Name _____   Date _____

1. Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.

   a. Whose pennies together make ten?

   b. How many pennies do they have in all? Explain your thinking using a math drawing and a number sentence. Complete the statement.

   Pedro, Anita, and Olga have _____ pennies in all.

2. Circle the pairs of numbers that make ten in each problem. Then write the numbers that make the number sentences true. The first one is done for you.

   a. $\underline{9} + 5 + \underline{1} = 15$ $2 + 6 + 8 = \underline{\hspace{1cm}}$ $4 + 3 + 7 = \underline{\hspace{1cm}}$

   b. $8 + 2 + \underline{\hspace{0.7cm}} = 15$ $9 + \underline{\hspace{0.7cm}} + 1 = 16$ $1 + 7 + 9 = 10 + \underline{\hspace{0.7cm}}$

3. Hakop has 6 pennies in a bowl. 9 pennies are in his drawer. How many pennies does Hakop have in all? Explain how you know with a labeled math drawing and number sentence. Complete the statement.

Hakop has _____ pennies in all.

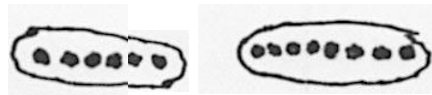4. Write a number bond in each number sentence to show how to make ten.

a.   9 + 5 = 14

b.   8 + 5 = 13

c.   6 + 9 = 15

d.   17 = 8 + 9

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

   a. Two students drew 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. True or false: You have to start with 6 marbles and then add the 8 marbles. (Circle one.)   **True   False**
   Use pictures or words to explain how you know.

   c. Draw and label two other ways to find the number of Eva's marbles that show how to make ten. Write a number sentence for each.

   d. 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.

Mid-Module Assessment Task   Topic A
Standards Addressed

Represent and solve problems involving addition and subtraction.

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.

1.OA.2   Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.3   Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

Add and subtract within 20.

1.OA.6   Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for each student is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

A Progression Toward Mastery				
Assessment Task Item	**STEP 1** Little evidence of reasoning without a correct answer. (1 Point)	**STEP 2** Evidence of some reasoning without a correct answer. (2 Points)	**STEP 3** Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	**STEP 4** Evidence of solid reasoning with a correct answer. (4 Points)
1 **1.OA.1** **1.OA.2**	The student is unable to complete either question accurately.	The student correctly answers one question, but may not explain his thinking adequately.	The student correctly answers both questions but fails to explain using a math drawing, number sentence, and complete statement. Or, the student explains his thinking using a math drawing, number sentence, and complete statement, but answers one or both questions incorrectly.	The student correctly: ▪ Identifies that Olga and Pedro's pennies together make ten. ▪ Finds the total number of pennies. ▪ Explains his thinking using a math drawing, number sentence and complete statement.
2 **1.OA.3** **1.OA.6**	The student solves for one unknown correctly or is unable to complete the task.	The student solves for up to four of the unknowns incorrectly but circles the pairs of ten.	The student may solve for the unknown in each equation, but fails to circle the pairs that make ten or solves for one unknown incorrectly.	The student correctly: ▪ Solves for the unknown in each equation. ▪ Circles the pairs that make ten.
3 **1.OA.1**	The student's answer is incorrect and there is no evidence of reasoning.	The student's answer is incorrect but there is evidence of reasoning. For example, the student is able to write a number sentence or draw 5-groups.	The student's answers are correct but his response is incomplete, possibly missing labels for the drawing or an addition sentence, but the work is essentially strong.	The student correctly: ▪ Finds there are 15. ▪ Correctly draws and labels. ▪ Writes a corresponding number sentence.

A Progression Toward Mastery

4 **1.OA.3** **1.OA.6**	The student is unable to draw number bonds that demonstrate the make ten strategy.	The student draws one or two of the number bonds correctly, showing how to make ten.	The student draws three out of the four number bonds correctly, showing how to make ten.	The student correctly: ▪ Draws a number bond for each of the four problems, showing how to make ten.
5 **1.OA.1** **1.OA.2** **1.OA.3** **1.OA.6**	The student's answers are incorrect and there is no evidence of reasoning.	The student's answers are incorrect but there is evidence of reasoning. For example, the student is able to write a number sentence.	The student's answers are correct but the responses are incomplete (e.g., may be missing labels for the drawing, an addition sentence, or may lack explanation). The student's work is essentially strong.	The student correctly: ▪ Labels the student drawings and writes a number sentence for each. ▪ Identifies the statement as false, and explains why citing the commutative property with pictures or words (no formal terms necessary). ▪ Draws to show how to make ten to solve the problem. ▪ Explains how they have the same number of pennies.

Name __Maria_____   Date _____
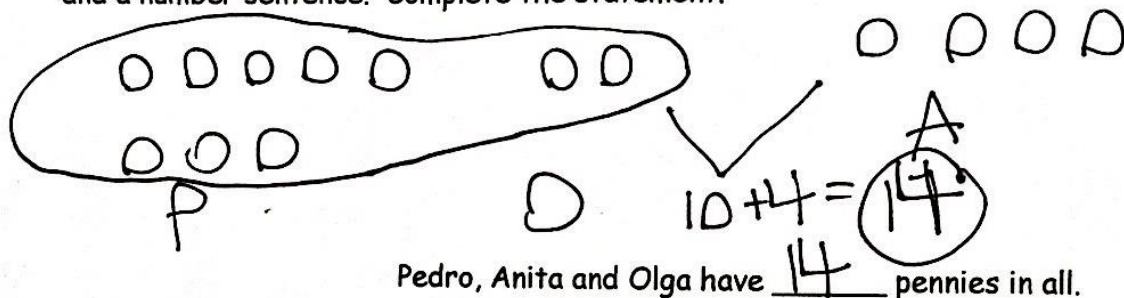
1. Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.

   a. Whose pennies together make ten?

   Pedro   Olga

   b. How many pennies do they have in all? Explain your thinking using a math drawing and a number sentence. Complete the statement.

   $10 + 4 = \boxed{14}$

   Pedro, Anita and Olga have __14__ pennies in all.

2. Circle the pairs of numbers that make ten in each problem. Then write the numbers that make the number sentences true. The first one is done for you.

   a.   (9) + 5 + (1) = 15   (2) + 6 + (8) = 16   4 + (3) + (7) = 14

   b.   (8) + (2) + 5 = 15   (9) + 6 + (1) = 16   (1) + 7 + (9) = 10 + 7

3. Hakop has 6 pennies in a bowl. 9 pennies are in his drawer. How many pennies does Hakop have in all? Explain how you know with a labeled math drawing and number sentence. Complete the statement.
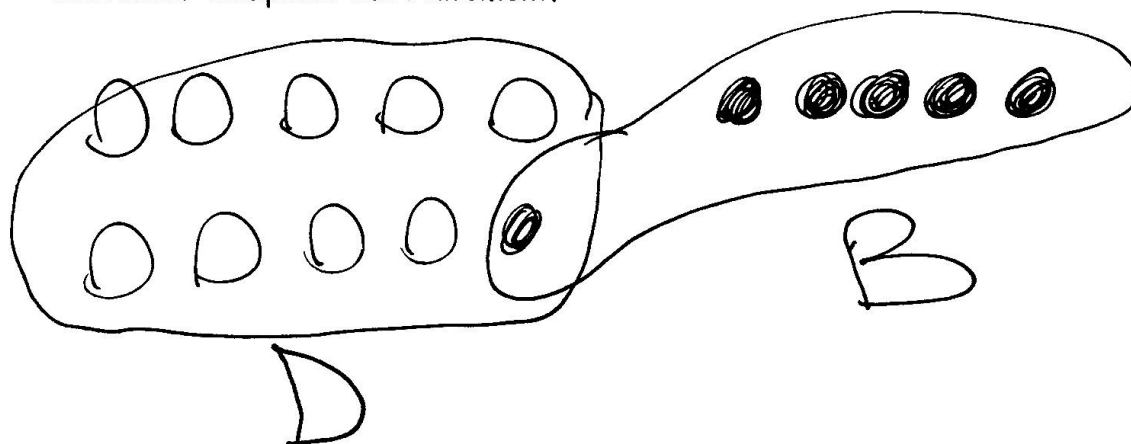
$$9 + 6 = 15$$

Hakop has ___15___ pennies in all.

4. Write a number bond in each number sentence to show how to make ten.
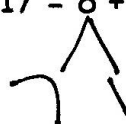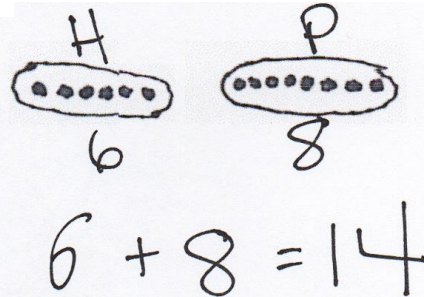
a.   9 + 5 = 14

b.   8 + 5 = 13

c.   6 + 9 = 15
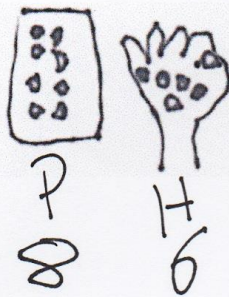
d.   17 = 8 + 9

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

a. Two students drew 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.
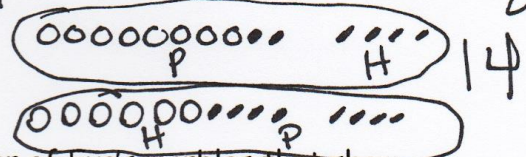
$6 + 8 = 14$

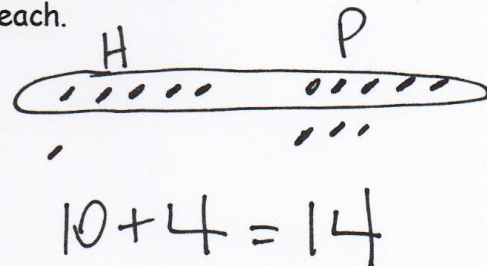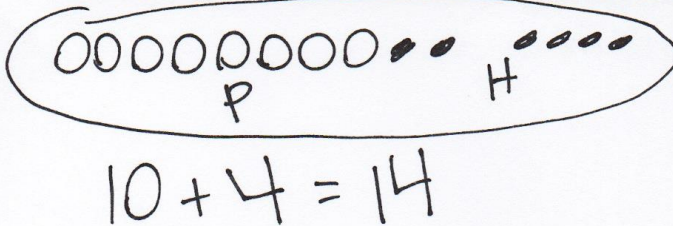b. True or false: You have to start with 6 marbles and then add the 8 marbles. (Circle one.)   **True** (**False**)
Use pictures or words to explain how you know.

You can start with eether as long as you add them all.   14

c. Draw and label two other ways to find the number of Eva's marbles that show how to make ten. Write a number sentence for each.

$10 + 4 = 14$ $10 + 4 = 14$

d. 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.

$4 + 10 = 14$ $14 = 14$ $8 + 6 = 14$