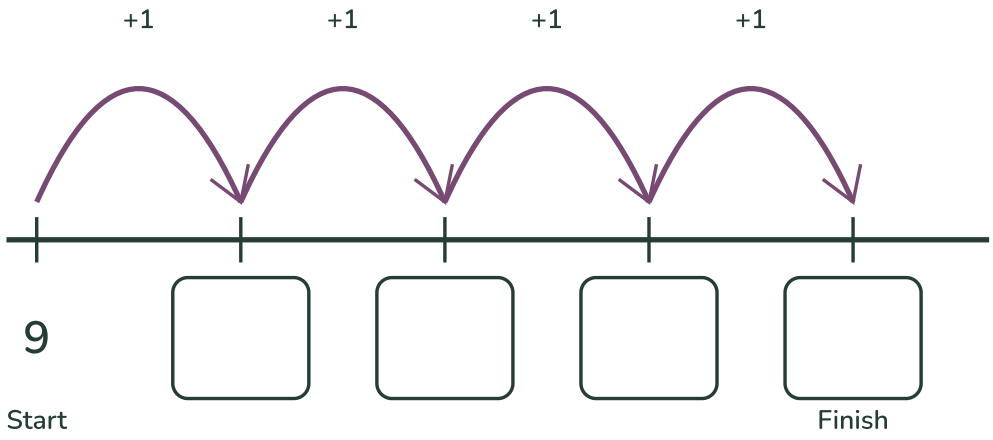
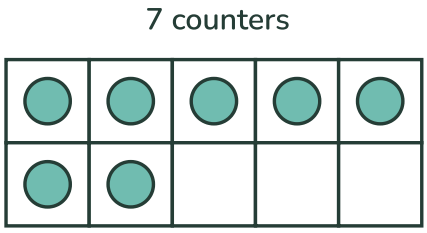
Show your addition

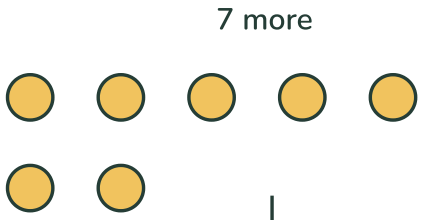
NAME	DATE

1 Start at 9. Count on 4. Write each number you land on.



2 Make 10 to add 7 + 7. Show the split and write the total.



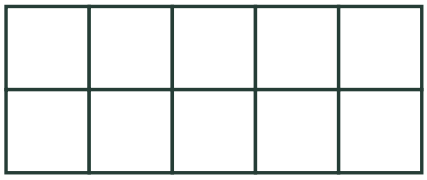


Split 7 to fill the first frame.

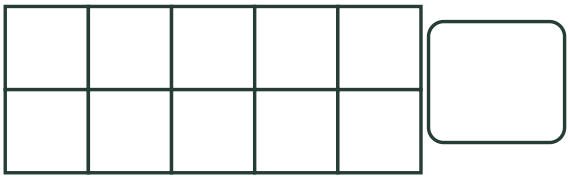
To make 10

Left over

Show 10 and the rest.

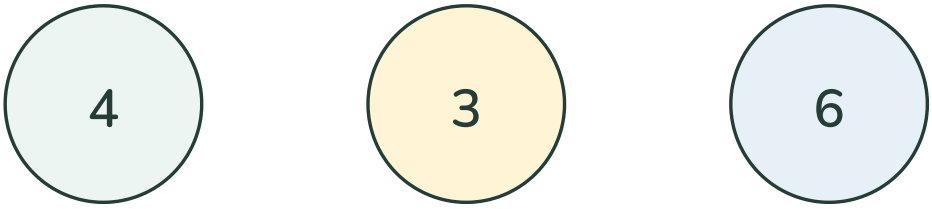


Total



Show your addition

3 Add 4 + 3 + 6. First show the pair that makes 10. Write the sum.



Write the two numbers that make 10.

☐ + ☐ = 10

10 + ☐ = ☐

4 Ben has 15 balloons. 5 are red. The rest are blue. How many are blue?



All	One part
15	**5**

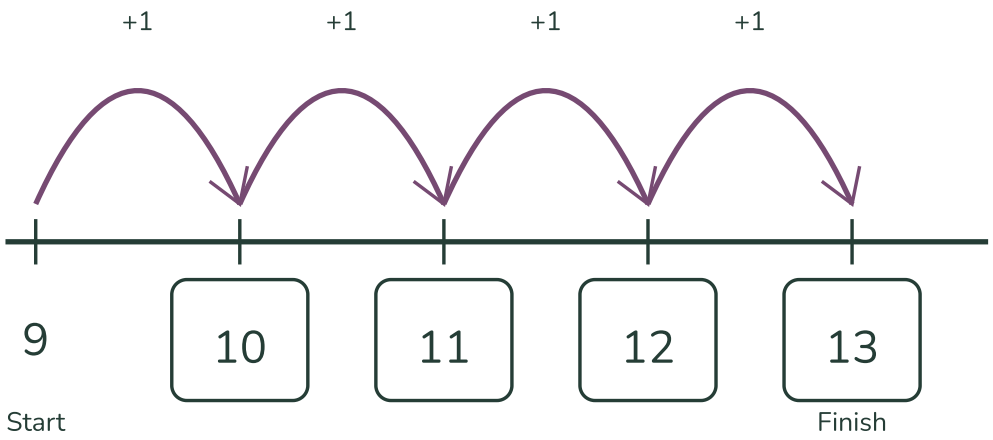
☐

Show your addition

1. Starts at 9; writes 10, 11, 12, 13 in order, one landing per jump. The last box is 13. A final total alone does not demonstrate counting on.

Curriculum applications this task can record: Alberta Grade 1: Start from the larger addend; Show the successive counting-on steps for the small addend; Give the resulting sum. 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.



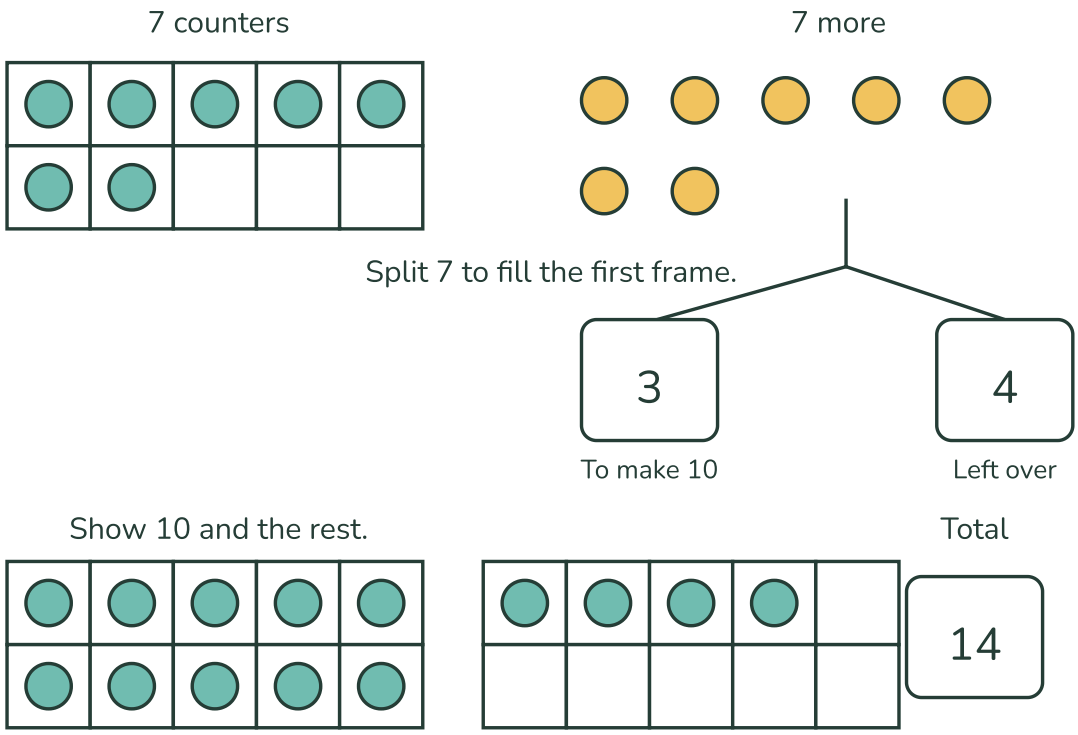
Starts at 9; writes 10, 11, 12, 13 in order, one landing per jump. The last box is 13. A final total alone does not demonstrate counting on.

2. Splits 7 into 3 and 4; fills a ten-frame and shows 4 more counters; records 14. All steps are required for making-ten evidence. A correct total alone is arithmetic practice.

Curriculum applications this task can record: Alberta Grade 1: Split an addend to complete ten; Represent or add the remaining part; Give the resulting sum. 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.

Show your addition



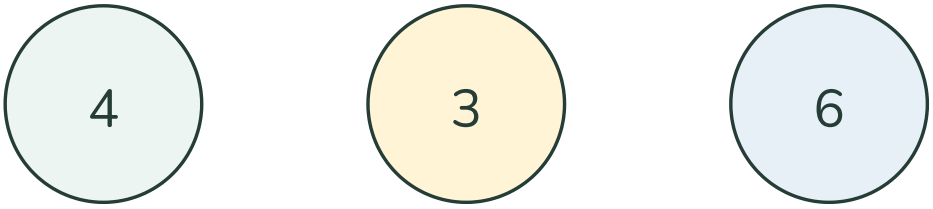
Splits 7 into 3 and 4; fills a ten-frame and shows 4 more counters; records 14. All steps are required for making-ten evidence. A correct total alone is arithmetic practice.

3. Uses 4 and 6 to make 10, in either order, then writes 10 + 3 = 13. The complementary pair and second step must both be shown. A total alone does not establish regrouping.

Curriculum applications this task can record: Alberta Grade 1: Choose a useful pair of addends first; Show the first pair and the remaining addend as a second step; Give the total of all three addends. 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.

Show your addition



Write the two numbers that make 10.

4 + 6 = 10

10 + 3 = 13

Uses 4 and 6 to make 10, in either order, then writes 10 + 3 = 13. The complementary pair and second step must both be shown. A total alone does not establish regrouping.

4. 10

Curriculum applications this task can record: Alberta Grade 1: Find a missing part of a stated whole. 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.