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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 OnesAdd Tens and OnesAdd Tens and Ones with RegroupingMake 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=\_\_\_\_\_\_\_
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| **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.

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|   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.

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|  Use  to measure1.

 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. | 3.01. What time does the clock show? Circle the answers below.   10 30  6 00 9 302. Draw the hands to show on the analog clock below.  3. What time does the clock show?(Insert Image) |
| 2.01. 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. PIC1. 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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