Numbers and groups

NAME	DATE

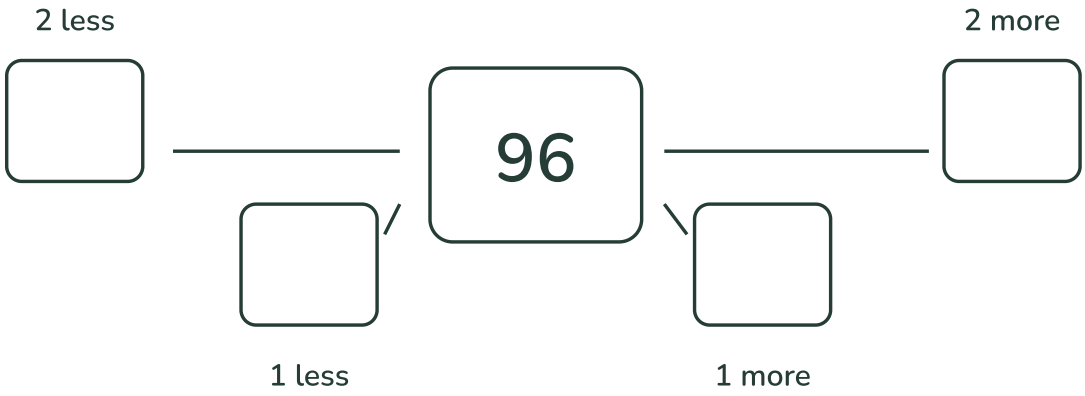
1 Fifteen is one ten and how many ones?

2 Write thirty-four in numerals.

3 What number is one less than 72?

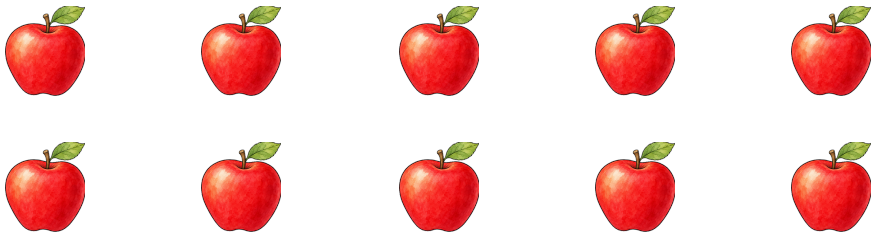
○ 70 ○ 71 ○ 73 ○ 62

4 Look at 96. Write the number for each box.



Numbers and groups

5 Write the total before grouping. Circle groups of 2 apples. Write the number of groups and the total after grouping.



Before ☐ Groups ☐ After ☐

6 Match each number word to its numeral.

A	sixty-five	**1**	56
B	fifteen	**2**	65
C	fifty	**3**	15
D	fifty-six	**4**	50

A → ☐ **B** → ☐ **C** → ☐ **D** → ☐

Numbers and groups

1. 5

Curriculum applications this task can record: Alberta Grade 1: Identify the ones in a teen number. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Produces the bounded action in the linked statement; a single example does not certify the full outcome.

2. 34

Curriculum applications this task can record: Alberta Grade 1: Write a requested numeral within 100. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Produces the bounded action in the linked statement; a single example does not certify the full outcome.

3. 71

Curriculum applications this task can record: Alberta Grade 1: Find one less within the stated number range. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

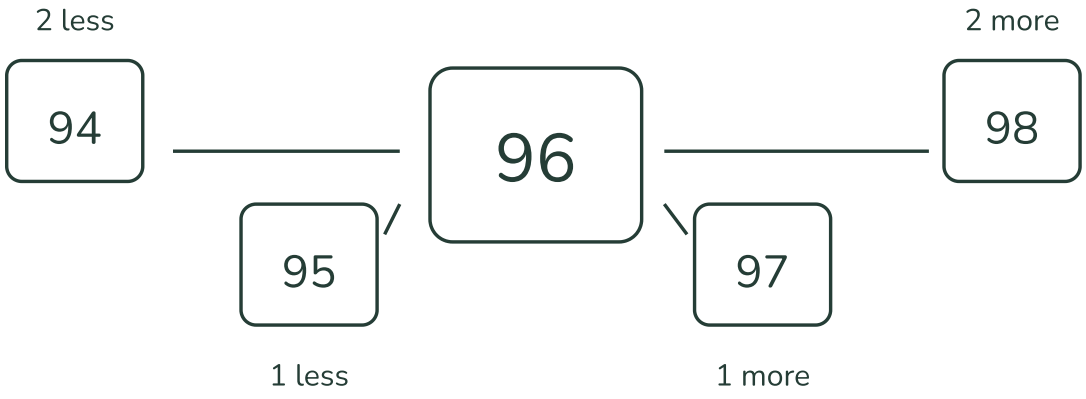
Broader skill evidence: Produces the bounded action in the linked statement; a single example does not certify the full outcome.

4. 2 less: 94; 1 less: 95; 1 more: 97; 2 more: 98. Check the value in each labelled box; order in a single undifferentiated list is insufficient.

Curriculum applications this task can record: Alberta Grade 1: Find one more within the stated number range; Find two more within the stated number range; Find one less within the stated number range; Find two less within the stated number range. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Produces the bounded action in the linked statement; a single example does not certify the full outcome.

Numbers and groups



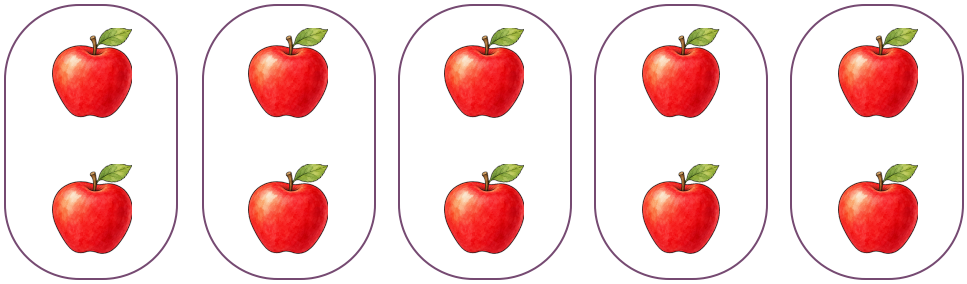
2 less: 94; 1 less: 95; 1 more: 97; 2 more: 98. Check the value in each labelled box; order in a single undifferentiated list is insufficient.

5. 5 non-overlapping groups of 2, using each apple once. Records 10 before grouping, 5 groups and 10 after grouping. The total is conserved. A quotient alone is insufficient.

Curriculum applications this task can record: Alberta Grade 1: Recognize the unchanged total after putting objects into groups; Partition a pictured set into groups of the requested size. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Teacher checks the completed action and its explanation; recognition alone does not count.

Numbers and groups



Before	Groups	After
10	5	10

5 non-overlapping groups of 2, using each apple once. Records 10 before grouping, 5 groups and 10 after grouping. The total is conserved. A quotient alone is insufficient.

6. A → 2, B → 3, C → 4, D → 1

Curriculum applications this task can record: Alberta Grade 1: Match a written number word to a numeral within 100. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Preserve word-to-numeral matching. It supports reading but does not independently assess writing numerals.