

Grade 1 Student Resource Contents

Resource Title:

The title of the resource relates to an Overall Expectation of the Math Curriculum.

Activity List:

The learning outcome for each activity is listed here. This makes it easier for teachers to target specific concepts for teaching, diagnostic or formative assessment purposes.

SOLVE PROBLEMS INVOLVING THE ADDITION AND SUBTRACTION OF SINGLE-DIGIT WHOLE NUMBERS

Student Activities

<p>Decomposing 5</p> <ul style="list-style-type: none"> ■ Relate each composition of 5 to its decomposition.....1 ■ Compare similar decompositions of 5 using orientation as a clue.....2 ■ Compare each decomposition of 5 to its number sentence.....3 <p>5 as an anchor number</p> <ul style="list-style-type: none"> ■ Match each number of fingers to the same number of cubes.....4 ■ Relate each number on a ten frame to its number line representation.....5 ■ Relate each numeral to the anchor of 5 on a number line.....6 <p>Decomposing 10</p> <ul style="list-style-type: none"> ■ Relate similar compositions of 10.....7 ■ Compare each composition to its decomposition of 10.....8 ■ Compare each ten frame representation of 10 to its number sentence.....9 <p>10 as an anchor number</p> <ul style="list-style-type: none"> ■ Compare each number on a ten frame to its representation on a number line.....10 ■ Compare each numeral to the anchor of 10 as represented on a number line.....11 	<p>Addition problems: composition, decomposition of number, anchor numbers</p> <ul style="list-style-type: none"> ■ Relate each set of known parts to its total.....12 ■ Relate each known part to its unknown part.....13 ■ Relate each part-part-whole problem to its number sentence.....14 ■ Relate each part-part-whole problem to its representation on an open number line.....15 <p>Subtraction problems: composition decomposition of number, anchor numbers</p> <ul style="list-style-type: none"> ■ Relate each picture to its number sentence.....16 ■ Compare known sets to the difference left in the bag...17 ■ Compare known sets to the difference left in the bag represented by a number sentence.....18 ■ Compare larger and smaller sets of connecting cubes to find their difference.....19 ■ Relate larger and smaller sets of connecting cubes to the number sentence.....20 <p>Number concepts and operational sense using money</p> <ul style="list-style-type: none"> ■ Relate the cost of each item to its representation in pennies.....21 ■ Connect the exact amount of coins required to purchase each set of items.....22 ■ Make change of a nickel or a dime.....23 ■ Make change of a dime.....24
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Teacher Section

<p>How to Use QUICKCHECK Math and Tips for Success.....25</p>	<p>Learning Connection Activity Suggestions</p> <ul style="list-style-type: none"> ■ Mathematical Process Expectations: Problem Solving, Representing and Communicating.....26
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GETTING READY TO USE QUICKCHECK
You need a book and a case with six tiles.

- Open the book to Activity 1.
- Put the empty tile case over the book.
- The CHECKMARK will cover the answer key.
- There are six squares in the top section.
- Place each tile on the square that has the same icon.
- Lift each tile to reveal the image underneath.
- Transfer each tile to its corresponding image below.
- Close the cover of the tile case.
- Flip the tile case up.
- The answer key will appear.
- The tile pattern should match the answer key.

Big Ideas:

Groups of activities are organized around key Math concepts as they relate to the expectation noted in the title.

Teacher Section:

Teachers will find helpful tips and Learning Connections Activity Suggestions at the back of each resource.

Grade 1 Student Resource Activity Page

Activity Title:
States the targeted learning outcome:
Teachers know the purpose of the activity at a glance.

Activity Extension:
Provides new information for teachers or, ideas for further development of the activity.

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Relate each numeral to the anchor of 5 on a number line.

■ "6 is how many more than 5? Or 3 is how many less than 5?" Continue with more examples of number statements as they relate to 5. Have children quiz each other.

1. Match:
Students begin each activity by matching the shape icons on the tiles, to those in the squares of the top grid of the resource.

2. Think & Play:
Students move each tile from the top grid to the correct square in the bottom grid until all the tiles have been transferred.

3. Check:
Students close the cover of the plastic case and flip it up to see if the pattern revealed on the back of the tiles matches this answer key.

Grade 1 Teacher Section

Learning Connection Activity Suggestions:

These suggestions are organized around the same key math concepts addressed in the 24 activities. They relate to some of the Mathematical Process Expectations used in the Math Curriculum.

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TEACHER SECTION

LEARNING CONNECTION ACTIVITY SUGGESTIONS

Mathematical Process Expectations:
Problem Solving, Representing and Communicating

- **Decomposing 5**
Using connecting cubes, ten frame or links, have students show $2 + 3 = 5$, $3 + 2 = 5$, $1 + 4 = 5$, $4 + 1 = 5$.
- **5 as an anchor number**
Using a number line, show 6 is how many more than 5? Or 1 is how many less than 5.
- **Decomposing 10**
Using connecting cubes, have students show:
"I have 10 things, 9 are red. How many are blue?"
Or "I have 10 things, 6 are red. How many are blue?"
- **10 as an anchor number**
Using a number line have students show
13 is how many more than 10?
Or 8 is how many less than 10?

Challenge

Using a hundreds chart, have students show 15 is how many more than 10 and 5 is how many less than 10? Go further. Using the hundreds chart show 23 is how many more than 20? 33 is how many more than 30? 43 more than 40? and so on. Is there a pattern? Show me.

TEACHER SECTION

- **Addition problems: composition and decomposition of number, and anchor numbers**
Using 6 blocks, hide 3 under a cup and leave 3 blocks showing:

Teacher Prompt: "I have 6 blocks. There are 3 on the table, how many are hiding under the cup? How do you know? Tell me."

Try repeating the above activity with other whole numbers.
- **Subtraction problems: composition and decomposition of number, and anchor numbers**
Using connecting cubes have children build a tower of 10 and a tower of 5. Have them line them up side by side.

Ask: "What is the difference?"

Repeat the above activity and have students use a tower of 10 and a tower of 4.

Challenge

Have students draw a picture of the following problem. I have 10 marbles and 2 bags. How many marbles are in each bag?