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| **Counting On Within 150**  |
| Example Tasks: Part 1: Teacher: *Start at 88 and count for me please.*Student counts on. Teacher stops them at 120. Part 2: Teacher: *Start at 128 and count for me please*.Student counts. Teacher stops at 150. |
| **NUMBER AND OPERATIONS IN BASE TEN (NBT)****Extend and recognize patterns in the counting sequence.** **NC.1.NBT.1** Count to 150, starting at any number less than 150.  |
| **Not Yet Proficient** | * Work with numbers within 50.
* Provide students with a 50 chart (hundreds chart only with numbers 1-50). Have students represent sets of numbers
* Start-with, Get-to (directions below)
 |
| **Progressing**  | * Work with numbers within 120 at first.
* If students struggle crossing over the decade (e.g., 89 to 90) have students work with ten frame cards to visualize 89 as 8 groups of 10 and 9 ones and 90 as 9 groups of 10.
* If students struggle with teen numbers (11-19 or 111-119) then have them use a 150 Board (attached) and give them experiences to work on counting on.
* Provide students with a hundreds board and have them count on using the hundreds board as a resource.
* Make a Number and Count On (see below).
* Get the Goof Lesson on [Tools4NCTeachers.com](http://www.Tools4NCTeachers.com) (Grade 1, Cluster 1).
 |
| **Meets Expectations** | * Move onto other standards, such as NC.1.NBT.7 representing a number of objects with a written numeral within 100, and NC.1.NBT.2, modeling two-digit numbers with groups of tens and ones.
 |

**Make a Number and Count On**

Students need number cards (template below). Students should pull two number cards make a two-digit number and then count on from there for the next 15 numbers. *Extension for three-digit numbers:* One will always be in the hundreds place. Pull two cards to represent the tens and ones place to make a 3 digit number: 1 \_\_ \_\_. Start counting from that number.

**Number Cards**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 0 | 1 | 2 |
| 3 | 4 | 5 | 3 | 4 | 5 |
| 6 | 7 | 8 | 6 | 7 | 8 |
| 9 | 0 | 1 | 9 | 0 | 1 |
| 2 | 3 | 4 | 2 | 3 | 4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 | 6 | 7 | 5 | 6 | 7 |
| 8 | 9 | 0 | 8 | 9 | 0 |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 4 | 5 | 6 | 4 | 5 | 6 |
| 7 | 8 | 9 | 7 | 8 | 9 |

**150 Board**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 29 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 |

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| **Addition within 100**  |
| What is 48 joined with 6?What is 37 joined with 30?  |
| **NUMBERS AND OPERATIONS IN BASE TEN****Use place value understanding and properties of operations.****NC.1.NBT.4** Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: ● A two-digit number and a one-digit number ● A two-digit number and a multiple of 10  |
| **Not Yet Proficient** | * + - * Provide students with counters and ten frames and use numbers within 30.
			* Pose tasks with number sizes such as *18 joined with 4* and *7 joined with 20*.
			* If students are struggling with unitizing a ten, play Plus Nine (see below).
			* Play Build and Roll for smaller numbers (see below).
 |
| **Progressing** | * Provide students with connecting cubes and use numbers within 50.
* Play Build and Roll (see below).
* Build and Add Tens (see below).
 |
| **Meets Expectations** | * Provide opportunities to deepen understanding of NC.1.NBT.4 by posing tasks where students use connecting cubes and add a two-digit number to a teen number, such as 35 + 12 or 35 + 18.
 |

**Plus Nine**

Students need counters, a double ten frame, and number cards. Students begin each round with 9 counters on their ten frame. Students pull a number card and add that number of counters to the double ten frame.
Students record in their math journal: 9 + \_\_\_ = \_\_\_ ten and \_\_\_ ones.

**Build and Roll**

Students need number cards. Pull 2 number cards and build a two-digit number. Build the number with connecting cubes. Pull a third number card and change the connecting cubes to equal the new number.

Students record the equation: \_\_ \_\_ + \_\_\_ = \_\_ \_\_

Modification for *smaller* numbers: Use connecting cubes or counters. Use dice that are marked only with 1, 2, or 3 instead of number cards to build the two-digit number, and a number card to determine how to change the number.

**Build and Add Tens**

Students need number cards. Pull 2 number cards and build a two-digit number. Build the number with connecting cubes. Roll a number cube to find the number of tens to add, and then change the cubes to equal the new number. Students record the equation: \_\_ \_\_ + \_\_ \_\_ = \_\_ \_\_

Primary Number Cards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 0 | 1 | 2 |
| 3 | 4 | 5 | 3 | 4 | 5 |
| 6 | 7 | 8 | 6 | 7 | 8 |
| 9 | 0 | 1 | 9 | 0 | 1 |
| 2 | 3 | 4 | 2 | 3 | 4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 | 6 | 7 | 5 | 6 | 7 |
| 8 | 9 | 0 | 8 | 9 | 0 |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 4 | 5 | 6 | 4 | 5 | 6 |
| 7 | 8 | 9 | 7 | 8 | 9 |

Double Ten Frame

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
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| **Ten More or Ten Less than a Number** |
| What is 10 more than 37?What is 10 less than 82?  |
| **NUMBERS AND OPERATIONS IN BASE TEN****Use place value understanding and properties of operations.****NC.1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |
| **Not Yet Proficient** | * + - * Provide students with counters and ten frames and use numbers within 40.
			* Pose tasks with number sizes that such as *Ten more than 18* and *Ten less than 25.*
			* Explore the Hundreds Board and the idea that adding and taking away 10 and multiples of 10 does not change the number of ones.
			* Play Build and Add Tens (see below).
			* Play Moving on the Hundreds Board (see below).
 |
| **Progressing** | * Provide students with connecting cubes and use numbers within 50.
* Build and Add Tens (see below).
* Build and Subtract Tens (see below).
 |
| **Meets Expectations** | * Provide opportunities to deepen understanding of NC.1.NBT.5 by posing tasks where students use base ten blocks and add a two-digit number to a teen number, such as 35 + 12 or 35 + 18 (NC.1.NBT.4).
 |

 **Build and Add Tens**

Students need number cards and connecting cubes. Pull 2 number cards and build a two-digit number. Build the number with cubes. Roll a number cube to find the number of tens to add and then change the cubes to equal the new number. Students record the equation: \_\_ \_\_ + \_\_ \_\_ = \_\_ \_\_

**Moving Hundreds Board**Students need counters or connecting cubes and a hundreds board (see below). Students pull 2 number cards and make a two-digit number. Using the hundreds board, students tell their partner what 10 more than the number is and what 10 less than the number is. Students may use the hundreds board to help or use the hundreds board to check their answers.

**Build and Subtract Tens**
Students need number cards and connecting cubes. Students draw 3 number cards. Students use the 2 largest cards to make a two-digit number and the smallest card is the number of tens they will subtract. Students should make the two-digit number with connecting cubes and then change the value of their cubes by subtracting the number of tens on the third card. Students record the equation: \_\_ \_\_ - \_\_ \_\_ = \_\_ \_\_
Modification: Provide students with a hundreds board instead of cubes to promote students’ mental calculation.

Primary Number Cards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 0 | 1 | 2 |
| 3 | 4 | 5 | 3 | 4 | 5 |
| 6 | 7 | 8 | 6 | 7 | 8 |
| 9 | 0 | 1 | 9 | 0 | 1 |
| 2 | 3 | 4 | 2 | 3 | 4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 | 6 | 7 | 5 | 6 | 7 |
| 8 | 9 | 0 | 8 | 9 | 0 |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 4 | 5 | 6 | 4 | 5 | 6 |
| 7 | 8 | 9 | 7 | 8 | 9 |

Hundreds Board

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

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| **Subtracting with Multiples of 10** |
| There were 70 balloons at the birthday party. 30 balloons popped. How many balloons are left? |
| **NUMBER AND OPERATIONS IN BASE TEN****Use place value understanding and properties of operations.** **NC.1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning using:* Concrete models and drawings
* Number lines
* Strategies based on place value
* Properties of operations
* The relationship between addition and subtraction
 |
| **Not Yet Proficient** | * Use lower numbers (such as single digit numbers 6 and 2) within the same problem context to reiterate the action of the problem and the operation needed to solve.
* Have the student retell the problem and state the action of the problem. Use guiding questions when needed such as: *What is the problem about? How many were there to begin with? What happened to some of them? How many popped?*
* Provide student with a hundreds chart. Ask student to first show a decade jump with addition on the chart, relating that to 70 + 10. Then ask the student to show a decade jump with subtraction on the chart, relating that to 70 - 10. Help the student see the connection and pattern on the hundreds chart when adding and then when subtracting.
* Provide the student with filled ten frames on cards. Ask the student to show the number of balloons by manipulating the filled ten frame cards. Have the student tell what happened next in the problem and how they could show that with the cards (student should manipulate the cards, removing three of the filled ten frames).
 |
| **Progressing** | * Relate the numbers in the problem to groups of ten. Ask the student: *How many groups of ten are in 70? How many groups of ten are in 30?* Have the student act out the problem using place value materials as you read the problem aloud. The student should be using items grouped in tens such as stacks of cubes, bean sticks, filled ten frames, etc.
* Provide the student with a number line showing only the decade numbers (0, 10, 20…). Ask the student to identify and indicate where to begin on the number line according to the problem (70). Then ask the student to identify how many balloons popped and how many groups of ten make up that number (30; three groups of 10). Ask the student how they could show subtracting 30, or three groups of 10, by making jumps on the number line.
* Use single digit numbers 7 and 3 in the story, asking the student to act out the computation with single cubes; 7 ones minus 3 ones. Relate this to the multiple of ten numbers using towers of ten cubes instead of single cubes. Have the student act out the same problem this time using double digit numbers 70 and 30 with stacks of ten, showing 7 tens minus 3 tens.
* Have the student first represent the problem using an equation with a symbol for the unknown number; 70 – 30 = ?.
 |
| **Meets Expectations** | * Continue with core instruction for the standard.
* Give students the opportunity to write their own word problems using subtraction of numbers that are multiples of ten.
* Add on to the original problem. For example, ask students *What if ten more balloons popped at the party?*
* Provide opportunities to deepen understanding of NC.1.NBT.6 by giving students a similar problem to solve, but change the larger number to a two-digit number that is not a multiple of ten, such as 72. The problem becomes 72 – 30 within the same context of balloons at a party.
 |