

Focus & Within Grade Coherence

Task Handout, Grade 1

Major Task #1

Eva has 6 marbles in her hand and 8 in her pocket.

- a. Two students draw the pictures below to find out how many marbles Eva has. Label their drawings with P and H for Pocket and Hand. Write a number sentence to go with each drawing.



- b. Show two ways to find the number of Eva's marbles that show how to make ten. Write a number sentence for each.

- c. Jerry has 4 marbles in his pocket and 10 in his hand. Explain how it is that Jerry and Eva have the same number of marbles. Use words, math drawings, and numbers.

Source: EngageNY.org of the New York State Education Department. Grade 1 Mathematics, Module 2, Mid-Module Assessment. Available from <https://www.engageny.org/resource/grade-1-mathematics-module-2/file/113176>, accessed 10 June 2016.

Major Task #2

Materials

- For each pair:
 - 2 ten-sided dice with the numbers 0 to 9 or two spinners with the numbers 0 to 9
 - Base-10 blocks, linking cubes, or bundled and loose popsicle sticks
 - Paper and pencil

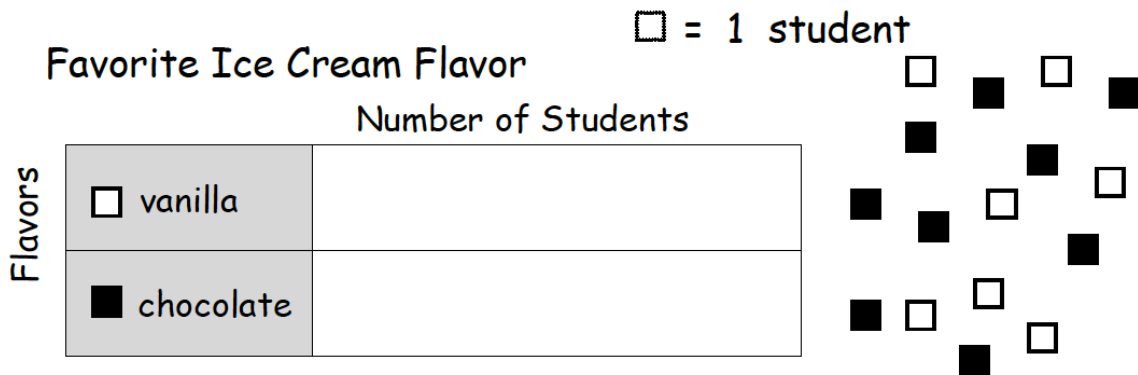
Play

- Student A rolls the dice.
- Student B makes a number using the values on the dice as digits and both students write it on the paper. For example, if student A rolled a 3 and a 4, the number can be 34 or 43.
- Student A represents the number with the tens and ones blocks/popsicle sticks.
- Student B counts the blocks to check that they correctly represent the number.
- Both students draw a picture of the tens and ones on the paper.
- The students should take turns.

Source: Available from <https://www.illustrativemathematics.org/content-standards/1/NBT/B/2/tasks/987>, accessed 10 June 2016, licensed by Illustrative Mathematics under CC BY---NC---SA 4.0.

Supporting Task #1

Use squares with no gaps or overlaps to organize the data from the picture. Line up your **squares** carefully.



1. How many **more** students liked chocolate than liked vanilla? _____ students
2. How many **total** students were asked about their favorite ice cream flavor?
_____ students

Source: EngageNY.org of the New York State Education Department. Grade 1 Mathematics, Module 2, Mid-Module Assessment. Available from <https://www.engageny.org/resource/grade-1-mathematics-module-3-topic-d-lesson-12-0/file/48156>, accessed 10 June 2016.

Within Grade Coherence Task #1

6. Find the mystery numbers. Explain how you know the answers.

a. 10 more than 89 is _____

tens	ones
8	9

 →

tens	ones

b. 10 less than 89 is _____

tens	ones
8	9

 →

tens	ones

c. 1 more than 89 is _____

tens	ones
8	9

 →

tens	ones

d. 1 less than 89 is _____

tens	ones
8	9

 →

tens	ones

Source: EngageNY.org of the New York State Education Department. Grade 1 Mathematics, Module 6, End-of-Module Assessment. Available from <https://www.engageny.org/resource/grade-1-mathematics-module-6/file/14786>, accessed 2 February 2016.

Within Grade Coherence Task #2

Materials

- Unifix cubes
- Large blocks in different sizes or varying lengths of sentence strips

Note: The large blocks or the cut-up lengths of sentence strips need to measure a whole number of unifix cubes whose combined length is less than or equal to 20 unifix cubes.

Actions

- Have students work in pairs. Give each pair two blocks or strips to measure using unifix cubes. After they have measured their block, say,

Ask your partner how many unifix cubes long their block/paper strip is. How long will the two different blocks be together if they are laid end-to-end? First try to figure this out. Then put the blocks end-to-end and measure it to check your answer.

- Ask students to explain how they solved the problem and whether their answer checked out correctly. Even if students added correctly, they may not have lined up the unifix cubes very carefully and could get different lengths. This is a good opportunity to talk about how important it is to be careful when measuring. The teacher may also need to ensure that all students are "clicking" their unifix cubes together so that there aren't gaps between the unifix cubes which would alter the measurements.
- Finally, ask the students to write equations to represent their work.

For students who are ready for a more complex question ask,

Imagine you put another block end-to-end with the first one you measured. Together, they measure [X number] of unifix cubes. How long is the new block? Draw a picture to explain how you know.

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