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| Standard | Items: |
| **1.NBT.04** -  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. | 3.0  Solve and show your work.  1a. 12+5 =  1b. 7+6=  1c. 15+20=  The ‘2 set are extra questions if needed to pull from. We need only one set of each example of the standard.  2a. 13   * 4   \_\_\_\_\_  2b. 35   * 9   \_\_\_\_\_  2c. 27  +10  \_\_\_\_  Solve.  3a. 2 tens + 3 tens = \_\_\_\_\_\_\_ tens 3b. 20+30=\_\_\_\_\_\_\_\_ |
| 2.0 Solve and show your work.  Strategy Bank: (WE NEED A VOLUNTEER TO INSERT VISUALS FOR STRATEGIES)  Count on Ones  Add Tens and Ones  Add Tens and Ones with Regrouping  Make a Ten  (Students can use Base Ten Blocks to solve.)   1. 21+3= 2. 18+5= 3. 15+10= 4. 8+8= 5. 2 tens= \_\_\_\_\_\_\_ 3 tens= \_\_\_\_\_\_\_ 6. 20+30=\_\_\_\_\_\_\_ |
| **1.MD.02** -  Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (than the length unit) end to end; understand that the length measurement of an object is the number of same size length units that span it with no gaps or overlaps. | 3.0  \*\*Be sure you specifically teach using examples measuring has no gaps and how measuring with gaps is incorrect.  Sam and Kate measured the paintbrush.   |  |  | | --- | --- | | Sam      4 cubes | Kate      9 cubes |   Who measured correctly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Explain why.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     1. John used cubes to measure his pencil. John says it is 4 cubes long. Did John measure correctly? Explain how you know.       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Draw a line that is about 5 cubes long.  2.0  1. About how many cubes long is this marker?      \_\_\_\_\_\_\_\_\_\_\_\_ cubes  2. Tasha wants to measure the eraser. Which object would be best to use? Why? (INSERT IMAGE HERE)  A penny a pencil a book  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Use  to measure      About \_\_\_\_\_\_\_\_  2.  About \_\_\_\_\_\_\_\_  3.    Circle about how many cubes long are the scissors?  2 cubes 20 cubes 7 cubes |
| **1.MD.03** -  Tell and write time in hours and half-hours using analog and digital clocks. | 3.0  1. What time does the clock show? Circle the answers below.      10 30  6 00  9 30  2. Draw the hands to show on the analog clock below.    3. What time does the clock show?  (Insert Image) |
| 2.0  1. Circle the digital clock.    2. Write the time on the digital clock.      Possible questions as prerequisite:  Circle the hour hand and mark an X on the minute hand. PIC   1. Circle the analog clock. Put an X on the digital clock. PIC 2. Circle the clock that shows the minute hand on the half hour.PIC      1. Circle the clock that shows 2 o’clock. PIC   B. Circle the clock that shows half past 2.    5. How many minutes are in 1 hour?  \_\_\_\_\_\_\_\_\_ minutes  6. How many minutes are in a half hour?    \_\_\_\_\_\_\_\_\_ minutes |
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