Name: _____   **Date:** _____
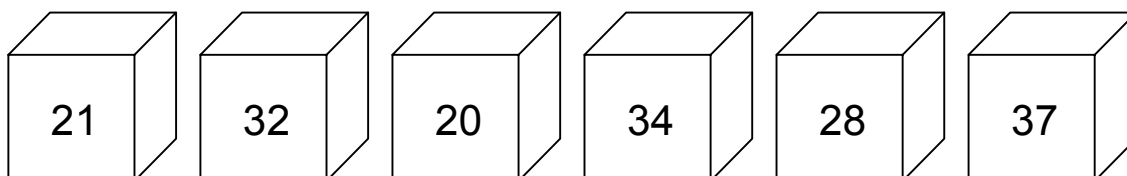
CHAPTER 12 Numbers to 40

> **To the Teacher:**
> Read directions aloud for children who may need assistance.

1. These are Tom's building blocks.
Look at the numbers on the building blocks.
Fill in the blanks.

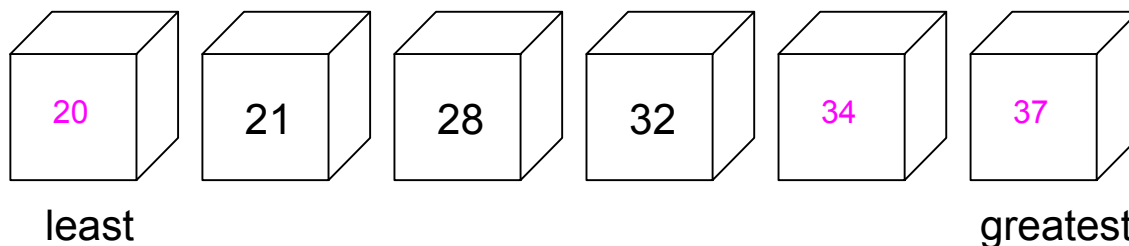| 21 | 32 | 20 | 34 | 28 | 37 |

_____ is greater than _____ .

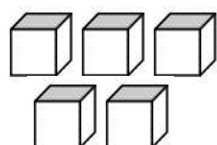Answers vary. Accept all correct answers. Examples: 37 is greater than 28, 21 is greater than 20.

_____ 32 _____ is 5 less than 37.

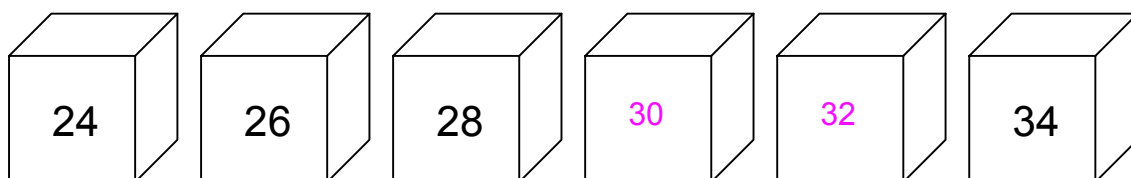Write the numbers on the blocks in order from least to greatest.

| 20 | 21 | 28 | 32 | 34 | 37 |

least   greatest

2. Count in tens and ones.
Fill in the missing numbers.

_____35_____ = _____3_____ tens _____5_____ ones

3. Tom made a pattern with these building blocks.
Complete the pattern.

| 24 | 26 | 28 | 30 | 32 | 34 |

Show how you found the missing numbers.

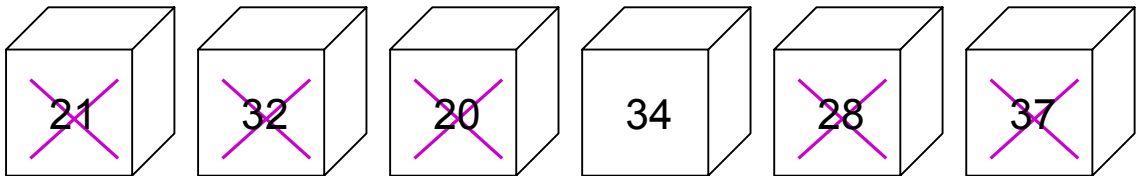Answers vary. Examples: 'Count by 2s', '+2' or 'add 2 more'.

4. Who am I?

Read the clues.

Cross out numbers that do not match.
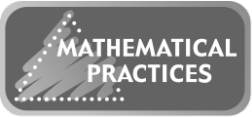
I have a 3 in the tens place.
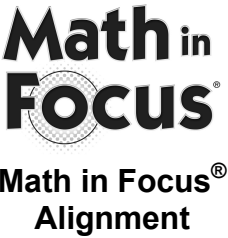
I am greater than 32.

I am less than 35.

~~21~~   ~~32~~   ~~20~~   34   ~~28~~   ~~37~~

I am _____34_____ .

Task Specifications

Common Core State Standards	**1.NBT.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NBT.2.a.** 10 can be thought of as a bundle of ten ones — called a "ten". **1.NBT.2.c.** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
Standards for Mathematical Practice	**MP1: Make sense of problems and persevere in solving them.** Students will examine the task, and make sense of what is being asked for in the task, and find an entry point or way to start it. **MP2: Reason abstractly and quantitatively.** Students make sense of quantities and relationships while solving problems. **MP7: Look for and make use of structure.** Students look carefully for patterns and structures in the number system. They see that the number of tens matches the digit in the tens place. **MP8: Look for and express regularity in repeated reasoning.** Students show that if calculations are repeated, they can look for general methods and shortcuts.
Math in Focus® Alignment	Students will work on this performance task after completing Chapter 12 in Grade 1 Student Book B, in which students extend and apply their understanding of numbers to 40. Students compare and order 2-digit numbers. They apply their knowledge of tens and ones. Questions similar to Problems 1–3 are included in Chapter 12. In Problem 4, students will have the opportunity to show their knowledge of place value and make comparisons in a game of guess the mystery number.

Scoring Guide

Problem		Point(s)
1.	The child: • completes the statement correctly (Examples: 37 is greater than 28, 21 is greater than 20) • writes that 32 is 5 less than 37 • completes the list from least to greatest as: 20, 21, 28, 32, 34, 37	1 0.5 1
2.	The child: • writes the number 35 • writes 35 = 3 tens 5 ones	0.5 1
3.	The child: • writes the numbers 30 and 32 to complete the number pattern • shows by drawing or explains verbally how he or she found the missing numbers (Examples: 'Count by 2s', '+2' or 'add 2 more')	1 1
4.	The child: • crosses out 20, 21 and 28 • crosses out 32 • crosses out 37 • writes that 34 is the mystery number	0.5 0.5 0.5 0.5
Total Points		**8**

Rubric

Level	Point(s)	Child Proficiency
4	7–8	The child demonstrates: • complete conceptual understanding • procedural fluency • excellent explanation of thinking
3	5–6.5	The child demonstrates: • substantial understanding of concepts • efficient use of procedures • adequate explanation
2	3–4.5	The child demonstrates: • some understanding of concepts • inconsistent use of procedures • meager or incomplete explanation
1	1–2.5	The child demonstrates: • lack of content understanding • rare use of effective strategies • little evidence of reasoning