

# Focus & Within Grade Coherence

Task Handout, Grades K-2

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# Major Task: Kindergarten

Sam bought 8 pieces of fruit at the farmers' market. He loves apples and oranges, so he bought some of each.

- Draw a plate and show his fruit on the plate. Don't lose any!
- Show your work to your friend. Does his/her plate look the same?
- Make a number bond and number sentence about your picture.

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# Major Task: Grade 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.

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## Major Task: Grade 2

A pencil costs 59 cents, and a sticker costs 20 cents less. How much do a pencil and a sticker cost together?

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## Supporting Task: Kindergarten

You will need sorting cards or items, for example: colors, shapes, animals, foods, etc. Cards should be able to be sorted multiple ways (example, foods could be sorted by color, then sorted by fruit vs. veggie vs. grain). Another example is animals could first be sorted by pet vs. wild animal vs. farm animal and next be sorted by number of legs and finally be sorted by furry animals/skin animals/scale animals.

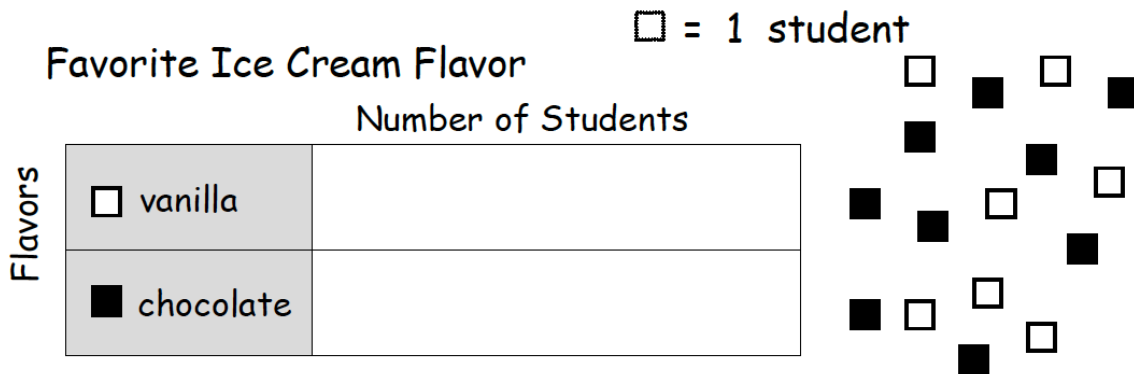
First have students look at the cards and decide two or three different ways to sort. Next each student can randomly choose a card or item. Then when all class has one, they sort themselves into categories according to color, shape, type of animal or food they have. Then the teacher can ask the questions:

- “Which group has the most?”
- “Which group has the least?”
- “Do any groups have the same number?”

The students count the groups and answer the teacher’s questions.

# Supporting Task: Grade 1

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



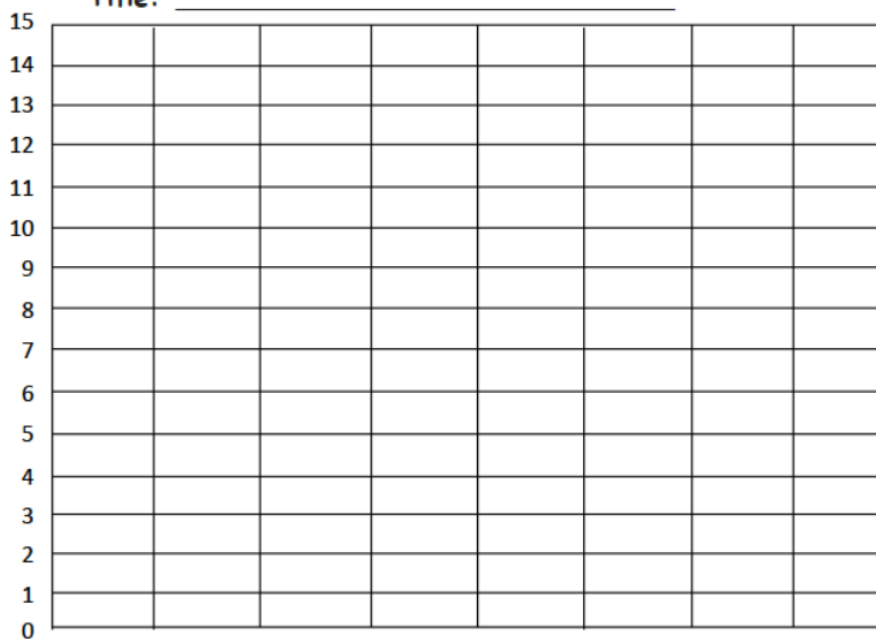
1. How many **more** students liked chocolate than liked vanilla? \_\_\_\_\_ students
2. How many **total** students were asked about their favorite ice cream flavor?  
\_\_\_\_\_ students

## Supporting Task: Grade 2

Callista saved pennies. Use the table to complete the bar graph. Then, answer the following questions.

Pennies Saved			
Saturday	Sunday	Monday	Tuesday
15	10	4	7

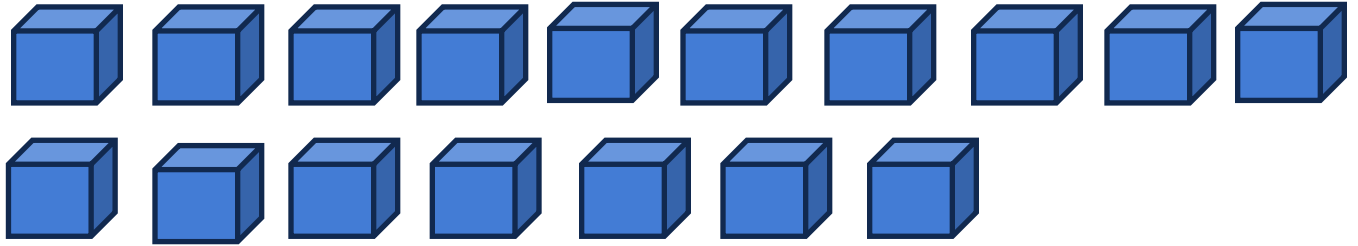
Title: \_\_\_\_\_



- How many pennies did Callista save in all? \_\_\_\_
- Her sister saved 18 fewer pennies. How many pennies did her sister save? \_\_\_\_
- How much more money did Callista save on Saturday than on Monday and Tuesday? \_\_\_\_
- How will the data change if Callista doubles the amount of money she saved on Sunday? \_\_\_\_\_
- Write a comparison question that can be answered using the data on the bar graph. \_\_\_\_\_

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## Within Grade Coherence Task: Kindergarten



- How many cubes are there?
- Separate 10 cubes into a group.
- Write 17 as a number bond using 10 ones as one of the parts.
- Write an addition sentence to match your number bond.
- How are your number bond and your addition sentence the same?



## Within Grade Coherence Task: Grade 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

## Within Grade Coherence Task: Grade 2

127 is a number.

- Write it as a sum of 100's, 10's, and 1's.
- Write its name in words.
- Draw a picture to represent the number.
- Locate it on the number line.

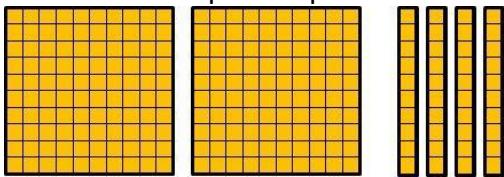
$500+60+8$  is a number.

- Write it as a three-digit number.
- Write its name in words.
- Draw a picture to represent the number.
- Locate it on the number line.

Six hundred and nine is a number.

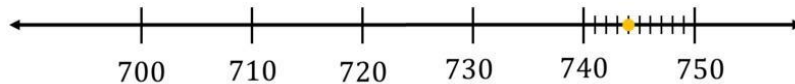
- Write it as a three-digit number.
- Write it as a sum of 100's, 10's, and 1's.
- Draw a picture to represent the number.
- Locate it on the number line.

The picture represents a number. The big square represents 100, the rectangle represents 10, and the small square represents 1.



- Write it as a three-digit number.
- Write it as a sum of 100's, 10's, and 1's.
- Write its name in words.
- Locate it on the number line.

A number is shown on the number line.



- Write it as a three-digit number.
- Write it as a sum of 100's, 10's, and 1's.
- Write its name in words.
- Draw a picture to represent the number.