &/or 5 + 2 * 3 + 4 &/or 4 + 3 |
| **Complete Understanding** | * Shows all 4 combinations that equal to 7, using strategies other than counting all. * Recognizes similar combinations due to the commutative property of addition (e.g., 0 + 7 = 7+ 0). * Provides a clear explanation. * Equations are accurate. |
| **Advanced Understanding** | Demonstrates complete understanding and:   * Records all combinations to 7. * Shows awareness of an emerging number pattern or records results systematically. |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Samuel has 7 pencils. How many can he put in the red can and how many in his blue can?**

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| Solve the problem. Find as many different combinations as you can  Show your thinking with pictures, numbers, or words.  Write a number sentence for each combination. |

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| **OA Task 9a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Smaller Unknown- Version with “fewer”* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Gabriela has 4 fewer markers than Sara. Sara has 8 markers. How many markers does Gabriela have?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 4. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 4 markers * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 8 - 4 = \*; 8 = \* + 4). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Gabriela has 4 fewer markers than Sara. Sara has 8 markers. How many markers does Gabriela have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ markers |

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| **OA Task 9b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Smaller Unknown- Version with “fewer”* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Cameron has 2 fewer rocks than Christian. Christian has 9 rocks. How many rocks does Cameron have?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 7. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 7 rocks * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 9 - 2 = \*; 9 = \* + 2). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Cameron has 2 fewer rocks than Christian. Christian has 9 rocks. How many rocks does Cameron have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rocks |

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| **OA Task 9c** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Smaller Unknown- Version with “fewer”* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Samuel has 5 fewer coins than Diego. Diego has 17 coins. How many coins does Samuel have?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 12. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 12 coins * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 17 - 5 = \*; 17 = \* + 5). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Samuel has 5 fewer coins than Diego. Diego has 17 coins. How many coins does Samuel have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ coins |

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| **OA Task 9d** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20. |
| **Standard(s)** | **1.OA.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.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  *Compare/Smaller Unknown- Version with “fewer”* |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Alexis has 9 fewer ribbons than Jada. Jada has 18 ribbons. How many ribbons does Alexis have?*  *Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 9. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 9 ribbons * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., 18 - 9 = \*; 18 = \* + 9). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Alexis has 9 fewer ribbons than Jada. Jada has 18 ribbons. How many ribbons does Alexis have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ribbons |

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| **OA Task 10a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Understand and apply properties of operations and the relationship between addition and subtraction.  Work with addition and subtraction equations. |
| **Standard(s)** | **1.OA.3** Apply properties of operations as strategies to add and subtract (commutative, associative).  **1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide the student with the materials. Say: *Read each number sentence. Decide if it is a true number sentence or false number sentence. Check ‘true’ if you think the number sentence is correct. Check ‘false’ if you think the number sentence is incorrect (wrong). Then, explain your reasoning with pictures, numbers, or words. If it is false, also change the number sentence to make it true.*  8 = 8 \_\_\_\_\_\_\_\_true \_\_\_\_\_\_\_\_false  2 + 4 = 3 + 2 \_\_\_\_\_\_\_\_true \_\_\_\_\_\_\_\_false  8 = 9 – 1 \_\_\_\_\_\_\_\_true \_\_\_\_\_\_\_\_false |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Answers one or more incorrectly. * Explanation is incorrect, minimal, or does not provide indication of an understanding of the equal sign. * Indicates that 2 + 4 = 3 + 2 is false, but does not change the sentence correctly to make it true. |
| **Complete Understanding** | * Recognizes that an equation can have the total on the left of the equal sign by indicating that 8 = 9 - 1 is true. * Recognizes that an equation can exist without a + or – sign by indicating that 8 = 8 is true. * Explanations are clear and indicate an understanding of the equal sign. * Correctly changes the number sentence 2 + 4 = 3 + 2   + (e.g., 2 + 4 = 4 + 2; 2 + 3 = 3 + 2) |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

Read each number sentence. Decide if it is a **true** number sentence or **false** number sentence. Check ‘**true**’ if you think the number sentence is correct.

Check ‘**false**’ if you think the number sentence is incorrect (wrong).

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| **8 = 8** | **\_\_\_\_\_True** | **\_\_\_\_\_False** |
| Explain your reasoning with pictures, numbers, or words.  If it is false, also change the number sentence to make it true. | | |

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| **2 + 4 = 3 + 2** | **\_\_\_\_\_True** | **\_\_\_\_\_False** |
| Explain your reasoning with pictures, numbers, or words.  If it is false, also change the number sentence to make it true. | | |

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| **8 = 9 - 1** | **\_\_\_\_\_True** | **\_\_\_\_\_False** |
| Explain your reasoning with pictures, numbers, or words.  If it is false, also change the number sentence to make it true. | | |

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| **OA Task 10b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Understand and apply properties of operations and the relationship between addition and subtraction.  Work with addition and subtraction equations. |
| **Standard(s)** | **1.OA.3** Apply properties of operations as strategies to add and subtract (commutative, associative).  **1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide the student with the materials. Say: *Read each number sentence. Decide if it is a true number sentence or false number sentence. Check ‘true’ if you think the number sentence is correct. Check ‘false’ if you think the number sentence is incorrect (wrong). Then, explain your reasoning with pictures, numbers, or words. If it is false, also change the number sentence to make it true.*  5 + 6 = 6 + 5 \_\_\_\_\_\_\_\_true \_\_\_\_\_\_\_\_false  7 = 9 - 1 \_\_\_\_\_\_\_\_true \_\_\_\_\_\_\_\_false  9 = 8 \_\_\_\_\_\_\_\_true \_\_\_\_\_\_\_\_false |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Answers one or more incorrectly. * Explanation is incorrect, minimal, or does not provide indication of an understanding of the equal sign. * Indicates that 7 = 9 - 1 is false, but does not change the sentence correctly to make it true. * Indicates that 9 = 8 is false, but does not change the sentence correctly to make it true. |
| **Complete Understanding** | * Recognizes that an equation can have operations on both sides of the equal sign by indicating that 5 = 6 = 6 + 5 is correct. * Explanation includes an understanding of the commutative property for 5 + 6 = 6 + 5. * Explanations are clear and indicate an understanding of the equal sign. * Correctly changes the number sentence 7 = 9 - 1 (e.g., 7 = 9 – 2; 8 = 9 – 1; 7 = 8 - 1) * Correctly changes the number sentence 9 = 8 (9 = 9; 8 = 8) |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

Read each number sentence. Decide if it is a **true** number sentence or **false** number sentence. Check ‘**true**’ if you think the number sentence is correct.

Check ‘**false**’ if you think the number sentence is incorrect (wrong).

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| **5 + 6 = 6 + 5** | **\_\_\_\_\_True** | **\_\_\_\_\_False** |
| Explain your reasoning with pictures, numbers, or words.  If it is false, also change the number sentence to make it true. | | |

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| **7 = 9 - 1** | **\_\_\_\_\_True** | **\_\_\_\_\_False** |
| Explain your reasoning with pictures, numbers, or words.  If it is false, also change the number sentence to make it true. | | |

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| **9 = 8** | **\_\_\_\_\_True** | **\_\_\_\_\_False** |
| Explain your reasoning with pictures, numbers, or words.  If it is false, also change the number sentence to make it true. | | |

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| **OA Task 11a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction. |
| **Standard(s)** | **1.OA.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.3** Apply properties of operations as strategies to add and subtract. |
| **Materials** | SF, counters, ten frame, pencil |
| **Task** | Provide materials to the student. Read the problem to the student. *The teacher reads 3 fiction books, 4 math books, and 2 science books. How many books did the teacher read? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 9. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 9 books * Successfully uses strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction * Explanation is clear. * Equation is accurate (e.g., \* = 3 + 4 + 2 ). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7**.** Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**The teacher reads 3 fiction books, 4 math books, and 2 science books. How many books did the teacher read?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ books |

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| **OA Task 11b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction. |
| **Standard(s)** | **1.OA.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.3** Apply properties of operations as strategies to add and subtract. |
| **Materials** | SF, counters, ten frame, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Victoria finds 8 red leaves, 6 orange leaves, and 2 brown leaves. How many leaves did Victoria find? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 16. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 16 leaves * Successfully uses strategies such as basic facts, making tens, and/or ten and some more. * Explanation is clear. * Equation is accurate (e.g., \* = 8 + 6 + 2). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7**.** Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Victoria finds 8 red leaves, 6 orange leaves, and 2 brown leaves. How many leaves did Victoria find?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leaves |

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| **OA Task 11c** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction. |
| **Standard(s)** | **1.OA.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.3** Apply properties of operations as strategies to add and subtract. |
| **Materials** | SF, Counters available |
| **Task** | Provide materials to the student. Read the problem to the student. *Lucy has 6 animal stickers, 3 star stickers, and 7 cat stickers. How many stickers does Lucy have? Write a number sentence that matches this story.* *Use a symbol for the unknown number.*  Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem with an answer other than 16. * Relies on “counting all” as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Trial and Error * Counting All * Counting On * Makes Tens * Basic Facts * Think Addition * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Correctly solves the problem: 16 stickers * Successfully uses strategies such as basic facts, making tens, and/or ten and some more. * Explanation is clear. * Equation is accurate (e.g., \* = 6 + 3 + 7). |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7**.** Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Lucy has 6 animal stickers, 3 star stickers, and 7 cat stickers. How many stickers does Lucy have?**

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| **Write a number sentence that matches this story. Use a symbol for the unknown number.** |
| Solve the problem.  Show your thinking with pictures, numbers, or words.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stickers |

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| **OA Task 12a** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Work with addition and subtraction equations. |
| **Standard(s)** | **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Read the number sentence. What is the unknown number that makes the number sentence true? Write the number in the box.*   1. 8 = 4 + ☐ 2. 5 + ☐ = 9 3. ☐ + 3 = 7 4. 10 = ☐ + 1 5. 9 + ☐ = 12 |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Answers one or more items incorrectly. |
| **Complete Understanding** | * Answers all items correctly. |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

Read the number sentence. What is the unknown number that makes the number sentence true? Write the number in the box.

1. 8 = 4 + ☐
2. 5 + ☐ = 9
3. ☐ + 3 = 7
4. 10 = ☐ + 1
5. 9 + ☐ = 12

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| **OA Task 12b** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Work with addition and subtraction equations. |
| **Standard(s)** | **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Read the number sentence. What is the unknown number that makes the number sentence true? Write the number in the box.*   1. 5 - ☐ = 3 2. 2 = 7 - ☐ 3. 9 - ☐ = 1 4. 4 - ☐ = 0 5. 6 = 8 - ☐ |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Answers one or more items incorrectly. |
| **Complete Understanding** | * Answers all items correctly. |

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| **Standards for Mathematical Practice** |
| 1**. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4**. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. **Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

Read the number sentence. What is the unknown number that makes the number sentence true? Write the number in the box.

1. 5 - ☐ = 3
2. 2 = 7 - ☐
3. 9 - ☐ = 1
4. 4 - ☐ = 0
5. 6 = 8 - ☐