

Grade 1 – Unit 7: Addition and Subtraction & Numbers to 20

Representing and Partitioning Numbers to 20

N04 Students will be expected to represent and partition numbers to 20. [C, CN, V]

Performance Indicators

N04.01 Represent a given number up to 20 using a variety of manipulatives, including ten-frames and created materials.

N04.02 Model a given number up to 20 using a variety of pictorial representations.

N04.03 Find examples of a given number in the environment.

N04.04 Place given numerals on a number line with benchmarks 0, 5, 10, 15, and 20.

N04.05 Partition any given quantity up to 20 into two parts and identify the number of objects in each part.

N04.06 Model a given number using two different objects.

** At this point in the year, students are continuing to develop meaning for numbers greater than 10. It would be appropriate for students to be working with all numbers from 0 to 20, however, proficiency with the full range of numbers 10 to 20 is not required until the end of grade 1.*

Limited	Developing	Competent	In-Depth
Student can represent numbers to 10 using manipulatives and pictorial representations.	Student can represent some numbers to 20 using manipulatives and/or pictorial representations.	Student can represent a given number to 20 using a variety of manipulatives and pictorial representations (ex. ten-frames, bundling groups of objects, counters, cubes, rekenreks, created materials, etc.).	Student can use materials efficiently when representing and partitioning numbers (ex. move objects into groups when counting one-to-one, subitizing, skip counting, noticing patterns, identifying one more/one less).
Student can represent numbers to 10 in two parts using manipulatives and/or I can identify the number of objects in each part.	Student can represent numbers to 20 in two parts using manipulatives and I can identify the number of objects in each part.	Student can represent numbers to 20 in two parts in a variety of ways and I can identify the number of objects in each part (ex. using two different objects, pictures, variety of manipulatives, etc.).	
Student can place a given numeral between 1 and 10 on a number line with benchmarks (0, 5, and 10).	Student can place some numerals from 1 to 20 on a number line with benchmarks (0, 5, 10, 15, and 20)	Student can place given numerals from 1 to 20 on a number line with benchmarks (0, 5, 10, 15, and 20) Student can locate numbers in the environment.	Student can justify the placement of numerals from 1 to 20 on a number line with benchmarks using strategies other than counting up from zero by one.

