**Build It in Parts**

**Objective:** Find all possible combinations of parts to make a specified number

**CCSS:** 1.OA.6

**Materials:**

Counters, Blocks, or other manipulative(my favorite for this activity is pop blocks)

Pencil

Paper

**Procedure:** Assign pairs of students a target number that is between 10 and 20. Have students use their counters/blocks etc. to find all possible combinations of 2 or 3 smaller numbers to reach their target number. As students find solutions, have them record the math sentences on their paper.

**Missing Part Subtraction**

**Objective:** Understand subtraction as an unknown addend.

**CCSS:** 1.OA.4

**Materials:**

Counters

Pencil

Paper

Index Card

**Procedure:** Students place a fixed number of counters on a mat (this can be an assigned number or students can choose their own number). One student separates the counters into two pars wile the other student hides his or her eyes. The first student covers one of the two parts with an index card revealing only the other part. The second student says the subtraction sentence. For example, “Nine minus four(the visible part) is five(the covered part).” The covered part can be revealed if necessary for the student to say how many are there. Both the subtraction equation and the addition equation can then be written.

**Ten Frame Flash**

**Objective:** Quickly recognize the size of a group in relationship to 10 or 20, and build fluency with addition within 10.

**CCSS:** 1.OA.6

**Materials:**

Ten Frame Flash Cards (Large for whole class, small for center activity)

Twenty Frame Flash Cards

**Procedure:** Flash ten-frame cards to the class or group and see how fast the students can tell how many dots are shown. After students identify how many are in the frame, ask them how many more to make ten? This can also be done with twenty-frames.

**Challenging Story Problems**

**Objective:** Develop strategies for solving addition and subtraction story problems as well as using standard number sentences for recording purposes

**CCSS:** 1.OA.1

**Materials:**

Cubes or counters

Challenging Story Problems worksheet

Performance Assessment

Pencils and Paper (Chart paper works well for having students make posters of their problem solving strategies)

**Procedure:** Students should work in small groups to construct strategies for solving problems and recording answers. Students should have access to manipulatives to use when solving problems.

Some form of discussion should be had after students solve the problems in which they are able to share their strategies for solving problems. Having each group create a poster with one problem on it lends itself very well to this.

After the discussion, a performance assessment is a quick way to formatively assess student mastery.

**Missing-Number Cards/Worksheets**

**Objective:** Build fluency with addition and subtraction facts and understand the relationship between the facts.

**CCSS:** 1.OA.8

**Materials:**

Families of numbers with the sum circled(these can be on the board or in the form of flash cards)

Missing-part worksheet

**Procedure:** Show students families of numbers with the sum circled. Ask why they think the numbers go together and why one number is circled. When this number family idea is understood, show some families with one number replaced by a question mark and ask what number is missing. When students understand this activity, explain that you have made some missing-number cards based on this idea. Each card has two of the three numbers that go together in the same way. Sometimes the circled number is missing(the sum), and sometimes one of the other numbers is missing (a part). The object is to name the missing number.

\*\*Variation: Make copies of the blank Missing-Parts worksheet. In a row of 13 “cards,” put all of the combinations from two families with different numbers missing, some parts and some wholes. Put blanks in different positions. Have students fill in the missing numbers. Have students also write an addition and subtraction fact to go with each missing-number card. This is an important step because many students are able to give the missing part in a family but do not connect this knowledge with subtraction.