

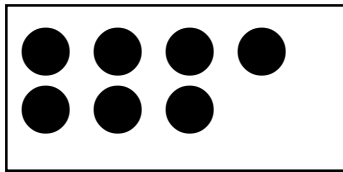
Grade One

First Quarter

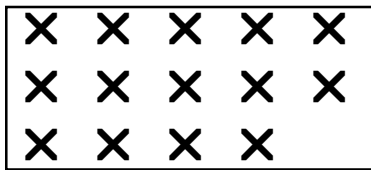
Item Bank

- 1.01 Develop number sense for whole numbers through 99.
 - a) Connect the model, number word, and number using a variety of representations.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

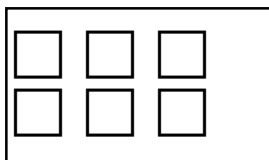
1. B. Match the model to the number.



14

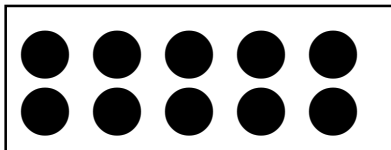


6

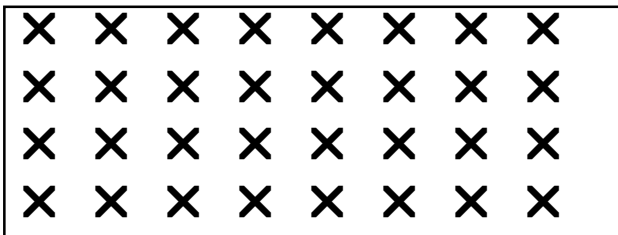


7

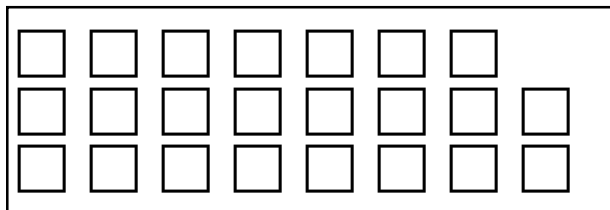
1. C. Match the model to the number.



32



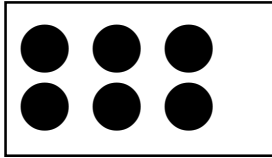
23



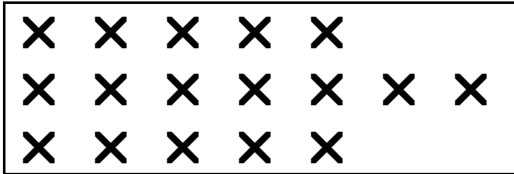
10

- 1.01 Develop number sense for whole numbers through 99.
 - a) Connect the model, number word, and number using a variety of representations.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

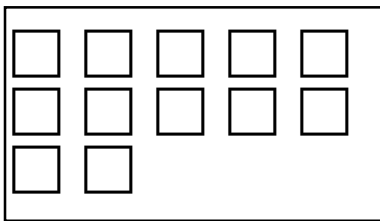
1. D. Match the model to the number.



17

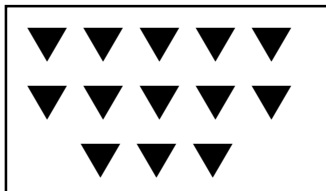


6

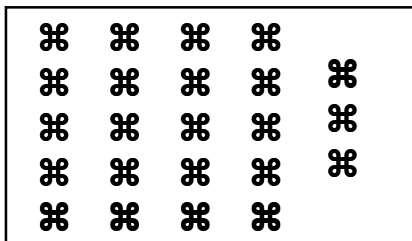


12

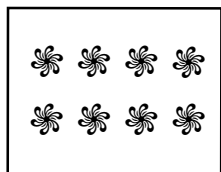
2. B. Match the model to the number.



23

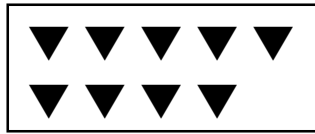


13

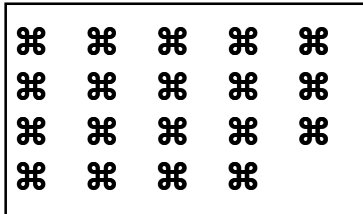


8

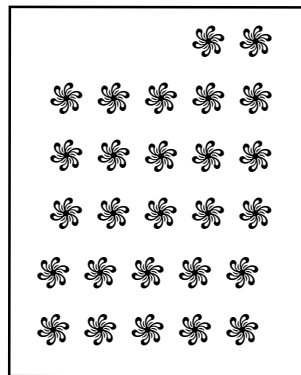
2. C. Match the model to the number.



19

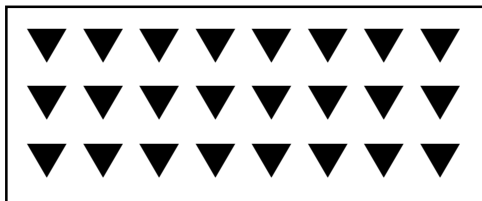


27

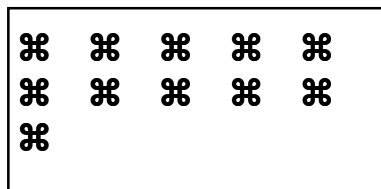


9

2. D. Match the model to the number.

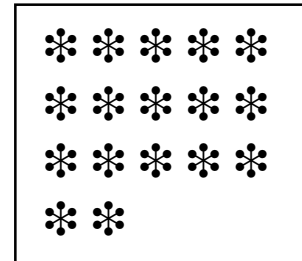
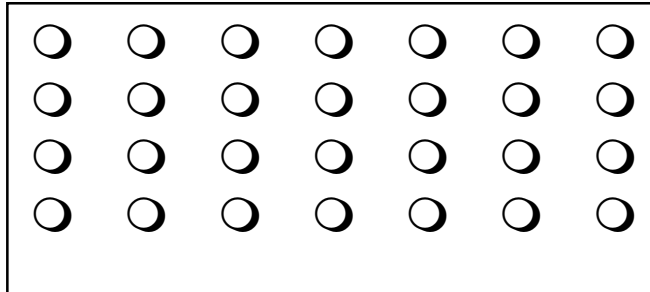
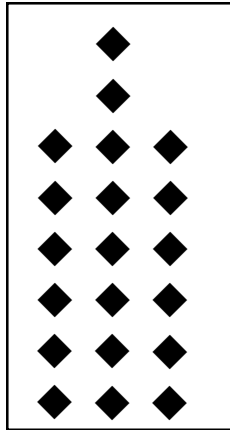


24

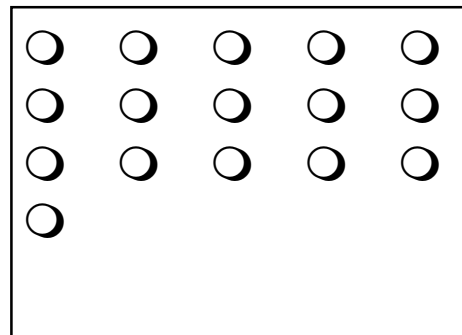
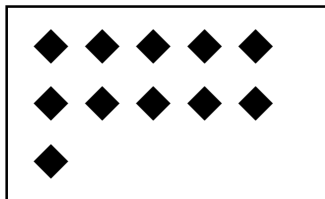


11

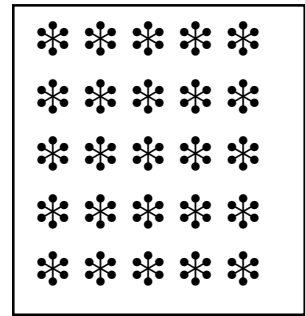
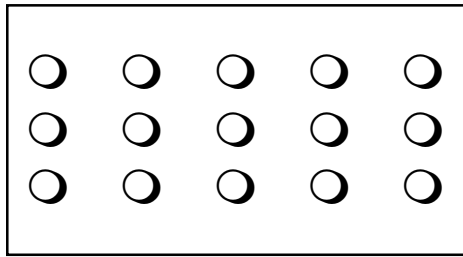
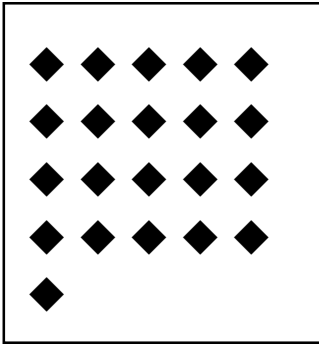
- 1.01 Develop number sense for whole numbers through 99.
 - c) Read and write numbers.
 - 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.
3. B. Write the number that tells how many.



3. C. Write the number that tells how many.



3. D. Write the number that tells how many.



1.01 Develop number sense for whole numbers through 99.
c) Read and write numbers.

4. B. Read the number and draw that many circles.

8

19

- 1.01 Develop number sense for whole numbers through 99.
 - c) Read and write numbers.

4. C. Read the number and draw that many circles.

5

16

24

4. D. Read the number and draw that many circles.

17

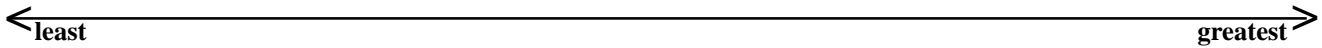
22

29

- 1.01 Develop number sense for whole numbers through 99.
d) Compare and order sets and numbers.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

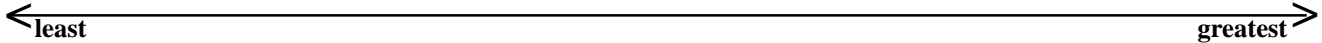
5. B. Write the numbers on the line in order from **least** to **greatest**.

13 7 4



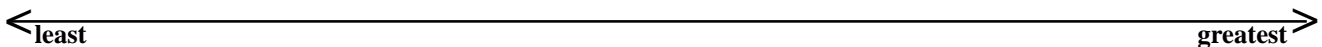
5. C. Write the numbers on the line in order from **least** to **greatest**.

6 24 17

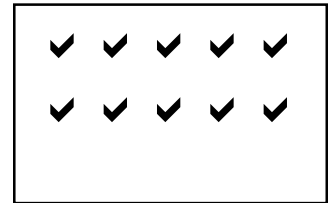
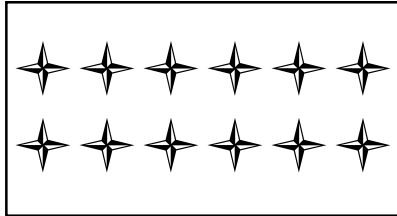
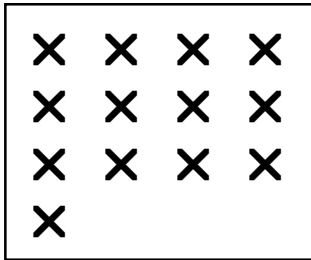


5. D. Write the numbers on the line in order from **least** to **greatest**.

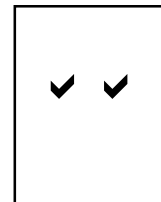
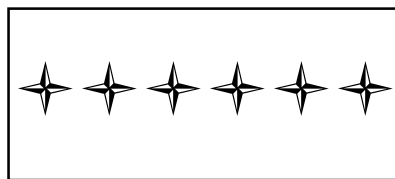
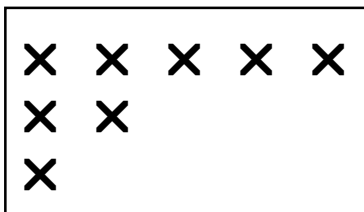
42 24 18



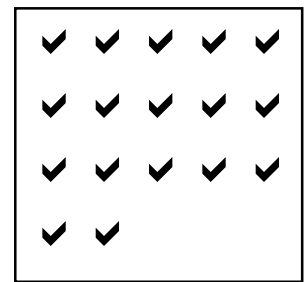
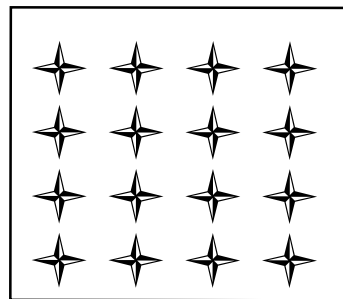
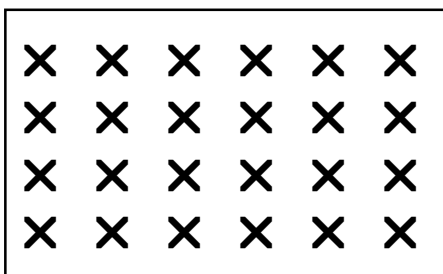
6. B. Color the box with the **least** number of objects **blue**.
 Color the box with the **greatest** number of objects **red**.



6. C. Color the box with the **least** number of objects **blue**.
 Color the box with the **greatest** number of objects **red**.



6. D. Color the box with the **least** number of objects **blue**.
 Color the box with the **greatest** number of objects **red**.


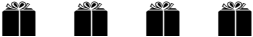


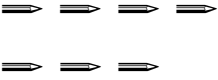

- 1.01 Develop number sense for whole numbers through 99.
 g) Recognize equivalence in sets and numbers 1-99.

7. B. Look at the sets in each box.

Circle **equal** if the sets are equal.

Circle **not equal** if the sets are not equal.



	
equal not equal	


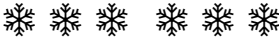
	
equal not equal	

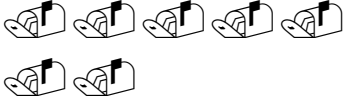
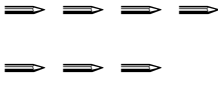
7. C. Look at the sets in each box.

Circle **equal** if the sets are equal.

Circle **not equal** if the sets are not equal.

	
equal not equal	



	
equal not equal	

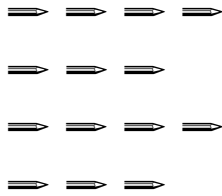

	
equal not equal	

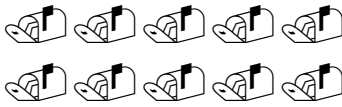
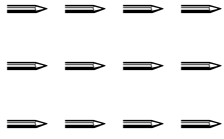
7. D. Look at the sets in each box.

Circle **equal** if the sets are equal.

Circle **not equal** if the sets are not equal.

	<p>equal not equal</p>	
---	-----------------------------	---

	<p>equal not equal</p>	
---	-----------------------------	---

	<p>equal not equal</p>	
---	-----------------------------	---

- 1.01 Develop number sense for whole numbers through 99.
g) Recognize equivalence in sets and numbers 1-99.

8. B. Look at the numbers in each box.

Circle **equal** if the numbers are equal.

Circle **not equal** if the numbers are not equal.

9	11
equal	not equal

8	4
equal	not equal

18	18
equal	not equal

8. C. Look at the numbers in each box.

Circle **equal** if the numbers are equal.

Circle **not equal** if the numbers are not equal.

32	equal not equal	23
-----------	--------------------	-----------

25	equal not equal	52
-----------	--------------------	-----------

21	equal not equal	31
-----------	--------------------	-----------

13	equal not equal	31
-----------	--------------------	-----------

- 1.01 Develop number sense for whole numbers through 99.
g) Recognize equivalence in sets and numbers 1-99.

8. D. Look at the numbers in each box.

Circle **equal** if the numbers are equal.

Circle **not equal** if the numbers are not equal.

12	8
equal	not equal

17	17
equal	not equal

35	53
equal	not equal

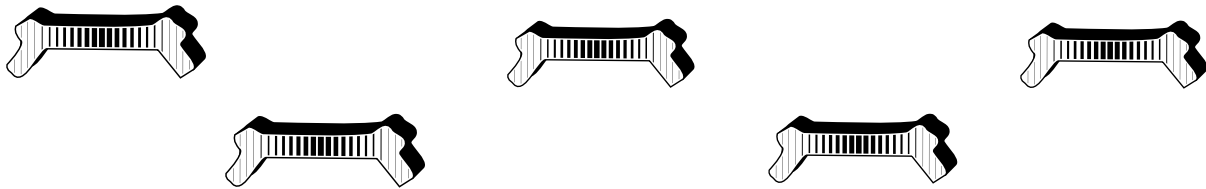
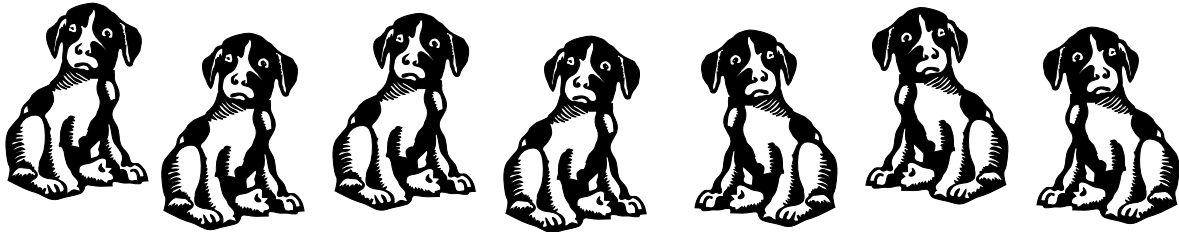
25	25
equal	not equal

- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

9. B. There are seven dogs and five bones.

Each dog gets **one** bone.

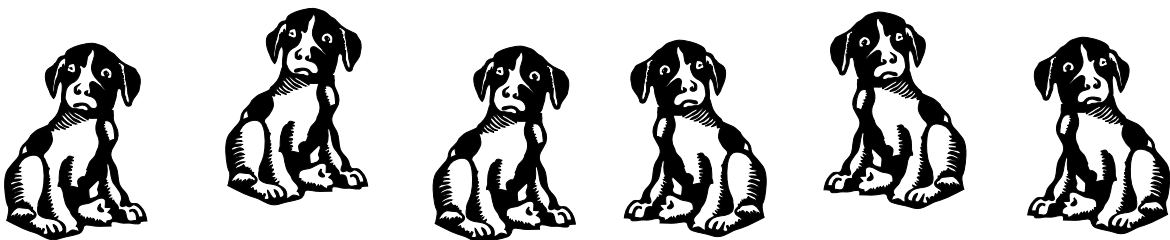
How many dogs do **not** get a bone? _____ dogs



9. C. There are six dogs and four bones.

Each dog gets **one** bone.

How many dogs do **not** get a bone? _____ dogs



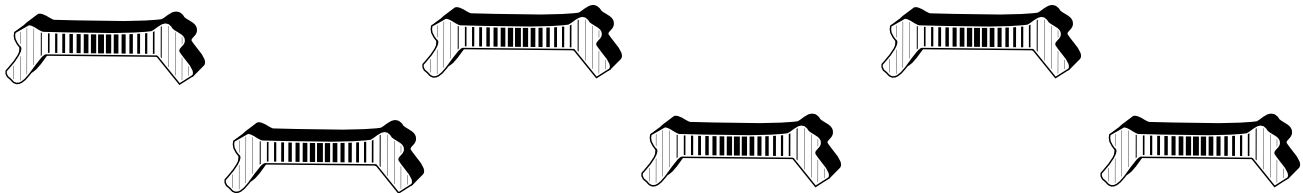
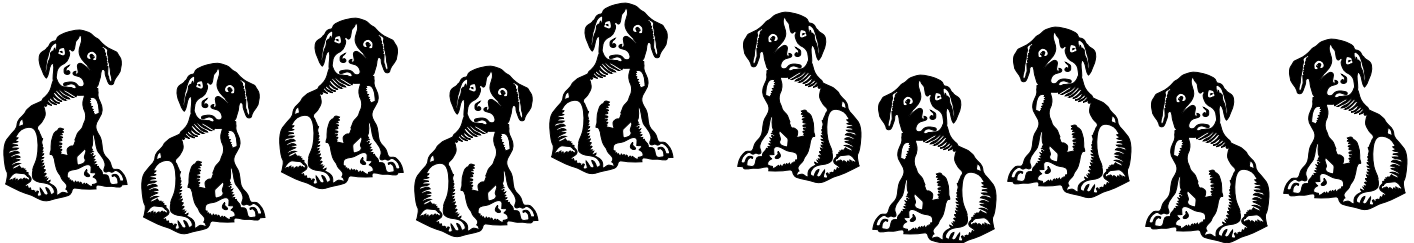
- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

9. D. There are ten dogs and six bones.

Each dog gets **one** bone.

How many dogs do **not** get a bone?

_____ dogs

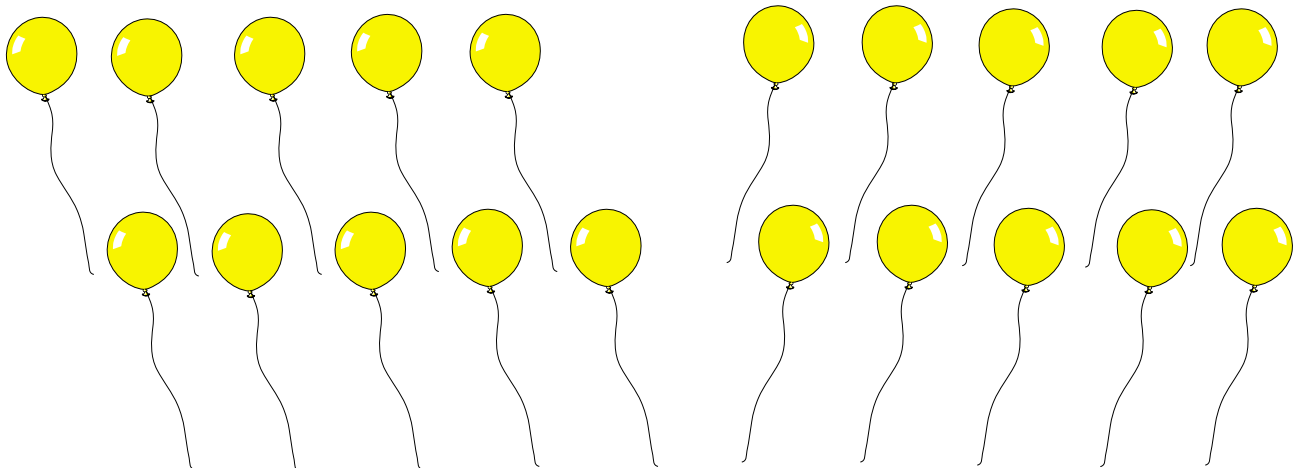


10. B. Leah has 20 balloons.

Eleven balloons are red and the rest are blue.

How many blue balloons does Leah have?

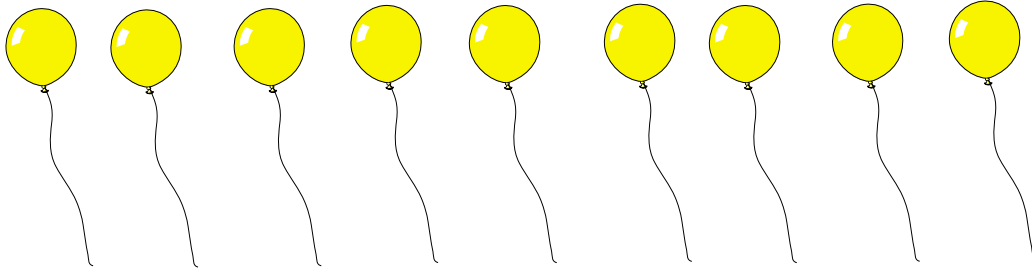
_____ balloons



10. C. Sue has 9 balloons.

Five balloons are red and the rest are blue.

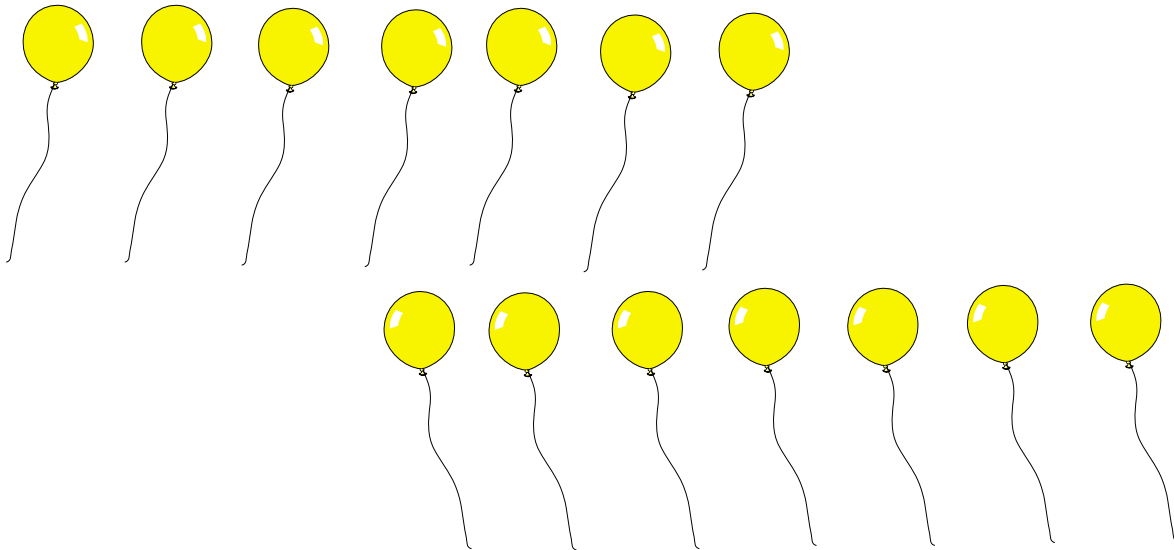
How many blue balloons does Sue have? _____ balloons



10. D. Mike has 14 balloons.

Eight balloons are red and the rest are blue.

How many blue balloons does Mike have? _____ balloons



- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

11. B. Jake has 23 stickers.
If Sue takes 11 stickers,
how many stickers will Jake have?

Show your work. Explain with pictures words, or numbers.

Jake will have _____ stickers.

11. C. John has five cars.
If Amy takes three cars,
how many cars will John have?

Show your work. Explain with pictures words, or numbers.

John will have _____ cars.

- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

11. D. Lindsay has thirteen pennies.
If Kyle takes five pennies,
how many pennies will Lindsay have?

Show your work. Explain with pictures words, or numbers.

Lindsay will have _____ pennies.

- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

12. B. Bill has two marbles.
Toni also has two marbles.
If they put their marbles together, how many will they have?

Show your work. Explain with pictures words, or numbers.

They will have _____ marbles.

- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

12. C. José built a tower with 13 blocks.
Latisha put 10 blocks on top of José's blocks.
How many blocks does the tower have?

Show your work. Explain with pictures words, or numbers.

The tower has _____ blocks.

12. D. Jessica read eight books
 Emma read two books.
 How many books did they read together?

Show your work. Explain with pictures words, or numbers.

They read _____ books.

- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

13. B. Tyler had 14 stamps.
His grandma gave him five more stamps.
How many stamps does Tyler have now?

Show your work. Explain with pictures words, or numbers.

Tyler has _____ stamps now.

13. C. Hanna collected 12 leaves on Monday.
She collected 12 leaves on Tuesday.
How many leaves did Hanna collect?

Show your work. Explain with pictures words, or numbers.

Hanna collected _____ leaves.

- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

13. D. Marquel had seven pencils.
His teacher gave him two more pencils.
How many pencils does Marquel have now?

Show your work. Explain with pictures words, or numbers.

Marquel has _____ pencils now.

Grade 1
End-First Quarter
Item Bank Solutions

Item	Answer
1B	<p>Three empty boxes are arranged vertically. Lines connect the top box to the number 14, the middle box to the number 6, and the bottom box to the number 7.</p>
1C	<p>Three empty boxes are arranged vertically. Lines connect the top box to the number 32, the middle box to the number 23, and the bottom box to the number 10.</p>
1D	<p>Three empty boxes are arranged vertically. Lines connect the top box to the number 17, the middle box to the number 6, and the bottom box to the number 12.</p>
2B	<p>Three empty boxes are arranged vertically. Lines connect the top box to the number 23, the middle box to the number 13, and the bottom box to the number 8.</p>
2C	<p>Three empty boxes are arranged vertically. Lines connect the top box to the number 19, the middle box to the number 27, and the bottom box to the number 9.</p>
2D	<p>Two empty boxes are arranged vertically. Lines connect the top box to the number 24 and the bottom box to the number 11.</p>

Item	Answer
3B	20, 28, 17
3C	11, 16
3D	21, 15, 25
4B	8 circles; 19 circles
4C	5 circles, 16 circles, 24 circles
4D	17 circles, 22 circles, 29 circles
5B	4, 7, 13
5C	6, 17, 24
5D	18, 24, 42
6B	Red, _____, Blue
6C	Red, _____, Blue
6D	Red, Blue, _____
7B	not equal, equal
7C	not equal, not equal, equal
7D	equal, not equal, not equal
8B	not equal, not equal, equal
8C	not equal, not equal, not equal, not equal
8D	not equal, equal, not equal, equal
9B	2 dogs
9C	2 dogs
9D	4 dogs
10B	9 balloons
10C	4 balloons
10D	6 balloons
11B	12 stickers
11C	2 cars
11D	8 pennies
12B	4 marbles
12C	23 blocks
12D	10 books
13B	19 stamps
13C	24 leaves
13D	9 pencils

Item	Answer
14B	■ ▼ ■ ▼
14C	▼ ■ ○ ■
14D	▼ ○ ■ ▼
15B	answers will vary
15C	answers will vary
15D	answers will vary

