

Mathematics CFA 1.OA.1

Pre-Instruction

1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do):

1.OA.1 **Use** addition and subtraction within 20 to **solve** word problems involving situations of **adding** to, **taking** from, **putting** together, **taking** apart, and **comparing**, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

2. Mathematical Practices

1. Make sense of the problem and persevere.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

3. I Can Statements – Put learning targets in student friendly terms.

1. I can add to solve word problems within 20 by adding to, and/or putting together. Level 1
2. I can subtract to solve word problems within 20 by taking from, taking apart, and/or comparing. Level 1
3. I can solve word problems with unknowns in all positions. Level 1
4. I can solve word problems using objects, drawings and/or equations (number sentences) with a symbol for the unknown number to represent the problem. Level 1

Depth of Knowledge of the standard (Highlight the Level of the Learning Target):

Level 1 Recall; Level 2 – Skill/Concept; Level 3 – Strategic Thinking; Level 4 – Extended Thinking

4. List the skills students need to know in order to begin this standard:

1. Understand the value of numbers to 20 as well as recognize them on sight.
2. Understand the meaning of the word “equals”.
3. Know the meaning of the mathematical symbols +, -, and =.
4. Understand the terms for addition, such as “adding to”, and “putting together”, “plus” and “minus”.
5. Understand the terms for subtraction, such as “taking from”, “taking apart”, and “comparing”.
6. Understand the meaning of the term “unknown”.
7. Understand that a number sentence and an equation are the same.

5. What type of assessment am I going to write? [selected response (m/c, t/f, y/n, matching, fill in ___) **or** constructed response (**short:** word, phrase, sentence, single problem; **extended:** multi-step operations in math, problem solving)] List the assessment questions.

Constructed Response: For the following problems, explain your answer using words, pictures and/or numbers.

1. Ben had 14 dogs. He got 5 more dogs. How many dogs does Ben have now?
2. Bob has 6 toy trucks. Tom has 7 toy trucks. How many toy trucks do they have in all?
3. Jan saw 15 birds in a tree and 7 flew away. How many birds were left?
4. There were 16 cakes at the party. 8 of them were chocolate and the rest were white. How many cakes were white?

6. Scoring Guide

Exceeds Expectations: Student will solve correctly using more than one way.

Proficient: Student will answer 4 out of 4 correctly and show their work correctly.

Approaching Proficiency: Student will answer 3 out of 4 correctly and show their work correctly.

Not Proficient: Student will answer 2 or less correctly and show their work correctly.

Name: _____

Power Standard: 1.OA.1

Directions: For the following problems, explain your answer using words, pictures and/or numbers.

<p>1. Ben had 14 dogs. He got 5 more dogs. How many dogs does Ben have now?</p>	<p>2. Bob has 6 toy trucks. Tom has 7 toy trucks. How many toy trucks do they have in all?</p>
<p>3. Jan saw 15 birds in a tree and 7 flew away. How many birds are left?</p>	<p>4. There were 16 cakes at the party. Eight of them were chocolate and the rest were white. How many cakes were white?</p>

Rubric:

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