Math Milestones™ — Grade 1

Math Milestones

1:1

10 lions were at the water hole. 4 lions joined them. Then 3 more lions joined. How many lions were at the water hole after that?

1:2

True or false?

6 tens + 4 ones < 4 ones + 7 tens

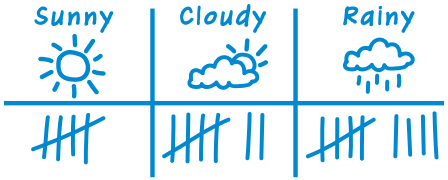
7 ones + 5 tens = _____

1:3

Using a paper clip as a unit of length, draw a straight line 7 units long.

1:4

Our class watched the weather for 21 days. On a chart, we marked each day as one of three kinds: sunny, cloudy, or rainy.



(1) Count all the tally marks. Does your answer make sense?

(2) How many days were not rainy?

(3) Now create your own question by circling one word. Use the data to answer your question.

How many more cloudy/rainy days were
(circle one word)
there than sunny days?

1:5

Tyler has 6 more grapes than Zoey. Zoey has 8 grapes. How many grapes does Tyler have?

Equation model: _____

Answer: Tyler has _____ grapes.

1:6

I have 24 straws in a jar.
I have 30 straws in a bag.
How many straws do I have?

1:7

If the class works hard, our teacher will put a marble in a jar. We will have a party when there are 10 marbles in the jar. Today there are 6 marbles in the jar. How many marbles do we need for a party?

1:8

90 − 40 = _____

9 apples − 4 apples = _____ (number) _____ (unit)

9 cups − 4 cups = _____ (number) _____ (unit)

9 tens − 4 tens = _____ (number) _____ (unit)

1:9

Write the missing numbers.

4 + 5 = _____	7 − 4 = _____
10 − 8 = _____	2 + 6 = _____
4 + _____ = 10	7 + _____ = 10

1:10

Write the sum.

$$\begin{array}{r} 37 \\ +\ 46 \\ \hline \end{array}$$

1:11

Write the missing numbers. Tell how you got the answers.

8 + 5 = _____	8 − _____ = 2
13 − 4 = _____	_____ − 5 = 4
7 + 4 = 10 + _____	6 + _____ = 12

1:12

Grace tried to blow out 15 candles on her birthday cake. Grace blew out 9 candles. How many candles are still lit?

Equation model: _____

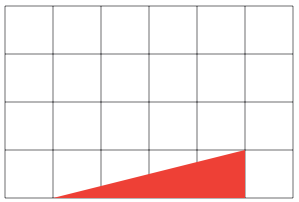
Answer: _____ candles are still lit.

1:13

When I fell asleep last night, there were 8 icicles outside my window. When I woke up this morning, there were 3 icicles. How many icicles fell while I slept?

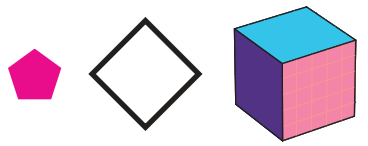
1:14

One statement below is false. Find the false statement. How did you decide?

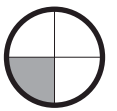


A square can be created using triangles like this one.

None of these are squares.



The shaded part of the circle is one fourth of the whole circle.



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Math Milestones™ Task List — Grade 1

The 14 Math Milestones™ tasks for grade 1 have been carefully crafted to embody grade 1 mathematics on one page.

1:1	Lions at the Watering Hole	C	A	1.OA.A.2, 1.OA,
1:2	Tens and Ones	C		1.NBT.B
1:3	Paper Clip Length Units	C	A	1.MD.A
1:4	Analyzing Weather Data		A	1.MD.C.4
1:5	Tyler's Grapes	C	A	1.OA.A.1, 1.OA
1:6	Two Groups of Straws	P	A	1.NBT.C, 1.OA.A
1:7	Class Marble Jar	C	A	1.OA.A.1, 1.OA
1:8	Subtracting Units	C		1.NBT.C.6
1:9	Fluency within Ten	P		1.OA.C.6
1:10	Two-Digit Addition	C	P	1.NBT.C.4
1:11	Using Properties and Relationships	C	P	1.OA.B
1:12	Blowing Out Candles	C	A	1.OA.A.1, 1.OA
1:13	Falling Icicles	C	A	1.OA.A.1, 1.OA
1:14	Shape True/False	C		1.G.A

C = Task has a conceptual focus. P = Task has a procedural skill & fluency focus. A = Task has an application focus. = Task is designed for use with manipulatives or objects. Students might also use manipulatives to support their work on other tasks.

Standards for Mathematical Practice

MP.1	Make sense of problems and persevere in solving them.	1:2, 1:4–7, 1:11–14
MP.2	Reason abstractly and quantitatively.	1:1, 1:3–5, 1:12
MP.3	Construct viable arguments and critique the reasoning of others.	1:11, 1:14
MP.4	Model with mathematics.	1:1, 1:4–7, 1:12, 1:13
MP.5	Use appropriate tools strategically.	1:3, 1:14
MP.6	Attend to precision.	1:2, 1:9–11
MP.7	Look for and make use of structure.	1:2, 1:8, 1:10, 1:11, 1:14
MP.8	Express regularity in repeated reasoning.	1:8

Standards codes refer to www.corestandards.org. One purpose of the codes is that they may allow a task to shed light on the Standards cited for that task. Conversely, reading the cited Standards may suggest opportunities to extend a task or draw out its implications. Finally, Standards codes may also assist with locating relevant sections in curriculum materials, including materials aligned to comparable standards.

Math Milestones™

Math Milestones™ was created by Jason Zimba, John W. Staley, Elizabeth Meier, Sandra Alberti, Harold Asturias, and Phil Daro.

Math Milestones™ tasks are not designed for summative assessment. Used formatively, the tasks can reveal and promote student thinking. Student work on tasks could be collected in student portfolios.

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