

Find the missing part



Grade 1 • Operations and Algebraic Thinking **NC.1.OA.1**

Teacher scripts • Models • Student workspaces

30 choice tasks • 30 open/performance tasks

Worked keys • Observation records • Access supports

Use selected tasks across short lessons. This resource bank is not a single test. Aligned to current NC standards for 2026–27 and 2027–28; the 2026 adoption begins in 2028–29.

Free sample | Contents

NC.1.OA.1 | First Grade mathematics

This sample contains 18 complete selected pages from the 63-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-15, 30, 45, 53

Representative activities

M01: sample PDF page(s) 16; original page(s) 15

M02: sample PDF page(s) 16; original page(s) 15

O01: sample PDF page(s) 17; original page(s) 30

O02: sample PDF page(s) 17; original page(s) 30

Selected teacher prompts and keys: original page(s) 45, 53

Using this sample

Read the preparation and access guidance before using a selected activity.
Keep teacher keys and private preparation pages separate from student copies.
Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

TEACHER GUIDE

Standard, targets, and evidence

Exact North Carolina standard

Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:

- Add to/Take from-Change Unknown
- Put Together/Take Apart-Addend Unknown
- Compare-Difference Unknown

Learning targets

- Add to - change unknown within 20
- Take from - change unknown within 20
- Put together - addend unknown within 20
- Take apart - addend unknown within 20
- Compare - difference unknown, more within 20
- Compare - difference unknown, fewer within 20

Evidence that matters

The child identifies what is unknown, represents the story with objects and a drawing, writes an equation with a symbol for the unknown, and interprets the answer in the story. Collect change, addend, and difference evidence separately.

TEACHER GUIDE

Prepare and plan

Before the lesson

Check one-to-one counting to 20, counting on from a given number, and the meaning of $+$, $-$, and $=$. If a prerequisite blocks access, teach it briefly and record the target as N/O until interpretable evidence is available.

Materials: 20 large classroom counters or blocks per child, paper, crayons, and the blank organizer. For three groups use three mats or areas. Use age-appropriate objects; adults handle any cutting. No real food or small loose objects are needed.

Short sessions, not one long sitting

Session 1 (15–20 min): Warm-up M01/O01; I Do M05/O05. Session 2 (15–20 min): We Do M09/O09 and collaborative M14/O14. Session 3 (15–20 min): independent M19/O19, then exit M28/O28. Session 4: targeted reteach M24/O24 and new parallel items chosen from the bank. Pause sooner for attention or access needs.

Each section owns both M and O ranges: 01–04, 05–08, 09–13, 14–18, 19–23, 24–27, 28–30. Select additional items over days so every target is observed. Never use all 60 as one sitting. Student pages can be printed separately; teacher models and keys stay teacher-only.

Choice tasks include block pictures of given quantities for supported practice; no missing group is pre-filled. Open tasks provide fresh performance evidence with blank workspaces. Blocks stand for the objects in each story. Keep teacher demonstrations separate from independent checks.

Access without giving away mathematics

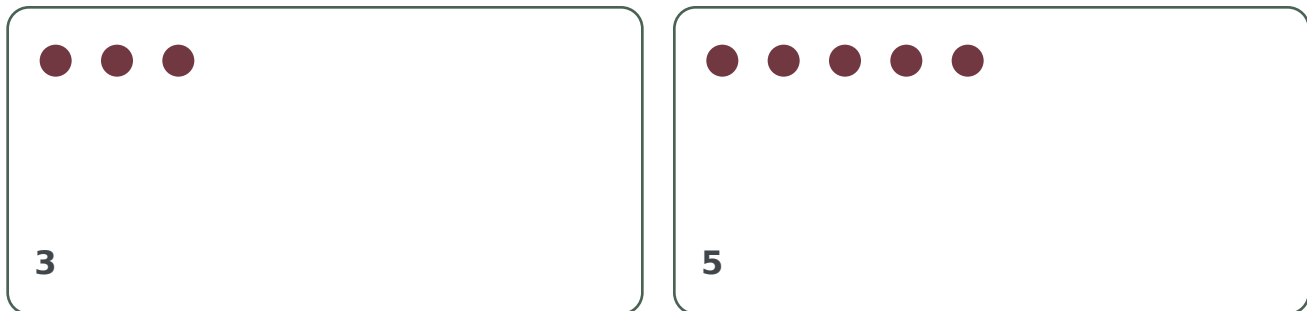
Read prompts exactly and repeat neutrally. Allow pointing, AAC, signed or oral responses, dictation, large counters, and drawings. An adult may transcribe the child's equation without choosing it. Do not tell the child which operation, group, or number is the answer during independent evidence. Log such coaching separately and recheck later with a fresh task.

TEACHER ONLY | MODEL AND SAY

Worked model: Add to / take from

I had 3 blocks. I got some more. Now I have 8. How many did I get?

Say: The 3 is the start and 8 is the end. I need the change. I write $3 + ? = 8$. I add one block at a time, stopping at 8. I added 5, so $? = 5$. Check $3 + 5 = 8$.



Model quantities shown above: each dot is one object.

Contrast: I had 8, gave some away, and have 3 left. Write $8 - ? = 3$. Remove 5; the same missing amount is now taken away.

Watch and respond

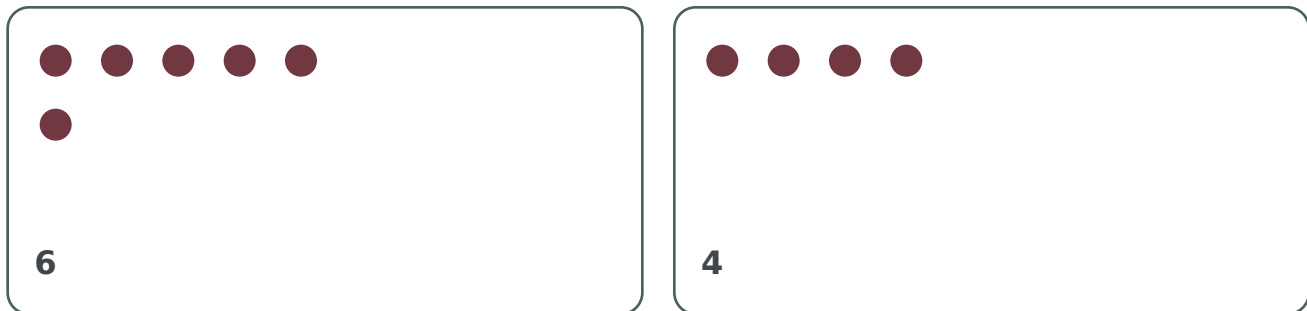
Ask: Point to the known numbers. What does the unknown stand for? Listen before intervening. If the child counts the wrong quantity, return to the model and ask which part answers the question. Then use a different task to check independently.

TEACHER ONLY | MODEL AND SAY

Worked model: Put together / take apart

10 cards are red or blue. 6 are red. How many are blue?

Say: The whole is 10. One part is 6. I arrange 10 counters and separate 6. The other part is 4. My equation is $6 + ? = 10$; $? = 4$.



Model quantities shown above: each dot is one object.

Contrast: 10 cards go into two boxes, with 6 in one. Write $? + 6 = 10$. The unknown part is 4 again. No new objects arrive.

Watch and respond

Ask: Point to the known numbers. What does the unknown stand for? Listen before intervening. If the child counts the wrong quantity, return to the model and ask which part answers the question. Then use a different task to check independently.

TEACHER ONLY | MODEL AND SAY

Worked model: Compare: more and fewer

Mia has 9 cards. Leo has 5. How many more does Mia have?

Say: I line up the two sets and match 5 pairs. There are 4 unmatched cards. $5 + ? = 9$, so $? = 4$. I can also write $9 - 5 = ?$.



Model quantities shown above: each dot is one object.

Ask: How many fewer does Leo have? Still 4. More/fewer compares the unmatched part; it does not ask for both sets combined.

Watch and respond

Ask: Point to the known numbers. What does the unknown stand for? Listen before intervening. If the child counts the wrong quantity, return to the model and ask which part answers the question. Then use a different task to check independently.

TEACHER GUIDE

Warm-up teaching script

Bank: M01–M04 and O01–O04. Selected focus: Add to - change unknown within 20. Use about 5–10 minutes; adjust responsively.

0–2 min | Launch

Say: Listen to the problem. Tell or show me what you know and what you need to find. Read the selected prompt neutrally: Mia has 3 books. She gets some more. Now she has 7. How many did she get? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.

2–5 min | Work and talk

Invite a first attempt. Ask the child to show one object for each count. Use M01 only after hearing the child's thinking. Do not teach a keyword rule.

Teacher solution

Unknown equation: $3 + ? = 7$. 4 books. $3 + 4 = 7$. Show 3 first. Add objects until there are 7. The 4 added objects are the unknown. Check: $3 + 4 = 7$.

5–8 min | Notice and respond

Look for a story-matched unknown, not a keyword-selected operation. If a child adds both comparison sets, match pairs and ask which objects show the difference. If a take-from child reports the remainder, ask what was given away.

Extend: Ask for a second valid representation or strategy and explain how it matches. Record item/date, representation, strategy, result, explanation, neutral access, answer-supplying cues, and the next task. Invite a partner to question the model respectfully (MP3); connect objects and equations (MP2/MP4).

TEACHER GUIDE

I Do teaching script

Bank: M05–M08 and O05–O08. Selected focus: Compare - difference unknown, more within 20. Use about 5–10 minutes; adjust responsively.

0–2 min | Launch

Say: Listen to the problem. Tell or show me what you know and what you need to find. Read the selected prompt neutrally: Mia has 10 crayons. Leo has 8. How many more does Mia have? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.

2–5 min | Work and talk

Demonstrate the selected task using the exact worked steps below. Think aloud about the unknown. Draw the model and record the equation. Children point to corresponding quantities, then try the next open item.

Teacher solution

Unknown equation: $8 + ? = 10$. 2 crayons. $8 + 2 = 10$. Match 8 pairs from sets of 10 and 8. The 2 unmatched objects show how many more. Check: $8 + 2 = 10$.

5–8 min | Notice and respond

Look for a story-matched unknown, not a keyword-selected operation. If a child adds both comparison sets, match pairs and ask which objects show the difference. If a take-from child reports the remainder, ask what was given away.

Extend: Ask for a second valid representation or strategy and explain how it matches. Record item/date, representation, strategy, result, explanation, neutral access, answer-supplying cues, and the next task. Invite a partner to question the model respectfully (MP3); connect objects and equations (MP2/MP4).

TEACHER GUIDE

We Do teaching script

Bank: M09–M13 and O09–O13. Selected focus: Put together - addend unknown within 20. Use about 5–10 minutes; adjust responsively.

0–2 min | Launch

Say: Listen to the problem. Tell or show me what you know and what you need to find. Read the selected prompt neutrally: There are 13 tiles. 5 are red. The rest are blue. How many are blue? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.

2–5 min | Work and talk

Ask children to propose the first move. Build their model together. Pause before calculating so they can identify each quantity. Record the equation they suggest and test it.

Teacher solution

Unknown equation: $5 + ? = 13$. 8 tiles. $5 + 8 = 13$. Show the whole 13, mark 5 red, and count the 8 remaining blue objects. Check: $5 + 8 = 13$.

5–8 min | Notice and respond

Look for a story-matched unknown, not a keyword-selected operation. If a child adds both comparison sets, match pairs and ask which objects show the difference. If a take-from child reports the remainder, ask what was given away.

Extend: Ask for a second valid representation or strategy and explain how it matches. Record item/date, representation, strategy, result, explanation, neutral access, answer-supplying cues, and the next task. Invite a partner to question the model respectfully (MP3); connect objects and equations (MP2/MP4).

TEACHER GUIDE

Collaborative practice teaching script

Bank: M14–M18 and O14–O18. Selected focus: Take from - change unknown within 20. Use about 5–10 minutes; adjust responsively.

0–2 min | Launch

Say: Listen to the problem. Tell or show me what you know and what you need to find. Read the selected prompt neutrally: Mia has 15 shells. She gives some away. Now she has 6. How many did she give away? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.

2–5 min | Work and talk

Partner A models; Partner B checks that each number is represented and explains the answer. Switch roles with the next item. Each child makes an individual drawing or dictated record.

Teacher solution

Unknown equation: $15 - ? = 6$. 9 shells. $15 - 9 = 6$. Show 15. Remove objects until 6 remain. Count the 9 removed objects, not the 6 left. Check: $6 + 9 = 15$.

5–8 min | Notice and respond

Look for a story-matched unknown, not a keyword-selected operation. If a child adds both comparison sets, match pairs and ask which objects show the difference. If a take-from child reports the remainder, ask what was given away.

Extend: Ask for a second valid representation or strategy and explain how it matches. Record item/date, representation, strategy, result, explanation, neutral access, answer-supplying cues, and the next task. Invite a partner to question the model respectfully (MP3); connect objects and equations (MP2/MP4).

TEACHER GUIDE

Independent practice teaching script

Bank: M19–M23 and O19–O23. Selected focus: Add to - change unknown within 20. Use about 5–10 minutes; adjust responsively.

0–2 min | Launch

Say: Listen to the problem. Tell or show me what you know and what you need to find. Read the selected prompt neutrally: Mia has 8 tiles. She gets some more. Now she has 19. How many did she get? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.

2–5 min | Work and talk

Present the selected open task before the choice task. Give neutral directions and access tools only. Observe how the child chooses a strategy without supplying a first step.

Teacher solution

Unknown equation: $8 + ? = 19$. 11 tiles. $8 + 11 = 19$. Show 8 first. Add objects until there are 19. The 11 added objects are the unknown. Check: $8 + 11 = 19$.

5–8 min | Notice and respond

Look for a story-matched unknown, not a keyword-selected operation. If a child adds both comparison sets, match pairs and ask which objects show the difference. If a take-from child reports the remainder, ask what was given away.

Extend: Ask for a second valid representation or strategy and explain how it matches. Record item/date, representation, strategy, result, explanation, neutral access, answer-supplying cues, and the next task. Invite a partner to question the model respectfully (MP3); connect objects and equations (MP2/MP4).

TEACHER GUIDE

Small-group reteach teaching script

Bank: M24–M27 and O24–O27. Selected focus: Compare - difference unknown, fewer within 20. Use about 5–10 minutes; adjust responsively.

0–2 min | Launch

Say: Listen to the problem. Tell or show me what you know and what you need to find. Read the selected prompt neutrally: Mia has 2 shells. Leo has 10. How many fewer does Mia have? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.

2–5 min | Work and talk

Use large counters and the blank organizer. Start with a smaller parallel example, then return to this task. Ask the child to move objects and identify the unknown. Record the teaching support; do not score a coached answer as independent.

Teacher solution

Unknown equation: $10 - 2 = ?$. 8 shells. $10 - 2 = 8$. Match 2 pairs from sets of 2 and 10. The 8 unmatched objects show how many fewer. Check: $2 + 8 = 10$.

5–8 min | Notice and respond

Look for a story-matched unknown, not a keyword-selected operation. If a child adds both comparison sets, match pairs and ask which objects show the difference. If a take-from child reports the remainder, ask what was given away.

Extend: Ask for a second valid representation or strategy and explain how it matches. Record item/date, representation, strategy, result, explanation, neutral access, answer-supplying cues, and the next task. Invite a partner to question the model respectfully (MP3); connect objects and equations (MP2/MP4).

TEACHER GUIDE

Exit ticket teaching script

Bank: M28–M30 and O28–O30. Selected focus: Take apart - addend unknown within 20. Use about 5–10 minutes; adjust responsively.

0–2 min | Launch

Say: Listen to the problem. Tell or show me what you know and what you need to find. Read the selected prompt neutrally: 15 cups go in two boxes. One box has 7. How many go in the other box? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.

2–5 min | Work and talk

Give one fresh task and ask the child to show why the answer fits. Keep it brief. Use another bank item if the selected task was already modeled. Save the individual evidence.

Teacher solution

Unknown equation: $? + 7 = 15$. 8 cups. $8 + 7 = 15$. Split 15 objects into a known group of 7 and the remaining 8. Check: $7 + 8 = 15$.

5–8 min | Notice and respond

Look for a story-matched unknown, not a keyword-selected operation. If a child adds both comparison sets, match pairs and ask which objects show the difference. If a take-from child reports the remainder, ask what was given away.

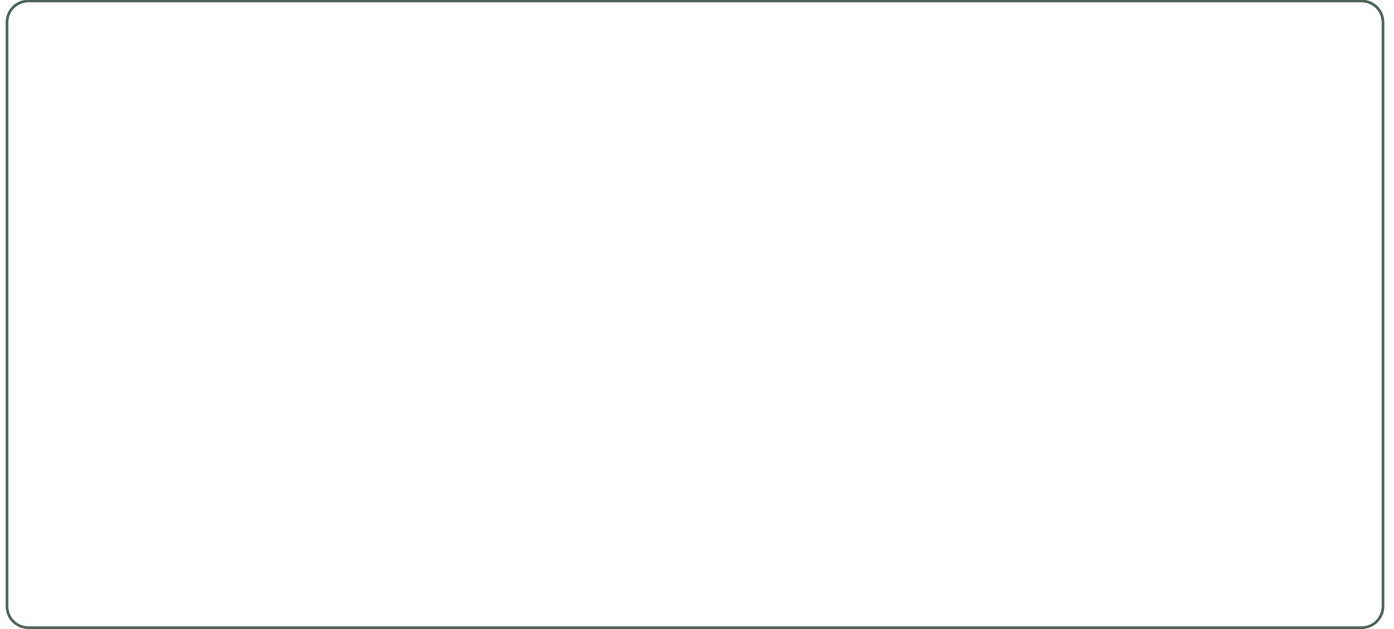
Extend: Ask for a second valid representation or strategy and explain how it matches. Record item/date, representation, strategy, result, explanation, neutral access, answer-supplying cues, and the next task. Invite a partner to question the model respectfully (MP3); connect objects and equations (MP2/MP4).

STUDENT TOOL | REUSE WITH ANY OPEN TASK

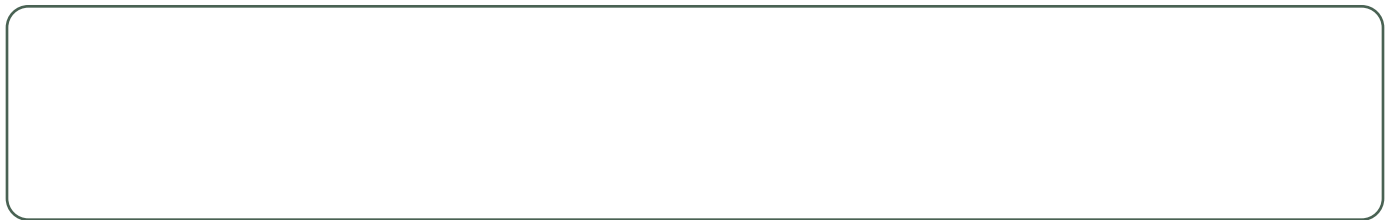
My math organizer

Name: _____ Item: _____

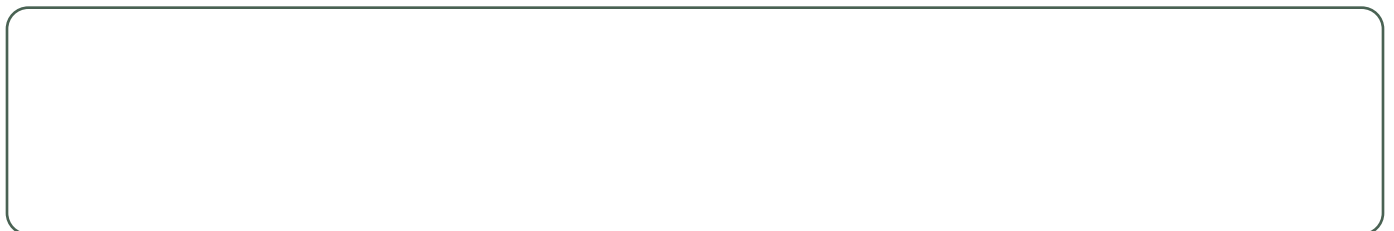
Show the groups or the change.



My equation:



Tell or show how you know.



STUDENT TASKS | ADULT MAY READ

Choose and explain

Name: _____

M01 Mia has 3 books. She gets some more. Now she has 7.
How many did she get?

A. 5

B. 4

C. 6

D. 7

Picture help: given amounts

**3****7**Draw or tell why.

M02 Mia has 7 blocks. She gives some away. Now she has 5.
How many did she give away?

A. 2

B. 0

C. 3

D. 1

Picture help: given amounts

**5****7**Draw or tell why.

STUDENT TASKS | ADULT MAY READ

Build, draw, and solve

Name: _____

O01 Mia has 3 books. She gets some more. Now she has 7. How many did she get? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.



O02 Mia has 7 blocks. She gives some away. Now she has 5. How many did she give away? Use objects. Draw your model. Write an equation with ? for the unknown, then solve.



TEACHER ONLY | WORKED SOLUTIONS

Choice keys

M01 | Add to - change unknown

B: Unknown equation: $3 + ? = 7$. 4 books. $3 + 4 = 7$. Show 3 first. Add objects until there are 7. The 4 added objects are the unknown. Check: $3 + 4 = 7$.

Other choices: $A = 5$, $C = 6$, $D = 7$. These do not satisfy the stated quantities; ask the child to check each group or count rather than infer a misconception from a choice alone.

M02 | Take from - change unknown

A: Unknown equation: $7 - ? = 5$. 2 blocks. $7 - 2 = 5$. Show 7. Remove objects until 5 remain. Count the 2 removed objects, not the 5 left. Check: $5 + 2 = 7$.

Other choices: $B = 0$, $C = 3$, $D = 1$. These do not satisfy the stated quantities; ask the child to check each group or count rather than infer a misconception from a choice alone.

M03 | Put together - addend unknown

C: Unknown equation: $6 + ? = 9$. 3 cards. $6 + 3 = 9$. Show the whole 9, mark 6 red, and count the 3 remaining blue objects. Check: $6 + 3 = 9$.

Other choices: $A = 4$, $B = 2$, $D = 5$. These do not satisfy the stated quantities; ask the child to check each group or count rather than infer a misconception from a choice alone.

M04 | Take apart - addend unknown

D: Unknown equation: $? + 4 = 9$. 5 shells. $5 + 4 = 9$. Split 9 objects into a known group of 4 and the remaining 5. Check: $4 + 5 = 9$.

Other choices: $A = 6$, $B = 4$, $C = 3$. These do not satisfy the stated quantities; ask the child to check each group or count rather than infer a misconception from a choice alone.

TEACHER ONLY | WORKED SOLUTIONS

Open / performance keys

001 | Add to - change unknown

Unknown equation: $3 + ? = 7$. 4 books. $3 + 4 = 7$. Show 3 first. Add objects until there are 7. The 4 added objects are the unknown. Check: $3 + 4 = 7$.

Accept equivalent correct drawings, object arrangements, equations, or explanations. Observe the requested strategy/representations; an answer alone is not full performance evidence.

002 | Take from - change unknown

Unknown equation: $7 - ? = 5$. 2 blocks. $7 - 2 = 5$. Show 7. Remove objects until 5 remain. Count the 2 removed objects, not the 5 left. Check: $5 + 2 = 7$.

Accept equivalent correct drawings, object arrangements, equations, or explanations. Observe the requested strategy/representations; an answer alone is not full performance evidence.

003 | Put together - addend unknown

Unknown equation: $6 + ? = 9$. 3 cards. $6 + 3 = 9$. Show the whole 9, mark 6 red, and count the 3 remaining blue objects. Check: $6 + 3 = 9$.

Accept equivalent correct drawings, object arrangements, equations, or explanations. Observe the requested strategy/representations; an answer alone is not full performance evidence.

004 | Take apart - addend unknown

Unknown equation: $? + 4 = 9$. 5 shells. $5 + 4 = 9$. Split 9 objects into a known group of 4 and the remaining 5. Check: $4 + 5 = 9$.

Accept equivalent correct drawings, object arrangements, equations, or explanations. Observe the requested strategy/representations; an answer alone is not full performance evidence.