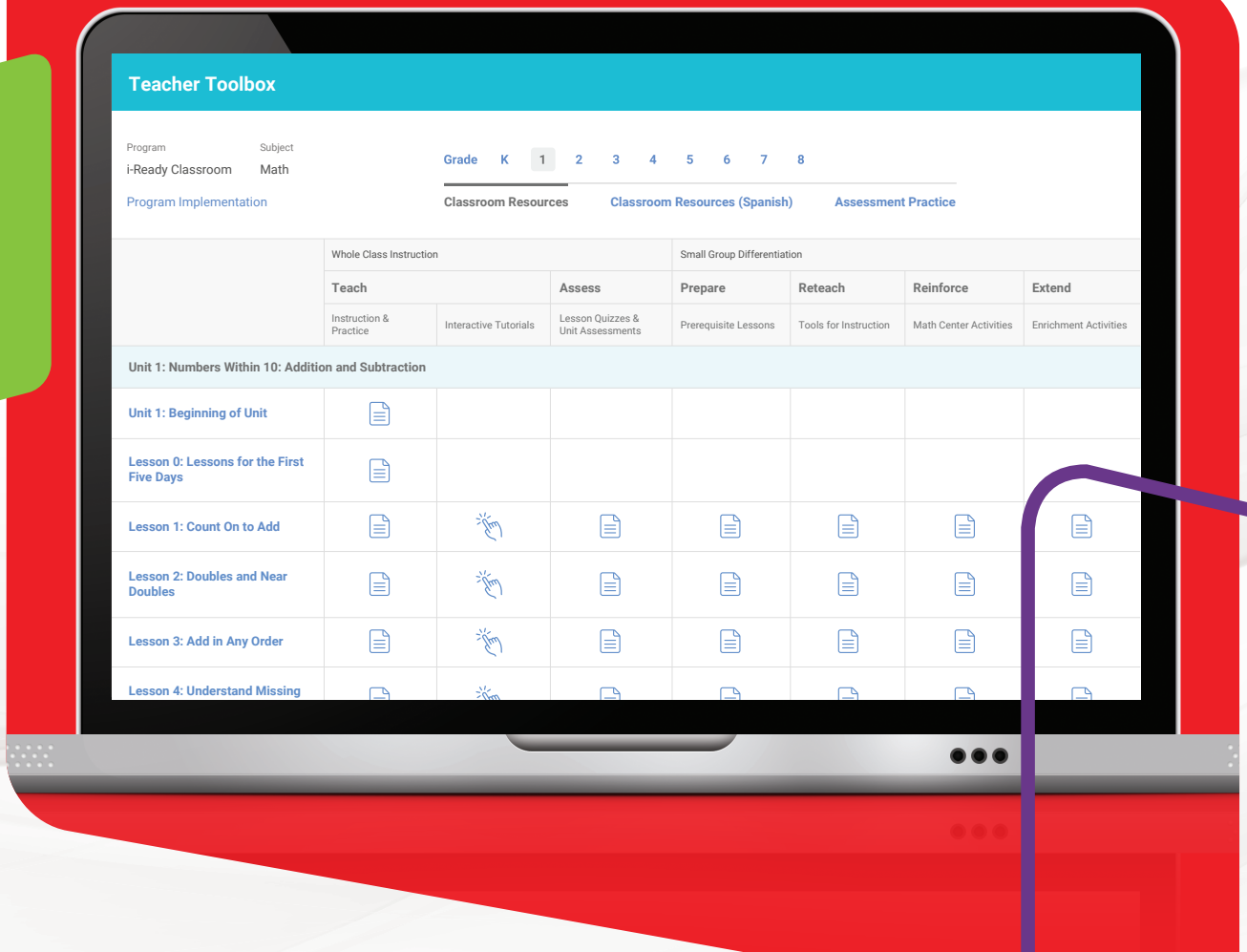
Grade 1

i-Ready Classroom Mathematics

Teacher Toolbox Resources Sampler



Engaging Resources to Drive Student Growth

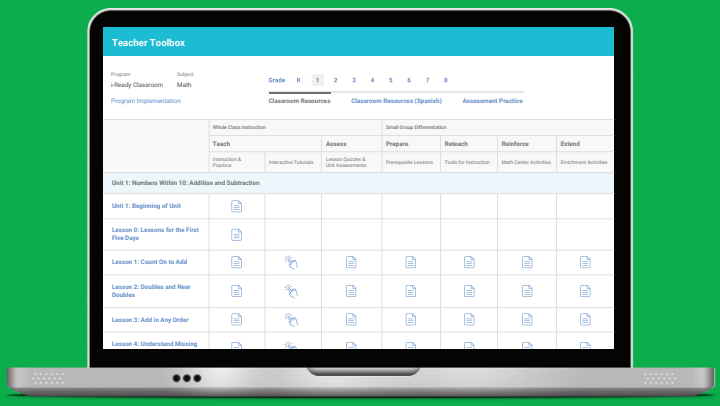
i-Ready Classroom Mathematics includes a wealth of resources to meet the needs of all learners. Teaching and learning resources are accessible through the Teacher Digital Experience on i-ReadyConnect.com.

Easily Access All K–8 Resources

Want to see everything? Explore all K–8 resources in your demo account. Review the *Teacher Digital Experience Walkthrough* to see how.

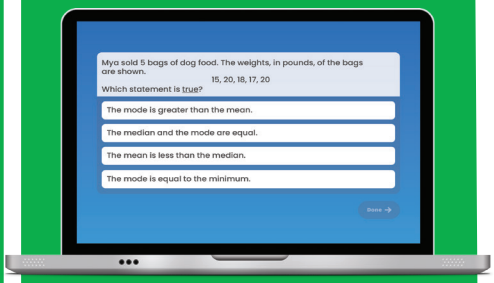
The Teacher Digital Experience includes:

Teacher Toolbox



- Activity Sheets E/S
- Assessments *(Lesson Quizzes, Practice Tests, Mid-Unit—Forms A and B, and Unit—Forms A and B)* E/S
- Cumulative Practice E/S
- Develop Session Videos
- Digital Math Tools
- Discourse Cards and Cube E/S
- Graphic Organizers E/S
- Games *(Unit-Level K–8 and Grade Level K–2)* E/S
- Enrichment Activities E/S
- Family Letters E/S
- Fluency and Skills Practice E/S
- Implementation Support
- Interactive Tutorials
- Literacy Connection Activities E/S
- Math Center Activities *(On Level, Below Level, and Above Level)* E/S
- Student Worktext PDFs E/S
- PowerPoint® Slides *(Editable)* E/S
- Prerequisite Lessons
- Professional Learning Videos
- Teacher's Guide PDFs E/S
- Tools for Instruction E/S
- Unit Flow & Progression Videos*

Digital Assessments and Reports



- Comprehension Checks and Reports E/S
- Diagnostic and Prerequisites Reports E/S

Digital Practice and Games

- Interactive Learning Games and Reports E/S
- Interactive Practice and Report

E/S = Available in English and Spanish

*Closed captioning available in English and Spanish

PowerPoint® is a registered trademark of Microsoft Corporation.

© 2021 Curriculum Associates, LLC. All rights reserved. | 06/21 2.4K

Table of Contents

This Teacher Toolbox Resources Sampler includes some of the resources available for Grade 1, Lesson 12.

Additional Practice	Grade Level Game	5
	Fluency Practice	9
	Unit Game	11
Differentiation	Reteach: Tools for Instruction	19
	Reinforce: Differentiated Math Centers	23
	Extend: Enrichment	27
Literacy	Literacy Connection	29
Assessments	Lesson Quiz	33
	Mid-Unit Assessment	35
	Unit Assessment	41

The pages throughout this sampler are subject to change.

© 2021 Curriculum Associates, LLC. All rights reserved. | 06/21 2.4K

"I love the rigor of the program, and I love having access to all grade levels of the Toolbox. It allows me to differentiate the instruction within each of my math groups."

—Elementary Teacher, OH

Treasure Islands

Instructions Page (2–3 players)

Materials and setup

2 special number cubes
Cube 1: (10, 10, 10, 10, 9, 8)
Cube 2: (6, 5, 4, 3, 2, 1)

2–3 game pieces
1 per player

10–15 coins

Game board

- Put 10–15 coins in the treasure chest (beginners should start with 10 coins).
- Put all game pieces on Start!
- Decide who goes first—rock-paper-scissors could work!

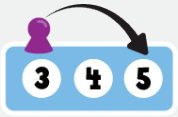
Goal

Collect as many coins as you can before they're all gone. The player with the most coins wins!

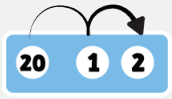
On your turn

Roll both number cubes.
For example, you roll 8 and 6.

Find the difference of the numbers you rolled. Use the thinking sheet if you want. Say the difference out loud.
"8 minus 6 equals 2"



Move your game piece forward by the difference.
You're on 3 and roll 8-6. You move forward 2 spaces, ending your turn at 5.



As you pass 20, continue to 1 and **keep counting.**

Scoring

- Collect coin(s) each time you land on a space with a coin on it.
- The game ends when all the coins are gone from the treasure chest.

© Curriculum Associates, LLC
Copying permitted for classroom use.

© Curriculum Associates, LLC
Copying permitted for classroom use.

Treasure Islands

Instructions Page (2–3 players)

Materials and setup

2 special number cubes
Cube 1: (10, 10, 10, 10, 9, 8)
Cube 2: (6, 5, 4, 3, 2, 1)

2–3 game pieces
1 per player

10–15 coins

Game board

- Put 10–15 coins in the treasure chest (beginners should start with 10 coins).
- Put all game pieces on Start!
- Decide who goes first—rock-paper-scissors could work!

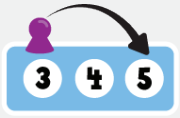
Goal

Collect as many coins as you can before they're all gone. The player with the most coins wins!

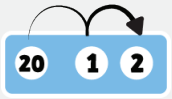
On your turn

Roll both number cubes.
For example, you roll 8 and 6.

Find the difference of the numbers you rolled. Use the thinking sheet if you want. Say the difference out loud.
"8 minus 6 equals 2"



Move your game piece forward by the difference.
You're on 3 and roll 8-6. You move forward 2 spaces, ending your turn at 5.



As you pass 20, continue to 1 and **keep counting.**

Scoring

- Collect coin(s) each time you land on a space with a coin on it.
- The game ends when all the coins are gone from the treasure chest.

© Curriculum Associates, LLC
Copying permitted for classroom use.

Treasure Islands

Standards 1.OA.C.6, SMP 1, SMP 5, SMP 6

Why Build fluency with subtraction within 10 and addition within 20.

Materials (per group of 2–3 students)

- Instructions page
- Game board
- 2 special number cubes made with markers or stickers (10, 10, 10, 10, 9, 8) (6, 5, 4, 3, 2, 1)
- 10–15 coins
- 1 game piece per player
- Thinking sheet in plastic wipe-off sleeve
- Dry erase markers

ELL Support

- Review the meanings of the antonyms greater and lesser. Have partners use gestures to represent each word.
- Clarify the math meaning of the multiple meaning word difference.
- Provide sentence frames to support students as they verbalize their answers: ___ minus ___ equals ____. The difference is ___.

As students play

- Challenge students to predict where they will land. For example, if they are on the 5 space, and roll a difference of 3, can they predict they will end up on 8?

© Curriculum Associates, LLC
Copying permitted for classroom use.

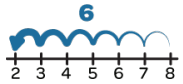
Demonstrate the Game Set up the game with 10 coins in the treasure chest. Select a student to demonstrate with, and put two game pieces on Start.

Explain how to win. *This game is called Treasure Islands. The goal is to collect as many coins as you can before they run out. The player with the most coins at the end, wins.*

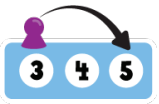
Demonstrate taking a turn. Show students the number cubes. Ask them to read all of the numbers aloud.

Roll the number cubes. *I'm going to start. On my turn, I roll both number cubes.* Roll the number cubes and arrange them so the greater number is on the left.

Arrange the number cubes. *Every time I roll, I need to move the greater number to the left of the lesser number, and find the difference. What is the greater number minus the lesser number?*



Find the difference. Discuss subtraction strategies (like using a ten frame or number path) to find the difference. Show students the thinking sheet as needed.



Move your piece. *Now we know the difference, so I'm going to move my game piece forward the same number of spaces as the difference. Now it's your turn.*

The student's turn. Have them roll both number cubes, emphasizing that they should rearrange the cubes so the greater number is on the left of the lesser one, then ask them to find the difference. Help the student as needed to finish their turn.

Practice finding the difference. Ask the students to help figure out the difference. *I'm going to move my player piece.* ***I move my game piece forward from where I am now, not from the start.*** Count on from your current position to your new position.

Play a few more turns. Talk the student through each step and remind students to find the difference and collect coins when the game board indicates to do so.

After the demo

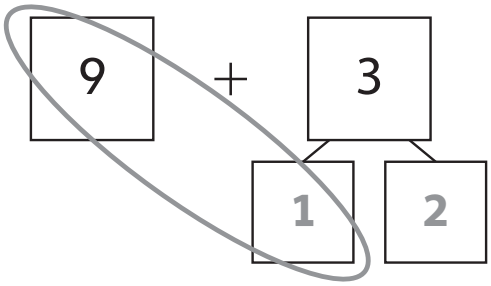
- *What do you do when you land on a space with a coin on it?*
- *What's the first thing you do after you roll the number cubes?* Emphasize moving the greater number to the left of the lesser number.
- *How many spaces do I move if I roll 9 and1?*
- *If I'm on 19 and I roll a difference of 3, where would I end up?* Remind students you keep going past 20, onto 2.

Making a Ten to Add

Name _____

Fill in the number bonds to make a ten.

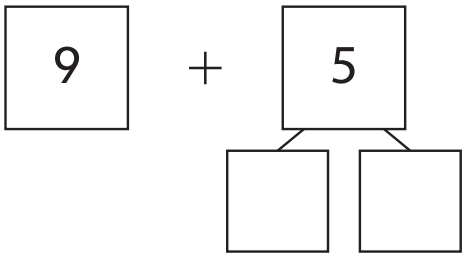
1 Find 9 + 3.



10 + 2 = ____

9 + 3 = ____

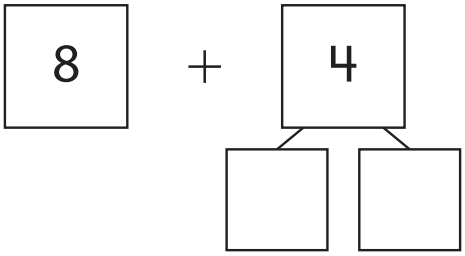
2 Find 9 + 5.



10 + 4 = ____

9 + 5 = ____

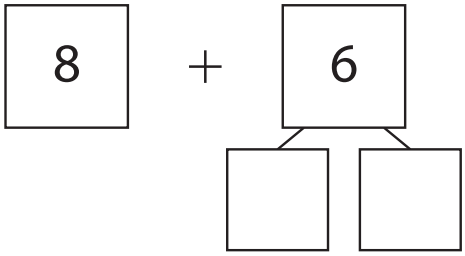
3 Find 8 + 4.



10 + 2 = ____

8 + 4 = ____

4 Find 8 + 6.



10 + 4 = ____

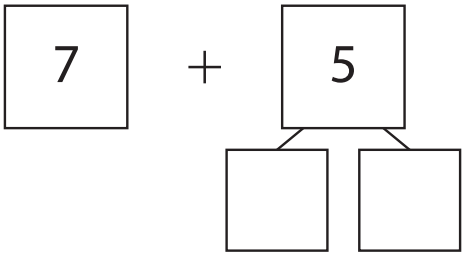
8 + 6 = ____

©Curriculum Associates, LLC Copying is permitted for classroom use.

Making a Ten to Add *continued*

Name _____

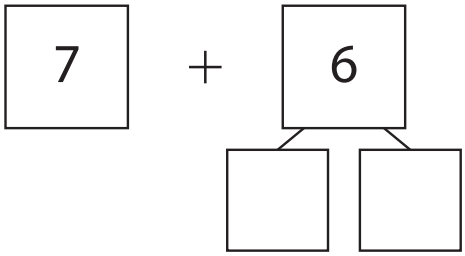
5 Find 7 + 5.



10 + 2 = _____

7 + 5 = _____

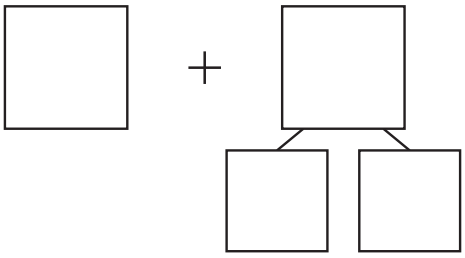
6 Find 7 + 6.



10 + 3 = _____

7 + 6 = _____

7 Find 7 + 4.



10 + 1 = _____

7 + 4 = _____

Discuss It

How does making a ten help you add two numbers?

©Curriculum Associates, LLC Copying is permitted for classroom use.

Unit 2 Game

Name _____

Teen Number Totals

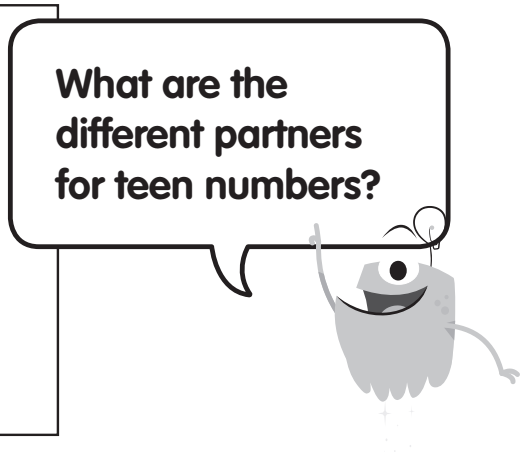
What You Need

For each pair:

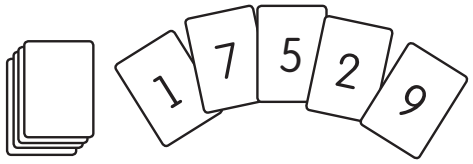
- 3 sets of Number Cards 1–10
- *Teen Number Totals* Game Board
- 9 two-color counters

For each child:

- *Teen Number Totals* Recording Sheet

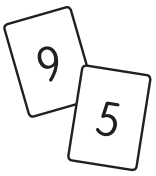


How to Play



- Mix and place the cards in a stack facedown. Take turns.
- Take 5 cards from the stack. Choose 2 or 3 of the numbers to add. Add to make a teen number.

11	12	13
14	15	16
17	18	19



- Put a counter on that number. If you cannot make a number that is open on the Game Board, skip your turn. Put your cards on the bottom of the stack.
- Write an addition equation on the Recording Sheet. Show what you added.

$$\boxed{9} + \boxed{5} = \boxed{14}$$

- Play until all numbers on the Game Board are covered. The player with the most counters on the Game Board wins.

©Curriculum Associates, LLC
Copying permitted for classroom use.

Name _____

Teen Number Totals Recording Sheet

☐	+	☐	+	☐	=	☐		
☐	+	☐	+	☐	=	☐		
☐	+	☐	+	☐	=	☐		
☐	+	☐	+	☐	=	☐		
☐	+	☐	+	☐	=	☐		
☐	+	☐	+	☐	=	☐		

©Curriculum Associates, LLC
Copying permitted for classroom use.

Name _____

Teen Number Totals Game Board

11	12	13
14	15	16
17	18	19

©Curriculum Associates, LLC
Copying permitted for classroom use.

Name _____

Number Cards 1–10

1	2	3	4
5	6	7	8
9	10		

©Curriculum Associates, LLC
Copying permitted for classroom use.

Name _____

Number Cards 1–10

1	2	3	4
5	6	7	8
9	10		

©Curriculum Associates, LLC
Copying permitted for classroom use.

Name _____

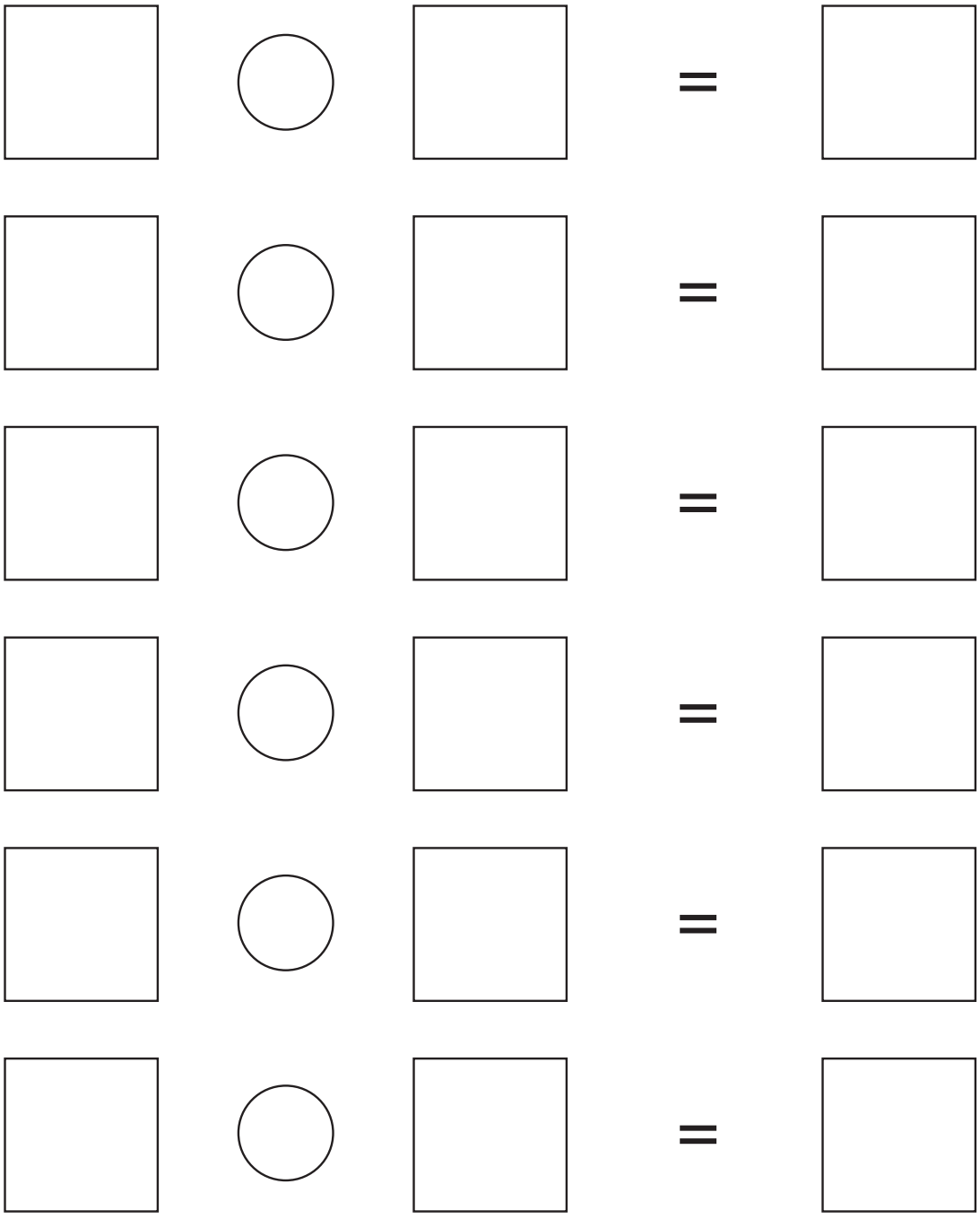
Number Cards 1–10

1	2	3	4
5	6	7	8
9	10		

©Curriculum Associates, LLC
Copying permitted for classroom use.

Name _____

Equation Recording Sheet



©Curriculum Associates, LLC
Copying permitted for classroom use.

Name _____

Teen Number Subtraction Game Board

1	2	3
4	5	6
7	8	9

©Curriculum Associates, LLC
Copying permitted for classroom use.

Tools for Instruction

Make a Ten to Add Within 20

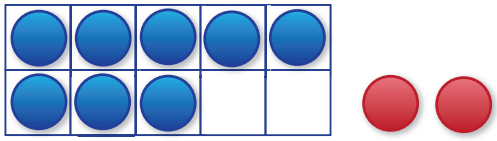
Objective Use a ten frame to solve addition facts for 7, 8, and 9.	**Materials** Two-color counters, **Ten Frames** (page 3)

Recognizing and understanding ten allows students to make sense of the numeration system and to use pattern and structure as they calculate. Knowing different ways to make a ten, such 1 + 9, 2 + 8, and 3 + 7, can help students add and subtract quickly and reliably. In this activity, students make a ten to help them understand and solve basic addition facts. For example, when adding 9 + 6, they will add 9 + 1 to make a 10, and then add 5 more. Later, students will use this understanding to make tens while adding three numbers and while computing mentally. The idea of making a ten can also provide a basis for the subtraction strategy of breaking apart numbers to make tens in subtraction.

Step by Step 20–30 minutes

1 Make a ten.

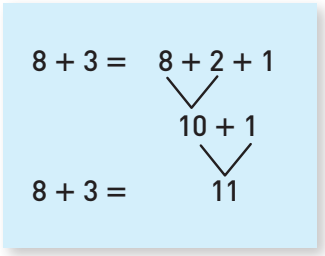
- Give the student a blank **Ten Frame** (page 3).
- Have the student put 8 counters in the ten frame, as shown.
- Ask: *How do you show 8 + 2 on the ten frame?* Guide the student to add two counters to fill in the two open spots.
- Explain that filling all of the ten spaces on the ten frame is "making a ten."



Support English Learners Since the word *make* has multiple meanings, the phrase *make a ten* may be confusing. Remind the student that *making* something can mean putting parts together, like puzzle pieces or recipe ingredients. To *make a ten,* you look for two numbers that add to ten.

2 Model 8 + 3.

- Ask: *What would happen if you tried to show 8 + 3 on the ten frame?* Use counters to show that the ten frame would be filled, with one left over.
- Help the student verbalize that she "made a ten" and had one counter left over. Ask: *How do you write the number for 1 ten and 1 leftover one?* (11)
- Write the number sentence shown. Use counters to illustrate that when you add 8 + 3, you can break the 3 into 2 + 1, giving you 8 + 2 + 1. Point out that you can add the 8 and 2 first to "make a ten," and then add the 1 to find the answer.



3 Use the make-a-ten strategy to add other facts.

- Use this approach to teach other facts with 7, 8, and 9.
- Have the student use ten frames and counters. Record the corresponding number sentences, emphasizing to the student how to "make a ten" in each problem.
- As the student seems to be ready, challenge her to do more of the work, including describing how to make a ten. If possible, encourage the student to strive for doing the activity mentally without using the ten frame.

©Curriculum Associates, LLC Copying is permitted for classroom use.

Tools for Instruction

Check for Understanding

Provide a ten frame and ask the student to place counters in 8 spots. Then ask the student to use 7 counters with the frame and to describe how to make a ten to add 8 + 7. (8 + 7 = 8 + 2 + 5 = 10 + 5 = 15)

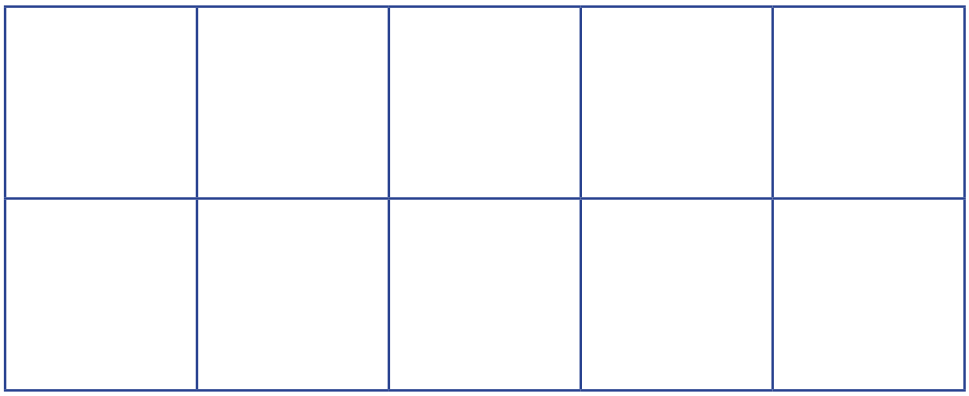
For the student who struggles, use the table below to help pinpoint where extra help may be needed.

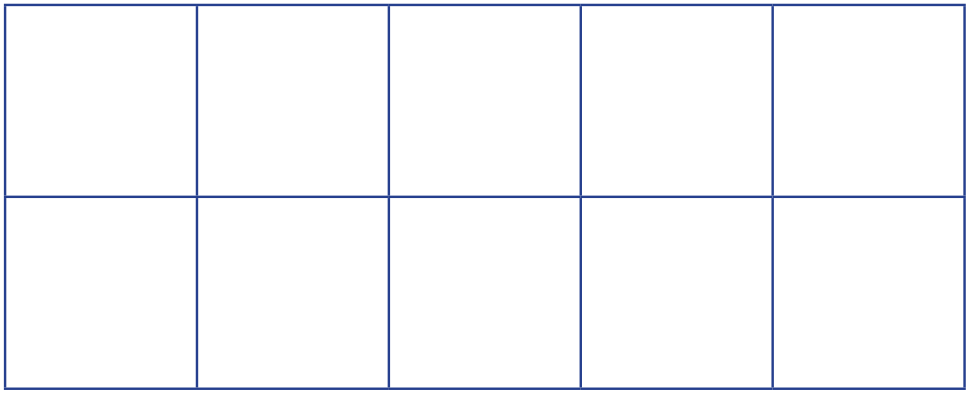
If you observe…	the student may…	Then try…
the student has difficulty representing what is displayed in the ten frame as a number sentence,	benefit from a modeling situation.	having the student describe the process she used with the counters and ten frame to make a ten as you record the corresponding numbers and symbols, correcting any errors she makes.
the student does not recognize that 10 and 5 is 15,	not be sufficiently familiar with the teen numbers.	helping the student connect the number names with the numerals, focusing on the words for 11, 12, 13 and 15, where the number names are less obvious.

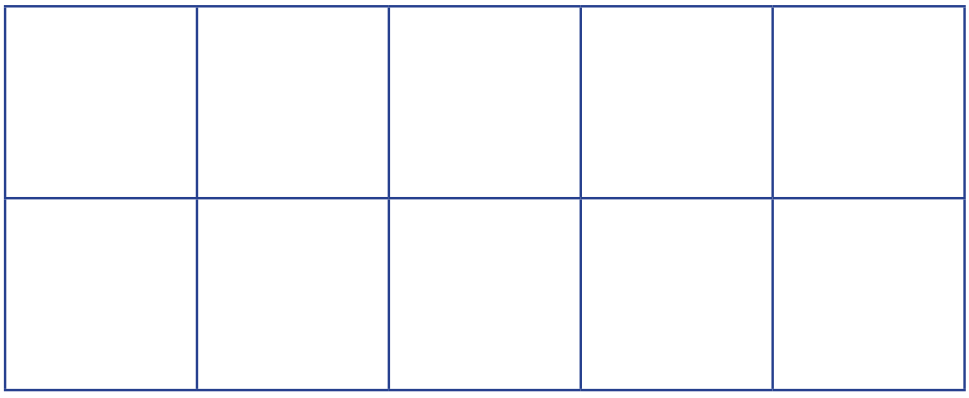
©Curriculum Associates, LLC Copying is permitted for classroom use.

Name_____

Ten Frames







©Curriculum Associates, LLC Copying is permitted for classroom use.

"The activities within the Toolbox are extremely helpful in remediation, reteaching, and enriching students in differentiation of instruction."

—Elementary Teacher, FL

Center Activity 1.08 ★★

Make Ten to Add

Check Understanding
Make 10 to find 8 + 5.

What You Need

- 9 connecting cubes of one color
- 9 connecting cubes of another color
- Recording Sheet
- Addition Cards

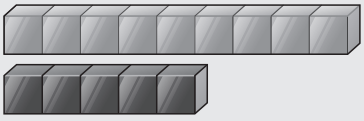
What You Do

1. Take turns. Pick a card.
2. Make a cube train for each number. Use one color for the first number. Use another color for the second number.
3. Move some cubes from one train to the other train to make 10.
4. Complete the addition equations on the **Recording Sheet.** Circle the number added to 10. If your circled number is greater than your partner's, you win the turn.

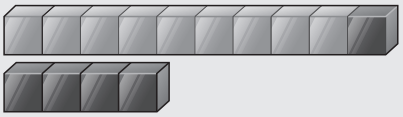
Example

Pick 9 + 5.

Make two cube trains.



Make 10.



9 + 5 = 14

10 + (4) = 14

Go Further!

Add 8 and 4. Do not use cubes. Tell how to make 10 to find the total. Then find 9 and 4.

©Curriculum Associates, LLC
Copying permitted for classroom use.

Center Activity 1.08 ★★ Recording Sheet

Player A _____

Player B _____

Make Ten to Add

Player A	Player B
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____

I can add cubes to the greater number to make 10.

©Curriculum Associates, LLC
Copying permitted for classroom use.

Center Activity 1.08 ★★ Addition Cards

$6 + 8$	$9 + 6$
$7 + 6$	$5 + 7$
$8 + 7$	$9 + 4$

©Curriculum Associates, LLC
Copying permitted for classroom use.

"I LOVE the Toolbox. It makes creating multiple lessons for multiple students who have different levels and needs in one day possible when it used to feel impossible. Thanks for making teaching in small groups just a little easier!"

—Elementary Teacher, MS

Enrichment Activity

Name _____

Can You Prove It?

Your Challenge

Soo uses the make a ten strategy to make the total of 14.

How many ways can you make 14 using numbers that make ten?

Use your **Recording Sheet** to show the different ways and then answer the questions.

Example

$$10 + 4 = 14$$

$$7 + 3 + 4 = 14$$

©Curriculum Associates, LLC
Copying permitted for classroom use.

Enrichment Activity **Recording Sheet**

Name _____

Can You Prove It?

How many ways can you make 14 using numbers that make ten? Show all the ways.

Does the strategy you used to make 14 work for all teen numbers? Why?

Show why this works using drawings or pictures.

©Curriculum Associates, LLC
Copying permitted for classroom use.

TURN On the TAP

BY MARISA WOLLCOT

1 Turn on the tap, and out pours fresh, clean water. But where does it come from? In many places, water is pumped from lakes and rivers or from under the ground to wells or to treatment plants. There, it is cleaned to make it safe to drink. Then pipes carry clean water into our homes.

2 Water is important to people—we need it to live! To stay healthy, we drink it every day. We also use it to get clean and to wash away germs. We think there will always be plenty of water when we need it, but that may not be true.

3 In the past, people wasted water. Water was polluted with harmful things, such as garbage and oil.

4 We must protect our water. To make sure we have fresh water in the future, everyone must help today. So be sure to use water wisely!

Photography Credit: G215/Shutterstock
©Curriculum Associates, LLC; Copying permitted for classroom use.

"I love the differentiated activities to enhance what the kids are learning in class. What a great way to practice the skills they are learning!"

—Elementary Teacher, ID

Name _____

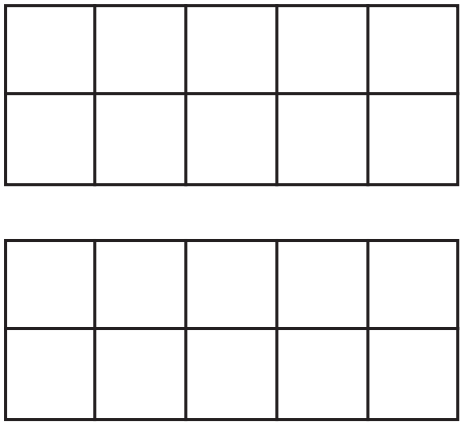
Literacy Connection: Science

"Turn on the Tap": Add Three Numbers

Solve the problems.

1 Ava drinks 6 cups of water. Sophia drinks 4 cups of water. Olivia drinks 8 cups of water. How many cups of water do Ava, Sophia, and Olivia drink altogether?

Draw counters.



Complete the equation.

6 + 4 + 8 = _____

Ava, Sophia, and Olivia drink _____ cups of water.

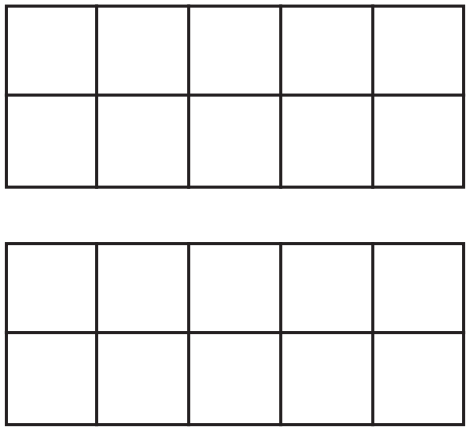
©Curriculum Associates, LLC; Copying permitted for classroom use.

Name _____

Literacy Connection: **Science** continued

2 Logan drinks 4 cups of water. Noah drinks 8 cups of water. Mason drinks 5 cups of water. How many cups of water do Logan, Noah, and Mason drink in all?

Draw counters.



Write an equation.

_____ + _____ + _____ = _____

Logan, Noah, and Mason drink _____ cups of water.

©Curriculum Associates, LLC; Copying permitted for classroom use.

Lesson 12 Quiz

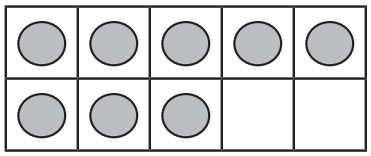
Name _____

Solve.

1 $8 + 7 = ?$

$10 + ____ = ____$

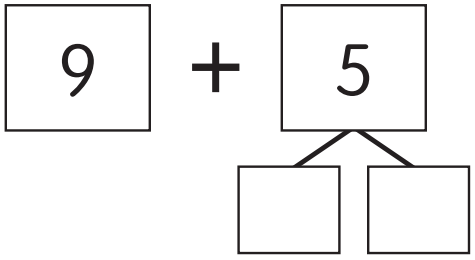
$8 + 7 = ____$



2 $9 + 5 = ?$

$10 + ____ = ____$

$9 + 5 = ____$



3 $8 + 8 = ?$

Show your work.

$8 + 8 = ____$

©Curriculum Associates, LLC
Copying permitted for classroom use.

Also available as a digital Comprehension Check.

Lesson 12 Quiz continued

Name _____

Solve.

4 $7 + 6 = ?$

Circle.

11

12

13

5 Amy has 7 red cups and 4 blue cups.
How many cups in all? Show your work.

$7 + 4 =$ ____

____ cups

©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Mid-Unit Assessment

Name _____

Form A

Solve the problems.

1 7 cows eat hay. 6 more cows join. How many cows in all?

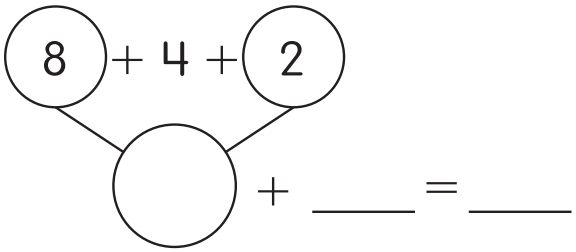
7 + 6 = ____

____ cows

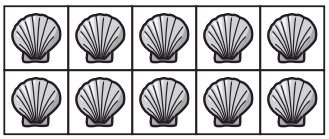
2 Dave has 8 toy trains. He has 4 toy trucks. He has 2 toy cars. How many toys does he have in all?

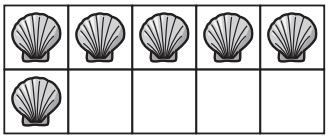
____ + ____ + ____ = ____

____ toys



3 How many shells?





____ ten and ____ ones is ____.

©Curriculum Associates, LLC
Copying permitted for classroom use.

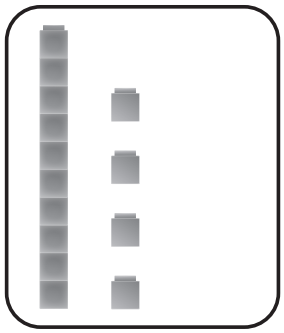
Form A shown here. Form B also available. Also available as a digital Comprehension Check.

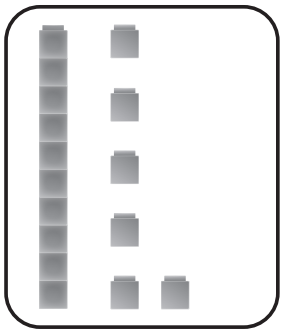
Unit 2 Mid-Unit Assessment continued

Name _____

Form A

4 Draw lines to match the cubes with the equation.





$14 = 10 + 4$ $15 = 10 + 5$ $16 = 10 + 6$

5 Eve draws 6 stars.
Vi draws 3 stars.
Theo draws 4 stars.

How many stars in all?

____ + ____ + ____ = ____

____ stars

©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Mid-Unit Assessment continued

Name _____

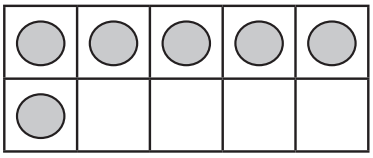
Form A

6 Sid has 9 green hats and 5 yellow hats.
How many hats in all? Show your work.

9 + 5 = ____

____ hats

7 6 + 7 = ?



10 + ____ = ____

6 + 7 = ____

©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Mid-Unit Assessment continued

Name _____

Form A

8 Find 4 + 7 + 7. Show your work.

_____

9 9 horses run.
9 horses walk.
How many horses in all?

9 + _____ = _____

_____ horses

10 8 + 6 = ?
Circle.

10 + 6 10 + 4

©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Mid-Unit Assessment continued

Name _____

Form A

11 Buzz has 13 apples. Boom has 10 apples and 4 more apples. Who has more apples? Circle.

Buzz Boom

12 $7 + 8 = ?$

Show your work.

$7 + 8 =$ ____

©Curriculum Associates, LLC
Copying permitted for classroom use.

"The assessments are highly rigorous and just what we need to challenge our students!"

—Elementary Teacher, NC

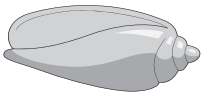
Unit 2 Unit Assessment

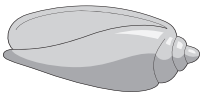
Name _____

Form A

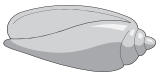
Solve the problems.

1 The tally chart shows what things children see at the beach. Write the number for each thing.

Things at the Beach	How Many
	

_____ _____  _____

2 Circle the thing that more children see. Circle how many more.

or 

4 more 8 more 10 more

©Curriculum Associates, LLC
Copying permitted for classroom use.

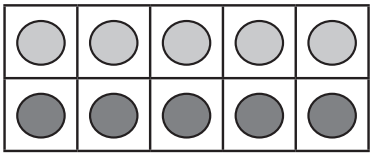
Form A shown here. Form B also available. Also available as a digital Comprehension Check.

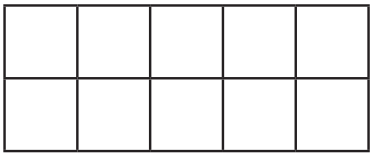
Unit 2 Unit Assessment continued

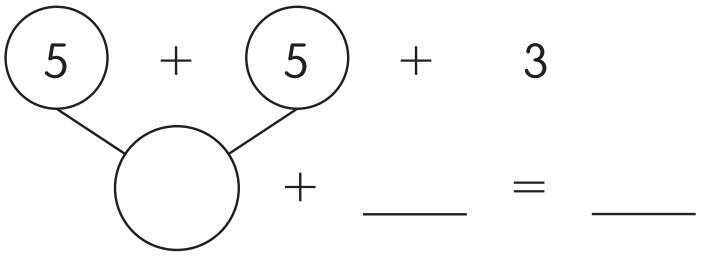
Name _____

Form A

3 Jena has 5 toy cars. She has 5 toy trucks.
She has 3 toy boats.
How many toys does she have in all?







_____ toys

4 Drew has 9 points. He scores more points.
Now he has 16 points.
How many more points did Drew score?

_____ more points

©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Unit Assessment continued

Name _____

Form A

5 How many stars?

_____ ten and _____ ones is _____.

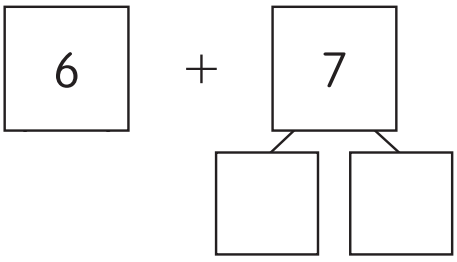
6 14 − 8 = ? Show your work.

14 − 8 = _____

7 6 + 7 = ?

10 + _____ = _____

6 + 7 = _____



©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Unit Assessment continued

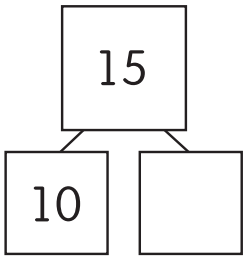
Name _____

Form A

8 Some birds sit on a fence.
9 fly away. Now there are 5.
How many birds were on the fence to start?

____ birds

9 Complete the number bond.
Then write the tens and ones.



15 is the same as ____ ten and ____ ones.

10 Find the missing number. Circle.

$17 - ? = 8$

8 9 10

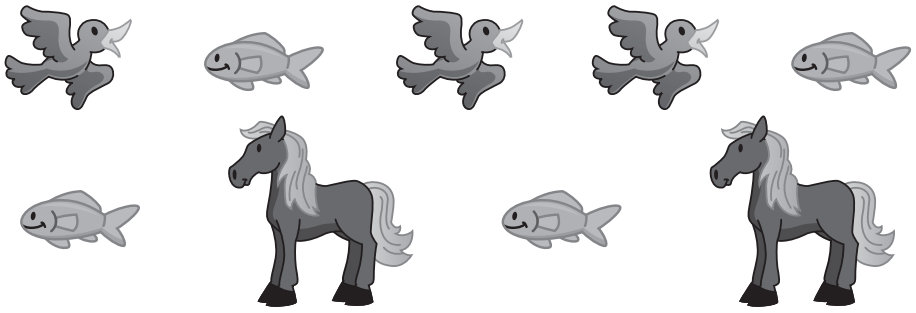
©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Unit Assessment continued

Name _____

Form A

11 Make a chart with numbers.



Animal	How Many

12 7 + 4 = ? Circle.

10 11 12

13 Draw lines to match the numbers.

6 + 6 5 + 8 6 + 5

11 12 13 14

©Curriculum Associates, LLC
Copying permitted for classroom use.

Unit 2 Unit Assessment continued

Name _____

Form A

14 Ava has 13 pens. 5 are on the floor.
The rest are on the table.
How many pens are on the table?
Show your work.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

_____ pens

15 José paints 15 pictures.
He gives away 8 pictures.
How many pictures does he have left?
Show your work.

15 − 8 = _____

José has _____ pictures left.

©Curriculum Associates, LLC
Copying permitted for classroom use.

"I highly recommend the use of Teacher Toolbox beyond what words can even convey. Most importantly, the growth I see in students using the Toolbox resources is unmatched. And that's what matters."

—Elementary Teacher, WA

Teacher Toolbox Resources Sampler

i-ReadyClassroomMathematics.com/LearnMore

31057.0

© 2021 Curriculum Associates, LLC.
All rights reserved. | 06/21 2.4K

Curriculum Associates