The intended purpose of this document is to provide teachers with a tool to determine student understanding and suggest instructional moves that may help guide a student forward in their learning. It is not an exhaustive list of strategies.

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| **Addition Fluency Within 10**  |
| There are 6 birds in the park. 3 more arrive. How many birds are in the park? What is the answer to 2 joined with 7? |
| **OPERATIONS AND ALGEBRAIC THINKING****Add and subtract within 20.****NC.1.OA.9** Demonstrate fluency with addition and subtraction within 10. \*Remember that fluency means accurate, flexible, and efficient recall of number combinations. By the end of the year, students are expected to draw on various strategies to recall facts within 5 seconds.  |
| **Not Yet Proficient** | * Focus on addition and subtraction word problems within 5 (Kindergarten expectation).
* Stuck in the Sink (Kindergarten lesson.)
* Provide students with counters or cubes and a ten frame or number path (see below) to help them solve the tasks.
* Roll and Write using two dot cubes (see below).
* Addition Compare with two dot cubes (see below).
 |
| **Progressing** | * Focus on addition and subtraction word problems within 10.
* Pose tasks such as 4 joined with 2 and 4 joined with 3. Students need access to a 10 frame and manipulatives. Ask students questions such as How does making a 5 help when I join 4 and 2?
* Provide students with counters or cubes and a ten frame or number path (see below) to help them solve the tasks.
* Ten Frames Lesson (0-9).
* Roll and Write using one number cube and one dot cube (see below).
* Addition Compare with one number cube and one dot cube (see below).
 |
| **Meets Expectations** | * Continue with more experiences to deepen understanding of NC.1.OA.9 with a focus on subtraction.
* Work on addition and subtraction combinations within 12 and then within 15. As you increase in number size, students still need opportunities to work with concrete manipulatives such as counters, multi-link (pop) cubes, and tools such as double ten frames, number lines, and number paths.
 |

**Roll and Write**

Students get 2 dice. Give students either 2 dot cubes (to promote counting all) or 1 dot cube and 1 number cube (to promote counting on). Students roll two number dice, find the sum, and then write down the equation or the numbers used to find the sum. For example, 3 + 4 would be written on the row with 7 on the left.

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| 3 |  |
| 4 |  |
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| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |

**Addition Compare**

Students play in partners or groups of 3. Students get 2 dice. Give students either 2 dot cubes (to promote counting all) or 1 dot cube and 1 number cube (to promote counting on). Students roll two number die, find the sum, and compare the sum against the people they are playing with. The person with the highest sum wins. Students can record their sums on paper or their notebook using the frame: “\_\_\_\_ joined with \_\_\_\_ is the same as \_\_\_\_\_.”

\_\_\_ joined with \_\_\_\_\_ is the same as \_\_\_\_\_\_\_

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Number Path (0-10)

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| 0 |
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| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |
| 9 |
| 10 |

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|  |
| --- |
| **Subtraction Fluency Within 10**  |
| There are 7 birds in the park. Then 3 fly away. How many birds are now in the park? What is the answer to 8 take away 5? |
| **OPERATIONS AND ALGEBRAIC THINKING****Add and subtract within 20.****NC.1.OA.9** Demonstrate fluency with addition and subtraction within 10. **\***Fluency means accurate, flexible, and efficient recall of number combinations. By the end of the year students are expected to draw on various strategies to recall facts within 5 seconds.  |
| **Not Yet Proficient** | * Focus on subtraction word problems within 5 (Kindergarten expectation).
* Provide students with counters or cubes and a ten frame or number path (see below) to help them solve subtraction tasks.
* One Less (Kindergarten [Dog](https://tools4ncteachers.com/resources/0-kindergarten/lessons/cluster-6/oa1-one-less-dog.docx) lesson).
* Toss the Counters (see below).
* Subtraction Compare with two dot cubes (see below).
 |
| **Progressing** | * Focus on subtraction word problems within 10.
* Pose tasks such as 7 take away 3 and 6 take away 2. Students need access to counters or cubes as well as a ten frame or number path (see below).
* Ten Frames [Lesson](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa9-ten-frames0-10.docx) (0-9).
* Coin Drop [Lesson](https://tools4ncteachers.com/resources/0-kindergarten/lessons/cluster-6/oa4-coin-drop.docx).
* Subtraction Compare with 1 number cube and 1 dot cube (see below).
* Cover Up (see below).
 |
| **Meets Expectations** | * Continue with more experiences to deepen understanding of NC.1.OA.9 with a focus on word problems.
* Work on addition and subtraction combinations within 12 and then within 15. When first working with larger numbers, students need opportunities with concrete manipulatives such as counters and multi-link (pop) cubes and tools such as number lines, double ten frames, and number paths.
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**Toss the Counters**

Students toss a set of counters. The number should be between 5 and 10. Count the number of red and yellow counters.

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| **Red** | **Yellow** |
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**Subtraction Compare**

Students play in partners or groups of 3. Students get 2 dice. Give students either 2 dot cubes (to promote counting all) or 1 dot cube and 1 number cube (to promote counting on). Students roll two number die, find the difference, and compare the difference against the people they are playing with. The person with the highest difference wins. Students can record their differences on paper or their notebook using the frame: “\_\_\_\_ take away \_\_\_\_ is the same as \_\_\_\_\_” OR use the recording sheet below.

\_\_\_ take away \_\_\_\_\_ is the same as \_\_\_\_\_\_\_

\_\_\_ take away \_\_\_\_\_ is the same as \_\_\_\_\_\_\_

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\_\_\_ take away \_\_\_\_\_ is the same as \_\_\_\_\_\_\_

\_\_\_ take away \_\_\_\_\_ is the same as \_\_\_\_\_\_\_

**Cover Up** (Adapted from Kathy Richardson’s Developing Number Concepts)

Students start with a given number of counters. The number should be between 5 and 10 based on students’ performance. One student covers some of the counters up with their hands and leaves some counters showing. The other student needs to determine how many counters are hidden. Students can use the following frame to talk with each other, “There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up,” OR use the space below to record their work.

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

“There were \_\_\_ counters. I see \_\_\_ counters and \_\_\_ counters are covered up.”

Number Path (0-10)

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| 0 |
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |
| 9 |
| 10 |