# Mamie Martin Elementary
# 1st Grade MATH
# February 20 – March 5th , 2018

| **Unit 12: Adding Multiples of Ten** | **Days in Unit: 10** |
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**Envision Math Alignment:**
**1.NBT.4:** Topic 9 – Lessons 1 and 2, Topic 10 – Lessons 1, 2, 3, 4, 5, and 6
**1.NBT.5:** Topic 9 – Lesson 1, Topic 10 – Lessons 2, 3, and 4, Topic 11 – Lessons 2 and 4

**Unit Summary:**
In this unit students build on their understanding of adding and subtracting within 20 to develop strategies for adding larger numbers. Students are also introduced to mentally adding 10. **These standards are grouped together because the ability to compose a ten and the ability to add and subtract ten is a crucial understanding that can help students develop number sense and proficiency with numbers and operations.** Concrete objects or drawings afford connections with written numerical work and discussions in terms of tens and ones by using activities that build number sense.

**Focus Standards and *Specific Guidance for this Unit *(The MCCR Standard is listed along with specific guidance on what part of the standard to teach in this unit)***

**Number and Operations in Base Ten – 1.NBT**

C. Use place value understanding and properties of operations to add and subtract.

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

Teacher Notes: While **1.NBT.C.4** calls for first graders to add two two-digit numbers (adding the tens to tens and ones to ones, which may involve composing tens), they are not expected to compute differences of two-digit numbers other than multiples of ten.

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

Teacher Notes: **1.NBT.C.4** and **1.NBT.C.5** are repeated in later units to provide the opportunity for students to explain their reasoning.

**LEARNING OUTCOMES:**
Add within 100, including adding a two-digit number and a multiple of 10, using concrete models, drawings and strategies. Given a two-digit number, mentally find more than the number.

**LEARNING TARGETS:**
- **1.NBT.4.1** Add a two-digit number to a one-digit number within 100 using concrete models, drawing, and strategies.
- **1.NBT.4.2** Add 10 to a two-digit number.
- **1.NBT.4.3** Understand to add the ones place before adding the tens place.
- **1.NBT.4.4** Use ten units to make a bundle.
- **1.NBT.5.1** Discuss patterns of 10 on the hundreds chart.
- **1.NBT.5.2** Locate patterns of 10 on the hundreds chart.

- **1.NBT.5.3** Practice mentally finding 10 more or 10 less
- **1.NBT.5.4** Explain how to add or subtract 10 from a given n**umber.**

**Unit Vocabulary:**

- Add
- Addition
- Compose
- Subtraction
- More
- Less
- One-Digit Number
- Two-Digit Number
- Multiple
- Strategies
- Place Value
- Properties of Operations
- Mental Strategy
- Units
- Bundle
- Patterns
- Hundreds Chart

**Essential Questions:**

- How can knowing place values help me to add many numbers with different values?
- How can I find 10 more or 10 less than a number without counting?
- How can I use bundles of 10 to help me solve problems?
- How can I use drawings to help me solve problems with two-digit numbers?
- How can I use the hundreds chart to help me solve addition and subtraction problems?

# Unit 12: Adding multiples of ten
# Suggested Instruction Time: 10 Days

## ONLINE INSTRUCTIONAL VIDEOS:

- Bundles of 10 instructional video

https://www.youtube.com/watch?v=CEGhDFRHOl0

http://www.onlinemathlearning.com/tens-and-ones.html

- Ten more/less video

https://www.youtube.com/watch?v=9NRdxc0XjOg

- Video with song

https://www.pinterest.com/pin/172051648241355459/

- Online hundreds chart (interactive)

http://www.abcya.com/interactive_100_number_chart.htm

## INTERACTIVE SMARTBOARD ACTIVITIES
## (Use to introduce lessons daily, review lessons and/or for technology centers):

Note: The students can take turns answering the questions and the teacher can also allow the student to maneuver the mouse and actually host the game.

## Online Games/Activities-

- Online game for adding 10 more

http://www.ictgames.com/submarinenopad2.html

http://www.ictgames.com/add10Depth/

- Adding 10 more online games

http://www.ictgames.com/100huntplus10.html

- Adding 10 online activities

http://www.snappymaths.com/addition/add10to2d/add10to2d.htm

- Adding 10 more with hundreds chart

http://www.abcya.com/interactive_100_number_chart.htm

- Online games for adding 10 more

http://www.topmarks.co.uk/Search.aspx?q=adding+multiples+of+10 (Must sign up)

http://www.sheppardsoftware.com/mathgames/monkeydrive/multiples/MDMultiples2510.htm

http://www.sheppardsoftware.com/mathgames/multiple/multiple_frenzy.htm

http://www.softschools.com/grades/1st_grade/math/

http://www.education.com/games/math/first-grade/

http://www.abcya.com/base_ten_fun.htm (Must join)

http://www.abcya.com/math_lines_addition.htm

## WHOLE GROUP ACTIVITIES:
## (Instructional strategies, guided practice, independent practice)

**Teacher Notes:**
Students should initially be exposed to the computational strategy of direct modeling (counting by ones and the use of base ten models), then invented or flexible strategies, and finally the traditional algorithm. This will enable them to move from the concrete, then to the semi concrete, and finally to the abstract. Students may use a variety of methods to add. Days 1, 2 and 3 students will use 10 units to make a bundle, use 10 frames for adding 10 to a number, and understand adding the ones place before the tens place when adding 10 to a two-digit number.

Remember to differentiate: As students are counting, circulate and observe their counting levels. Not all students may be able to switch between counting ones and tens. Take some extra time with the students who need to practice counting these patterns. Play some counting games with the linking cubes. You may also want to send home some counting activities for these students to play at home.

Note: as you progress through the unit, applicable activities can be added to your independent center activities after they are taught whole group.

**Ten Frame Addition-**
Materials Needed:
- Ten frames with dots card sets printables

https://i-9490-directors.wikispaces.com/file/view/Early+Numeracy+Resources.pdf

Provide a set of little ten-frame cards to each pair of students. One student makes a two-digit number with multiple ten-frames and ones (ex- 14 can be made with a full ten-frame and four ones). The second student may either select a one-digit number or multiple full ten frames to show a two-digit multiple of ten. When both have their numbers ready, they place it out so both can see. Then they try to be the first to tell the total. Students should be encouraged to share strategies to see how fast they can get at solving

**Bundles of Ten-**
Materials Needed:
- Color craft sticks

1. Divide the class into six different color groups: red, orange, yellow, green, blue and purple.
2. Tell students that they are going to hunt and gather colors to make a rainbow! (Note that the last two colors of a rainbow, indigo and violet, have been combined into one color group, purple.)
3. Scatter some colored craft sticks on the floor around the room. You will want to count them out ahead of time to be sure that there are more than 10 but less than 20 of each color. (For example, count 13 red, 15 orange, 17 yellow, 14 green, 18 blue and 19 purple sticks.)

4. Have students quietly walk around the room gathering only the sticks in their designated color.
5. Once all the sticks are collected, give each group a rubber band and ask students to count out 10 sticks and bundle them together to make a group of ten. Reinforce that the bundle of 10 sticks represents the tens place in a number and the leftover single sticks are the ones.
6. Invite one group at a time to share the number of sticks they collected. Prompt students to first share how many tens and how many ones they have, and then say the numeral that represents their sticks. (For example, 1 ten bundle and 4 ones = 14 green sticks in all.)

**Math Writing-**
Materials Needed:

- Base 10 blocks
- Number Cards 0-9

http://nrich.maths.org/content/01/09/six5/Digit%20cards.pdf

Journal Prompts:

- Using 0-9 digit cards, turn over two cards to make a two-digit number. Roll your die and add the number shown. Record and repeat.
- Represent 17 with base 10 blocks. Add another set of 10 and record the new number. Continue adding one more set of 10 until you reach 97. What pattern do you notice?

**Linking Cubes-**
Materials Needed:

- (Teacher) 40 linking cubes (2 colors, 20 of each), projector (Students) Re-sealable plastic bag with 40 separated linking cubes (2 colors, 20 of each)

Hand out linking cubes and bags to students. Each student or partner groups should have 40 cubes, 20 of each color.
Note: When preparing these bags, be sure to use the same two colors for every partner pair. In the later lessons, partners will be combining their cubes to represent numbers more than 20 with a single color. Students sit at their tables with their bags of linking cubes.

TTW say: You will be making your own math tool kit today! Look in your bag. How many cubes do you think are in your bag?
TSW: (Look in bag and make prediction.)
TTW say: Open your bag and count how many linking cubes there are.
TTW say: Wow, there are a lot of cubes in our bags. What do you think is the best way to count them?
TSW: Count by ones. □□Don't count by ones. There are too many cubes. □□Count them by twos. □□We can put them in 5-groups and count by fives. □□Put them in 5-groups and count them by tens!
TTW say: Arranging these cubes in 5-groups is a great idea! Arrange your cubes, and then count to see how many cubes there are.
As students arrange their linking cubes and count, circulate, taking note of students'

methods.
TTW say: How many linking cubes did you count?
TSW Say: 40 linking cubes.
TTW say: Many of you did a great job putting your cubes in 5-groups and counting by fives or tens. Let's count by ones to make sure we have 40 cubes.
T/S: (Count by ones.)
TTW say: Now let's count them by tens by making them into sticks of 10 cubes. Use the same color cubes for each ten-stick.
TSW: (Make 4 ten-sticks.)
TTW say: Now that we have these ten-sticks, we can count by...
TSW say: Tens!
TTW say: Great! Point or move each ten to the side as you count.
TSW say: 10, 20, 30, 40.
TTW say: Did we still count 40 cubes?
TSW say: Yes!
TTW say: No matter how we count, by ones or by tens, we get to the same number. But which way was more efficient to count?
TSW say: Organizing our cubes so we could count by tens was more efficient.
TTW say: Also, sometimes when I count by ones and get distracted, I lose count. Then it takes even longer to count by ones because I have to start from the beginning again. But if I make tens, I wouldn't have to start all over again.
TTW say: Show 12 scattered individual cubes on the projector. Have another scattered set of 12 individual cubes set aside for later.) How can I make these quicker to count?
TSW: Organize them into 5-groups. Organize them into ten-sticks.
TTW say: Let's use ten-sticks. (Invite a student volunteer to demonstrate.)
TTW say: Show me this same number of cubes using your own set. Organize them efficiently, like the ones on the board.
TSW: (Show one stick of 10 and 2 individual cubes.)
TTW say: (Take out second set of scattered cubes.) Look at the 12 scattered cubes that I have and the 12 cubes you have in front of you. Which makes it easier for you to see 12 quickly?
TSW The ones on my desk. □□The ten-stick and 2 cubes are easier to see 12 quickly. I don't even need to count it. I can just see that it's 12.
TTW say: Let's make a number bond to show the cubes we grouped and the extra cubes that we added to the grouped cubes. 12 is made of 10 and 2 extra ones.
Repeat the process with 22 scattered cubes. Next, simply call out numbers from 11 to 40 and invite students to show the number using their ten-sticks and extra ones in the suggested sequence: 3 tens 2 ones, 15, 25, 35, 3 tens 7 ones, 1 ten 7 ones, 1 ten 8 ones, 29, and 36.
Each time, have students create a number bond, representing the cubes that were grouped together as tens and the extra ones. Ask student volunteers to show how they counted their cubes to check their work. For example, for 35, one student may count, "10, 20, 30, 31, 32, 33, 34, 35." Another student may count, "10, 20, 30, and 5 is 35." Accept different ways of counting the ones, but always guide the students to count the tens first.
At the end of any lesson using the 40 linking cubes, students should regroup the cubes into 4 ten-sticks and store in the resealable bag for use during future lessons.

**Teacher Notes:**
Days 4 and 5 students will practice adding ten to numbers as well as looking for numeric and geometric patterns in the number chart. Ten is an important number in the base ten system; being able to efficiently add or subtract ten from numbers improves students' mental math skills. Students need multiple opportunities to develop fluency and flexibility with the numbers of 10.

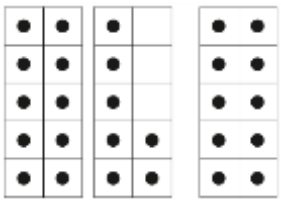
Note: It is important to introduce the word "efficiently" to students and let them know the goal is for them to be able to solve problems correctly and quickly with understanding. When students know the goal and are asked to think about how they are solving problems it deepens their understanding. A note about quickly: Quickly does not mean following a rote algorithm with little to no understanding; what is quick for one student may not be the appropriate strategy for another student.

**Adding 10 With Ten Frames-**
Materials Needed:

- Pencil and paper
- White boards and dry erase markers (optional)
- Ten frames with dots card sets printables

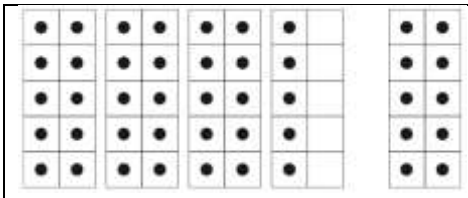
https://i-9490-directors.wikispaces.com/file/view/Early+Numeracy+Resources.pdf

1. Explain to students that this lesson focuses on adding ten to numbers. The goal is to become efficient when adding ten. Assign partners and give each pair of students four sets of ten-frame cards. (For this lesson, four sets of ten-frame cards constitute a deck.)
2. Ask students to show the number seventeen with their ten-frame cards. Each pair of students should place a card with ten dots and a card with seven dots between them.
3. Write the number 17 where everyone can see it. Next, write + 10 and ask students to add a card with ten dots to their display.



17 + 10

4. Ask partners to work together to find the sum of the three cards. Have students whisper the sum aloud. Record = 27. Ask students how they figured out the sum. Possible strategies may be counting on from seventeen, putting the 10 cards together and adding the 7 card, or counting all dots on the ten-frame cards. Students may say, "I put the ten cards together and that makes twenty, and seven more is twenty-seven" or "I counted all the dots."
5. Ask students to show the number thirty- five with their ten-frame cards. Each pair of students should place three cards with ten dots and one card with five dots between them.
6. Record 35 where everyone can see it. Next, write plus 10 and ask students to add a card with ten dots to their display.



35 + 10

7. Ask partners to work together to find the sum of the five cards. Have students whisper the sum aloud. Record = 45. Ask students how they figured out the sum.

Extension (Partner work) teacher circulates scaffolding:

1. Students use 10 frame cards to make their own number.
2. Students record the number + 10 on a sheet of paper.
3. Students add a card with ten dots to the card selected in step 1.
4. Students figure out the sum and record it on paper.
5. Repeat the directions 5 times, using a different number in step 1 each time.

**T Chart for Adding 10-**

Materials Needed:

- Printable t-chart

https://www.teacherspayteachers.com/Product/FREE-Graphic-Organizer-T-Chart-779483

- Ten frames with dots card sets printables

http://math4u.wicomico.wikispaces.net/Subitizing

- Printable Hundreds Chart

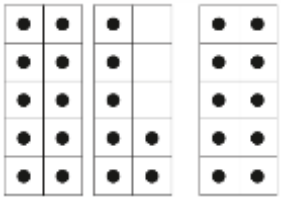
http://www.mathwire.com/numbersense/blankhundredchart.pdf

Label the left side of the T-chart Start Number and the right side End Number.

| Start Number | End Number |
|---|---|
| | |

Remind students that in this unit they are adding 10 to numbers. The goal now is to look for patterns or make observations about what happens to numbers when ten is added.

1. Show students an example of adding 10 using 10 frames such as:



17 + 10 = 27

2. Record the number 17 on the left side of the T-chart. Then mark it on a hundreds chart (on smartboard or hundreds pocket chart). Ask the volunteer student what the sum was when she added ten. Record the number 27 on the right side of the T-chart. Mark the sum on the hundreds chart.

3. Call on four or five more students to work through examples. Each time, record the numbers on the T-chart and mark them on the pocket chart or hundreds chart.
4. Ask students, "Look at the T-chart and the hundreds chart. What is one observation you can make?" Let them talk to their partners about their observations.
5. Ask students to volunteer their observations. As students make observations, record their thinking where everyone can see it.

Examples of Student Observations:
"The end number is always bigger."
"The end number is directly below the start number on the hundreds chart."
"The ones place stays the same and the tens place grows by one."

Note: Teacher should make an anchor chart of observations about adding 10 to use in future lessons.
Note: as students share observations, ask other students if they agree. Why or why not?

**Increasing Rigor Discussion Questions and Tasks-**

- Anna scored 38 points in 2 games. One game she scored 10 points. What might her score have been for the other games?
- Juan added three numbers to get 34. One of them was a 10. What could the other number be?
- The sum of a two-digit number and a 10 is 43? What might the other number be?
- Create some number sentences with the students and record three on the board. For example, 38 + 10 = 48, 24 + 30 = 54, 57 + 40 = 97. Ask "What patterns do you see?"
- Two two-digit numbers have a sum of 86. What could the addends be if one is 10? Show how you find the solution.
- Start with the number 10, then have students reach into a bowl of tens and ones block and grab a handful of blocks to form a number. Add 10 to the other number. Compare your addition sentence to your neighbor's addition sentence, how are they alike and how are they different?

**Teacher Notes:**
Day 6, 7 and 8 students will practice adding 10 to a two digit number. Students should demonstrate understanding of adding the ones place before the tens place. Students at this point should be continually demonstrating how to mentally add 10 more. Mental computation with numbers such as ten, should be encouraged so that students see the relationships that exist between and among numbers. At first students may not see the relationship of adding ten and will need to count. The hundreds chart should be used to show how to add ten. This may mean that students need to place counters on the hundreds chart between 27 and 37 and see that is adding ten. After several examples, they may begin to see a pattern that moving down the hundreds chart one row is adding 10 and moving up one row is subtracting ten.

**Mark the chart-**
Materials Needed:

- Printable number cards 1-100:

http://vbschools.net/moodle/pluginfile.php/9153/mod_resource/content/1/number_flashcards.pdf

- Printable hundreds chart

http://www.mathwire.com/numbersense/blankhundredchart.pdf

Students work with a partner. Place a deck of cards (number cards 10-90) on the desk face down. Students take turns drawing a card. Both students mentally add 10 to the number and color in the solution number on their number chart. Repeat as time allows.

**Adding with T-Chart-**
Materials Needed:

- Printable t-chart

https://www.teacherspayteachers.com/Product/FREE-Graphic-Organizer-T-Chart-779483

- Printable number cards 1-100:

http://vbschools.net/moodle/pluginfile.php/9153/mod_resource/content/1/number_flashcards.pdf

1. Ask a student to volunteer an equation (example: 15 + 10=25), state the number he started with but not to reveal the end number.
2. Write the starting number on the T-chart on the board and mark it on the interactive smart board hundreds chart.
3. Ask students, "What do you think the end number will be if we add ten to it?" Allow them to think quietly. Remind them to use the previous observations to help them make a prediction.
4. Ask students to whisper the end number aloud. Check with the student who volunteered; is the end number right? 5. Record it on the T-chart and mark it on the hundreds chart.
Repeat Steps 1-5 with several students to build fluency with adding ten to any number.

Note: If students have trouble a scaffolding option is to use number cards 10-90 to draw a number to add to 10.

**Adding Ten Prompts-**
Materials Needed:

- Online interactive hundreds chart or pocket 100s chart

http://www.abcya.com/interactive_100_number_chart.htm

- Ten frames with dots card sets printables

http://math4u.wicomico.wikispaces.net/Subitizing

Put the following prompts up on the board:
1. When 10 is added to any number, the ones place_____.
2. When 10 is added to any number, the tens place _____.
3. When 10 is added to any number and marked on the hundreds chart, it _____.

Introduce the Adding Ten prompts by reading each one aloud. Tell students that knowing how to add ten to any number will help them become efficient mathematicians.
Ask students to think quietly about how to complete the prompts. Remind them where the ones and tens places are in the numbers. Then have students discuss the prompts with their partners.

Facilitate a whole-class discussion to complete the prompts. Record students' thinking in the blanks of the prompts. Encourage students to finish the prompts by stating them several different ways, such as "Stays the same," "Doesn't change," or "Is the same number as before."

Cover up the pocket hundreds chart or interactive smart board hundreds chart. Ask students to visualize either the ten-frame cards or the hundreds chart to help them add ten to any number mentally. Tell them, "I will say a number. You need to figure out what the sum is once ten has been added to it." Model a simple example by saying,"Ten." Tell students they need to add ten to ten in their heads and whisper the sum aloud when you gives the thumbs-up sign.

Next call out, "Thirty-two," and write it on the T-chart. Allow students to think, then give the thumbs-up for students to whisper the total aloud. Repeat with several more numbers.

**Teacher Notes:** On days 9 and 10 of this unit students will continue to practice adding 10.

**10 More-**
Materials Needed:

- Dice
- Colored counters
- Hundreds chart for game board

http://www.mathwire.com/numbersense/blankhundredchart.pdf

Students work with a partner and take turns to roll a die and calculate the sum of the number rolled plus 10. After each roll the player places a counter on a corresponding number on the board. For example, if a 4 is rolled the player may place a counter on 14 on the board because 4+10=14. Play continues until one player has 4 counters in a row (horizontally, vertically, or diagonally).

**Increasing Rigor Discussion Questions and Tasks-**

- Pam said 86 is ten more than 96. Is she correct? Explain how you know. Use tools (hundred chart, etc.) in your explanation if needed.
- On the hundreds chart start at 36, if you were to move down the hundreds chart 3 spaces, what number would you land on? Did you increase or decrease your number by tens?
- Claudia started at 28. She is counting by tens what are some numbers she might say?
- How does a hundred chart help you when you are adding and subtracting 10 from a

number like 57? (or multiple groups of 10 such as 30 and 50)

- Starting at 94 how many groups of 10 will you subtract to get to 24? How does knowing what is "10 less" than a number help you with this problem?

**Additional Optional Activities Found Here:**
http://www.k-5mathteachingresources.com/1st-grade-number-activities.html

http://www.internet4classrooms.com/printables/common_core/math_mathematics_1st_first_grade/

**Additional Optional Worksheets:**
http://www.softschools.com/math/worksheets/addition_worksheets.jsp

http://www.math-aids.com/Addition/

http://www.tlsbooks.com/firstgrademathworksheets.htm

## MINI LESSONS/CLOSURE ACTIVITIES

**Addition Relay-**
Teacher can create teams and let each team take turns solving addition problems on the board. The team with the most correctly answered problems wins.

**Exit Tickets-**
Teacher creates exit tickets with addition problems that have 10 added to a two-digit number.

**Charades-**
Teacher writes a problem on the board with two addends. The problem should have one two-digit number and a 10 for addends. Students take turns acting out the problems using books, crayons, etc.

**Word Problem-**
Joy is holding 10 marbles in one hand and 10 marbles in the other hand. How many marbles does she have in all?

After students think about it, have a student come up and draw the problem and write the equation on the board.

Note: This problem applies a doubles fact that is familiar to most students. Notice students that may need to count on to add the 2 tens. Students will relate the Application Problem to the efficiency of counting by tens instead of counting by ones.

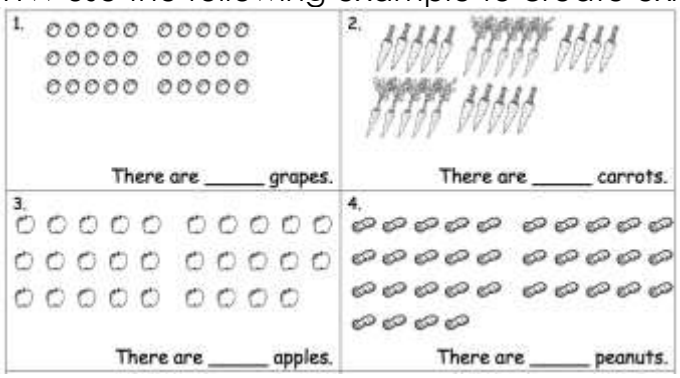
**Roll the dice-**
Students take turns coming to the board to write and solve number sentences with two addends. They can come up in pairs. Students roll two dice and write a number sentence using the numbers rolled for a two digit number and a 10. Students then solve the equation. Teacher may choose to do a relay and have two teams race against each other to see who can create an equation and solve it the quickest.

**Exit Tickets-**
Give students a hundred chart and have them add and circle the numbers for 10 more for the following numbers:

18 33 48 65

Printable hundreds chart:
http://www.woojr.com/printable-number-charts/hundreds-chart/

**Exit Tickets-**
TTW use the following example to create exit tickets.




**Relay Race –**
Teacher can use flashcards to call out an addition problem of adding 10 more to the number on the card. Students take turns solving the problems. The team that solves the most correct wins.

Printable number cards 1-100:
http://vbschools.net/moodle/pluginfile.php/9153/mod_resource/content/1/number_flashcards.pdf

**Exit Tickets-**
Use the following resource sample to create exit ticktes.
https://www.pinterest.com/pin/205406432978601831/

**Mentally counting by Tens-**
TTW call out a number between 10 and 19 and have a student skip count by 10s from that number. Repeat with different students as time allows.

**Smart board hundreds chart-**
Circle a number on the hundreds chart and call on students to mentally add 10 more and tell you the solution.

**40 Ways to Leave a Lesson-**
https://docs.google.com/file/d/0B-0npvl9xzTBMGs1SUUzeEN3RU0/edit
www.mathworksheetisland.com

## SMALL GROUP/CENTER ACTIVITIES:

https://www.pinterest.com/evoisine/mentally-adding-10-or-100/

http://sunnydaysinsecondgrade.blogspot.com/2012/10/10-more10-less-freebie.html

https://www.pinterest.com/k1454/10-more10-less-1nbt5/

http://www.firstgradegarden.com/2011/09/math-stations-set-1.html

https://www.pinterest.com/tkleddy/10-more-10-less/

**SUMMATIVE ASSESSMENT RESOURCES:**

http://commoncoretasks.ncdpi.wikispaces.net/First+Grade+Tasks

https://ccak52012.wikispaces.com/First+Grade+Teacher+Created+Tasks

http://www.crickweb.co.uk/ks2numeracy.html

http://www.math-salamanders.com/1st-grade-math.html

http://illuminations.nctm.org/Activity.aspx?id=3566

https://www.orglib.com/1.oa.6-worksheet-as-assessment-viewTestQuestions_0d1520c2bb_8521a3a648b6468f8e96c9d0f0e9af01_265.html

http://www.internet4classrooms.com/grade_level_help/test_taking_assistance_first_1st_grade.htm

**FORMATIVE ASSESSMENTS:**
http://www.ehow.com/about_5419008_types-formative-assessment.html

http://www.edutopia.org/resource/checking-understanding-download

http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html

**ADDITIONAL ONLINE RESOURCES (Bellwork):**
**Worksheets-**
www.mathworksheetisland.com

http://www.k5learning.com/free-math-worksheets/first-grade-1

http://mathworksheetwizard.com/grade1/grade1numbers.html

http://www.mathworksheets4kids.com/activities/1st-grade.php

http://www.tlsbooks.com/firstgrademathworksheets.htm

Free printable number cards:
http://www.activityvillage.co.uk/number-flash-cards-1-30

https://www.teacherspayteachers.com/Product/1-120-Flashcards-freebie-317022
or
http://www.mediafire.com/file/a67e7r40m2omdy6/Flash+Cards_Numbers+0-120.pdf

Free number word printable flashcards:
https://www.havefunteaching.com/flash-cards/math-flash-cards/numbers-word-flash-cards-0-to-100/

Free printable ten frames:
http://www.mathwire.com/templates/tenframemat.pdf

Free printable dominoes:
http://www.dltk-cards.com/dominos/

Free printable spinners:
http://cte.sfasu.edu/wp-content/uploads/2012/09/Templates-for-Spinners.pdf

Free printable hundreds charts:
https://www.superteacherworksheets.com/hundreds-chart.html

Free printable clocks:
http://www.craftnhome.com/clock-faces.html

Virtual manipulatives can be found here:
https://grade1commoncoremath.wikispaces.hcpss.org/file/view/Directions%20for%20Virtual%20Manipulatives%201.NBT.2.pdf/519489918/Directions%20for%20Virtual%20Manipulatives%201.NBT.2.pdf

**Practice for Math Fact Fluency Activities:**

http://www.interventioncentral.org/teacher-resources/math-work-sheet-generator

http://www.abcya.com/math_facts_game.htm

http://www.playkidsgames.com/games/mathfact/mathFact.htm

http://www.factmonster.com/math/flashcards.html

http://www.fun4thebrain.com/addition.html

http://www.mathplayground.com/index_addition_subtraction.html

http://www.math-drills.com/addition.shtml

http://mrshillsallstars.weebly.com/addition-without-regrouping.html

https://www.pinterest.com/janwray/double-digit-addition-subtraction/

http://www.theteachersguide.com/twodigitadditionworksheets.htm

**DIFFERENTIATING RESOURCES:**

https://daretodifferentiate.wikispaces.com/Learning+Centers

http://www.internet4classrooms.com/common_core

http://www.k-5mathteachingresources.com