

Fluent Facts Within 10



Grade 1 | Operations and Algebraic Thinking

NC.1.OA.9

Accuracy, flexibility, and efficiency with both addition and subtraction within 10.

Seven teaching phases • 30 selected-response prompts • 30 open/performance tasks.
Choose brief sessions across days, not a single 60-item test.

Includes exact standard, teacher models and scripts, anchor reminders, reusable tools, student workspaces, observation records, worked keys, and source notes.

Current NC standards for 2026-27 and 2027-28. Revised 2026 standards begin implementation in 2028-29.

Free sample | Contents

NC.1.OA.9 | First Grade mathematics

This sample contains 20 complete selected pages from the 67-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-19, 52

Representative activities

M01: sample PDF page(s) 19; original page(s) 18

M02: sample PDF page(s) 20; original page(s) 19

O01: sample PDF page(s) 19; original page(s) 18

O02: sample PDF page(s) 20; original page(s) 19

Selected teacher prompts and keys: original page(s) 2, 52

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

Plan short, purposeful sessions

Print selected student pages only; teacher models and answer keys stay with adults. Each bank page contains one choice prompt and one performance task. Cover the unused prompt when needed.

Suggested sequence: Day 1, warm-up and I Do; Day 2, We Do; Day 3, partner practice; Day 4, independent observations and targeted reteach; Day 5, exit checks. Plan 15-20 minutes per session with breaks and repeat opportunities.

Core selections: M01/O01, M05/O05, M09/O09, M14/O14, M19/O19, M24/O24, M28/O28. These are starting points, not all required work. Use remaining bank items on later dates. For OA.6 select additional O items so every named strategy is observed.

Navigation: alignment and access; complete worked models; seven phase scripts; blank organizers and tools; 30 bank pages; scoring and evidence records; inquiry; 15 paired worked-key pages; sources.

Learning focus: Accuracy, flexibility, and efficiency with both addition and subtraction within 10.

Use mathematical practices authentically: make sense of a relationship, choose a tool, explain why a method works, and check another representation. Do not require formal terminology before a child can show the idea.

TEACHER GUIDE

Standard, targets, and boundaries

NC.1.OA.9: Demonstrate fluency with addition and subtraction within 10.

Evidence targets: Accuracy, flexibility, and efficiency with both addition and subtraction within 10.

All sums and subtraction starting amounts stay within 10; zero and subtraction to zero are included. The bank samples combinations. Extend with additional within-10 combinations across the year rather than declaring mastery from one sheet.

Coverage is mapped by item ID and target in the teacher keys. Recognition items start discussion; open tasks supply the required mathematical performance.

TEACHER GUIDE

Fluency develops across the year

The June 2025 Grade 1 unpacking describes fluency through accuracy, flexibility, and efficiency. It emphasizes conceptual number relationships and meaningful practice, including decomposing numbers with objects or drawings.

Collect actual computation and explanations over time. Notice whether a child chooses a helpful known fact or relationship, changes approaches when useful, and works with increasing ease. Do not invent a fixed seconds-per-item cutoff.

The unpacking cautions that traditional nonvisual flash cards and timed tests are not established as effective ways to develop fluency. This packet uses conversation, models, related facts, and repeated opportunities instead.

Offer a fact without the choices first when checking computation. After the response, ask how the child knew. A model can explain or check the response; record whether the child needed to count all or relied on a known relationship.

Children needing within-5 support should receive it alongside grade-level work. Rebuild $4 + 1$ and $5 - 1$, then connect the same one-more/one-less relationship to $7 + 1$ and $8 - 1$.

TEACHER GUIDE

Prepare and provide access

Prerequisites: connect numbers to quantities, count accurately, act out addition and subtraction, and notice parts and wholes. Check these with a few safe objects before using written symbols.

Materials: 20 large counters or blocks per child, pencils/crayons, blank paper, supplied ten-frames, number line and reasoning organizer. Use age-appropriate materials; adults handle cutting if cards are separated. No measured printed dimensions are required.

Vocabulary: add, subtract, total, part, whole, equal, same value, equation, unknown, strategy. Demonstrate meanings with quantities and actions; accept home-language explanations.

Visual tools: frames and blank mats support building. OA.7 teaching/reteach pages show quantities on both sides as exact square blocks; independent/exit mats are blank for the child to construct. Record visual access and strategy. Fluency pages offer blank frames for explanation or checking after an initial response, not prefilled answers.

Read every prompt and choice neutrally. Allow pointing, oral response, signed language, AAC, tactile models, enlarged print, and adult scribing. Do not supply a missing count, identify a correct choice, or name the required next step during independent evidence.

Access supports alone do not lower ratings. Document answer-supplying mathematical prompts separately. Do not score reading, spelling, handwriting, speech speed, or accent.

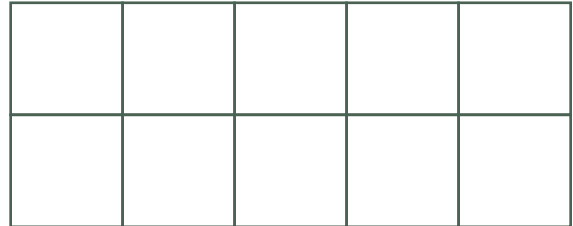
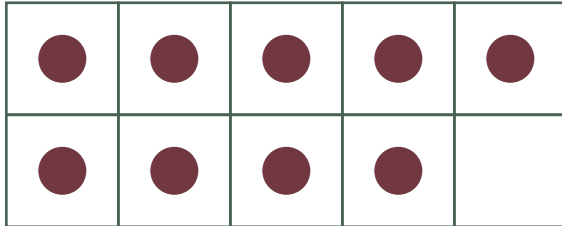
If response is unclear, ask "Show me what you mean." If the task is inaccessible or evidence is insufficient, record N/O and adapt access before trying again.

TEACHER MODEL | ADULT ONLY

Use a nearby known fact

$4 + 5 = 9$. Say: "I know $4 + 4$ is 8. Five is one more than four, so $4 + 5$ is one more than eight: 9." Build 4 and 5 after explaining; invite another valid way.

Model visibly. Pause after each action and connect the object, drawing, and equation. Say, "What stayed the same? What can we check?"



Then hide this completed example and offer a fresh bank task. Record the child's own solution; repeating the teacher's answer is instruction, not independent evidence.

TEACHER MODEL | ADULT ONLY

Connect addition and subtraction

$9 - 5 = 4$. Say: "Five and four make nine. If five leave the whole nine, four remain." Show nine counters, separate five, and verify the four. Revisit the related facts on another day.

Model visibly. Pause after each action and connect the object, drawing, and equation. Say, "What stayed the same? What can we check?"

Teacher demonstration mat: build the quantities described above.



Then hide this completed example and offer a fresh bank task. Record the child's own solution; repeating the teacher's answer is instruction, not independent evidence.

TEACHER GUIDE

Warm-up | teach and observe

Bank allocation: M01-M04 and O01-O04. Core today: M01 and O01. Keep the other items for later practice.

First 1-2 minutes: Invite one familiar example. Ask what the numbers and symbols mean before solving.

Next 2-4 minutes: read " $3 + 1 = \underline{\quad}$ Solve. Tell or show a helpful way." Say, "You may draw, build, point, or tell me. Show how you know." For I Do, demonstrate first; for other phases, wait for the child's decision.

Listen/look for: Collect accuracy, chosen strategy, flexibility, and efficiency on repeated dates. A correct choice alone cannot show fluent computation.

Final 1-3 minutes: say, "How could we check?" Have each learner respond individually. Record exact response, strategy, access supports, mathematical prompts, and next step.

If stuck: If the child counts all, organize known parts on a ten-frame and connect a nearby fact. If the operation is confused, act out joining versus removing. Try a fresh fact before recording independent evidence.

Early finisher: compare another valid method or representation within the same number range. Explain why the value stays the same. Do not just add harder numbers.

TEACHER GUIDE

I Do | teach and observe

Bank allocation: M05-M08 and O05-O08. Core today: M05 and O05. Keep the other items for later practice.

First 1-2 minutes: Say, "Watch me choose a useful way." Model a worked example from the adult model pages, then ask children to describe its steps.

Next 2-4 minutes: read " $4 - 2 = \underline{\quad}$ Solve. Tell or show a helpful way." Say, "You may draw, build, point, or tell me. Show how you know." For I Do, demonstrate first; for other phases, wait for the child's decision.

Listen/look for: Collect accuracy, chosen strategy, flexibility, and efficiency on repeated dates. A correct choice alone cannot show fluent computation.

Final 1-3 minutes: say, "How could we check?" Have each learner respond individually. Record exact response, strategy, access supports, mathematical prompts, and next step.

If stuck: If the child counts all, organize known parts on a ten-frame and connect a nearby fact. If the operation is confused, act out joining versus removing. Try a fresh fact before recording independent evidence.

Early finisher: compare another valid method or representation within the same number range. Explain why the value stays the same. Do not just add harder numbers.

TEACHER GUIDE

We Do | teach and observe

Bank allocation: M09-M13 and O09-O13. Core today: M09 and O09. Keep the other items for later practice.

First 1-2 minutes: Invite a first step, build it together, and ask a second child to check whether the equation matches.

Next 2-4 minutes: read " $3 + 6 = \underline{\quad}$ Solve. Tell or show a helpful way." Say, "You may draw, build, point, or tell me. Show how you know." For I Do, demonstrate first; for other phases, wait for the child's decision.

Listen/look for: Collect accuracy, chosen strategy, flexibility, and efficiency on repeated dates. A correct choice alone cannot show fluent computation.

Final 1-3 minutes: say, "How could we check?" Have each learner respond individually. Record exact response, strategy, access supports, mathematical prompts, and next step.

If stuck: If the child counts all, organize known parts on a ten-frame and connect a nearby fact. If the operation is confused, act out joining versus removing. Try a fresh fact before recording independent evidence.

Early finisher: compare another valid method or representation within the same number range. Explain why the value stays the same. Do not just add harder numbers.

TEACHER GUIDE

Collaborative practice | teach and observe

Bank allocation: M14-M18 and O14-O18. Core today: M14 and O14. Keep the other items for later practice.

First 1-2 minutes: Partners alternate solver and checker. Each child first solves a fresh item alone; the partner asks for a reason rather than supplying an answer.

Next 2-4 minutes: read " $1 + 0 = \underline{\quad}$ Solve. Tell or show a helpful way." Say, "You may draw, build, point, or tell me. Show how you know." For I Do, demonstrate first; for other phases, wait for the child's decision.

Listen/look for: Collect accuracy, chosen strategy, flexibility, and efficiency on repeated dates. A correct choice alone cannot show fluent computation.

Final 1-3 minutes: say, "How could we check?" Have each learner respond individually. Record exact response, strategy, access supports, mathematical prompts, and next step.

If stuck: If the child counts all, organize known parts on a ten-frame and connect a nearby fact. If the operation is confused, act out joining versus removing. Try a fresh fact before recording independent evidence.

Early finisher: compare another valid method or representation within the same number range. Explain why the value stays the same. Do not just add harder numbers.

TEACHER GUIDE

Independent practice | teach and observe

Bank allocation: M19-M23 and O19-O23. Core today: M19 and O19. Keep the other items for later practice.

First 1-2 minutes: Read neutrally, offer usual access supports, and wait. Do not point to a helpful part or tell which operation to use.

Next 2-4 minutes: read " $6 - 2 = \underline{\quad}$ Solve. Tell or show a helpful way." Say, "You may draw, build, point, or tell me. Show how you know." For I Do, demonstrate first; for other phases, wait for the child's decision.

Listen/look for: Collect accuracy, chosen strategy, flexibility, and efficiency on repeated dates. A correct choice alone cannot show fluent computation.

Final 1-3 minutes: say, "How could we check?" Have each learner respond individually. Record exact response, strategy, access supports, mathematical prompts, and next step.

If stuck: If the child counts all, organize known parts on a ten-frame and connect a nearby fact. If the operation is confused, act out joining versus removing. Try a fresh fact before recording independent evidence.

Early finisher: compare another valid method or representation within the same number range. Explain why the value stays the same. Do not just add harder numbers.

TEACHER GUIDE

Small-group reteach | teach and observe

Bank allocation: M24-M27 and O24-O27. Core today: M24 and O24. Keep the other items for later practice.

First 1-2 minutes: Use the recorded error to select a concrete model. Demonstrate one example, then fade the support on a fresh item.

Next 2-4 minutes: read " $4 + 5 = \underline{\quad}$ Solve. Tell or show a helpful way." Say, "You may draw, build, point, or tell me. Show how you know." For I Do, demonstrate first; for other phases, wait for the child's decision.

Listen/look for: Collect accuracy, chosen strategy, flexibility, and efficiency on repeated dates. A correct choice alone cannot show fluent computation.

Final 1-3 minutes: say, "How could we check?" Have each learner respond individually. Record exact response, strategy, access supports, mathematical prompts, and next step.

If stuck: If the child counts all, organize known parts on a ten-frame and connect a nearby fact. If the operation is confused, act out joining versus removing. Try a fresh fact before recording independent evidence.

Early finisher: compare another valid method or representation within the same number range. Explain why the value stays the same. Do not just add harder numbers.

TEACHER GUIDE

Exit ticket | teach and observe

Bank allocation: M28-M30 and O28-O30. Core today: M28 and O28. Keep the other items for later practice.

First 1-2 minutes: Collect one brief individual solution and explanation. Ask what the child checked; use evidence to choose the next session.

Next 2-4 minutes: read " $10 - 8 = \underline{\quad}$ Solve. Tell or show a helpful way." Say, "You may draw, build, point, or tell me. Show how you know." For I Do, demonstrate first; for other phases, wait for the child's decision.

Listen/look for: Collect accuracy, chosen strategy, flexibility, and efficiency on repeated dates. A correct choice alone cannot show fluent computation.

Final 1-3 minutes: say, "How could we check?" Have each learner respond individually. Record exact response, strategy, access supports, mathematical prompts, and next step.

If stuck: If the child counts all, organize known parts on a ten-frame and connect a nearby fact. If the operation is confused, act out joining versus removing. Try a fresh fact before recording independent evidence.

Early finisher: compare another valid method or representation within the same number range. Explain why the value stays the same. Do not just add harder numbers.

STUDENT REFERENCE | USE DURING LEARNING

Ways to check my thinking

I can use a fact I know.

I can see parts in a whole.

I can use adding to help subtract.

I can check my answer another way.

COPY AS NEEDED | STUDENT TOOL

My reasoning organizer

Name _____ Date _____

My equation: _____

Show the quantities or steps.

Check another way.

My answer: _____

Tell an adult how you know.

COPY AS NEEDED | STUDENT TOOLS

Frames and number line

Use counters or draw marks.

Use the line to show moves.



My equation and explanation

--

WARM-UP

Think, solve, and explain

Name _____ Date _____

M01 | Choose one

$5 + 5 = \underline{\quad}$

A. 9 B. 10 C. 8

001 | Show your thinking

$3 + 1 = \underline{\quad}$

Solve. Tell or show a helpful way.

Draw or write here. You may also build and explain.

Adult: record visual/tool use separately from mathematical prompts.

WARM-UP

Think, solve, and explain

Name _____ Date _____

M02 | Choose one

$8 - 0 = \underline{\quad}$

A. 9 B. 10 C. 8

O02 | Show your thinking

$2 + 4 = \underline{\quad}$

Solve. Tell or show a helpful way.

Draw or write here. You may also build and explain.

Adult: record visual/tool use separately from mathematical prompts.

TEACHER-ONLY KEYS

Items 01-02

M01 | B: 10

Target: F-A: Add accurately and efficiently within 10.

$5 + 5 = 10$. Join 5 and 5; the total is 10. Accept a correct known fact, decomposition, related fact, or other valid strategy. Record the strategy actually used before offering a model.

Other choices: Each other number fails the equation. Ask the child to reconstruct the quantity or check a substitution; do not infer a misconception from a choice alone.

001 | Sample response

Target: F-A: Add accurately and efficiently within 10.

$3 + 1 = 4$. Join 3 and 1; the total is 4. Accept a correct known fact, decomposition, related fact, or other valid strategy. Record the strategy actually used before offering a model.

Accept mathematically equivalent explanations, models, or communication modes. Record support and strategy.

M02 | C: 8

Target: F-S: Subtract accurately and efficiently within 10.

$8 - 0 = 8$. Start with 8, take away 0; 8 remain. Accept a correct known fact, decomposition, related fact, or other valid strategy. Record the strategy actually used before offering a model.

Other choices: Each other number fails the equation. Ask the child to reconstruct the quantity or check a substitution; do not infer a misconception from a choice alone.

002 | Sample response

Target: F-A: Add accurately and efficiently within 10.

$2 + 4 = 6$. Join 2 and 4; the total is 6. Accept a correct known fact, decomposition, related fact, or other valid strategy. Record the strategy actually used before offering a model.

Accept mathematically equivalent explanations, models, or communication modes. Record support and strategy.