GRADE 1 MATHEMATICS

Blackline Masters

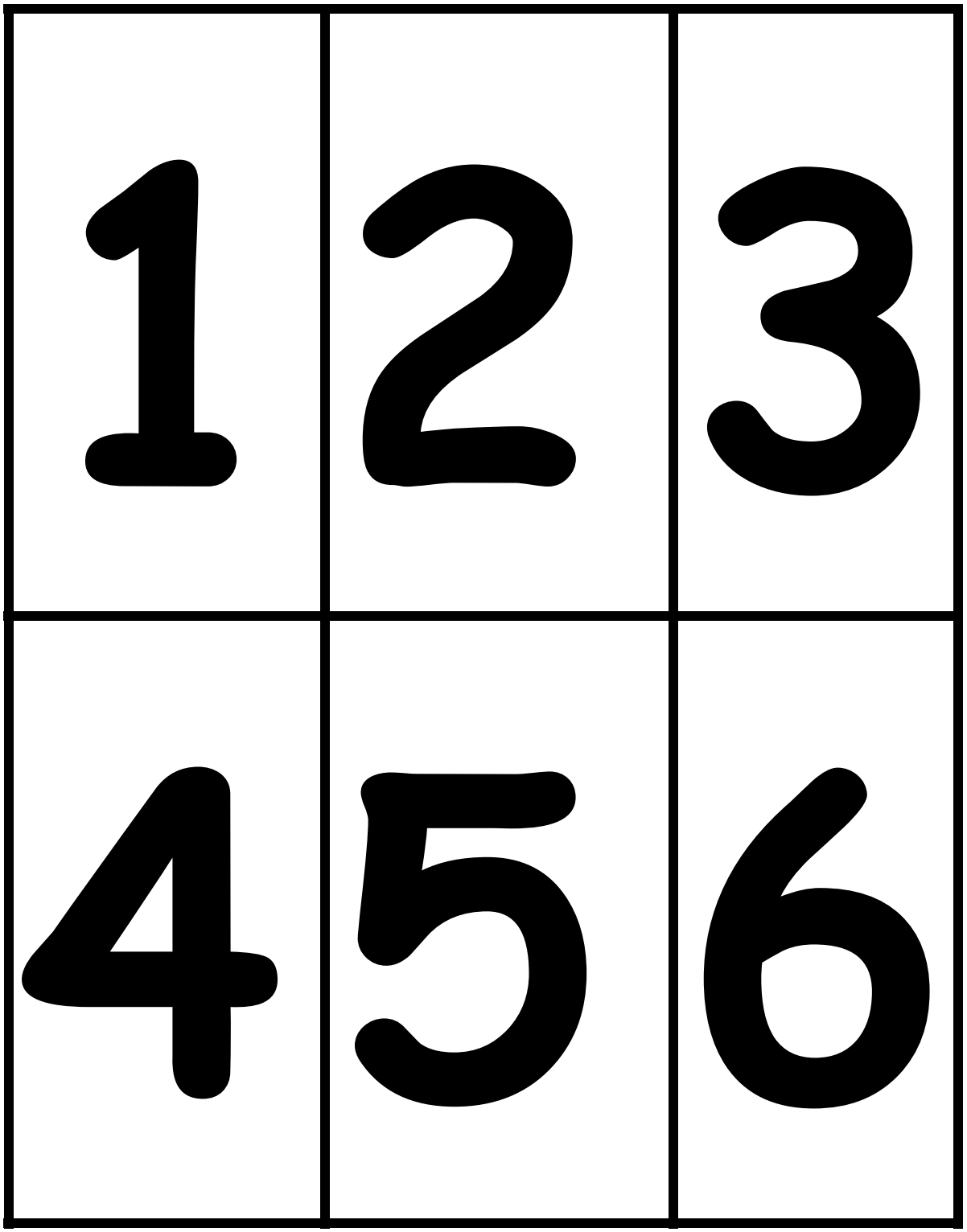
BLM K—4.1

Assessment Checklist

Student's Name						Comments

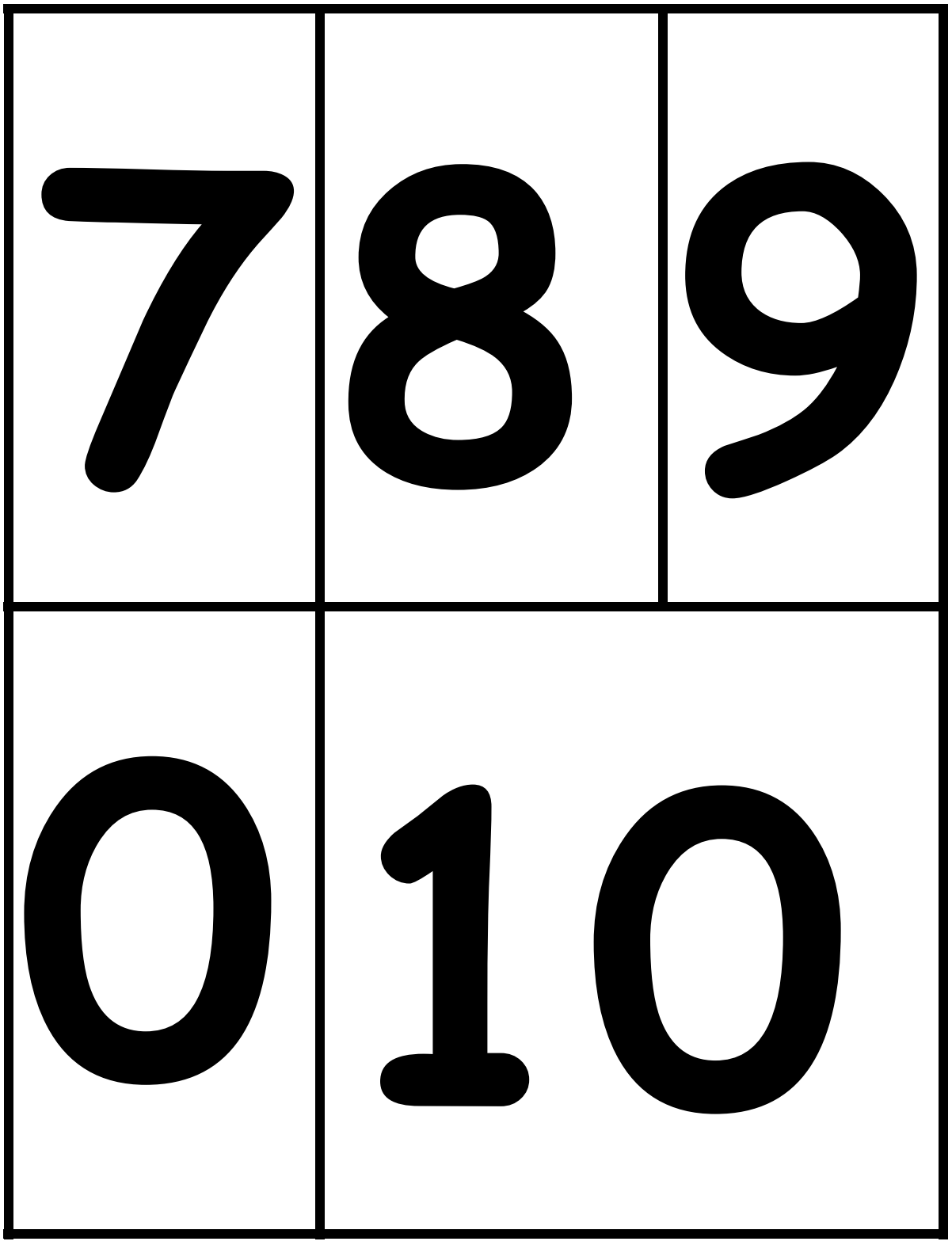
BLM 1.N.1&3.1

Number Cards



BLM 1.N.1&3.1

Number Cards (continued)



Number Cards (continued)

20	30
40	50

Number Cards (continued)

60	70
80	90

BLM 1.N.1&3.2

Number Cards to 100

1	2
3	4

BLM 1.N.1&3.2

Number Cards to 100 (continued)

5	6
7	8

BLM 1.N.1&3.2

Number Cards to 100 (continued)

9	10
11	12

BLM 1.N.1&3.2

Number Cards to 100 (continued)

13	14
15	16

BLM 1.N.1&3.2

Number Cards to 100 (continued)

17	18
19	20

BLM 1.N.1&3.2

Number Cards to 100 (continued)

21	22
23	24

BLM 1.N.1&3.2

Number Cards to 100 (continued)

25	26
27	28

BLM 1.N.1&3.2

Number Cards to 100 (continued)

29	30
31	32

Number Cards to 100 (continued)

33	34
35	36

BLM 1.N.1&3.2

Number Cards to 100 (continued)

37	38
39	40

BLM 1.N.1&3.2

Number Cards to 100 (continued)

41	42
43	44

Number Cards to 100 (continued)

45	46
47	48

BLM 1.N.1&3.2

Number Cards to 100 (continued)

49	50
51	52

Number Cards to 100 (continued)

53	54
55	56

Number Cards to 100 (continued)

57	58
59	60

BLM 1.N.1&3.2

Number Cards to 100 (continued)

61	62
63	64

Number Cards to 100 (continued)

65	66
67	68

Number Cards to 100 (continued)

69	70
71	72

Number Cards to 100 (continued)

73	74
75	76

Number Cards to 100 (continued)

77	78
79	80

Number Cards to 100 (continued)

81	82
83	84

Number Cards to 100 (continued)

85	86
87	88

Number Cards to 100 (continued)

89	90
91	92

Number Cards to 100 (continued)

93	94
95	96

Number Cards to 100 (continued)

97	98
99	0

Number Cards to 100 (continued)

100	

BLM 1.N.1&3.3

100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

BLM 1.N.1&3.4

I Have ... Who Has ...? Game

I have 22. Who has 38?	I have 38. Who has 19?
I have 19. Who has 35?	I have 35. Who has 40?
I have 40. Who has 24?	I have 24. Who has 29?

I Have ... Who Has ...? Game (continued)

I have 29. Who has 31?	I have 31. Who has 36?
I have 36. Who has 47?	I have 47. Who has 33?
I have 33. Who has 13?	I have 13. Who has 15?

I Have ... Who Has ...? Game (continued)

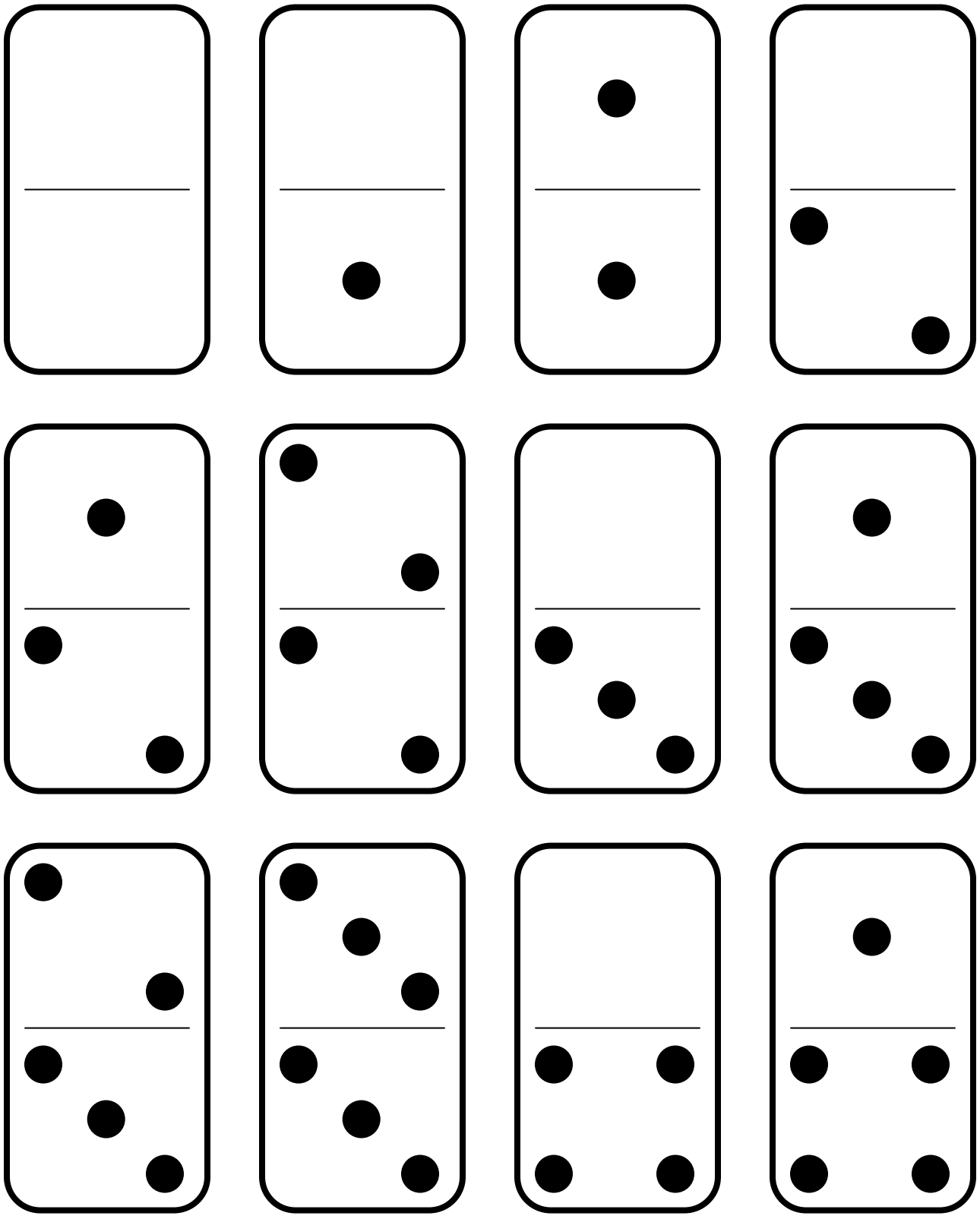
I have 15. Who has 28?	I have 28. Who has 17?
I have 17. Who has 23?	I have 23. Who has 41?
I have 41. Who has 12?	I have 12. Who has 39?

I Have ... Who Has ...? Game (continued)

I have 39. Who has 20?	I have 20. Who has 30?
I have 30. Who has 44?	I have 44. Who has 27?
I have 27. Who has 18?	I have 18. Who has 22?

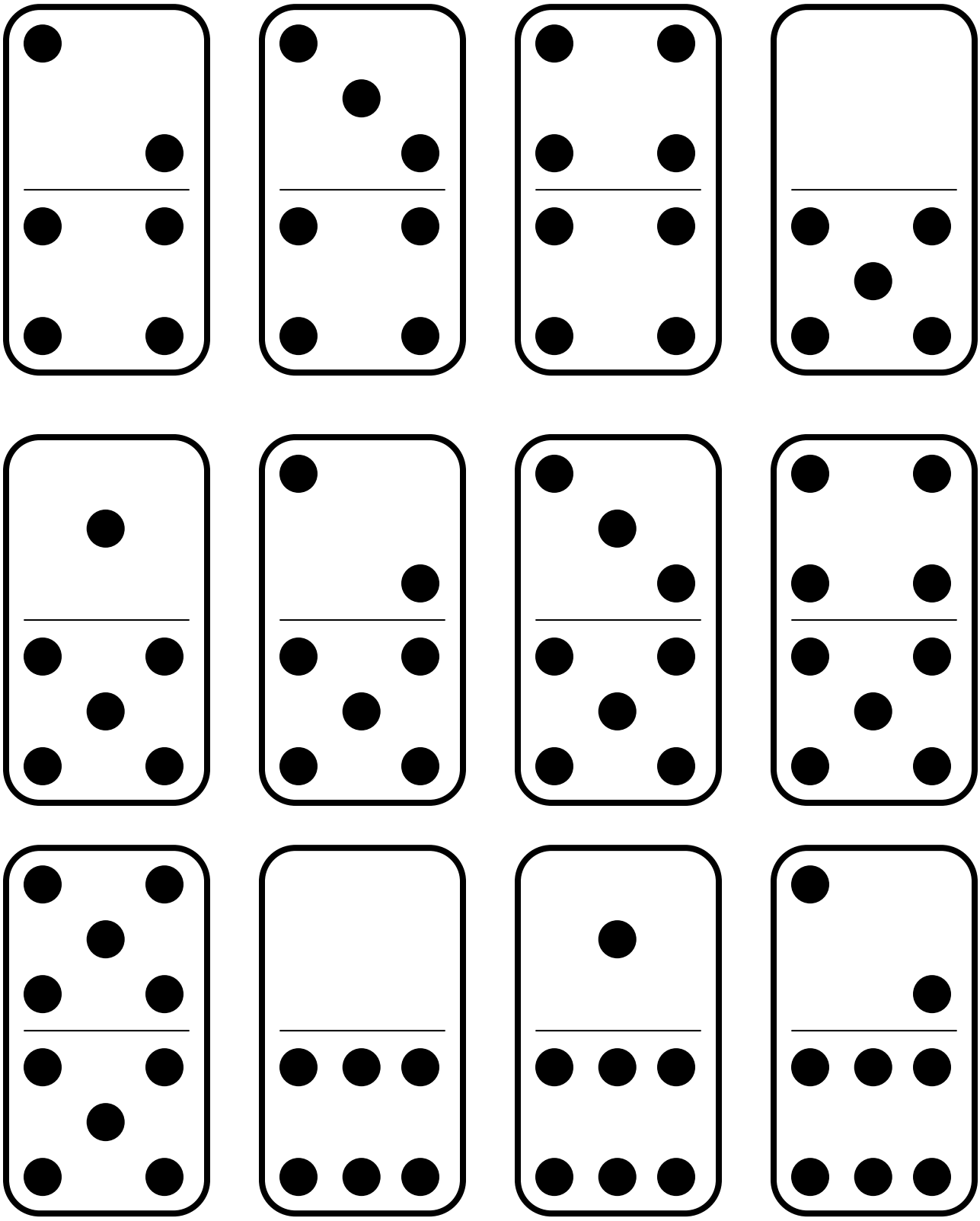
BLM 1.N.2.1

Dominoes (Total of Pips To Ten)



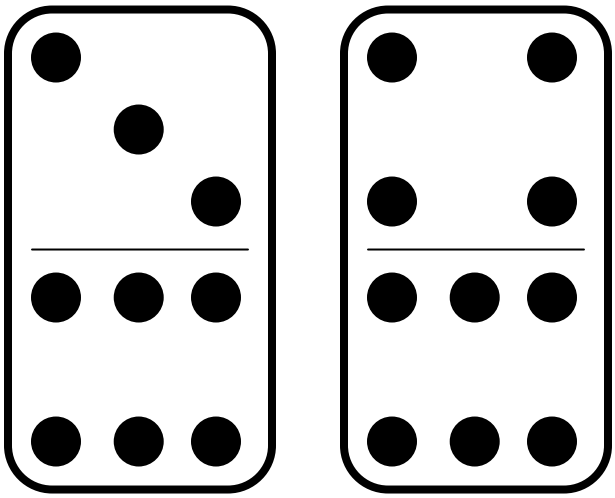
BLM 1.N.2.1

Dominoes (Total of Pips to Ten) (continued)



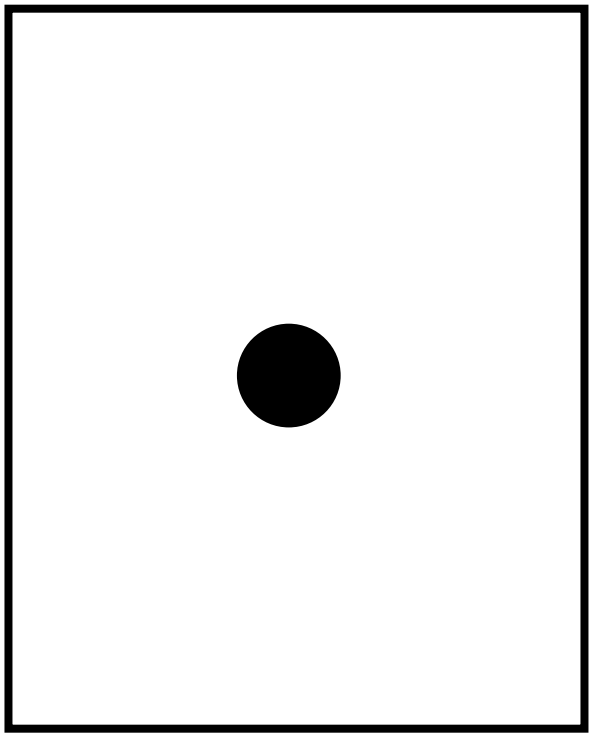
BLM 1.N.2.1

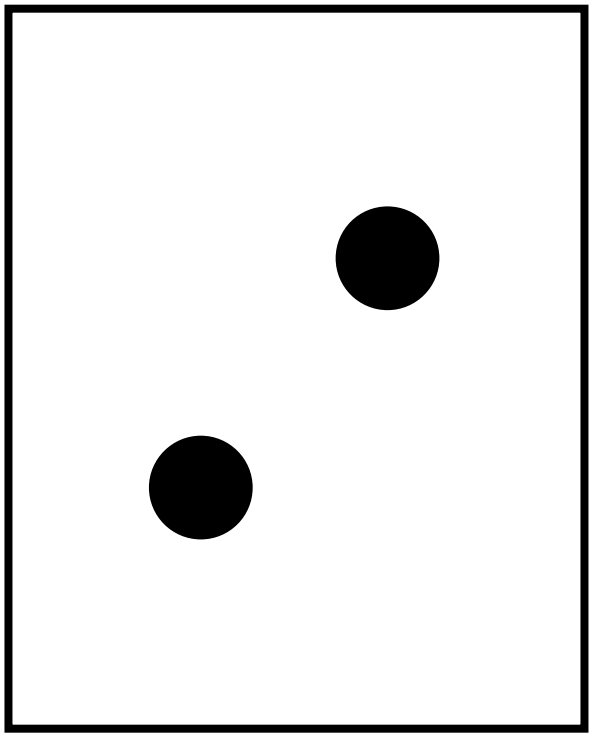
Dominoes (Total of Pips to Ten) (continued)

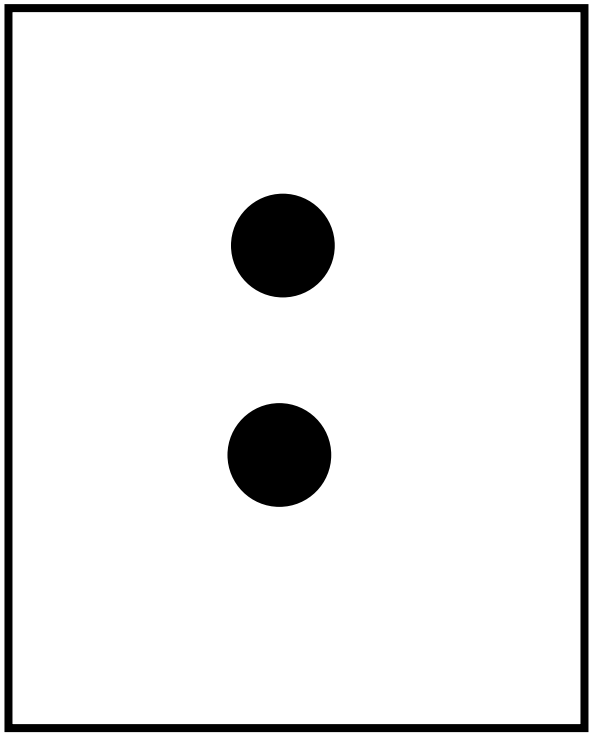


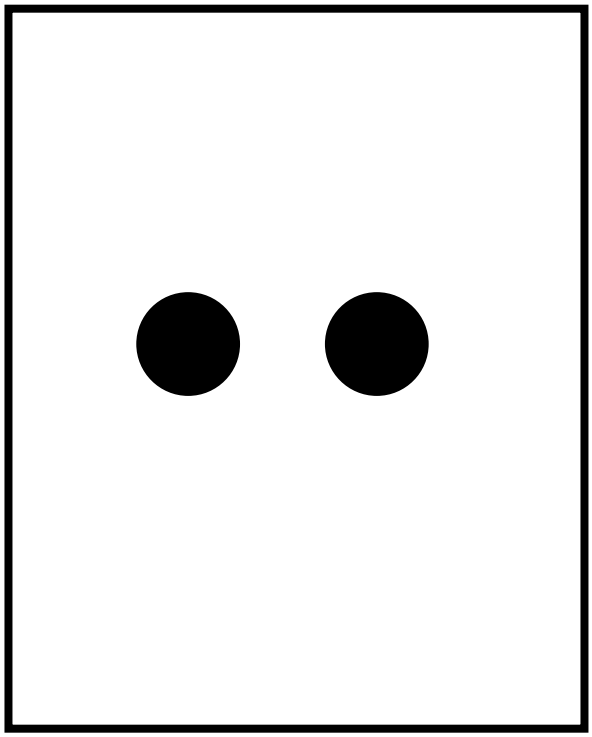
BLM 1.N.2.2

Dot Cards



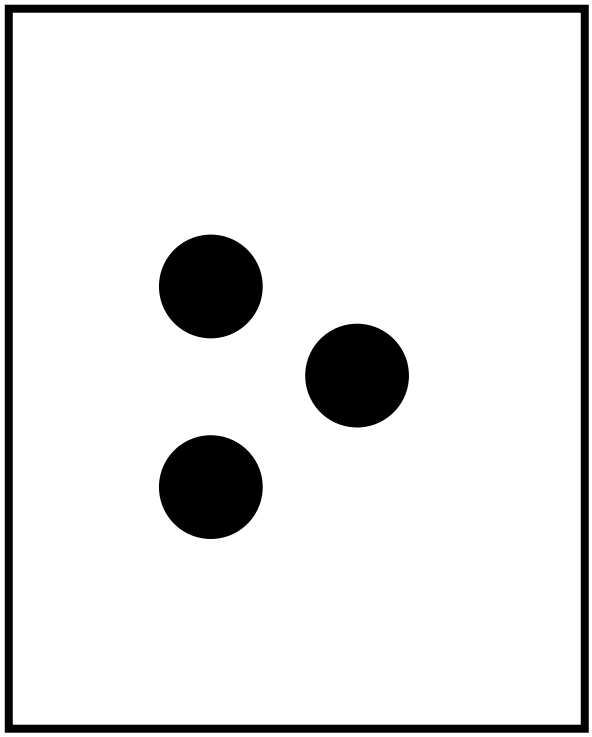


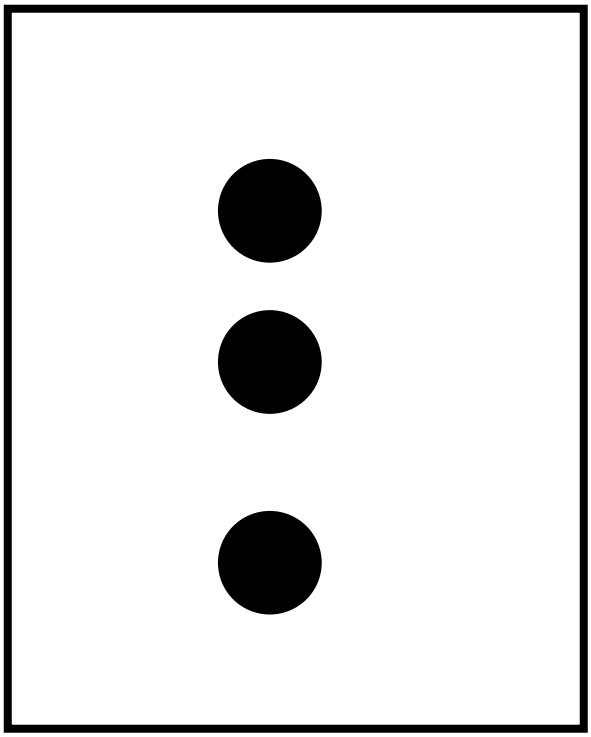


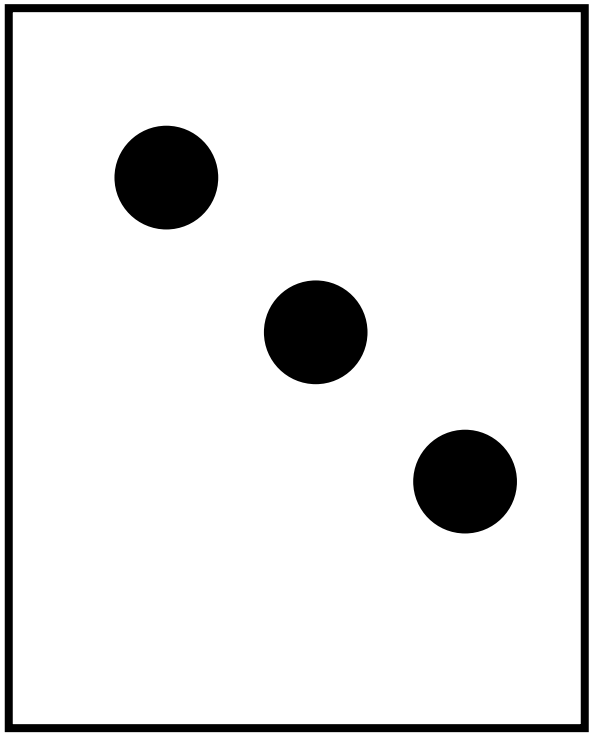


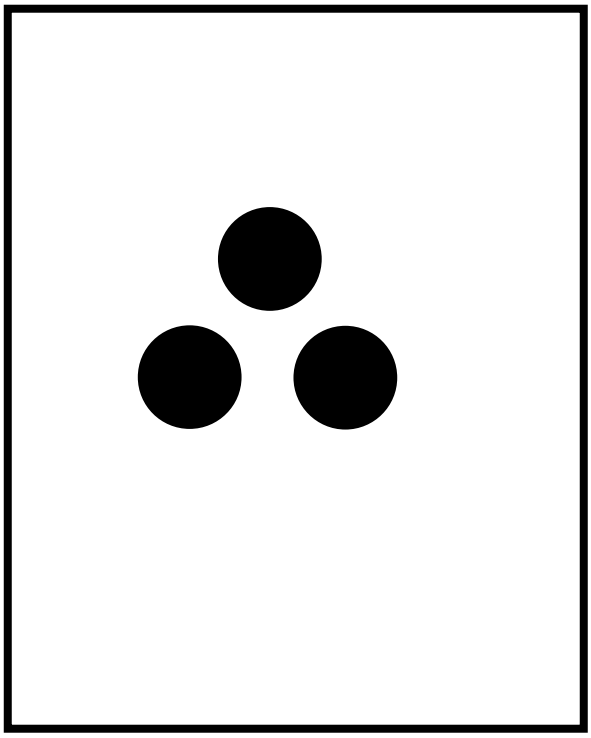
BLM 1.N.2.2

Dot Cards (continued)



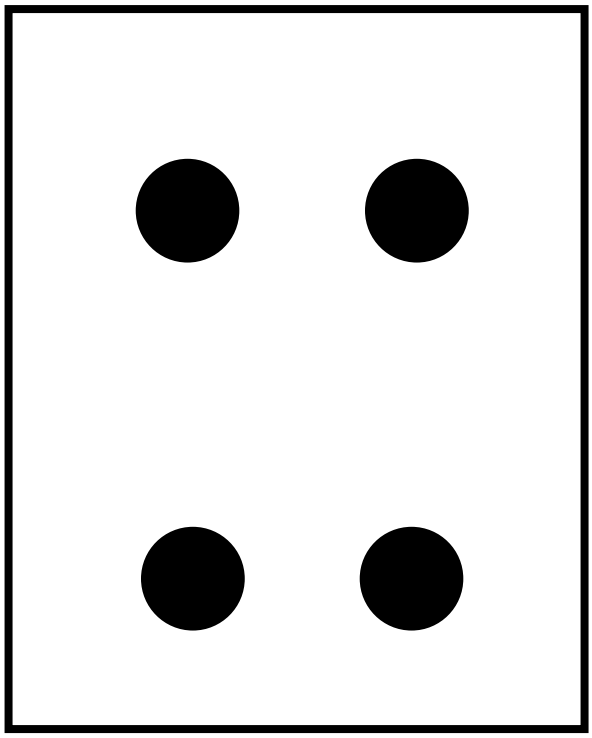


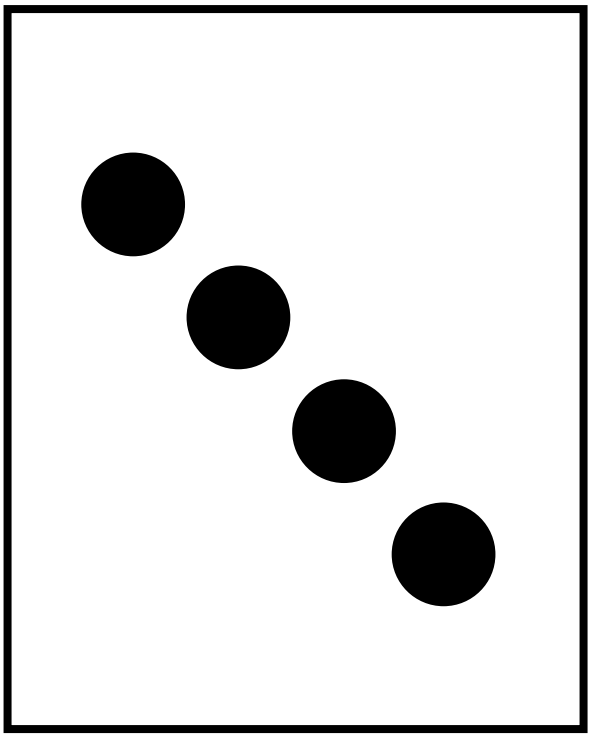


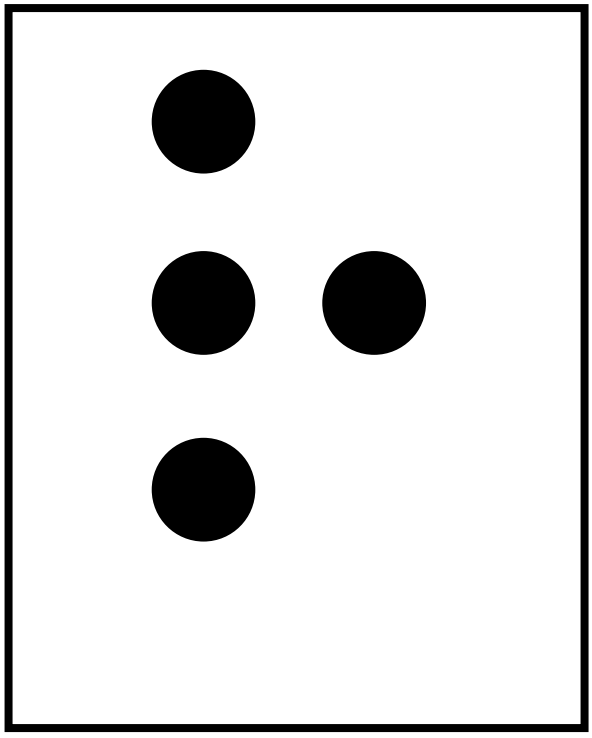


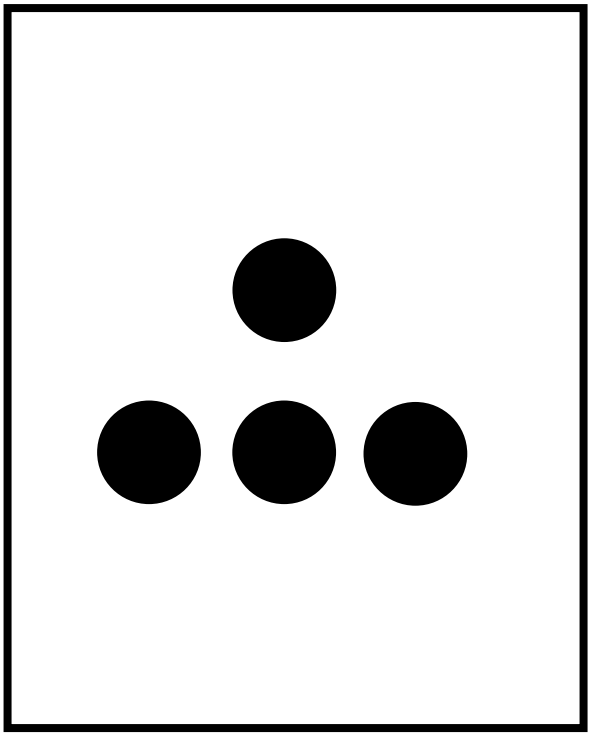
BLM 1.N.2.2

Dot Cards (continued)



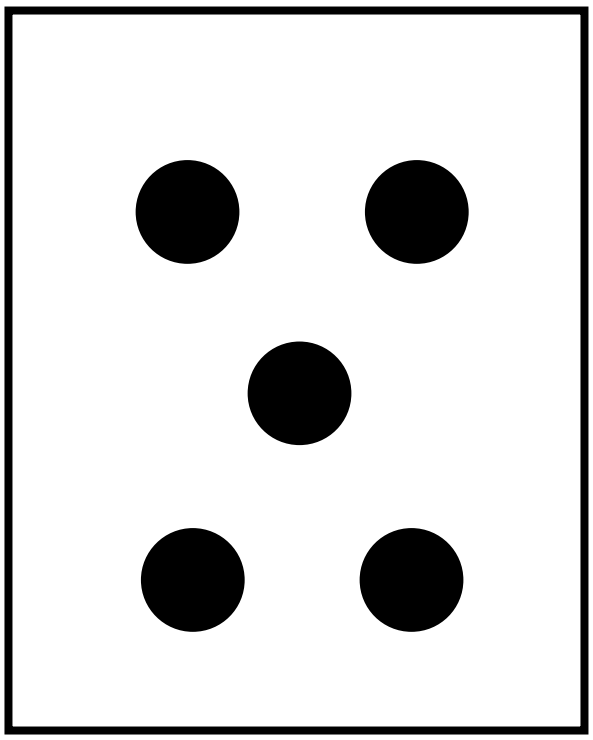


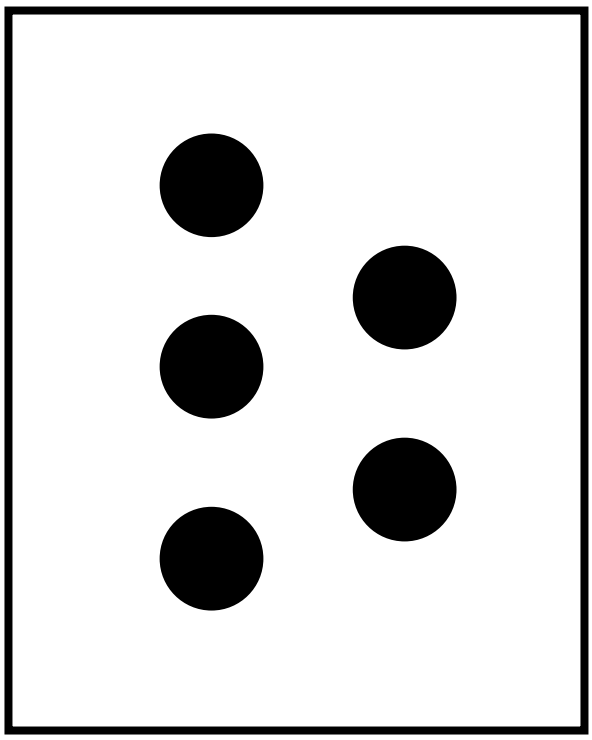


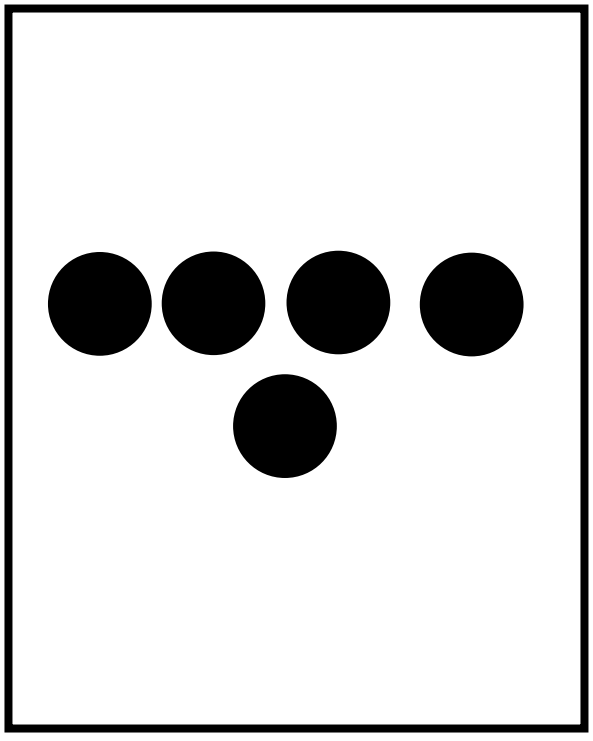


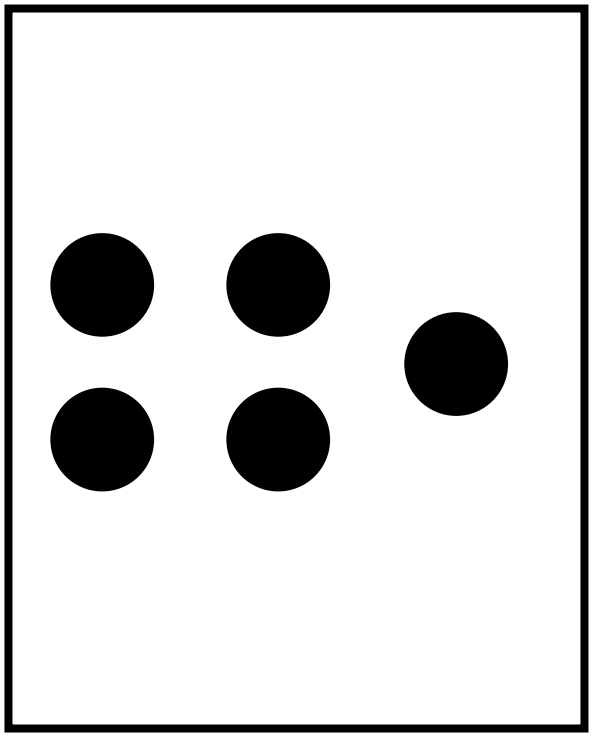
BLM 1.N.2.2

Dot Cards (continued)



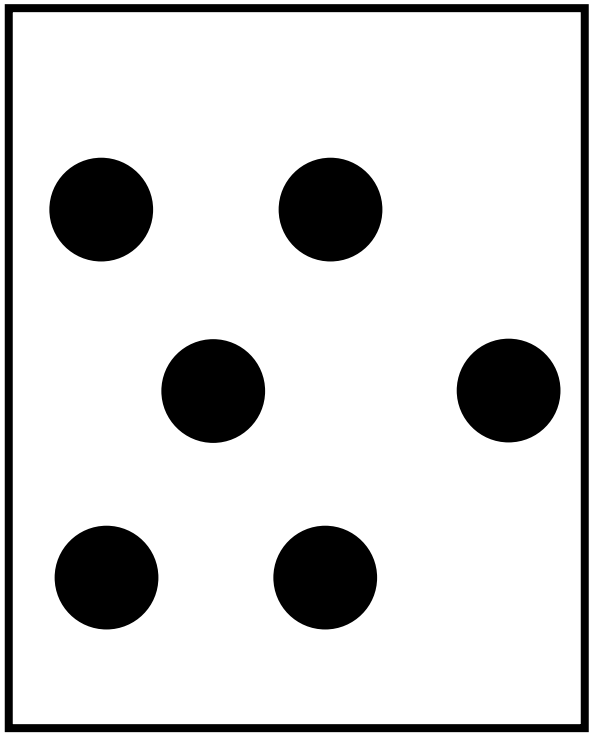


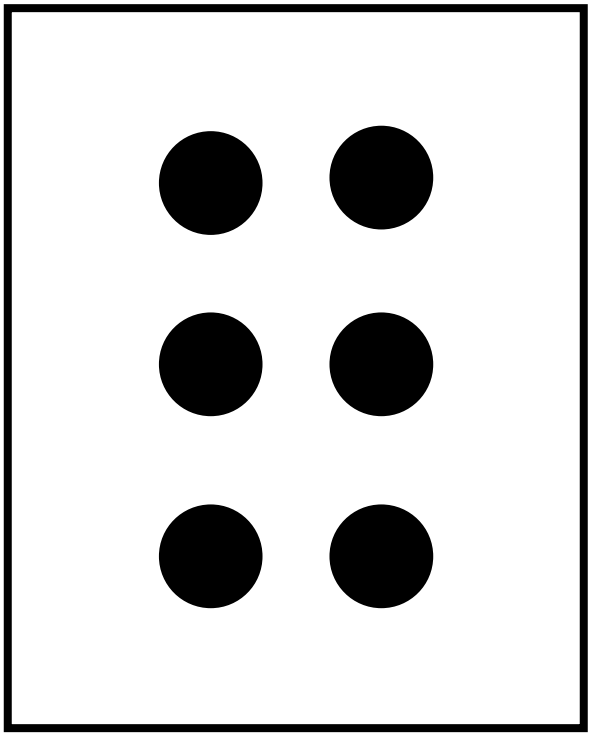


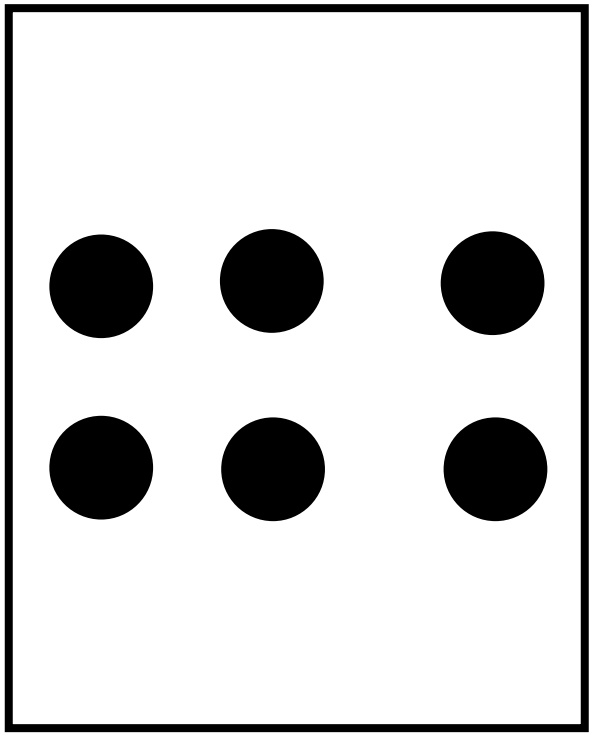


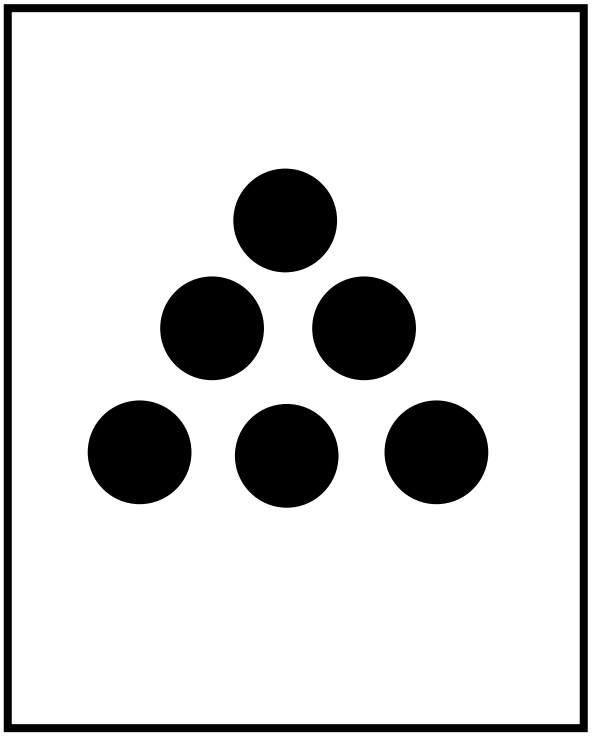
BLM 1.N.2.2

Dot Cards (continued)



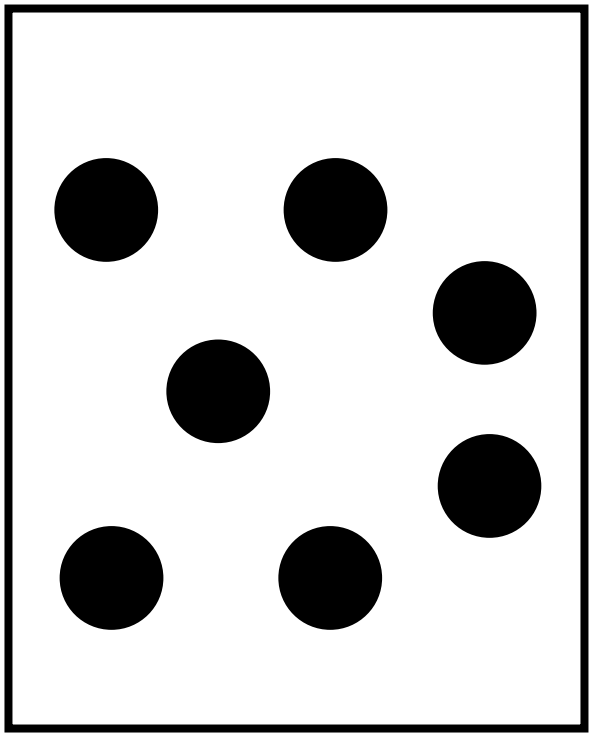


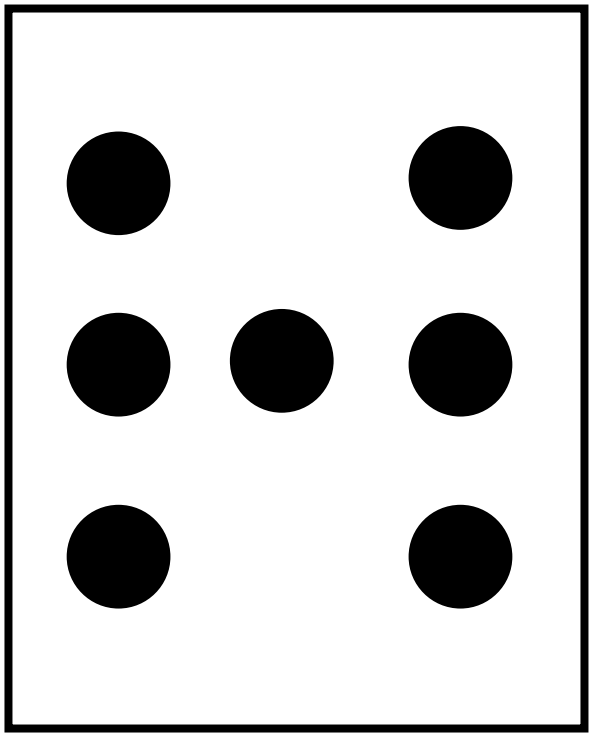


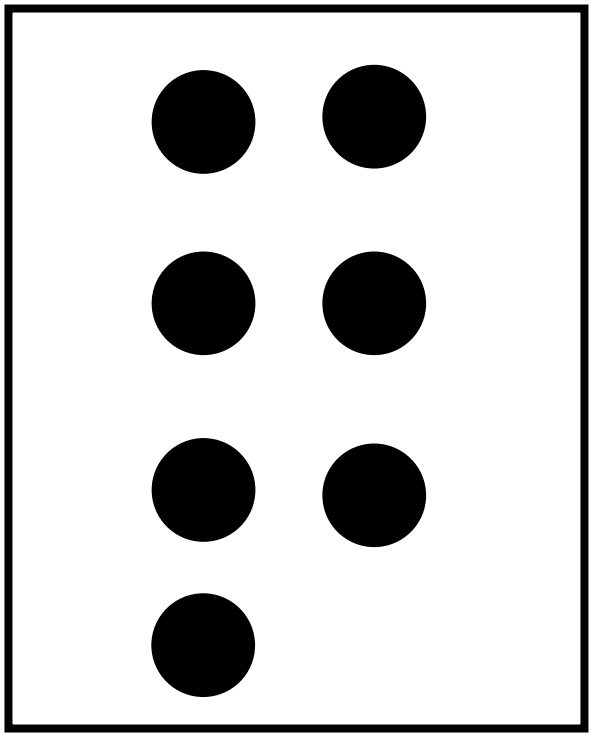


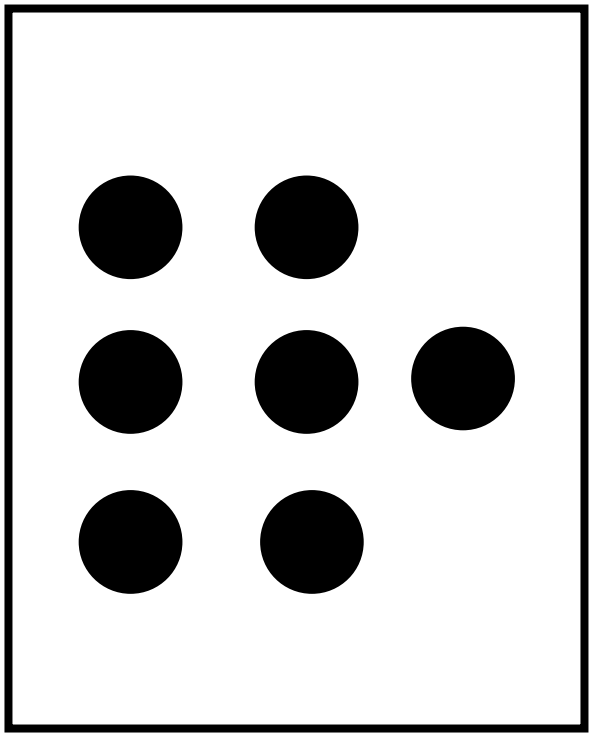
BLM 1.N.2.2

Dot Cards (continued)



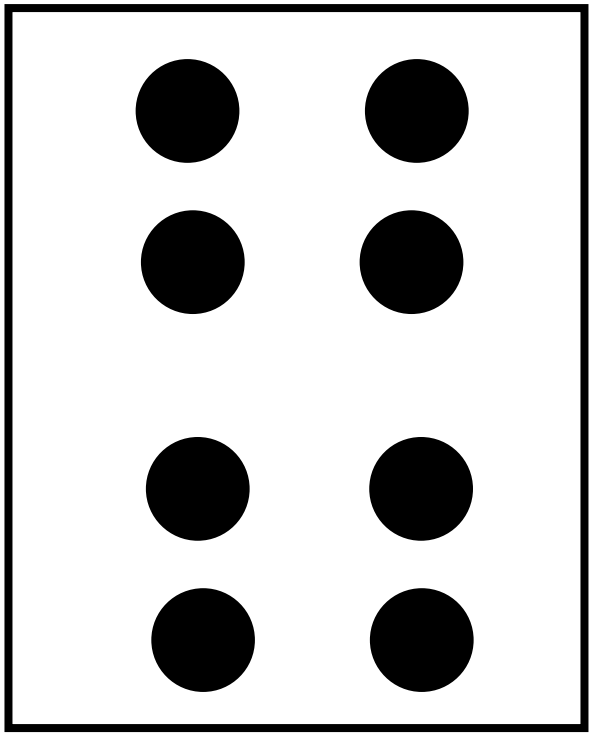


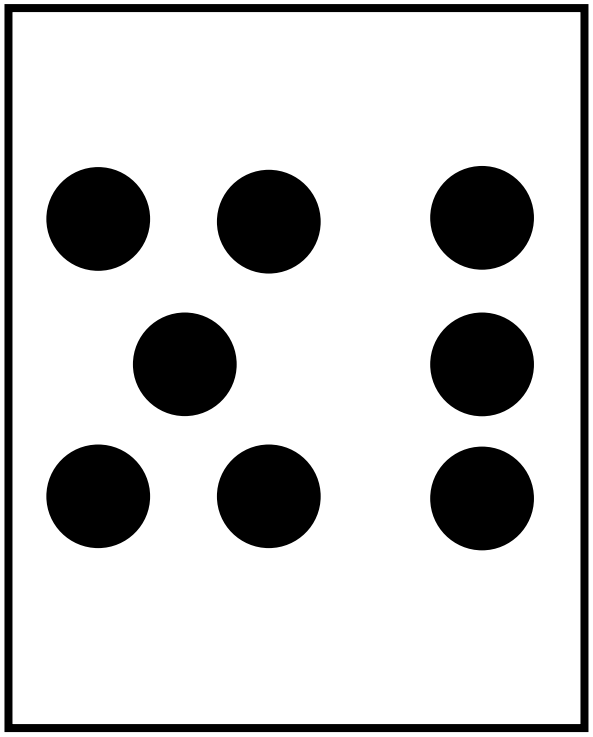


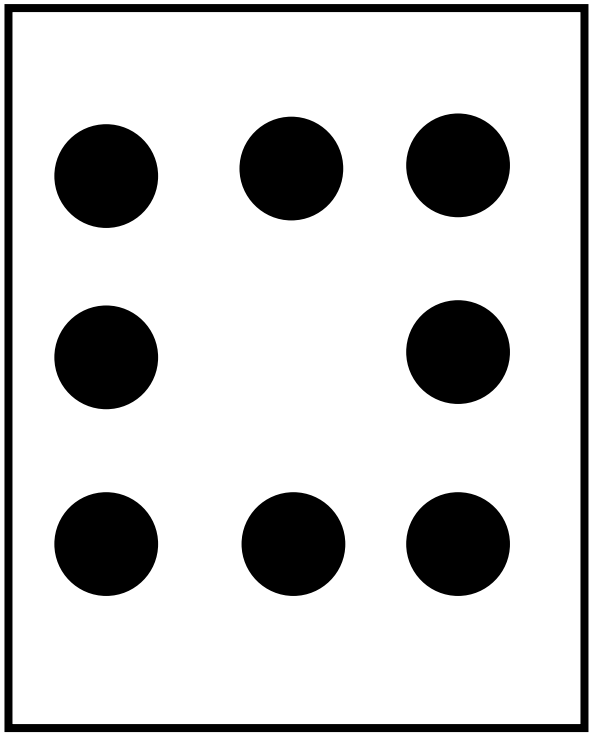


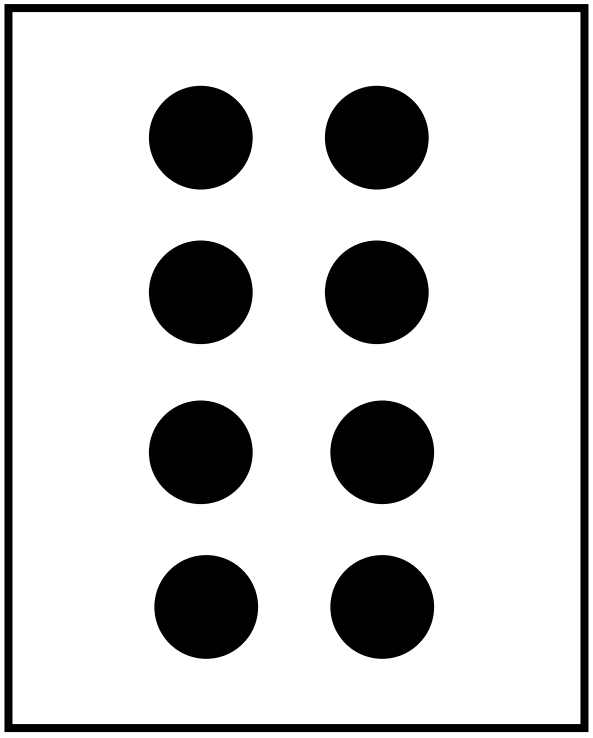
BLM 1.N.2.2

Dot Cards (continued)



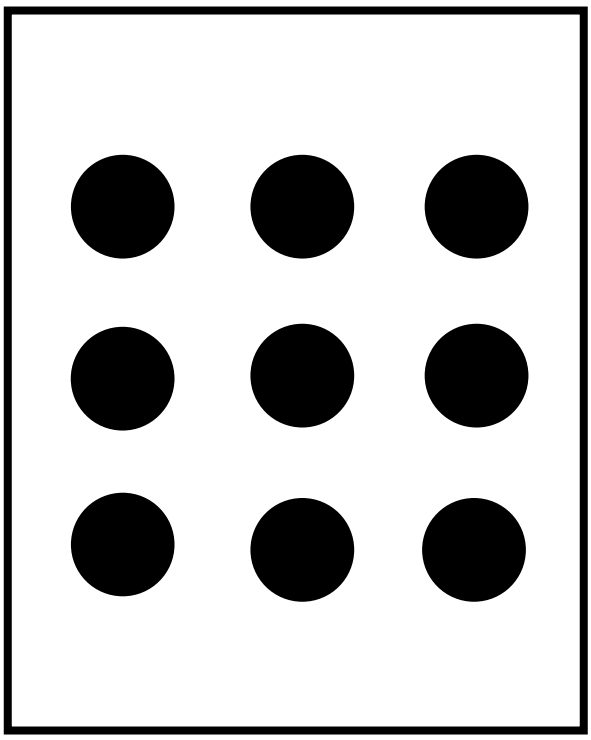


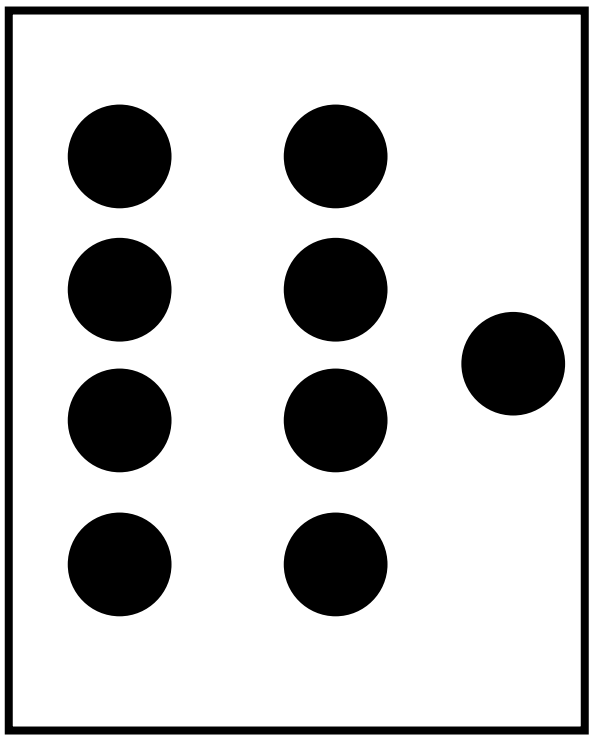


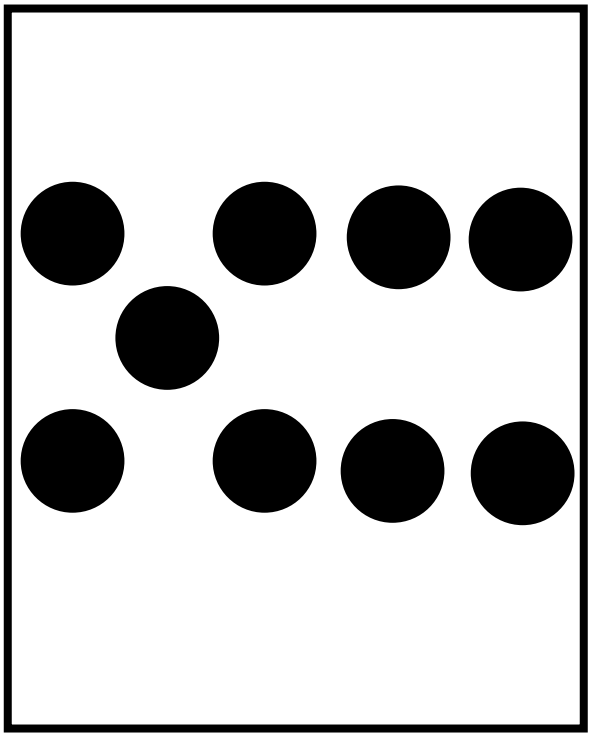


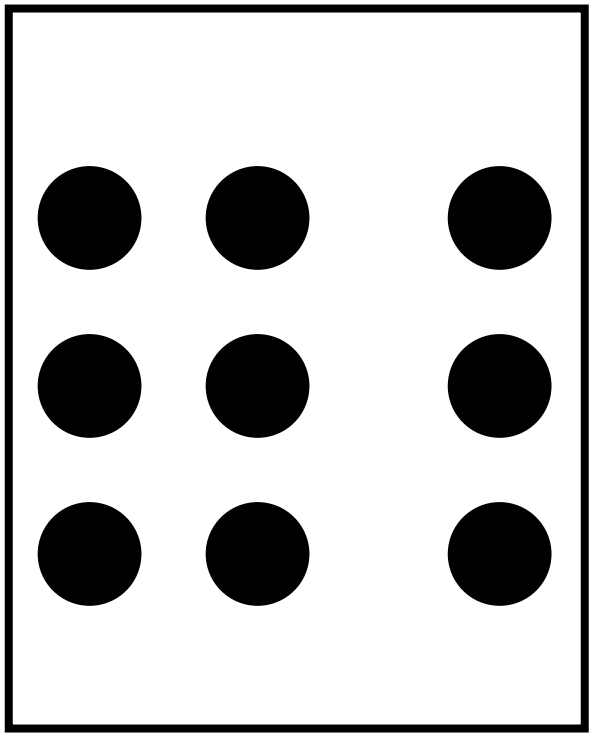
BLM 1.N.2.2

Dot Cards (continued)



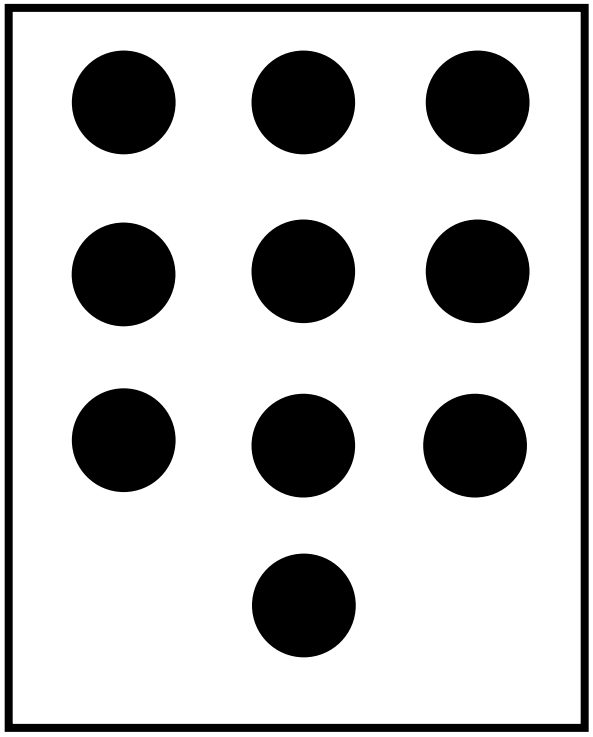


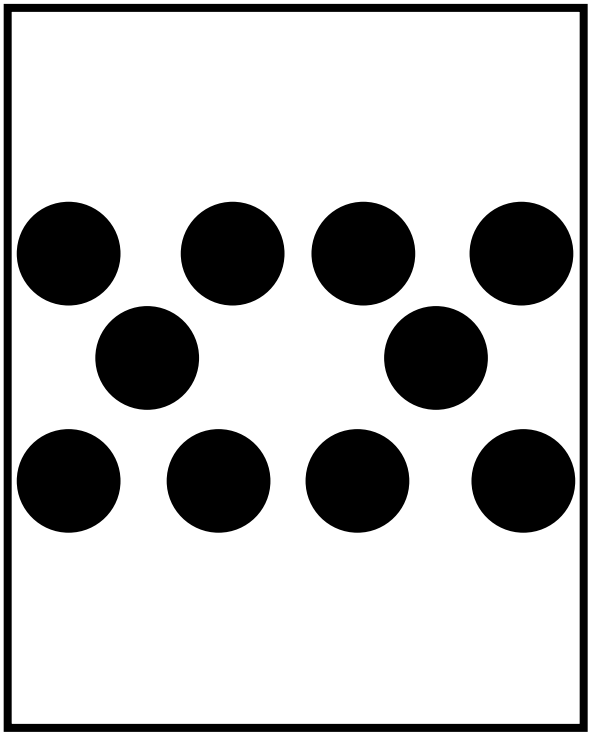


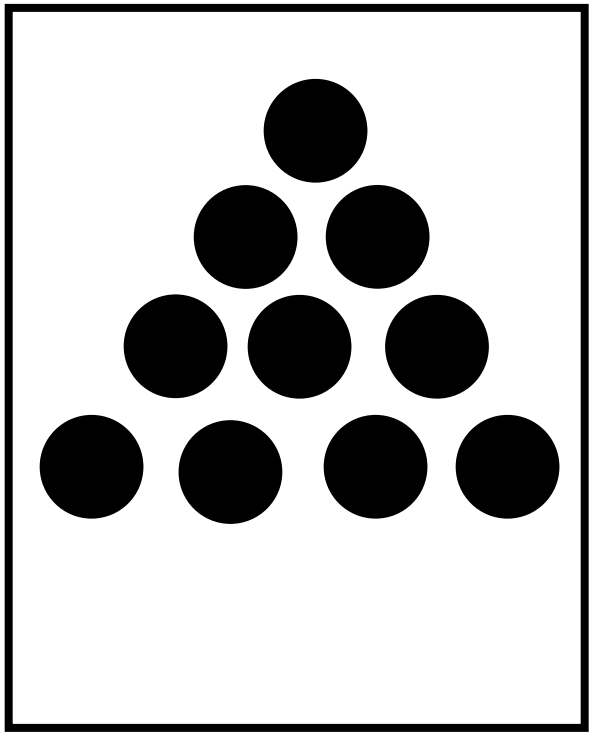


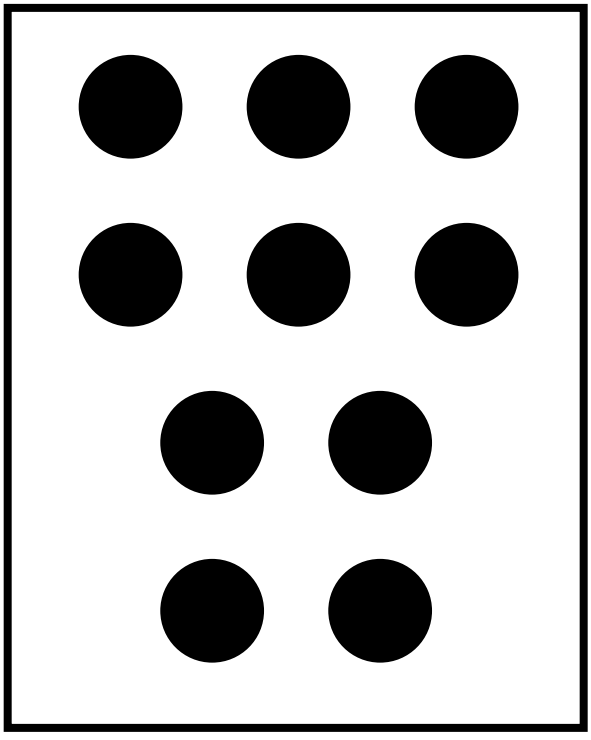
BLM 1.N.2.2

Dot Cards (continued)



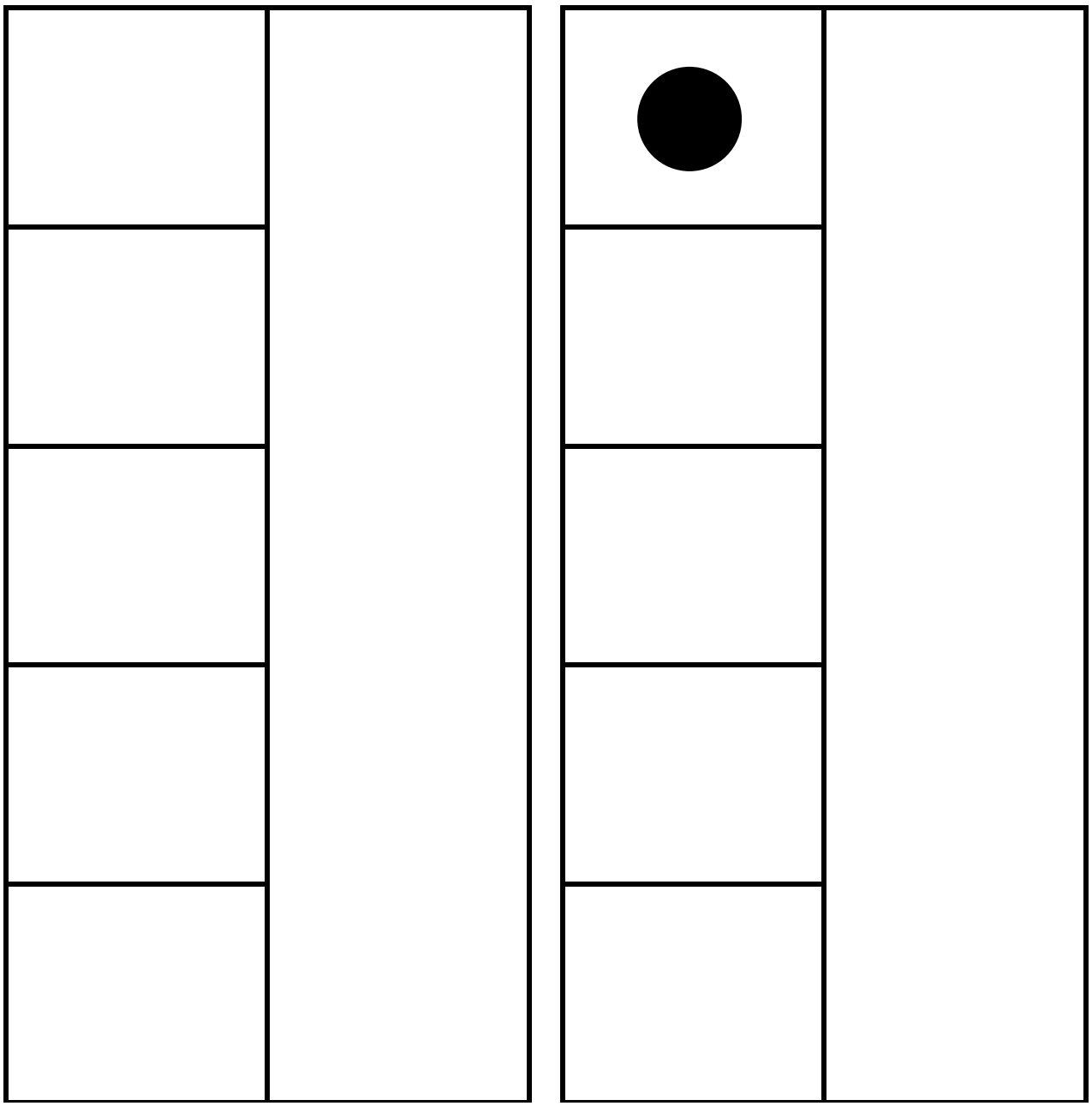






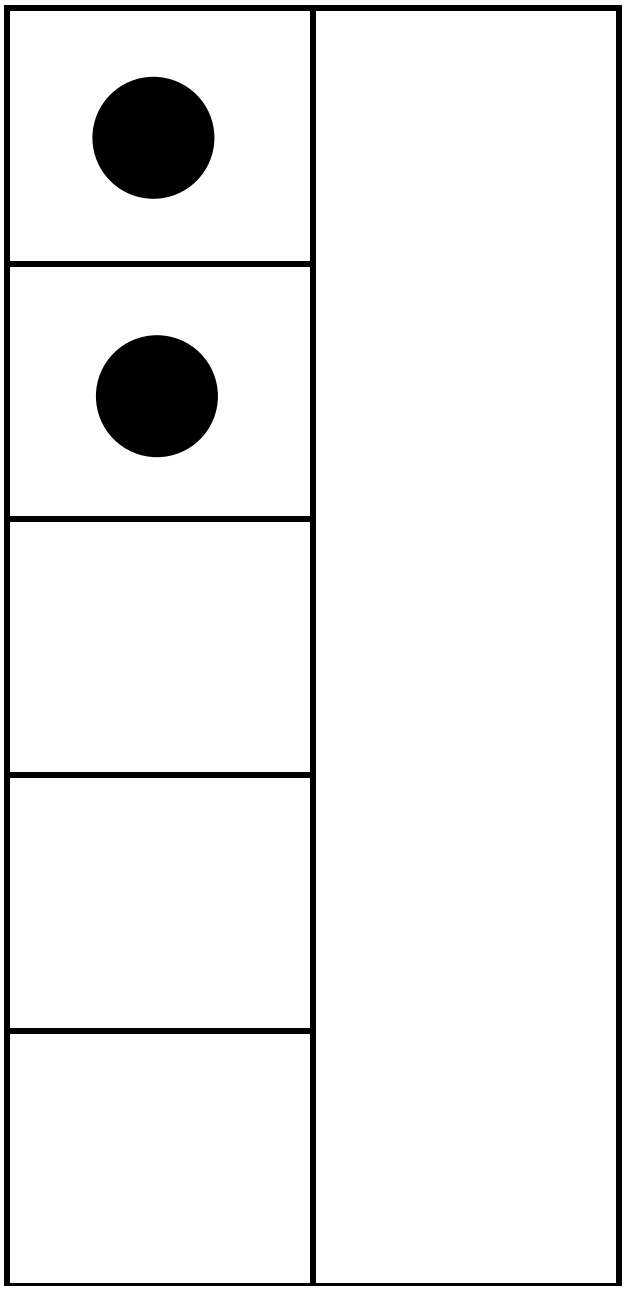
BLM 1.N.2.3

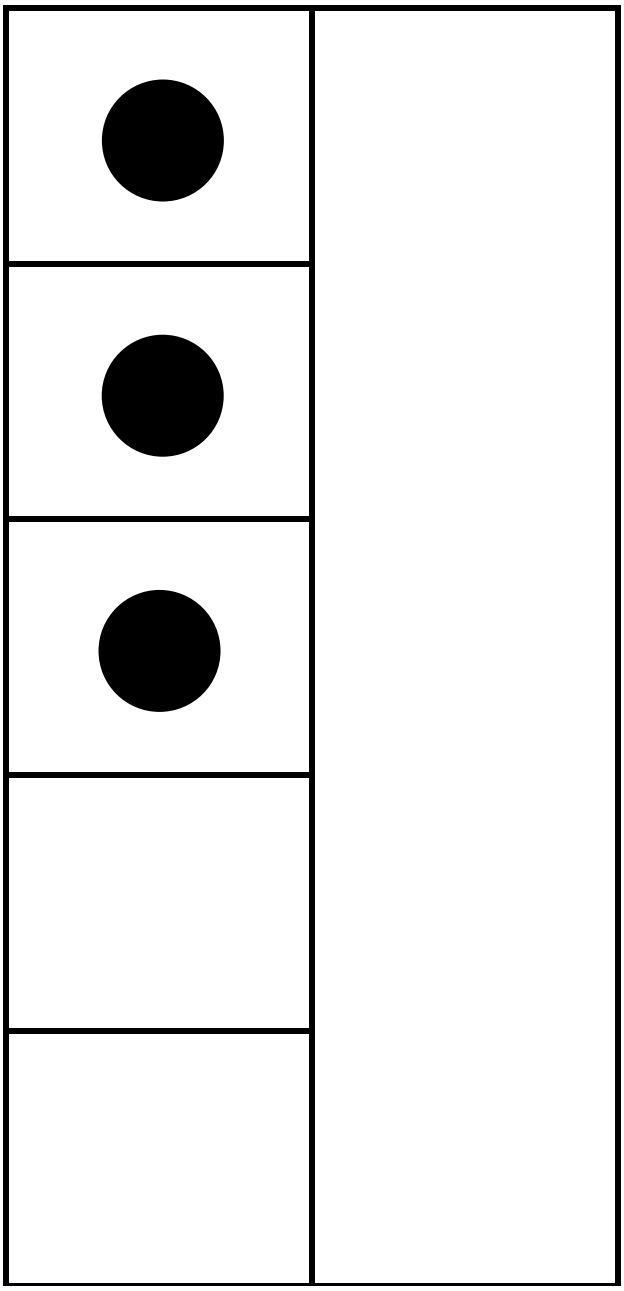
Five Frames



BLM 1.N.2.3

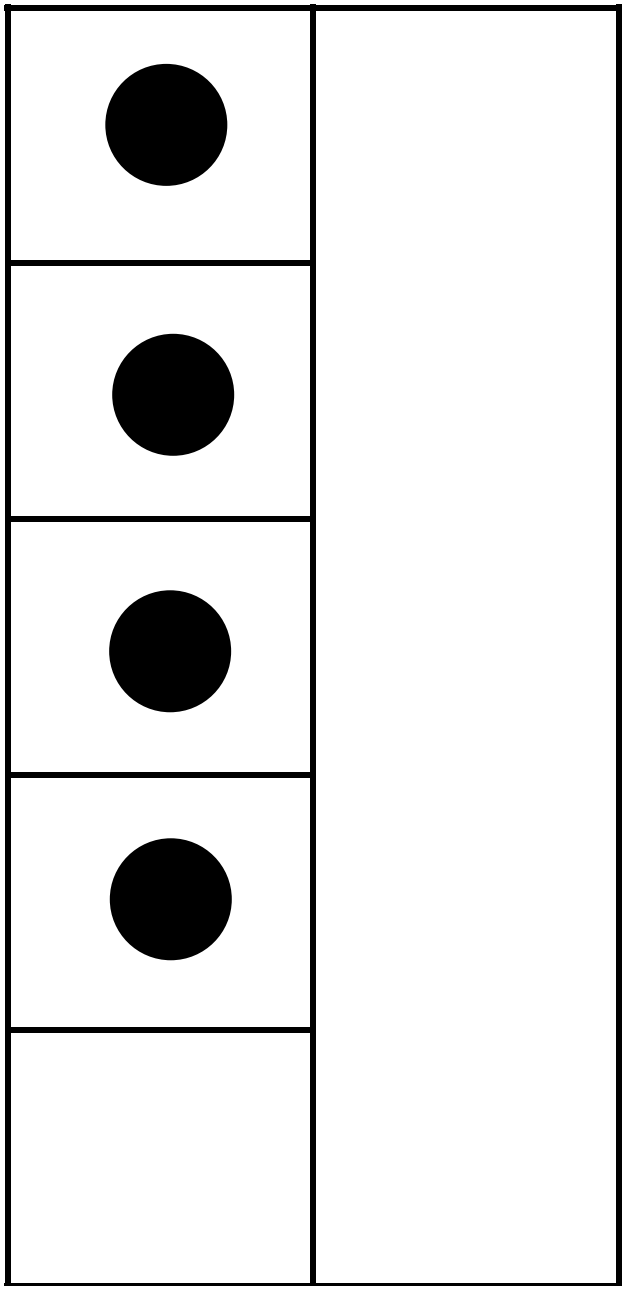
Five Frames (continued)

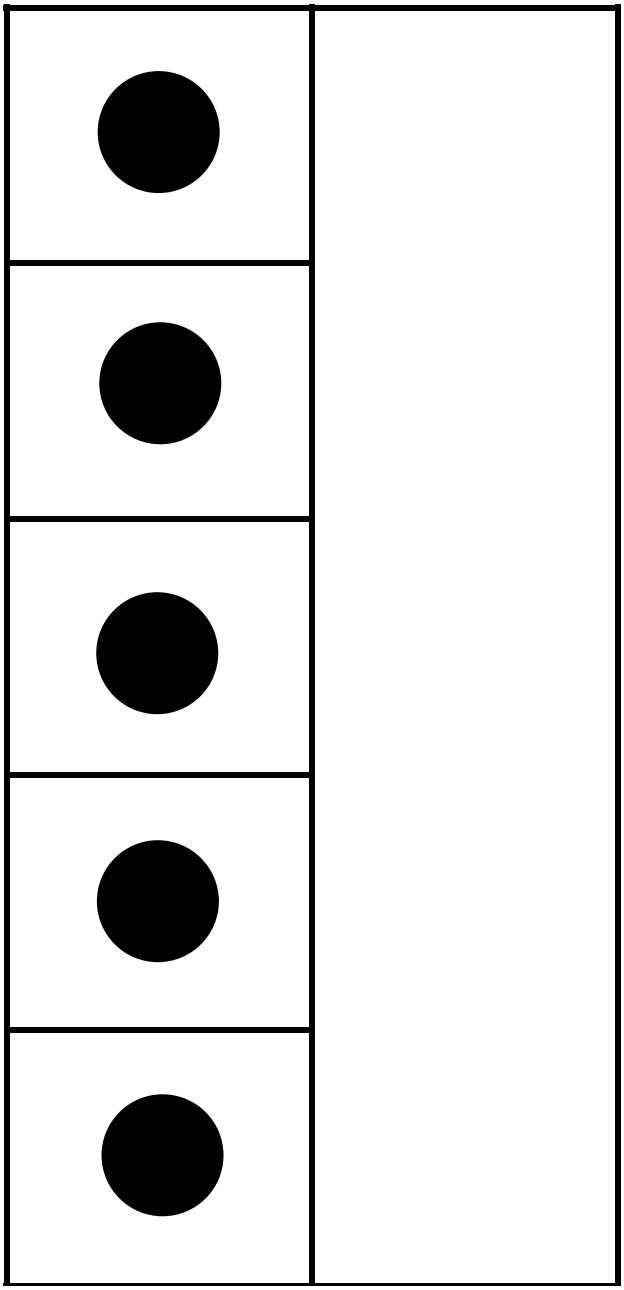




BLM 1.N.2.3

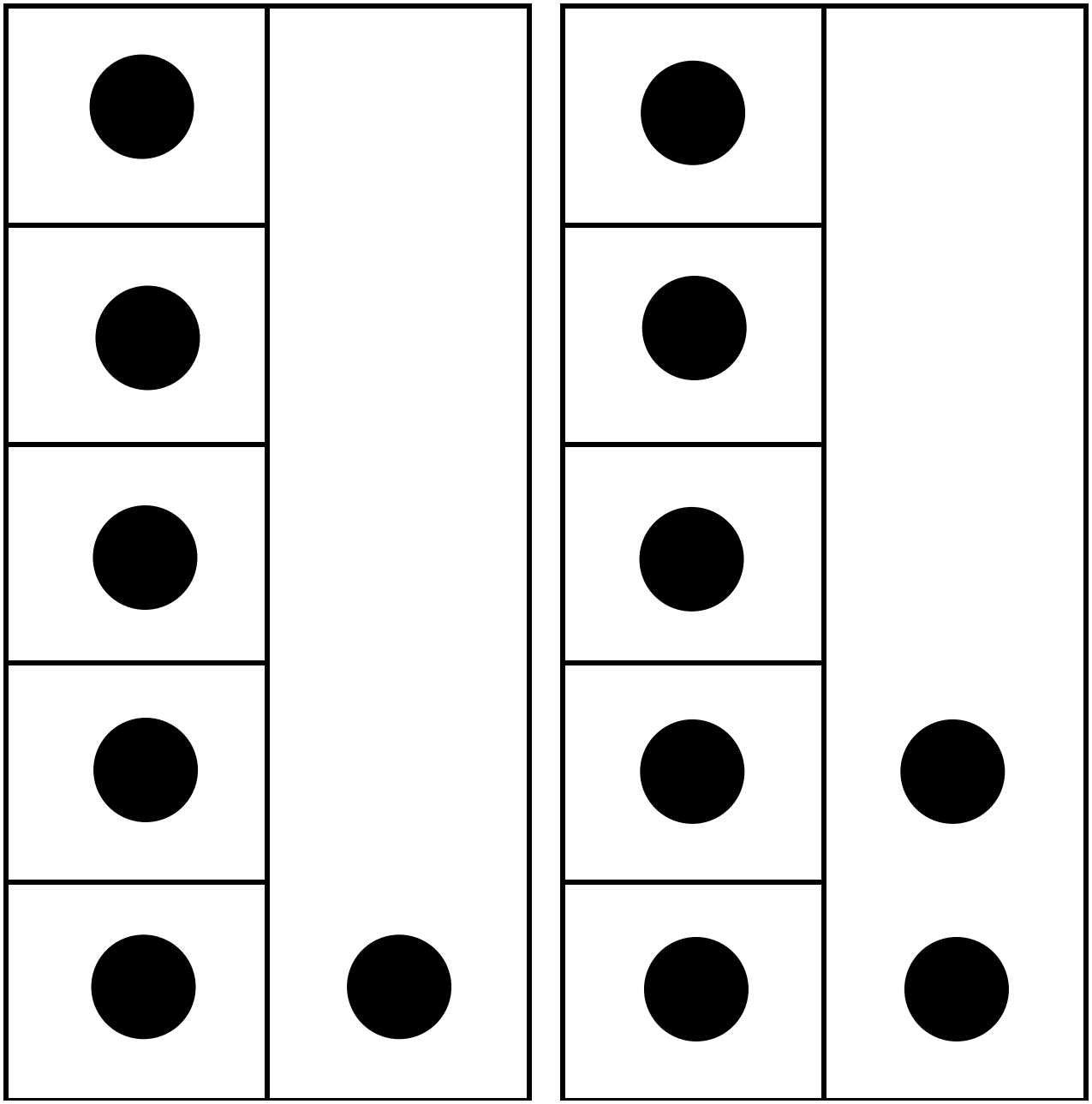
Five Frames (continued)





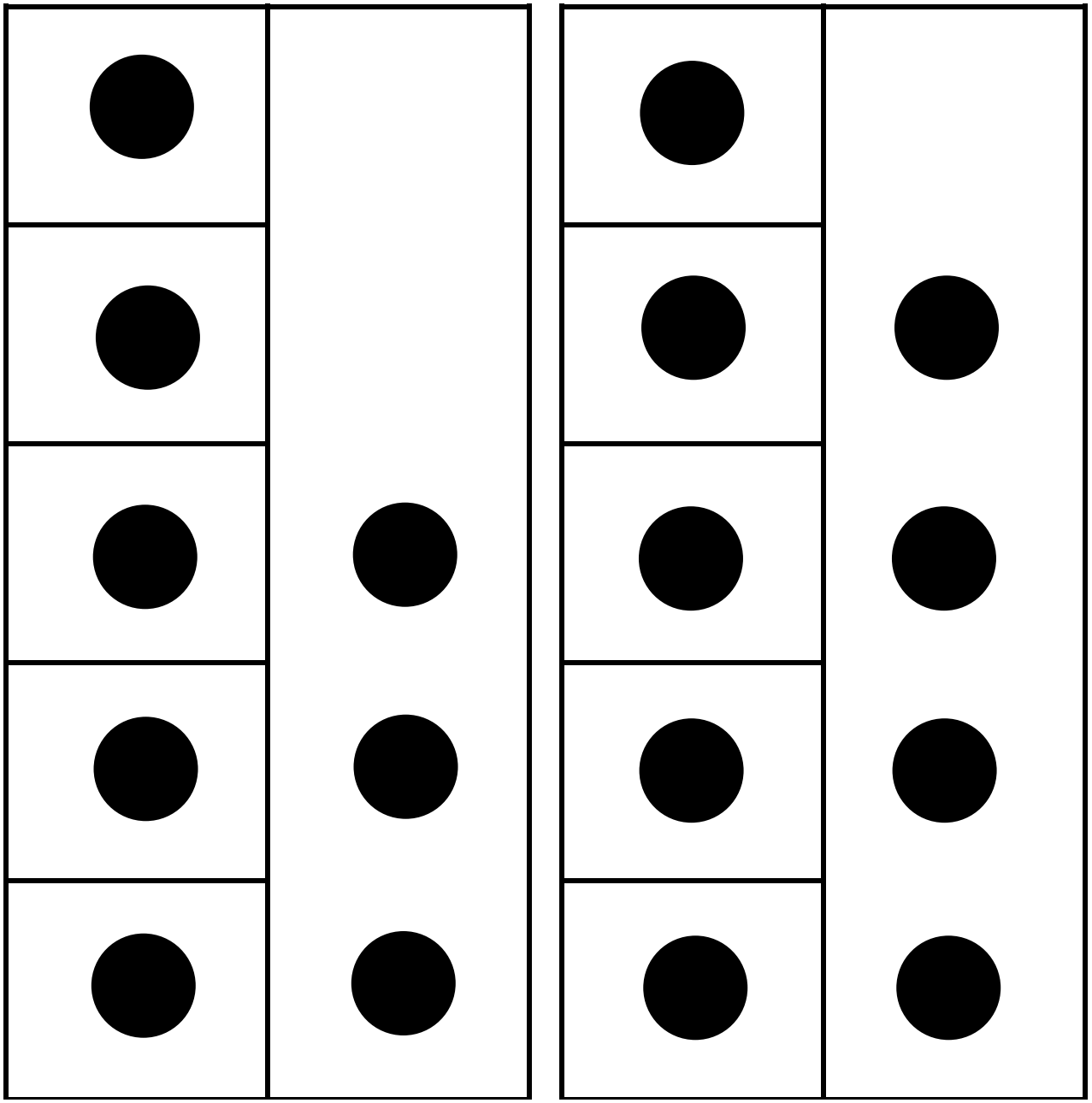
BLM 1.N.2.3

Five Frames (continued)



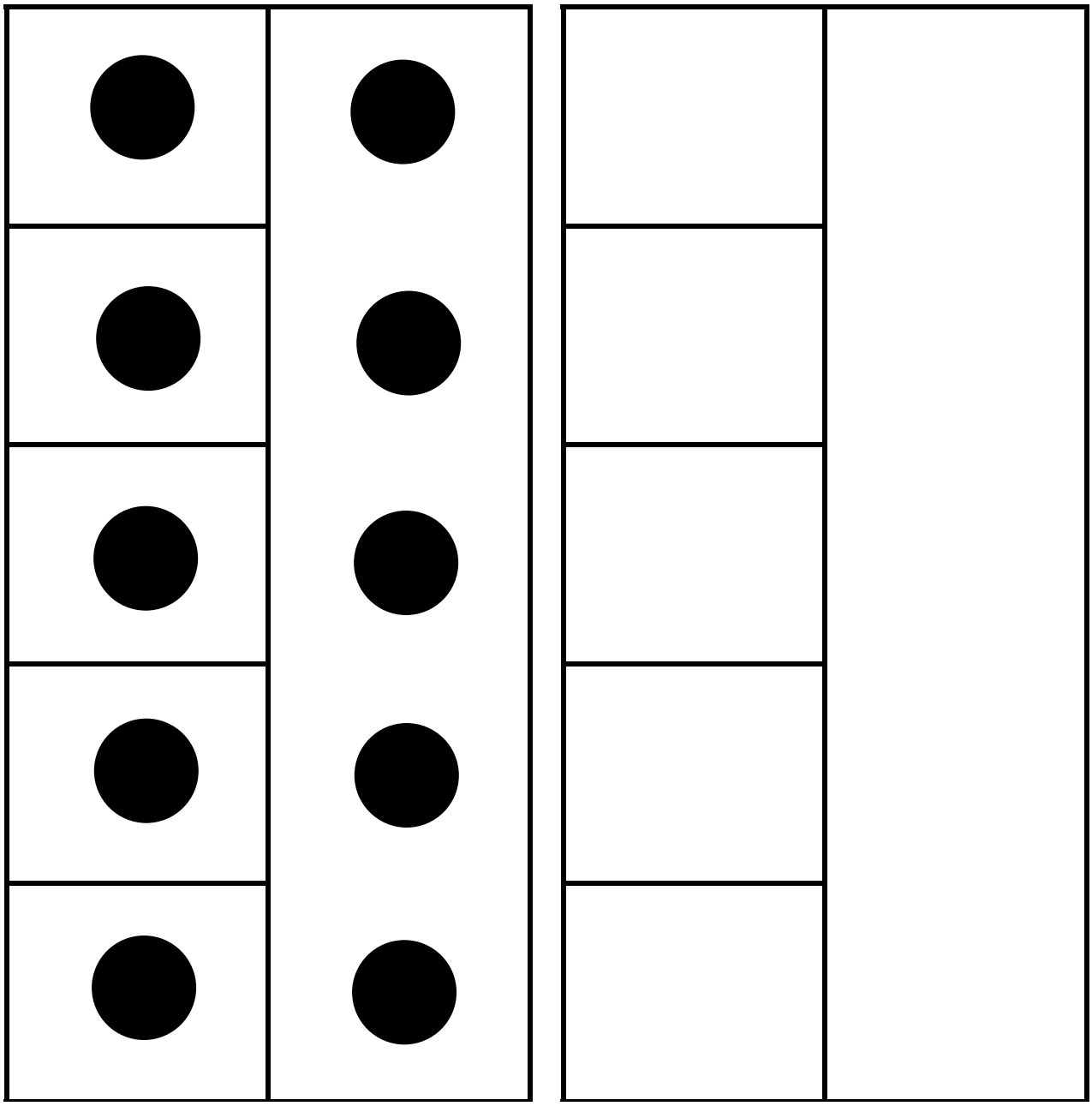
BLM 1.N.2.3

Five Frames (continued)



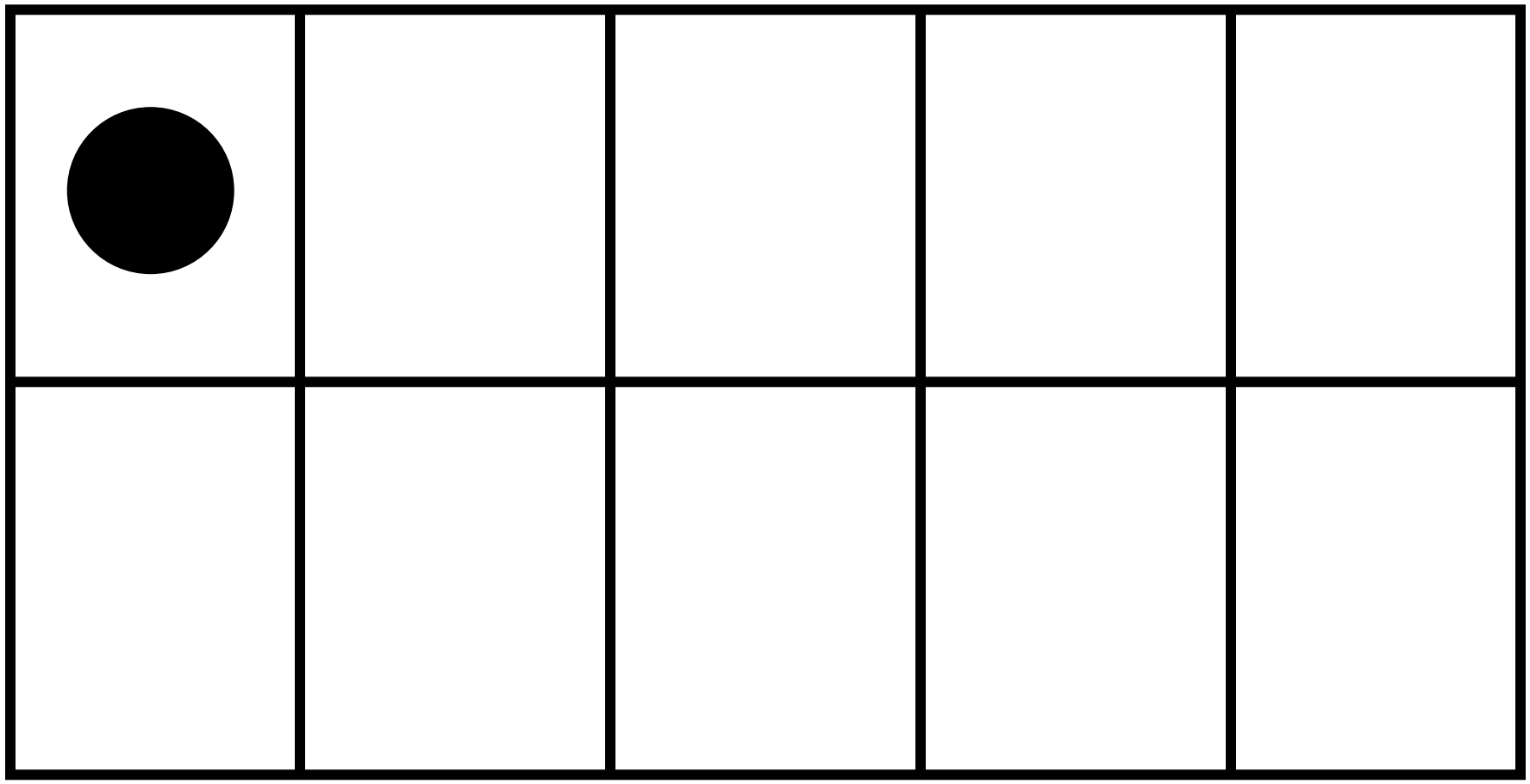
BLM 1.N.2.3

Five Frames



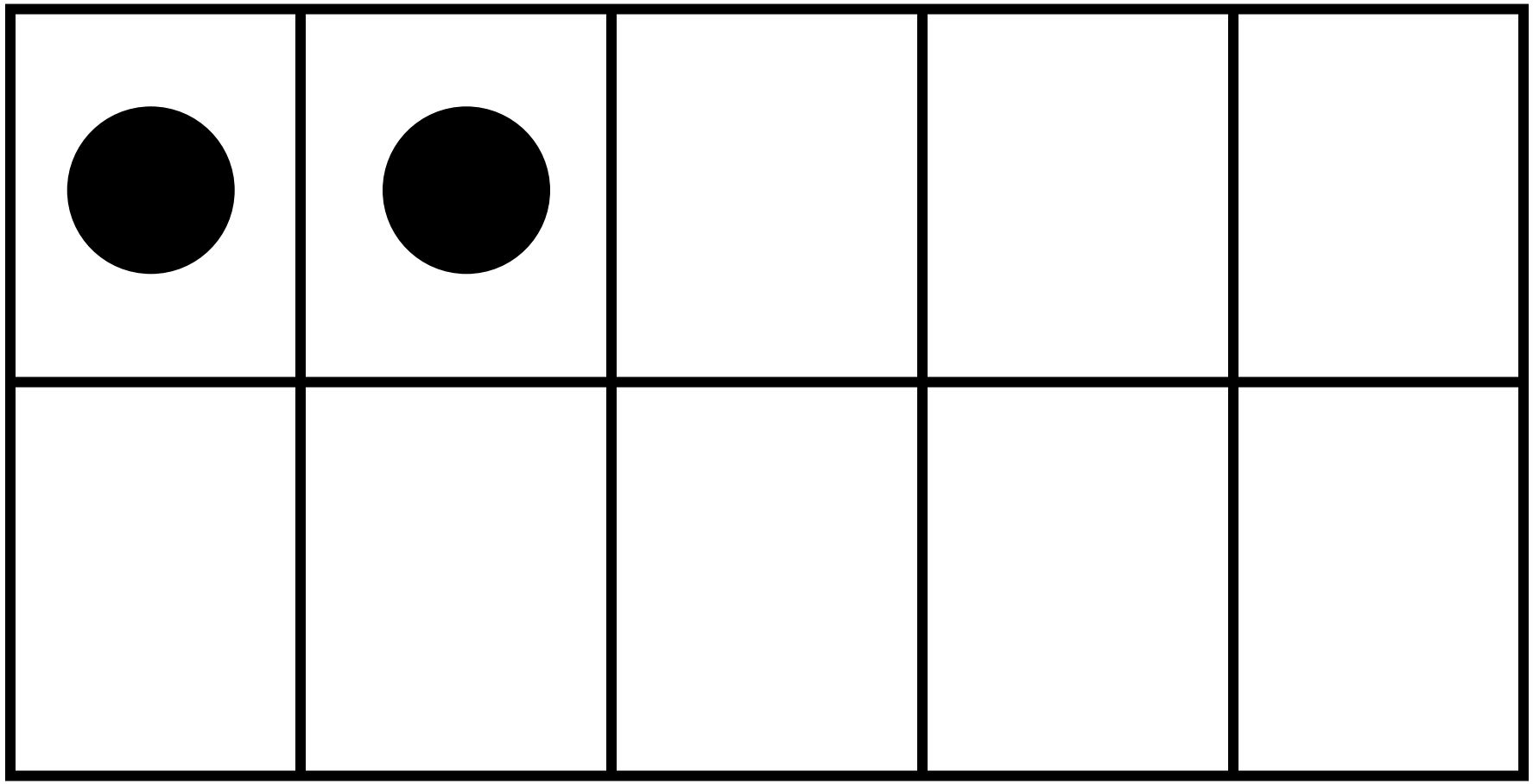
BLM 1.N.2.4

Large Ten Frames



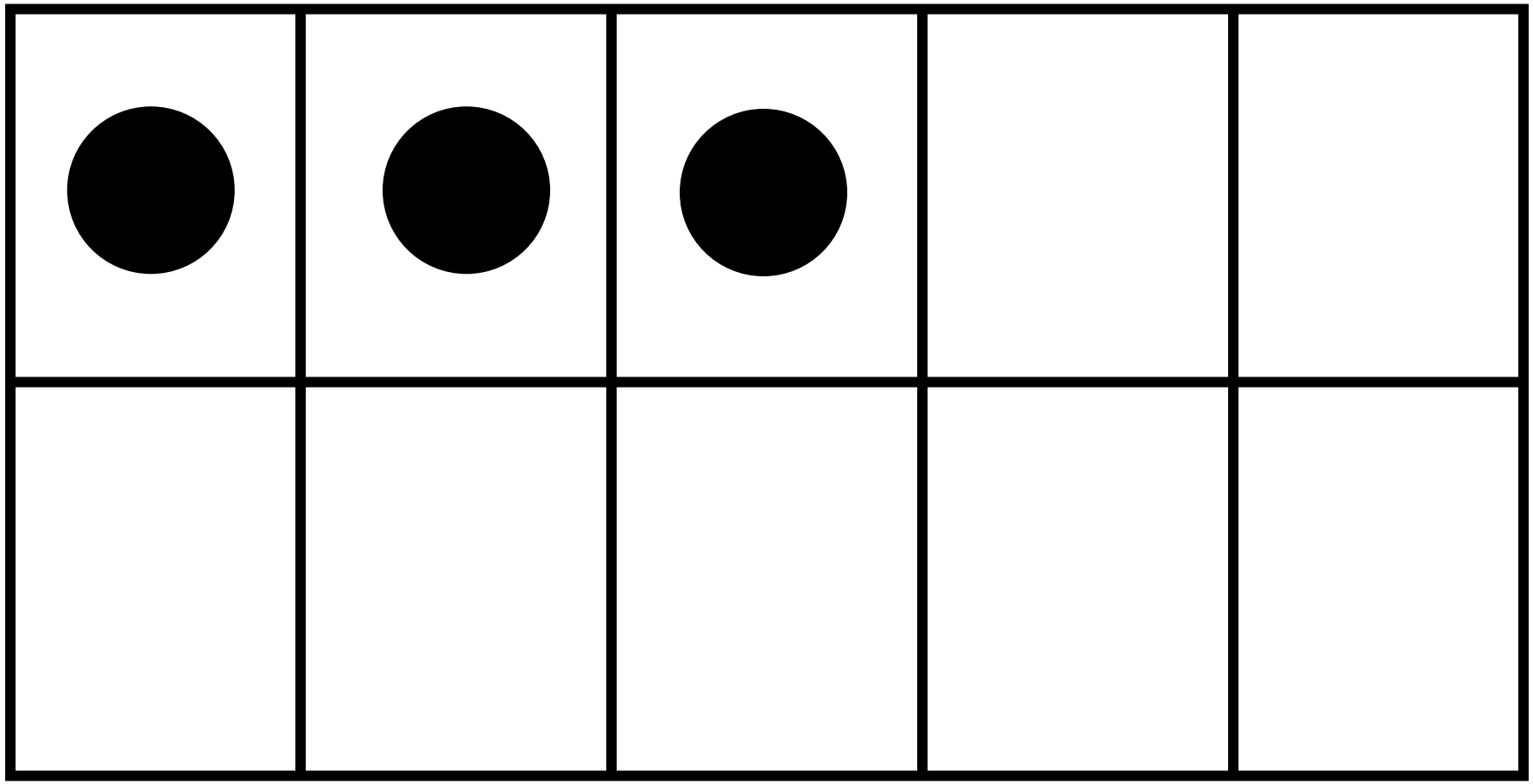
BLM 1.N.2.4

Large Ten Frames (continued)



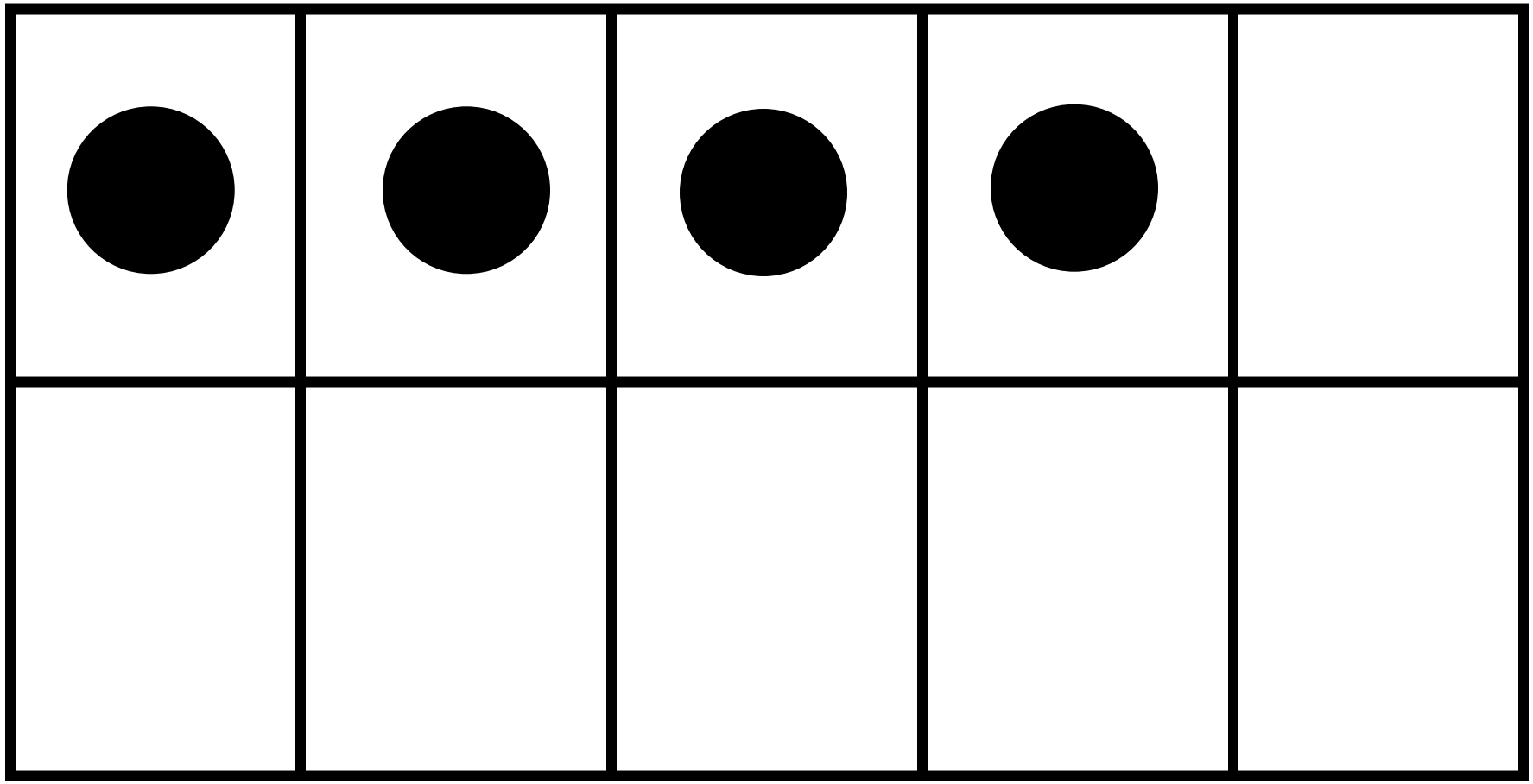
BLM 1.N.2.4

Large Ten Frames (continued)



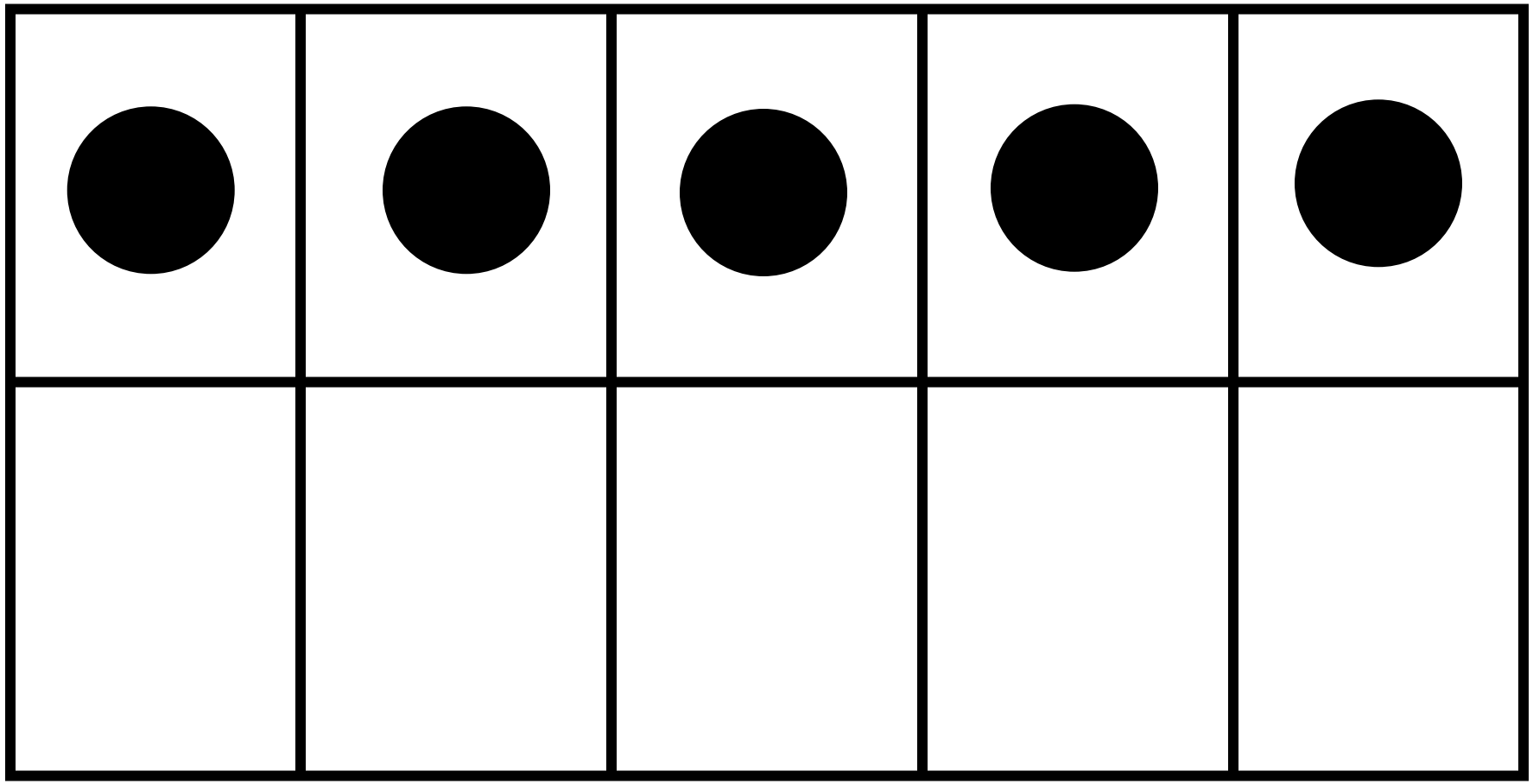
BLM 1.N.2.4

Large Ten Frames (continued)



BLM 1.N.2.4

Large Ten Frames (continued)



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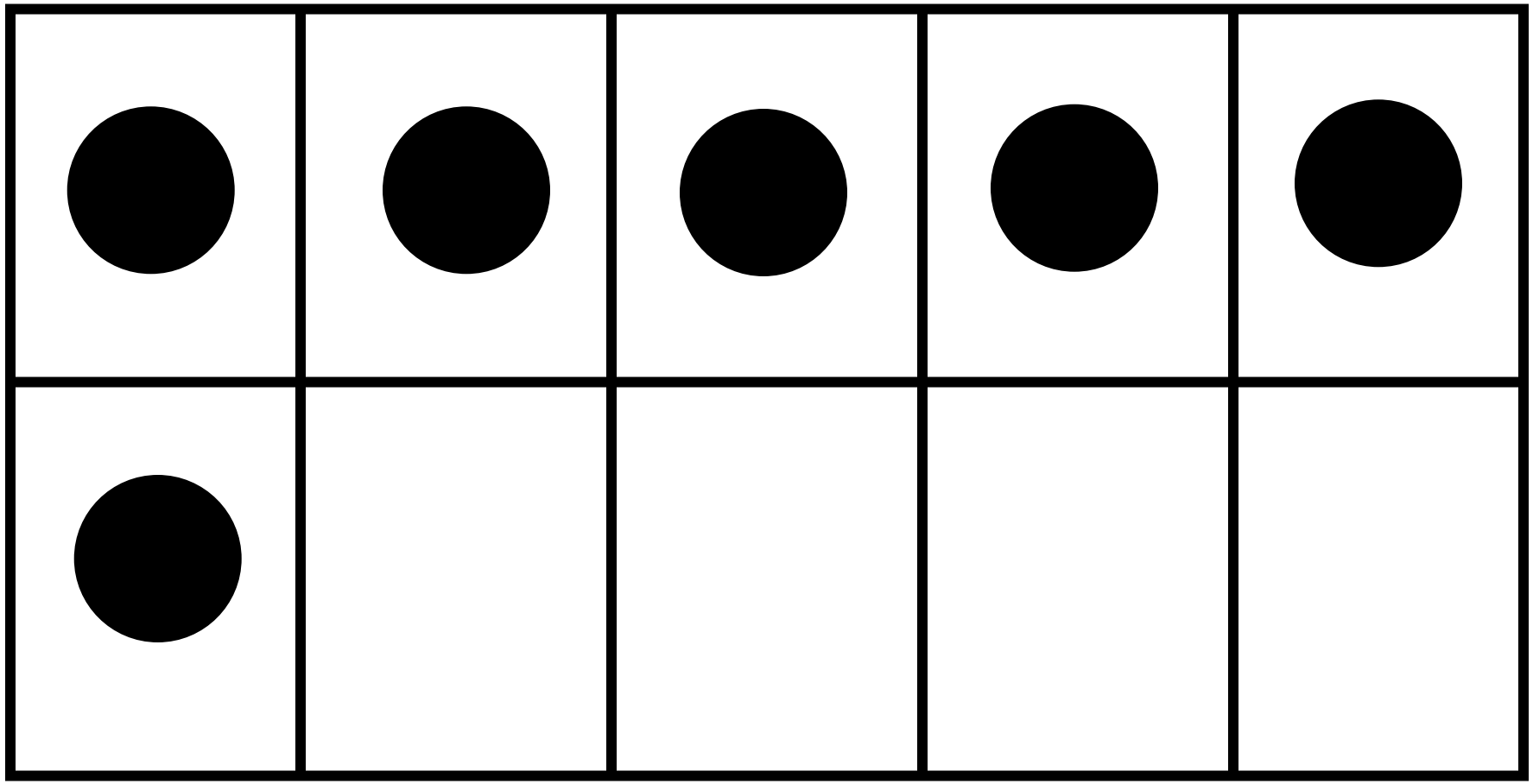
Large Ten Frames (continued)



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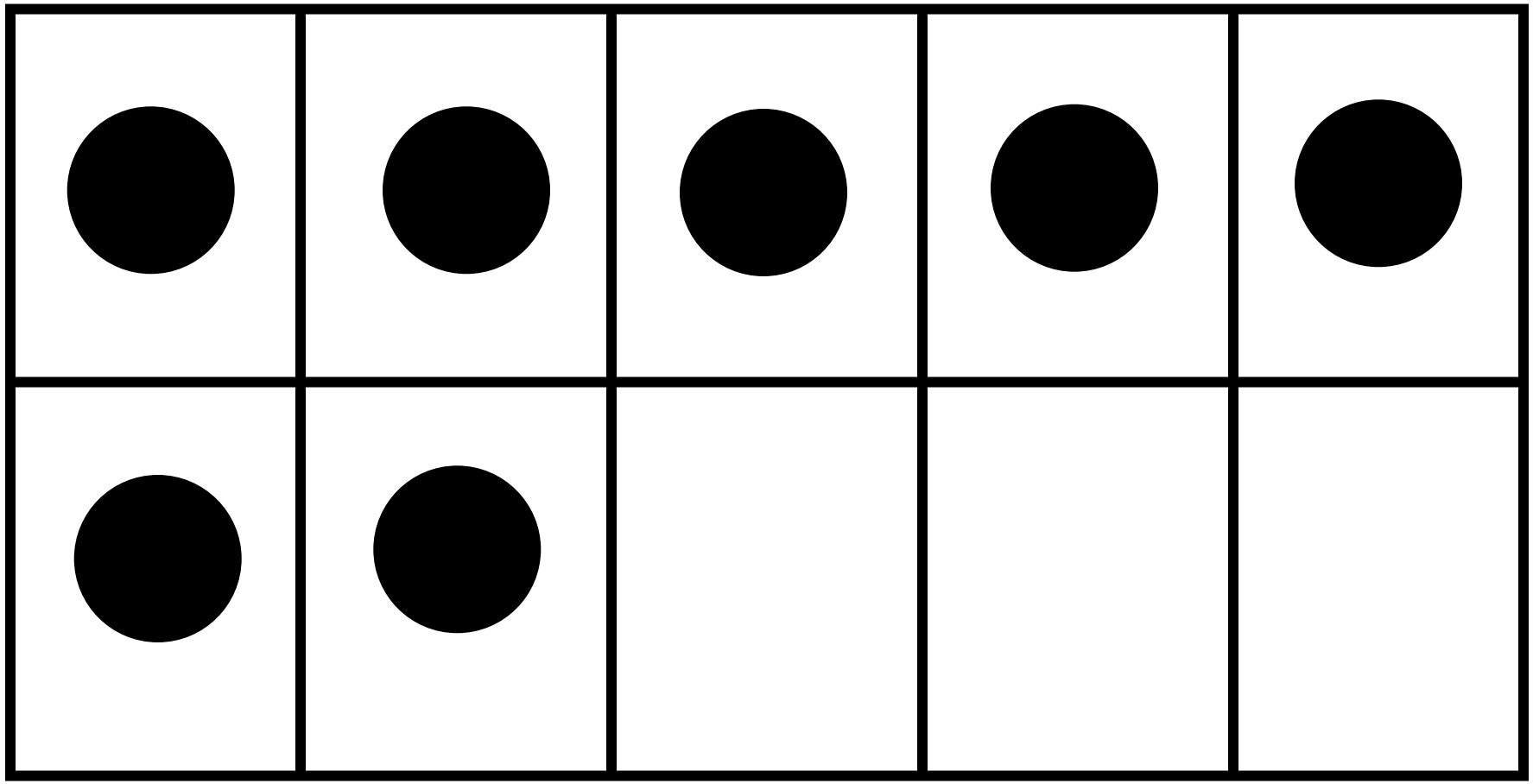
Large Ten Frames (continued)



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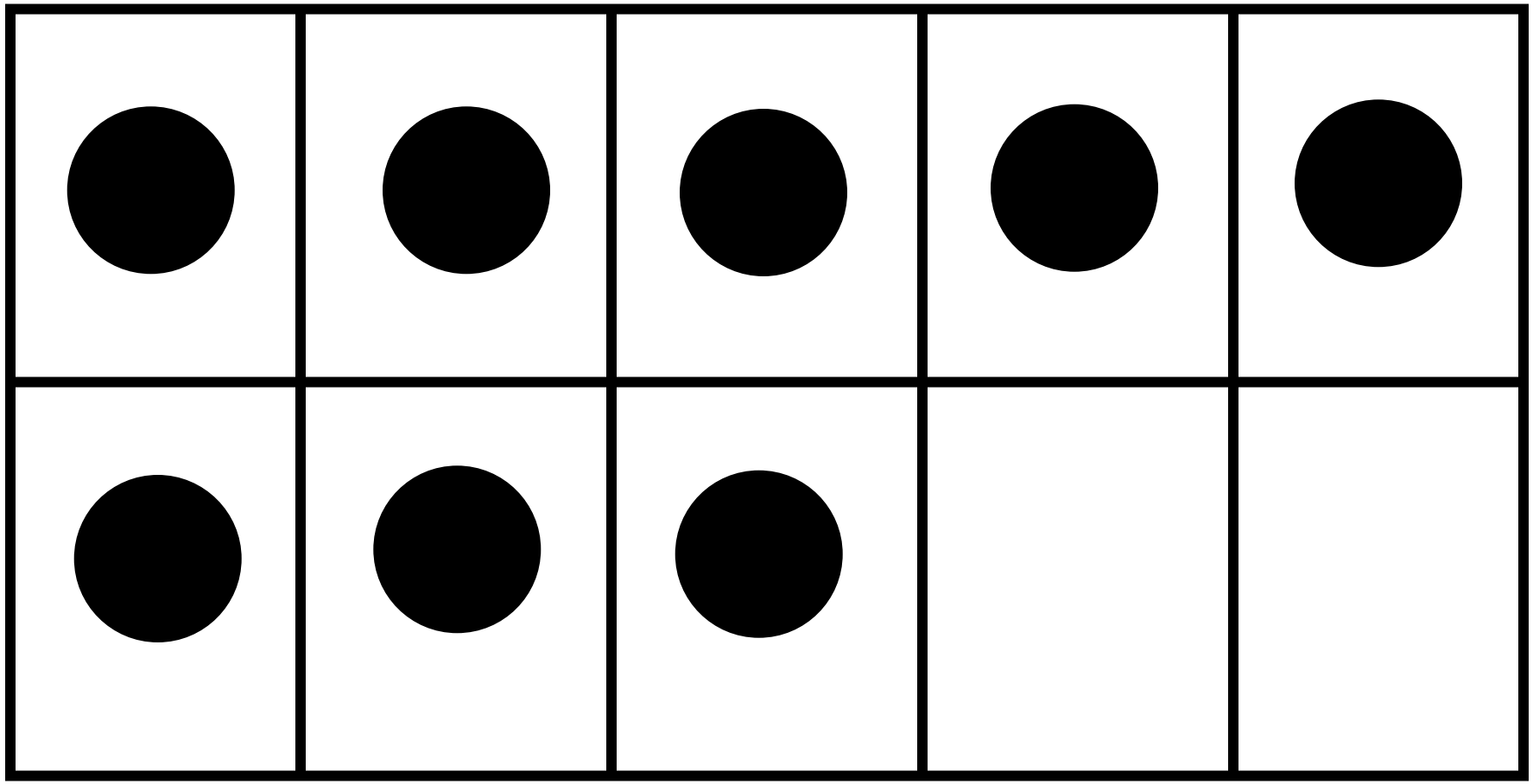

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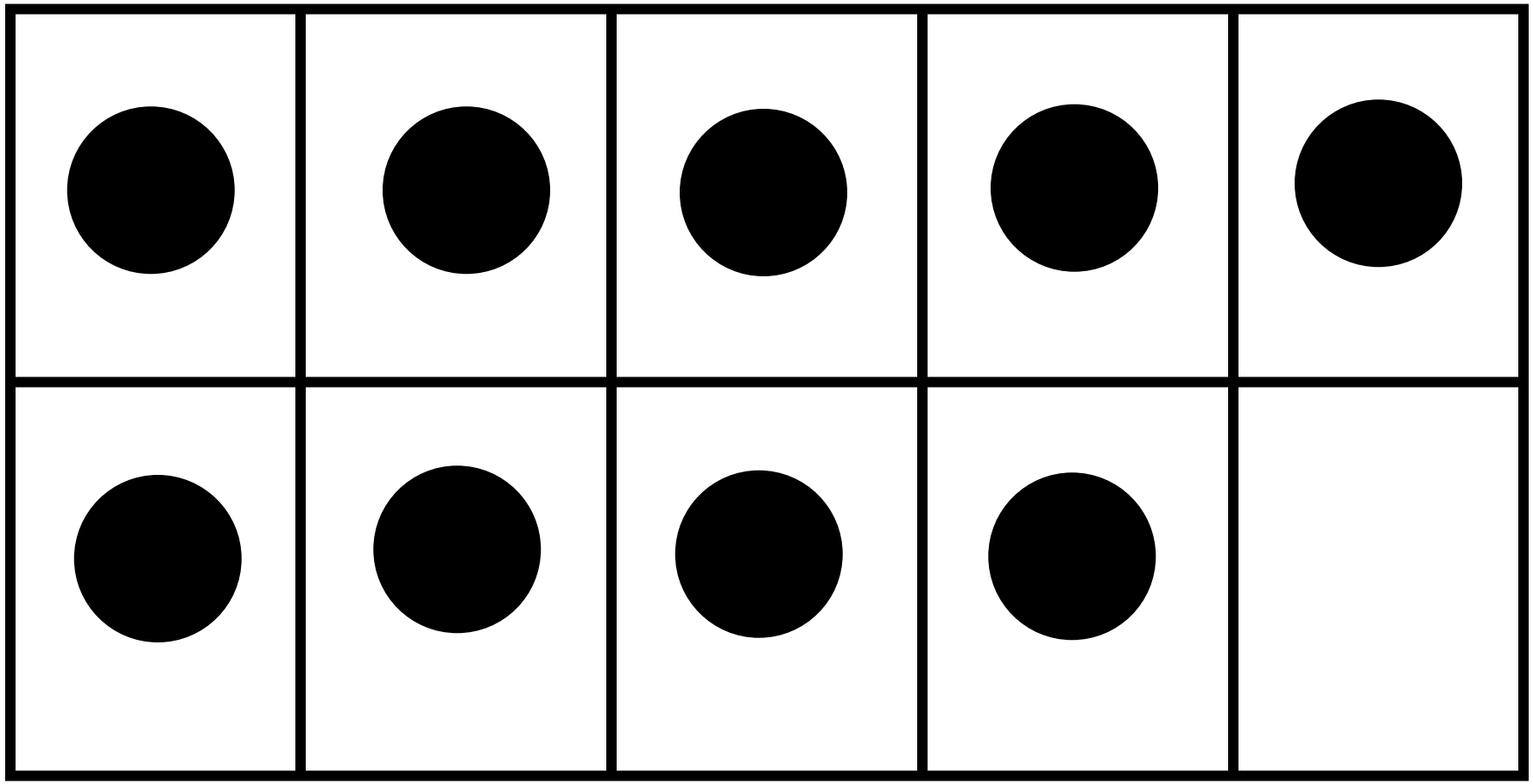
Large Ten Frames (continued)



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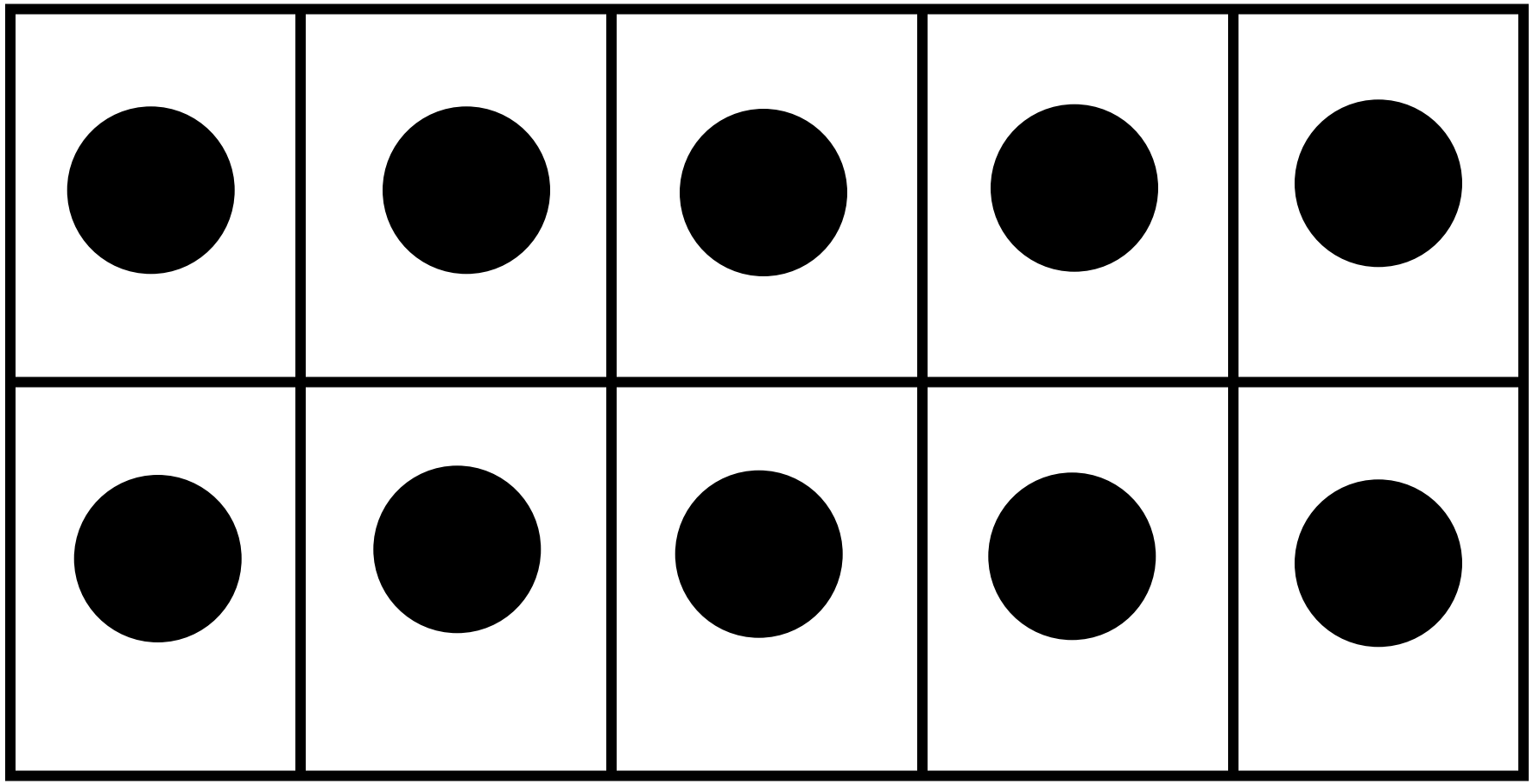
Large Ten Frames (continued)



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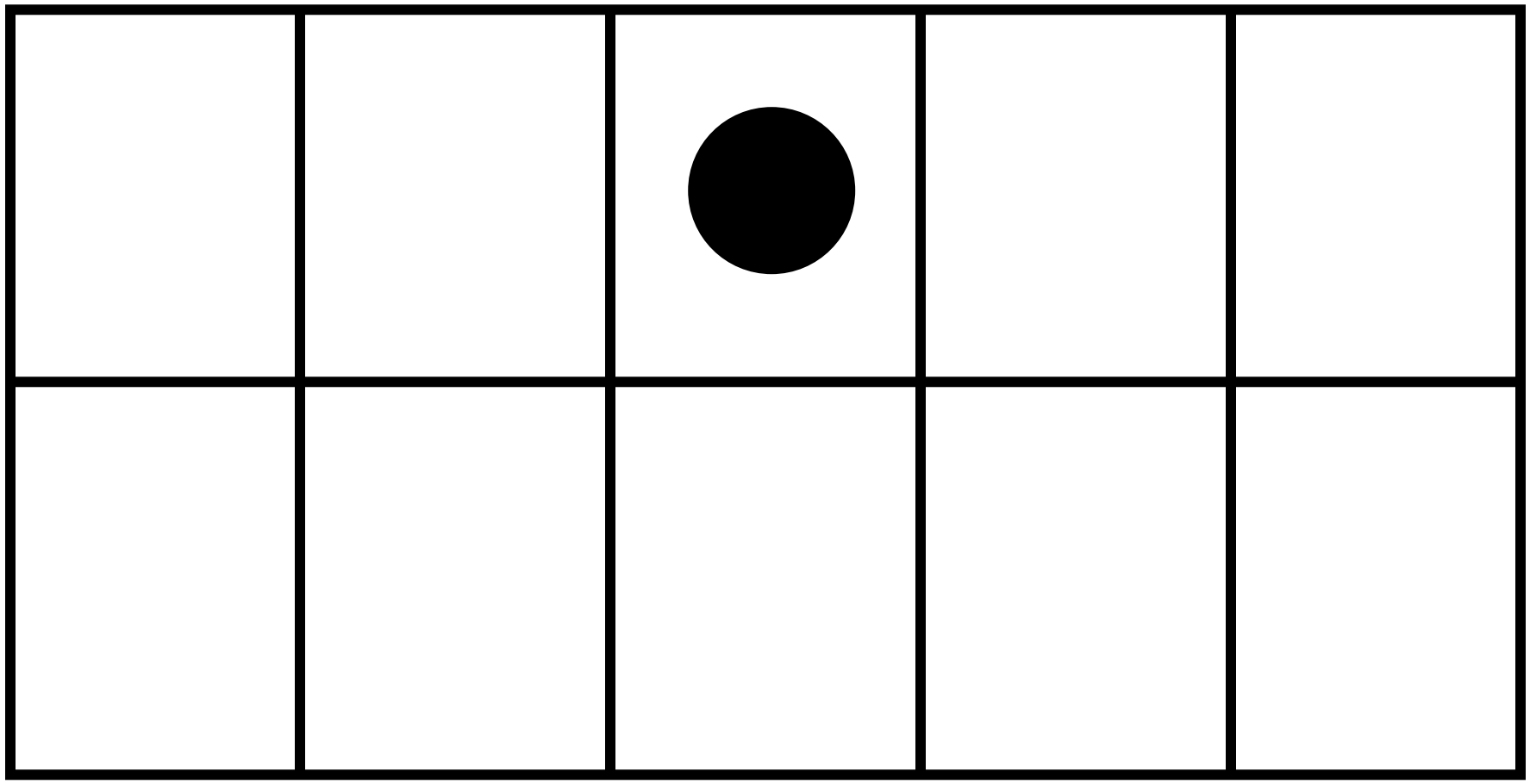
Large Ten Frames (continued)



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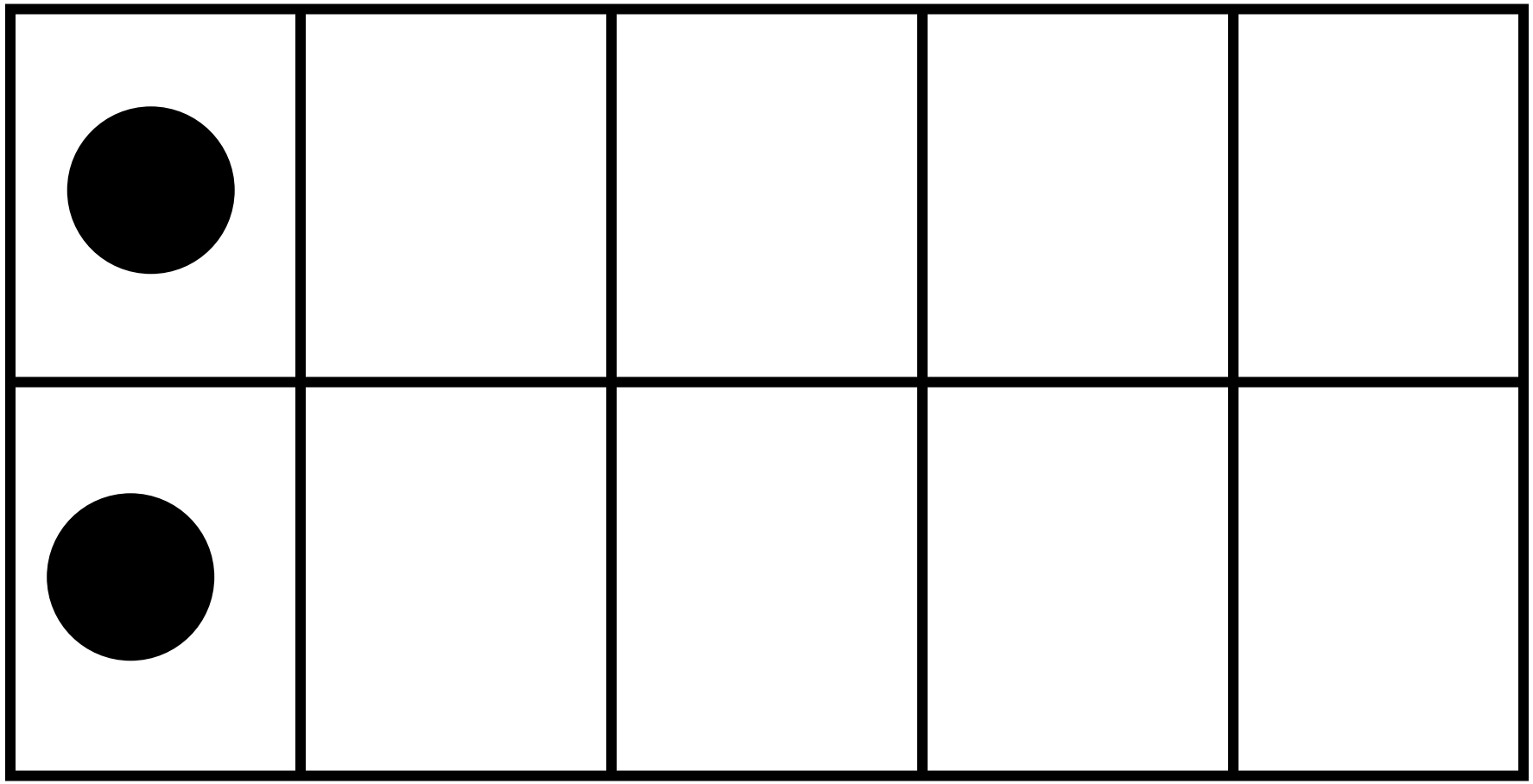
Large Ten Frames (continued)



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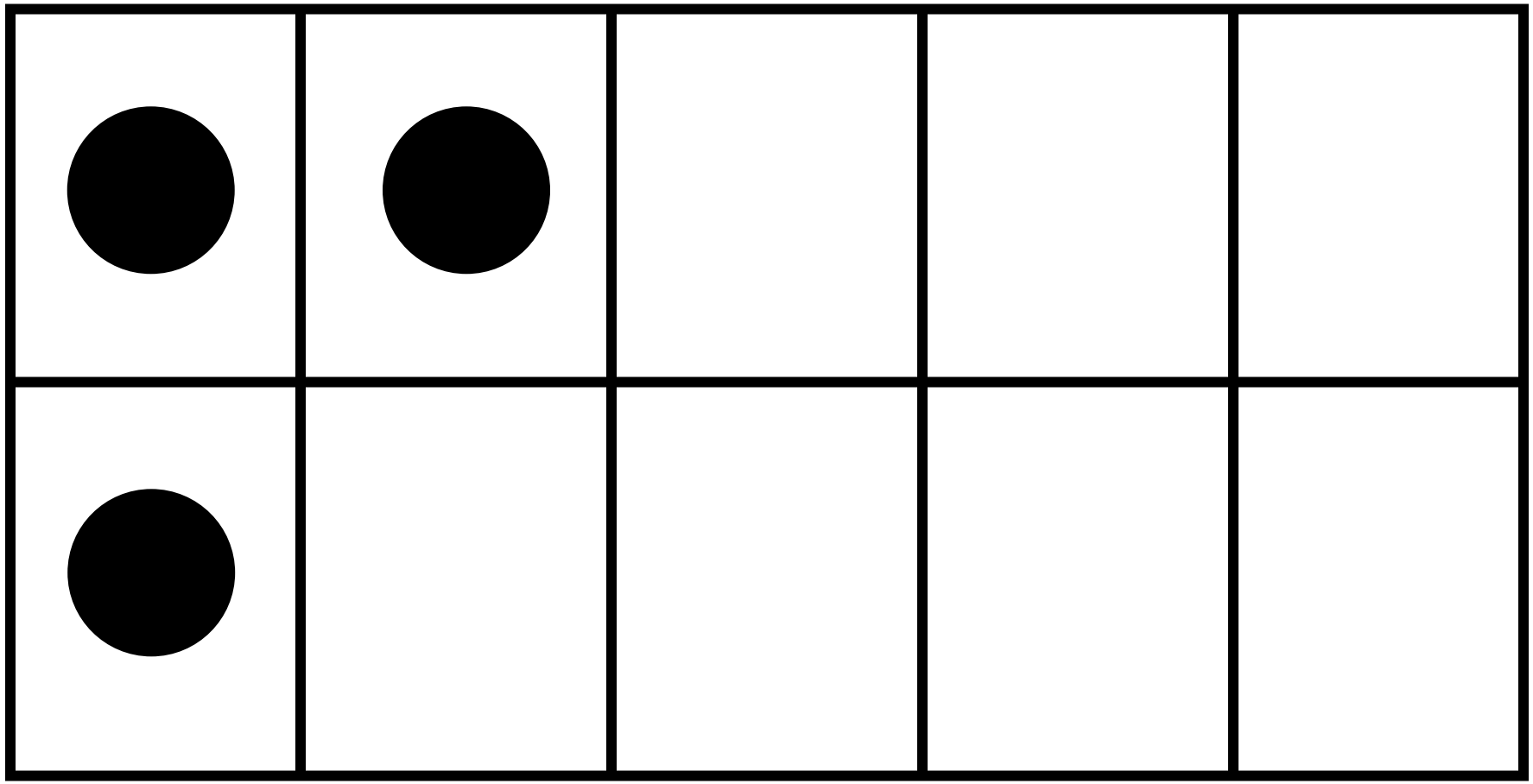
Large Ten Frames (continued)



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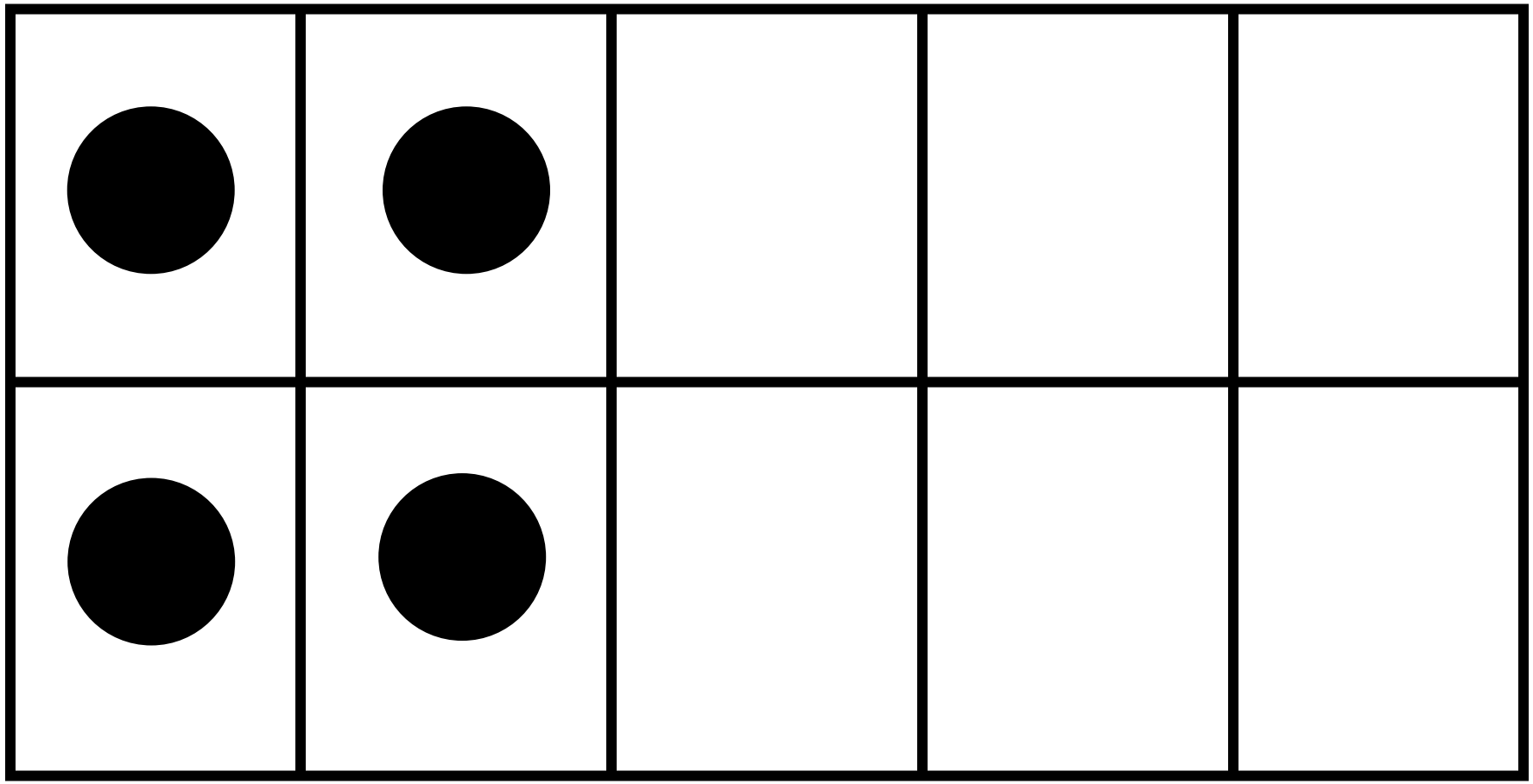

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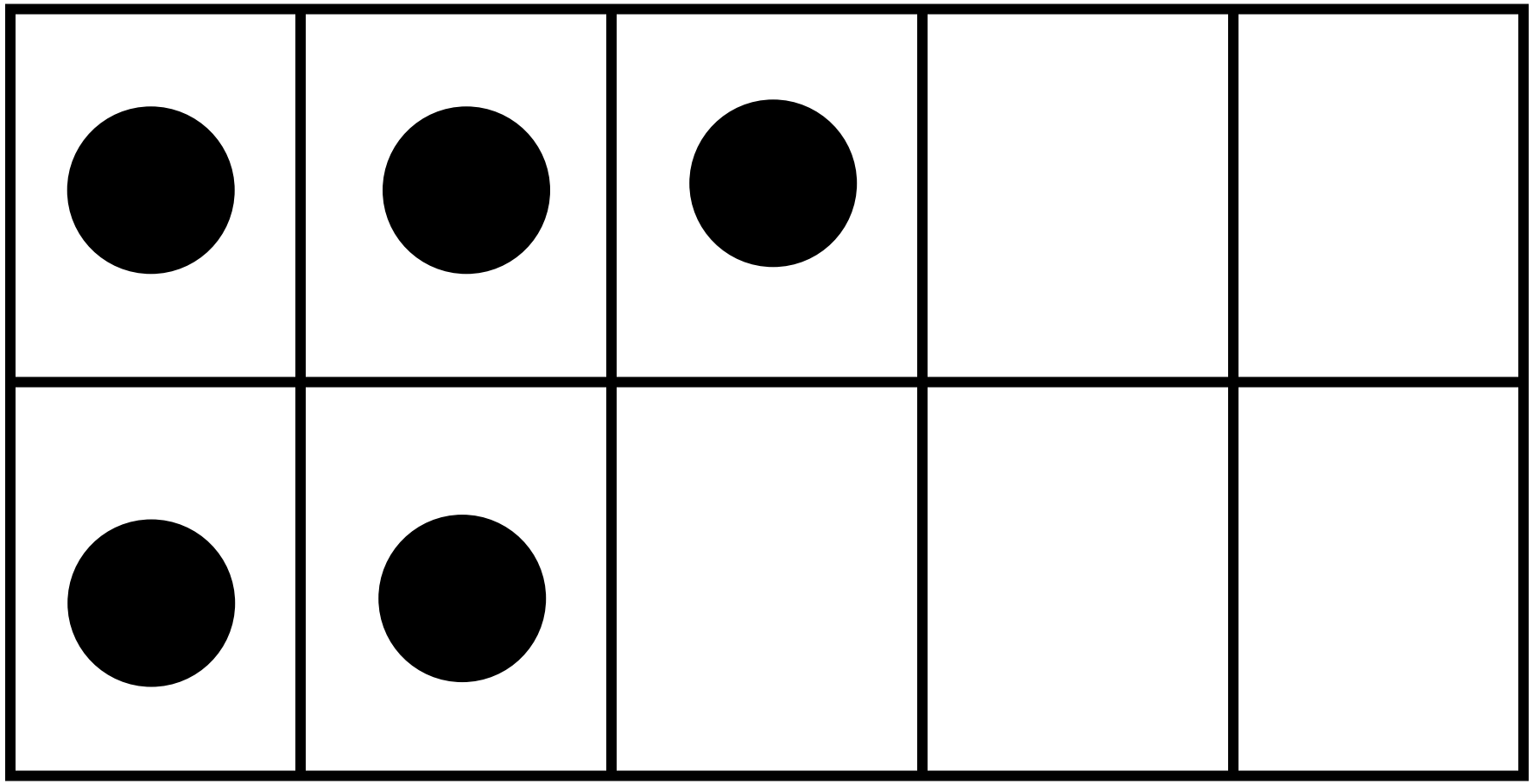
Large Ten Frames (continued)



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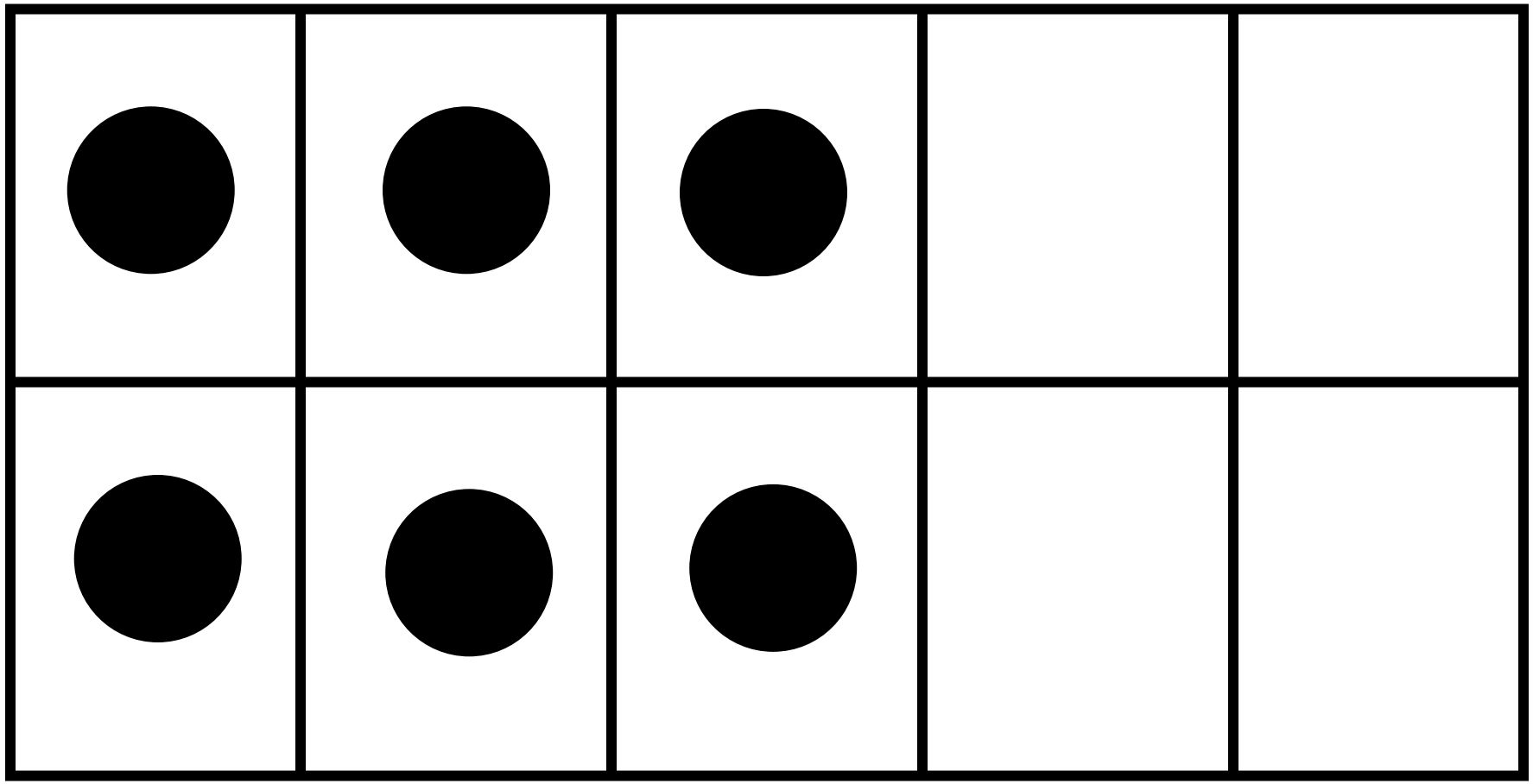
Large Ten Frames (continued)



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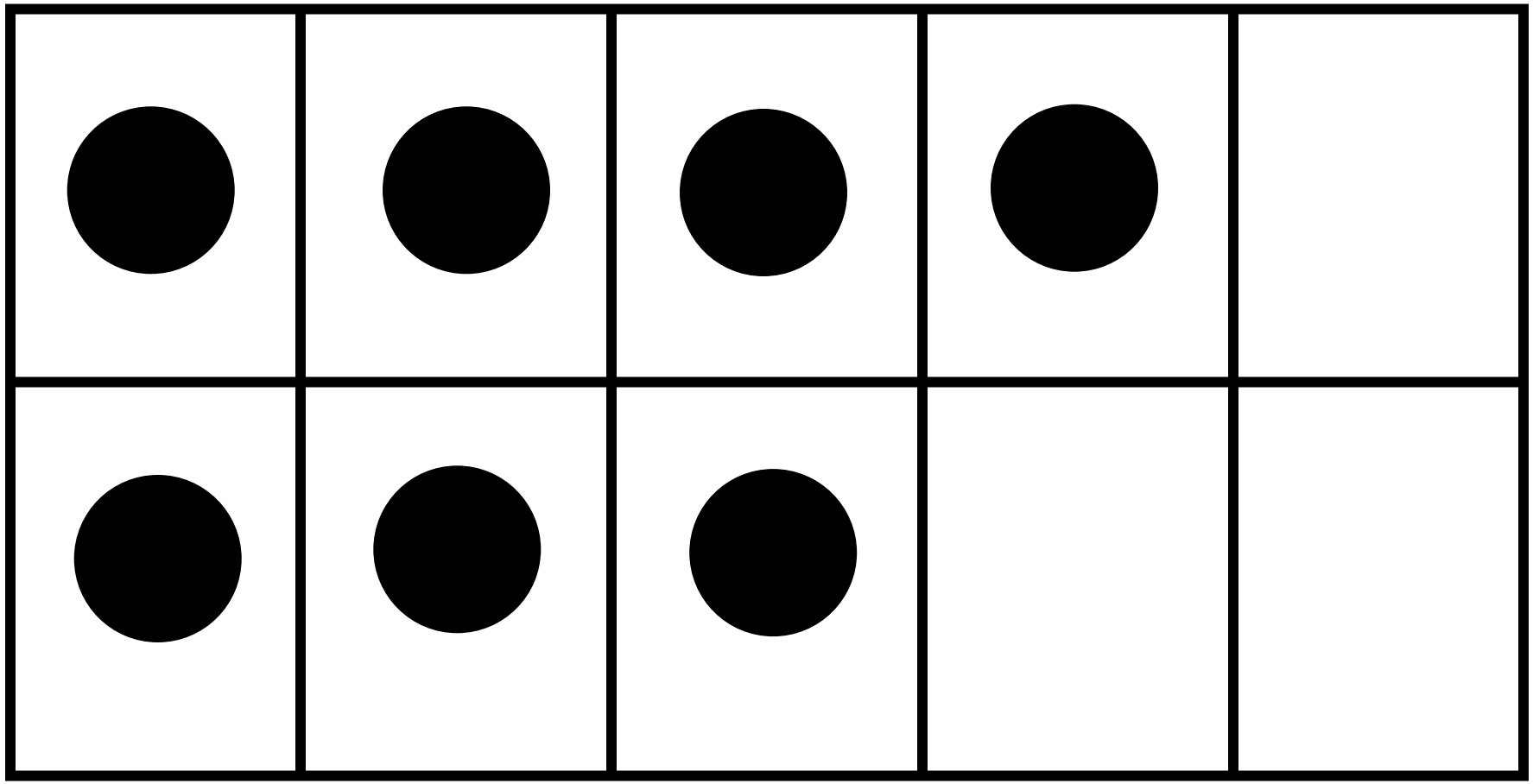
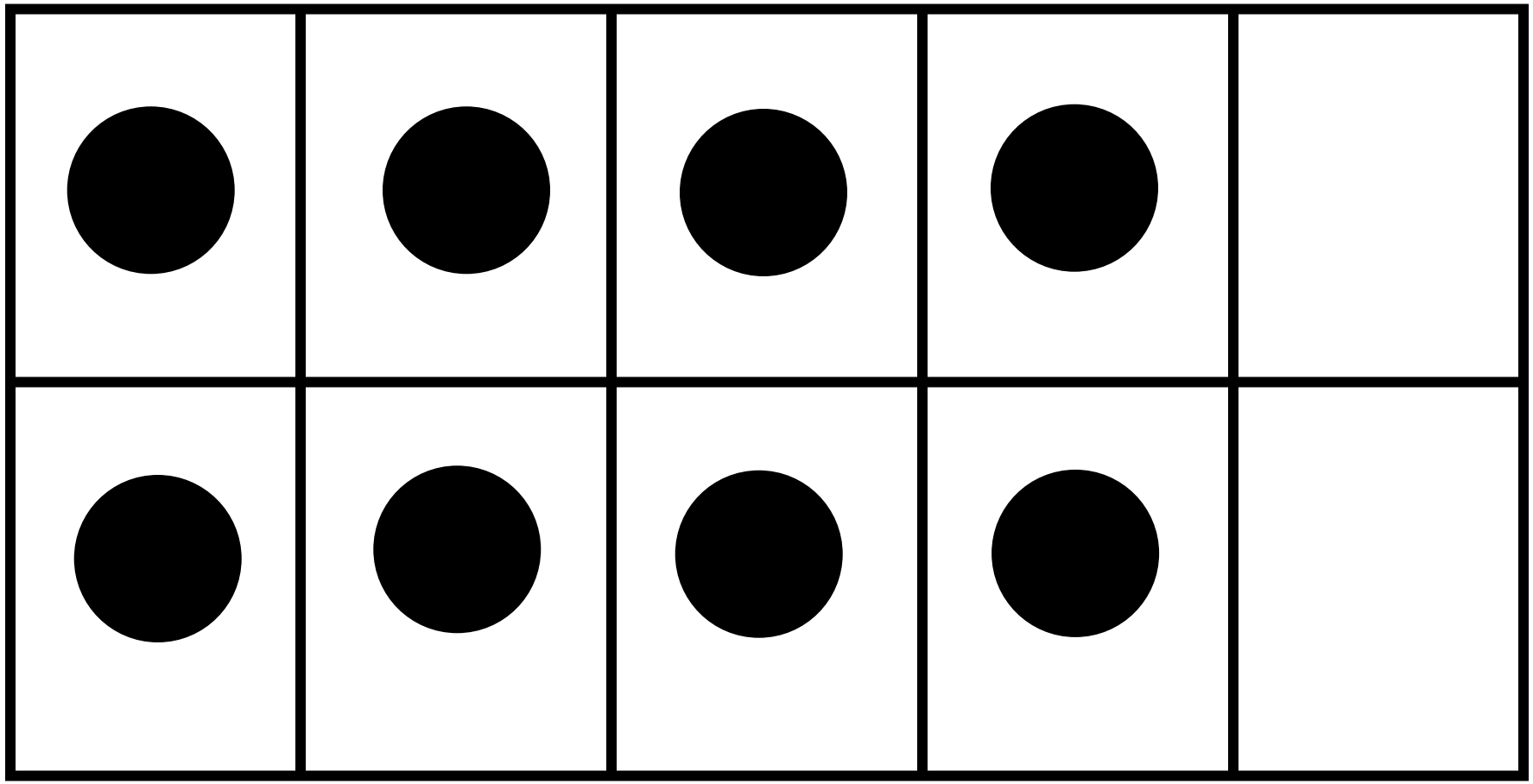
Large Ten Frames (continued)



BLM 1.N.2.4

Large Ten Frames (continued)



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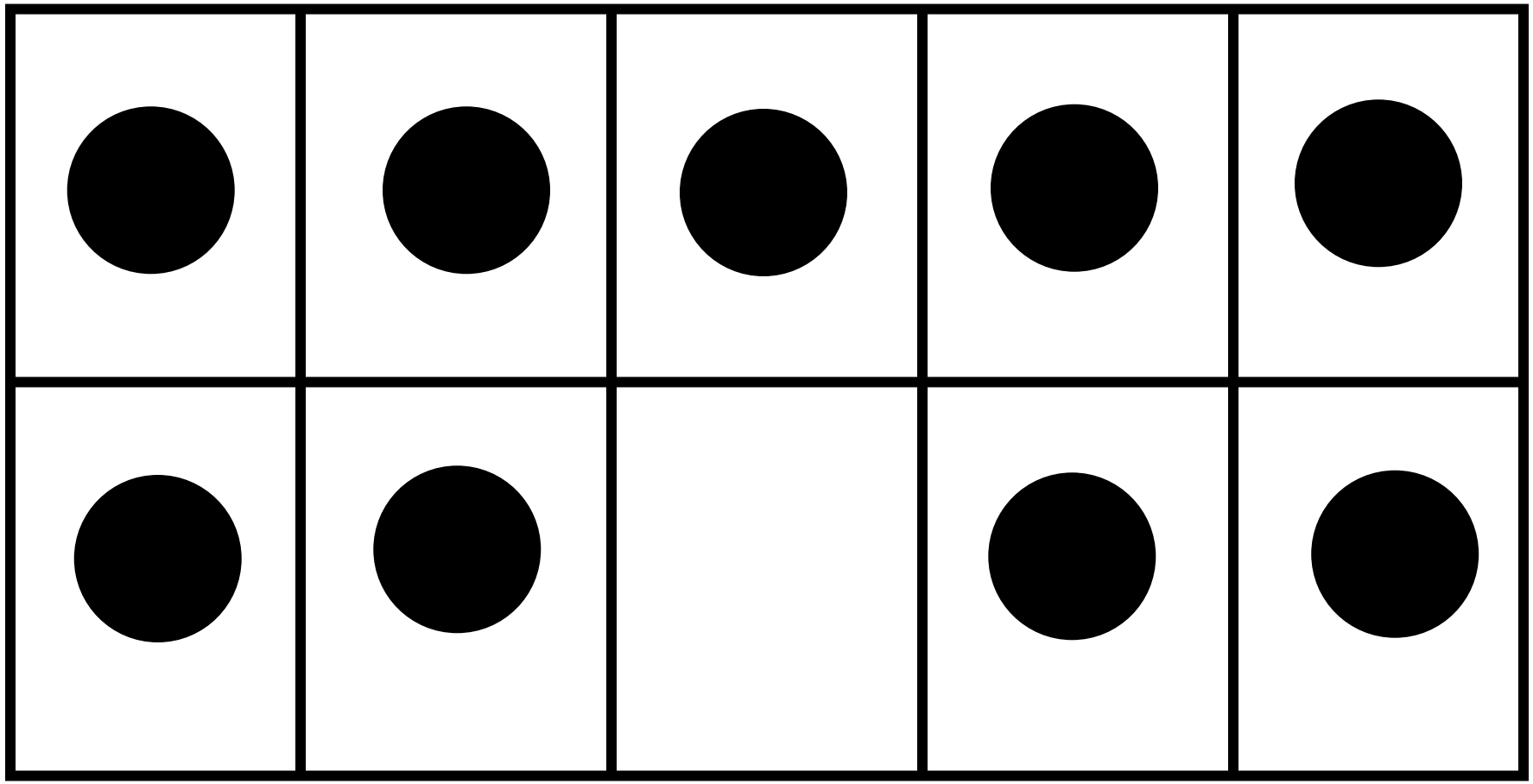
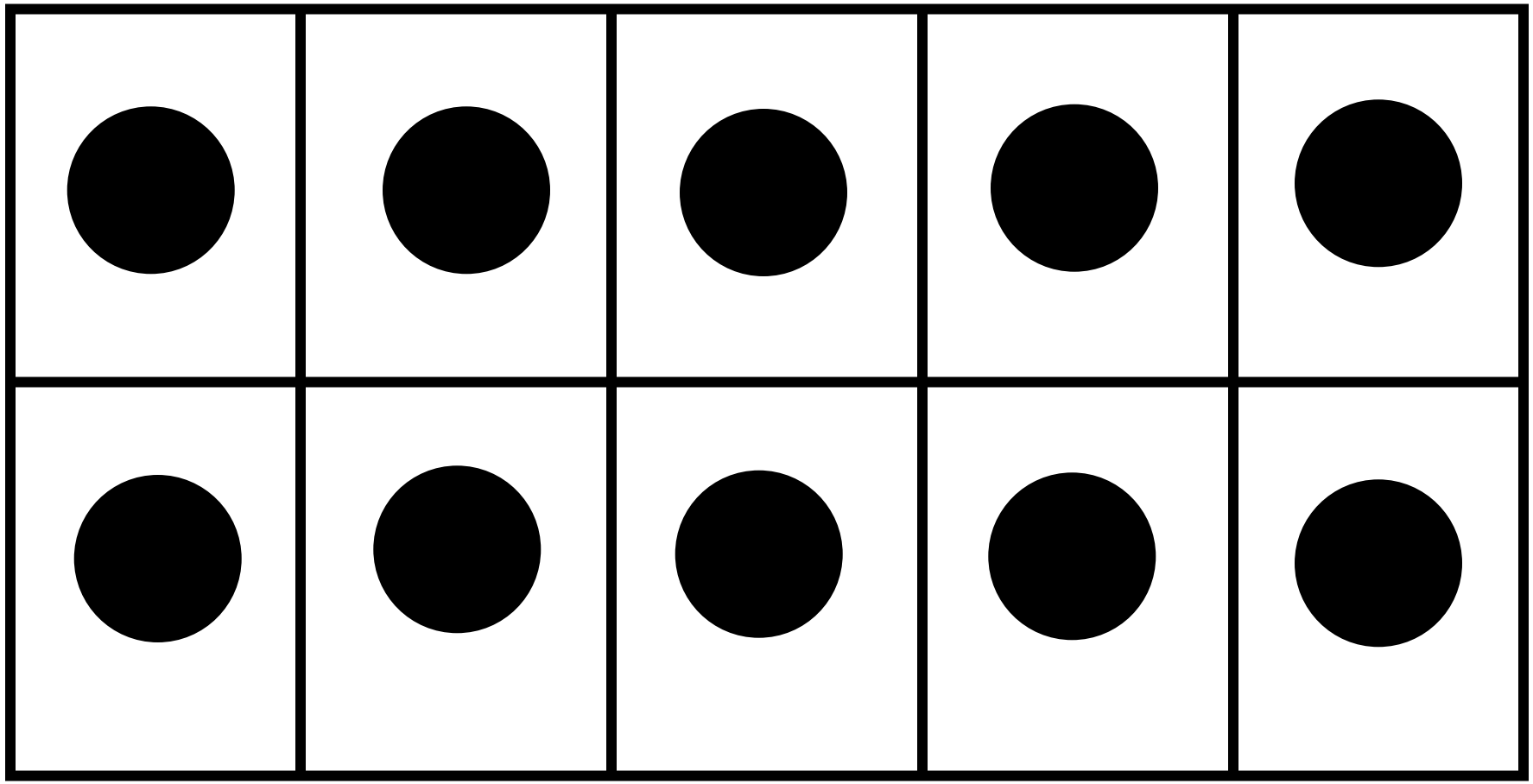
Large Ten Frames (continued)



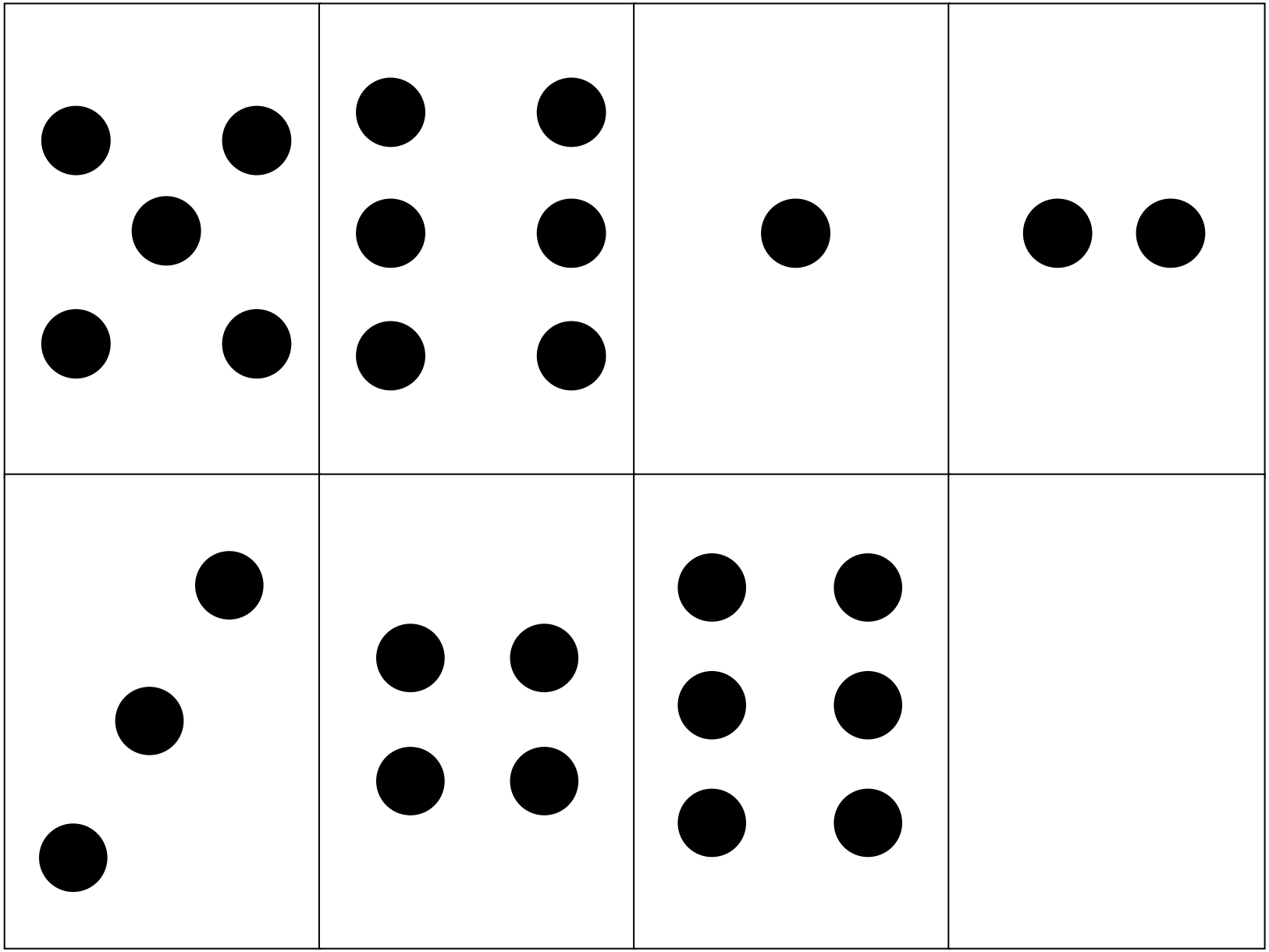
BLM 1.N.2.4

Large Ten Frames (continued)



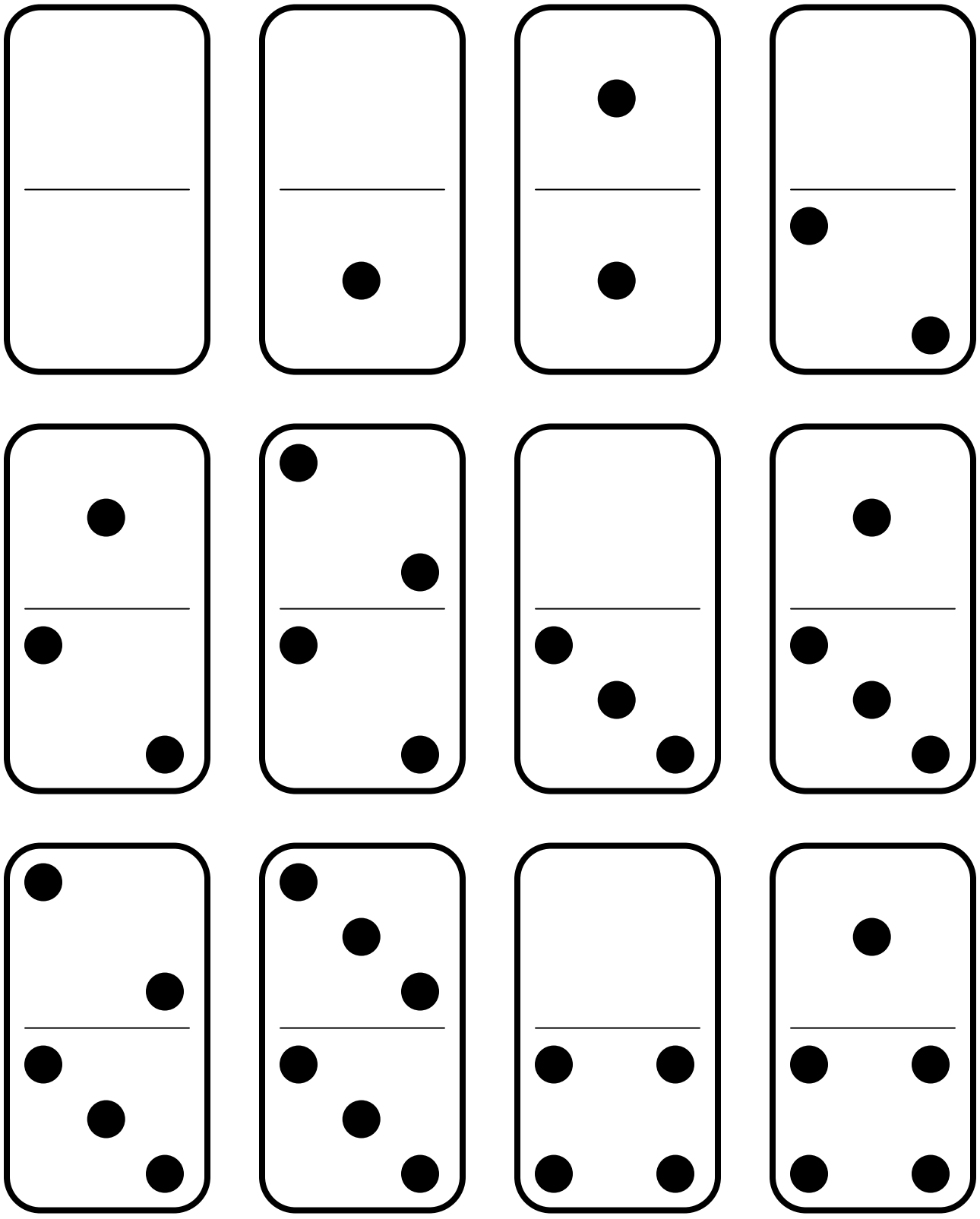
BLM 1.N.2.5

Regular Dot Cards



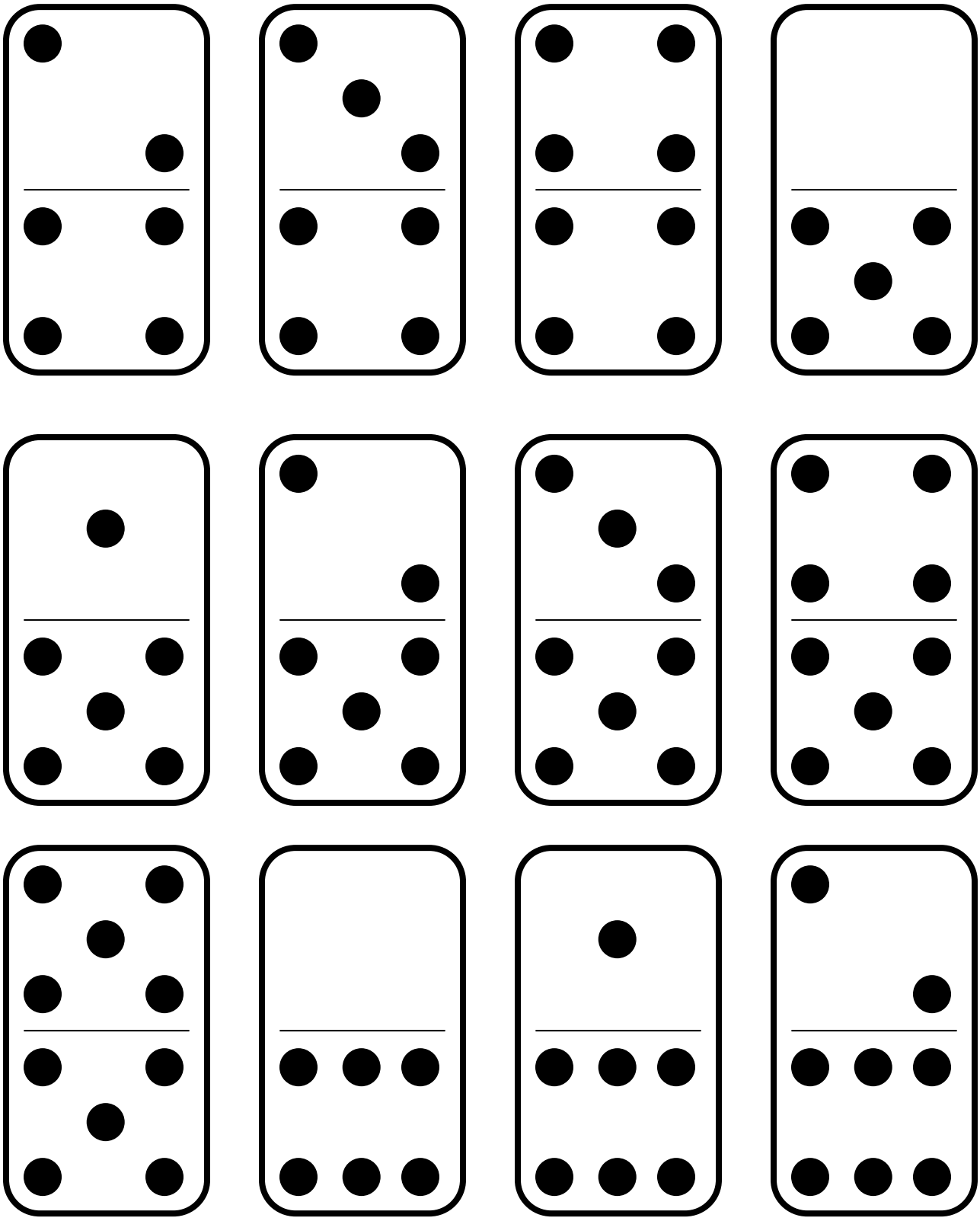
BLM 1.N.2.6

Dominoes (Double Six)

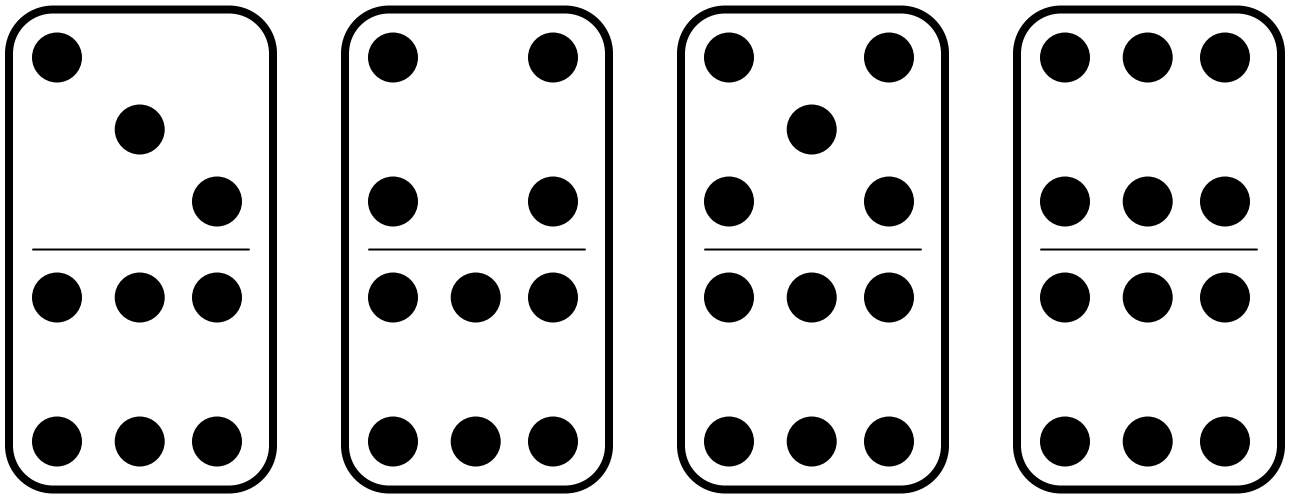


BLM 1.N.2.6

Dominoes (Double Six) (continued)

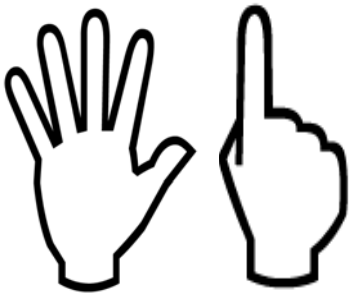


Dominoes (Double Six) (continued)



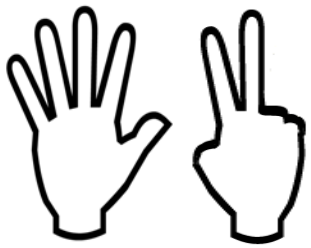
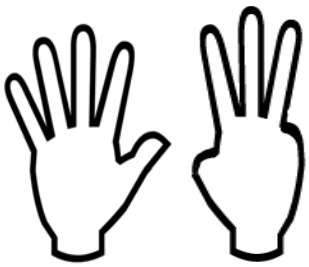
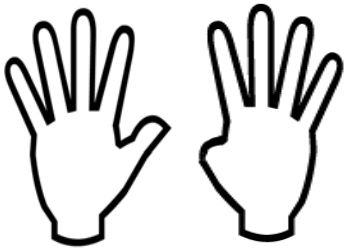
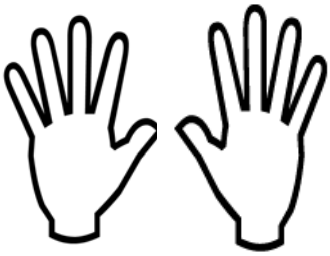
BLM 1.N.2.7

Finger Patterns

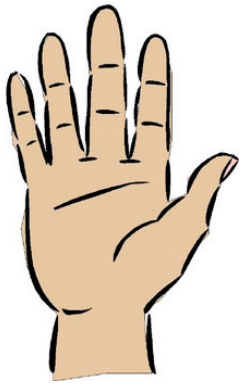
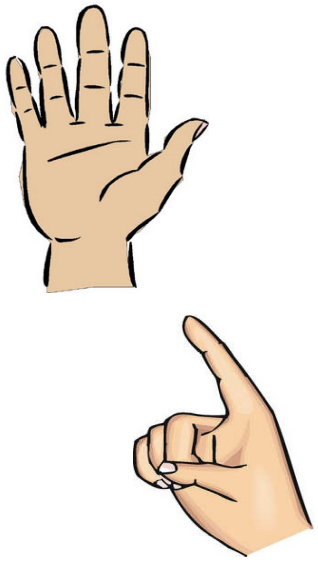
BLM 1.N.2.7

Finger Patterns (continued)

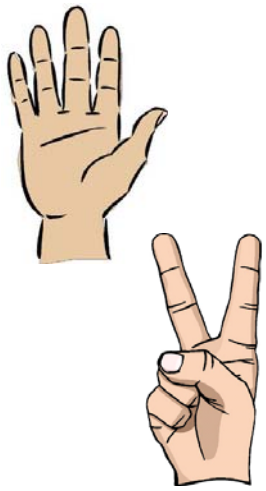
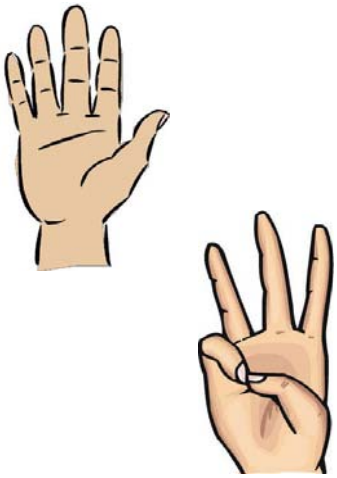
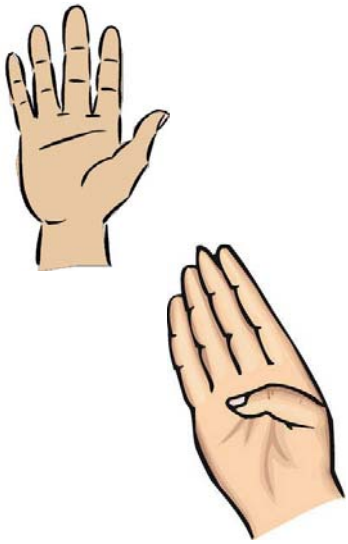
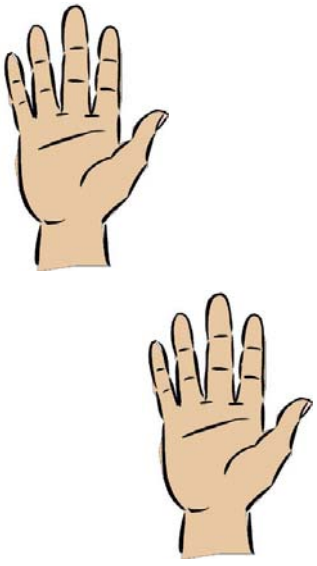
BLM 1.N.2.7

Finger Patterns (continued)

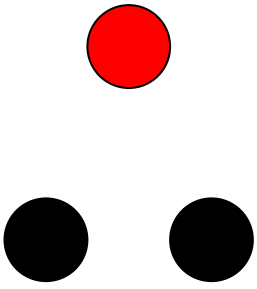
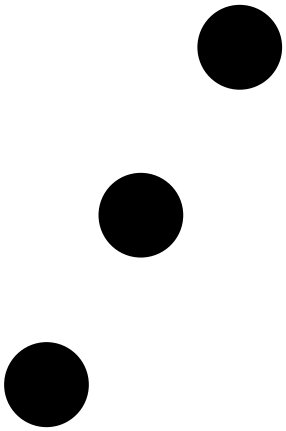
BLM 1.N.2.7

Finger Patterns (continued)

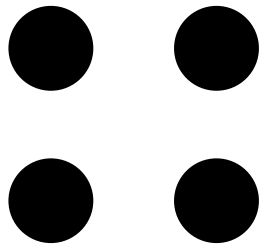
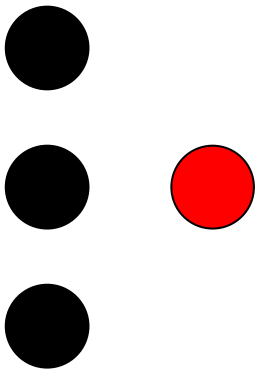
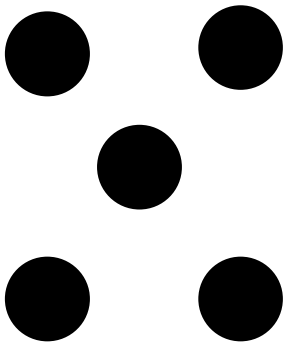
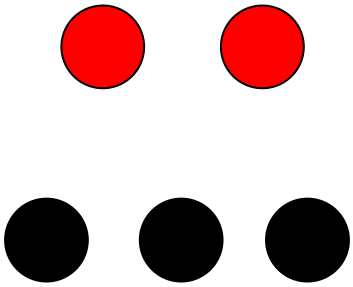
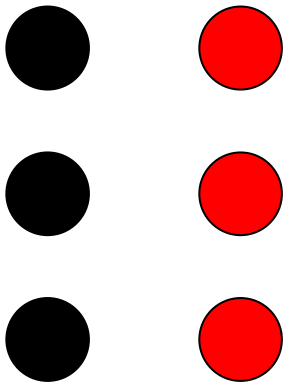
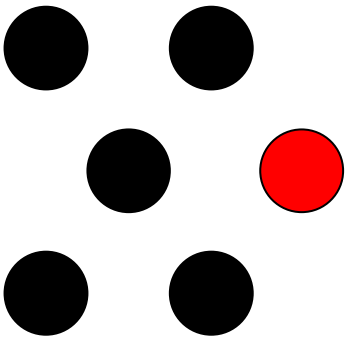
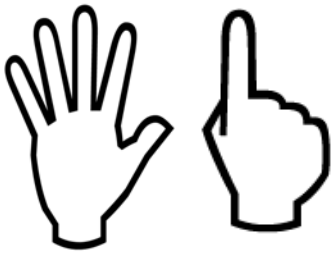
BLM 1.N.2.8

Matching Cards

		1	
		2	
		3	

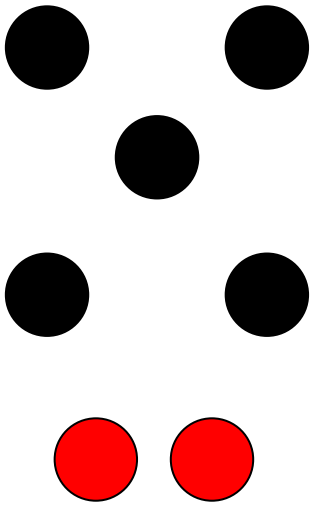
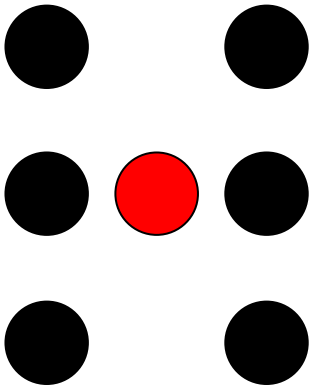
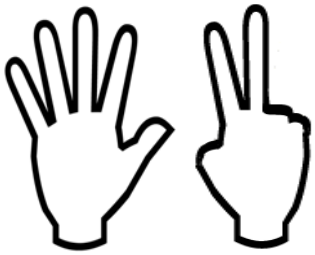
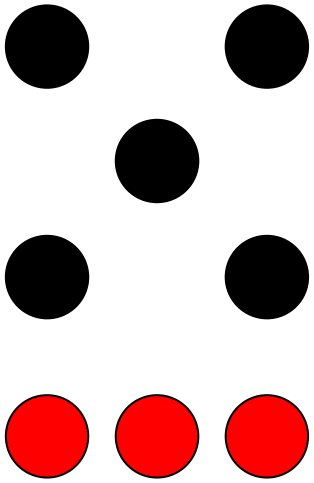
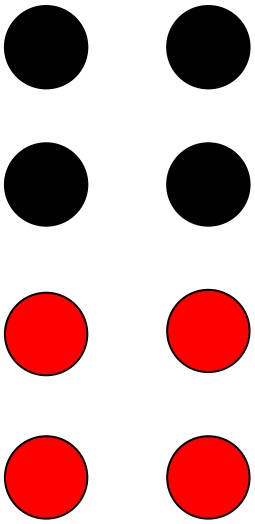
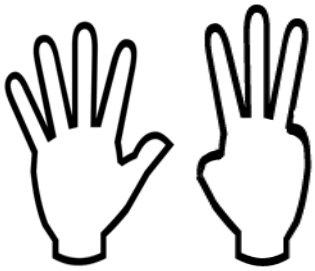
BLM 1.N.2.8

Matching Cards (continued)

		4	
		5	
		6 _____	

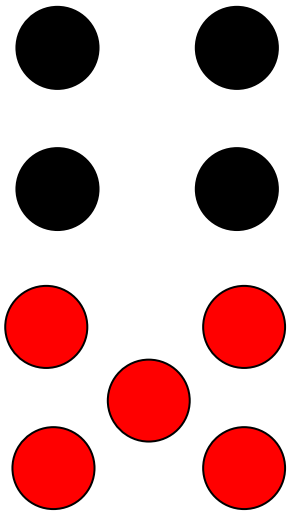
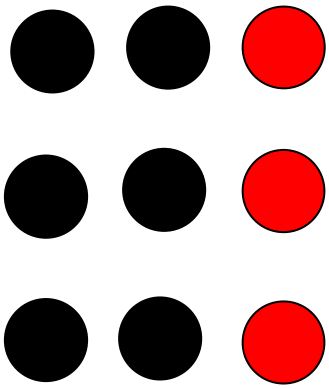
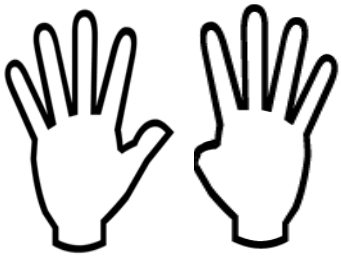
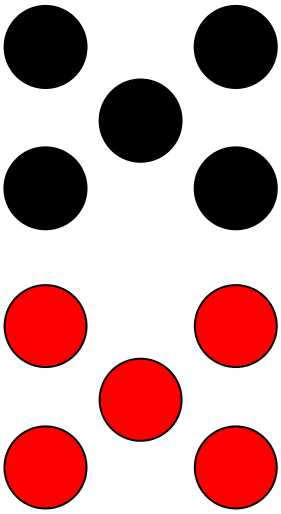
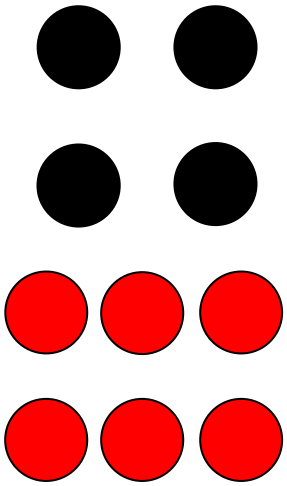
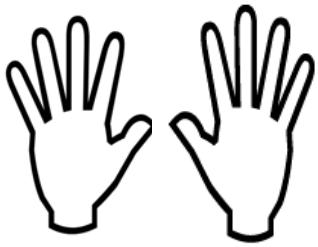
BLM 1.N.2.8

Matching Cards (continued)

		7	
		8	

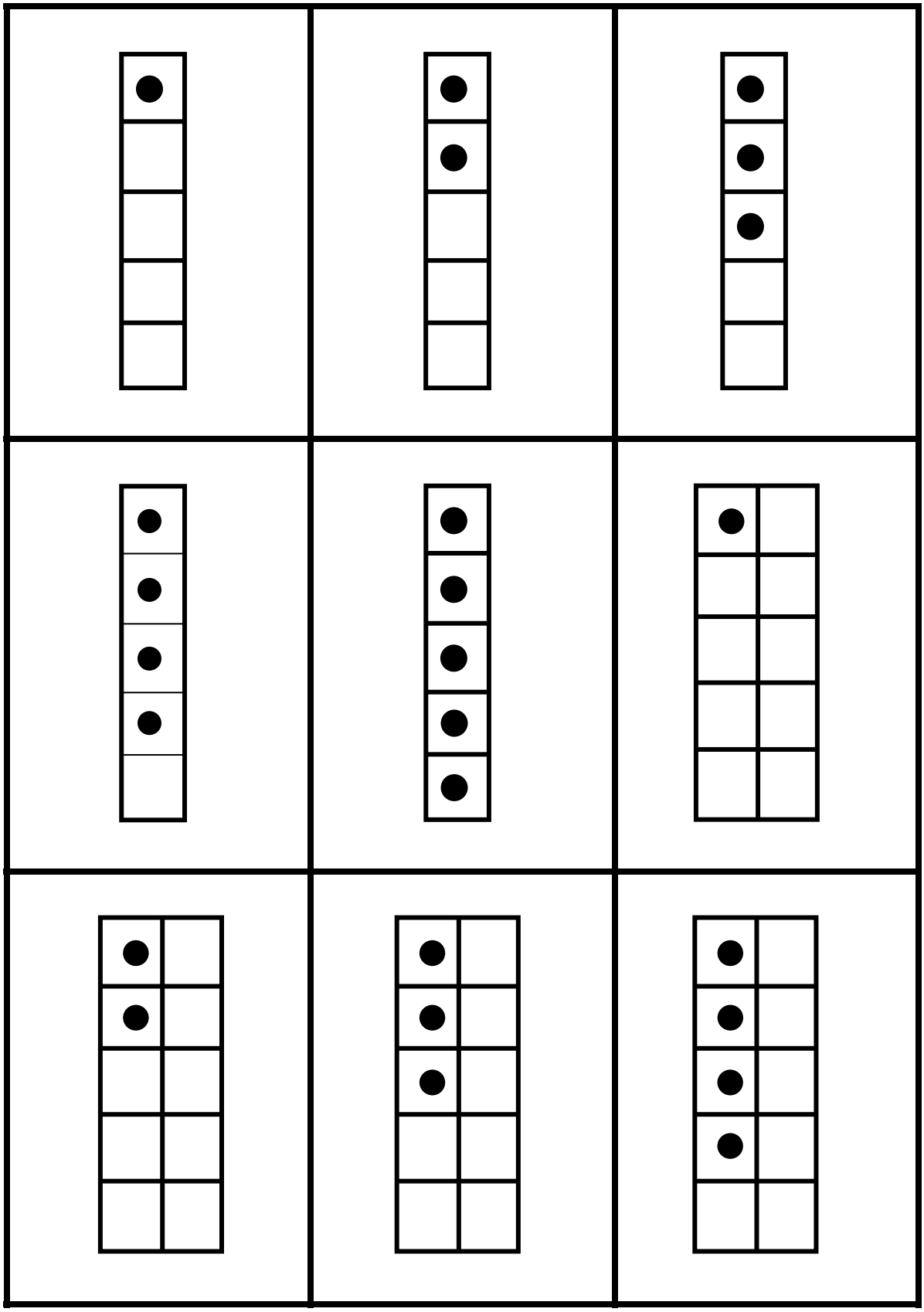
BLM 1.N.2.8

Matching Cards (continued)

		9	
		10	

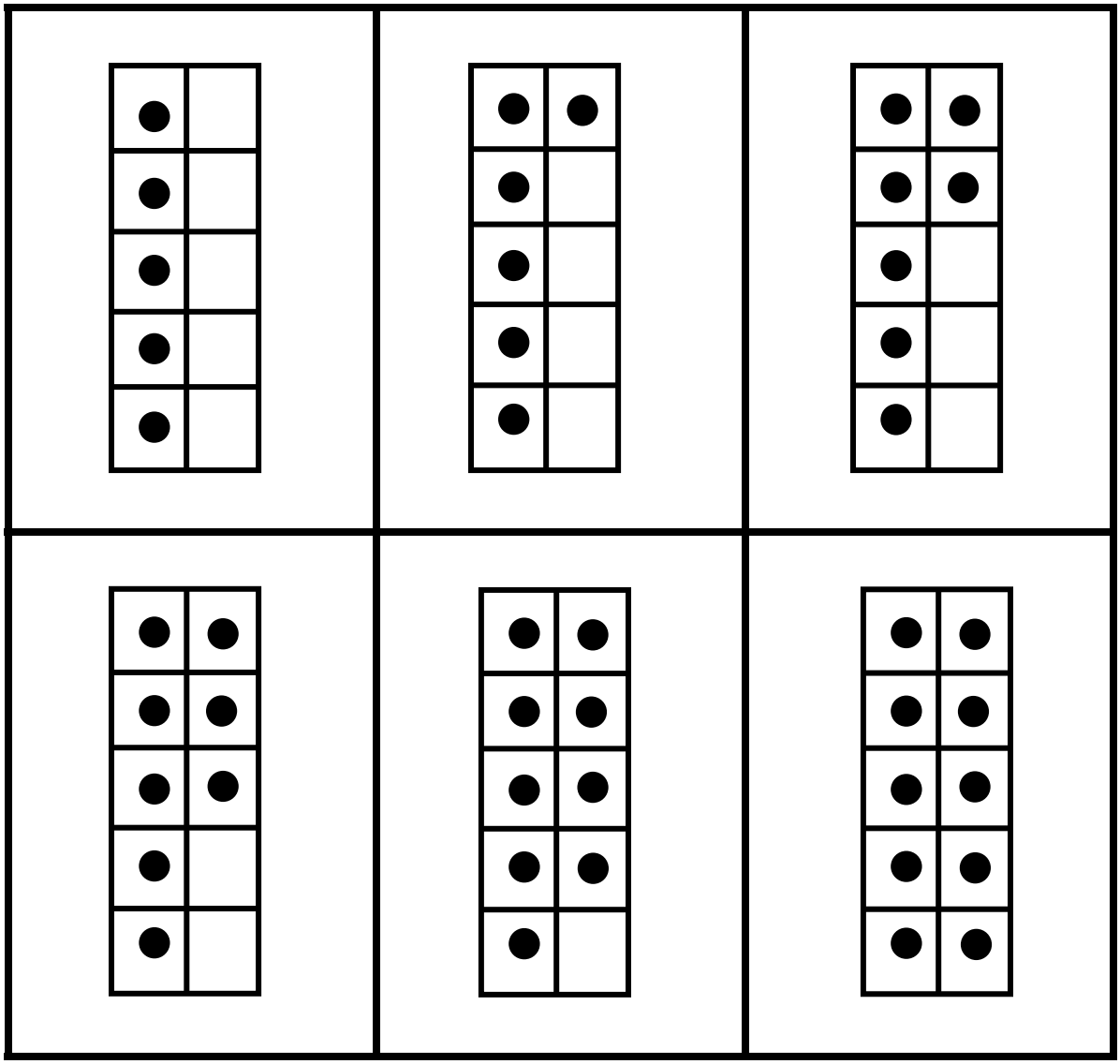
BLM 1.N.4.1

Flash Frames



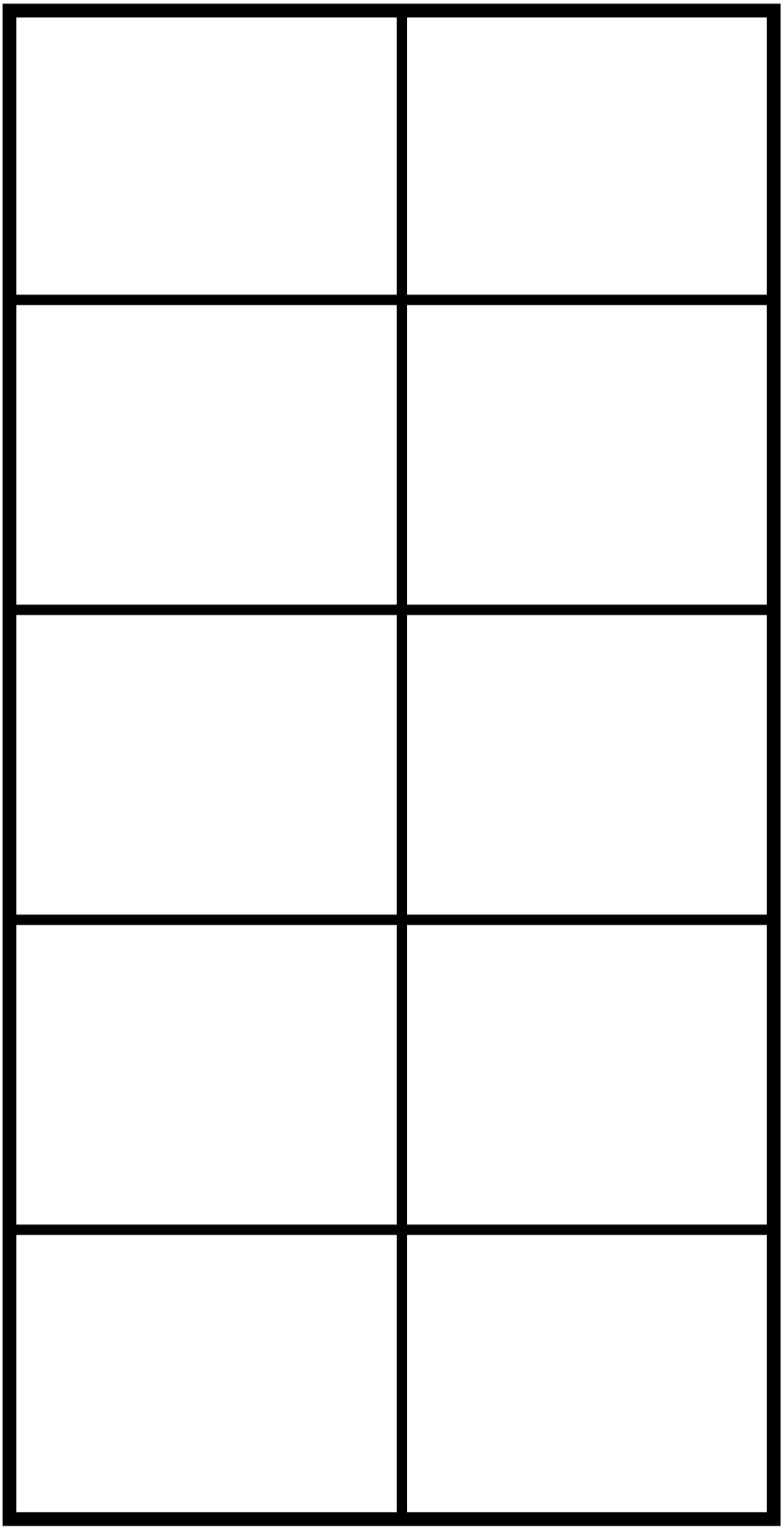
BLM 1.N.4.1

Flash Frames (continued)

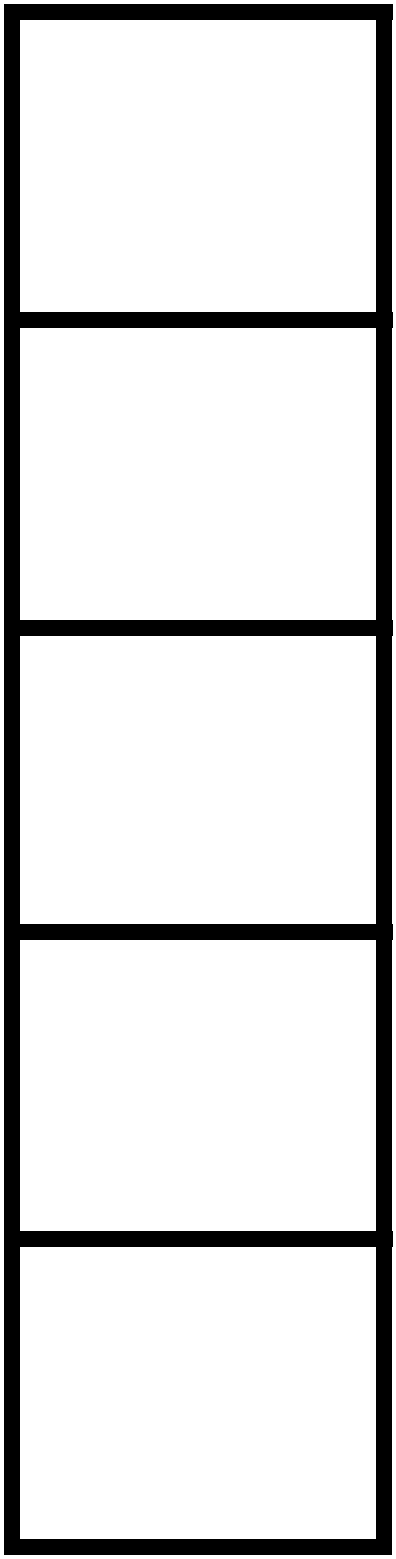


BLM 1.N.4.1

Flash Frames (continued)



Flash Frames (continued)



BLM 1.N.4.2

Number Words and Numerals

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

BLM 1.N.4.2

Number Words and Numerals (continued)

one	six
two	seven
three	eight
four	nine
five	ten

BLM 1.N.4.2

Number Words and Numerals (continued)

eleven	sixteen
twelve	seventeen
thirteen	eighteen
fourteen	nineteen
fifteen	twenty

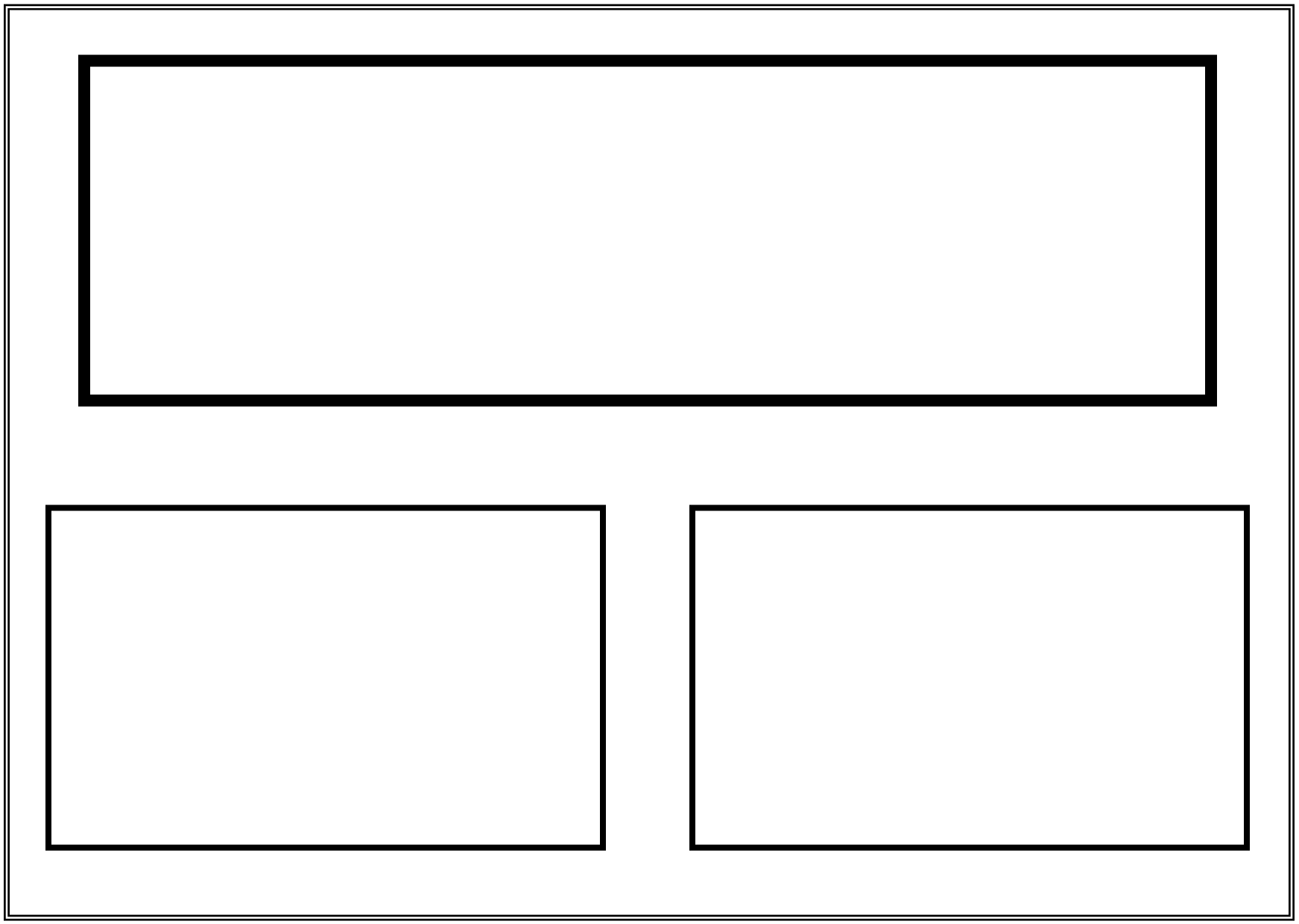
BLM 1.N.4.3

Observation Checklist

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student																				

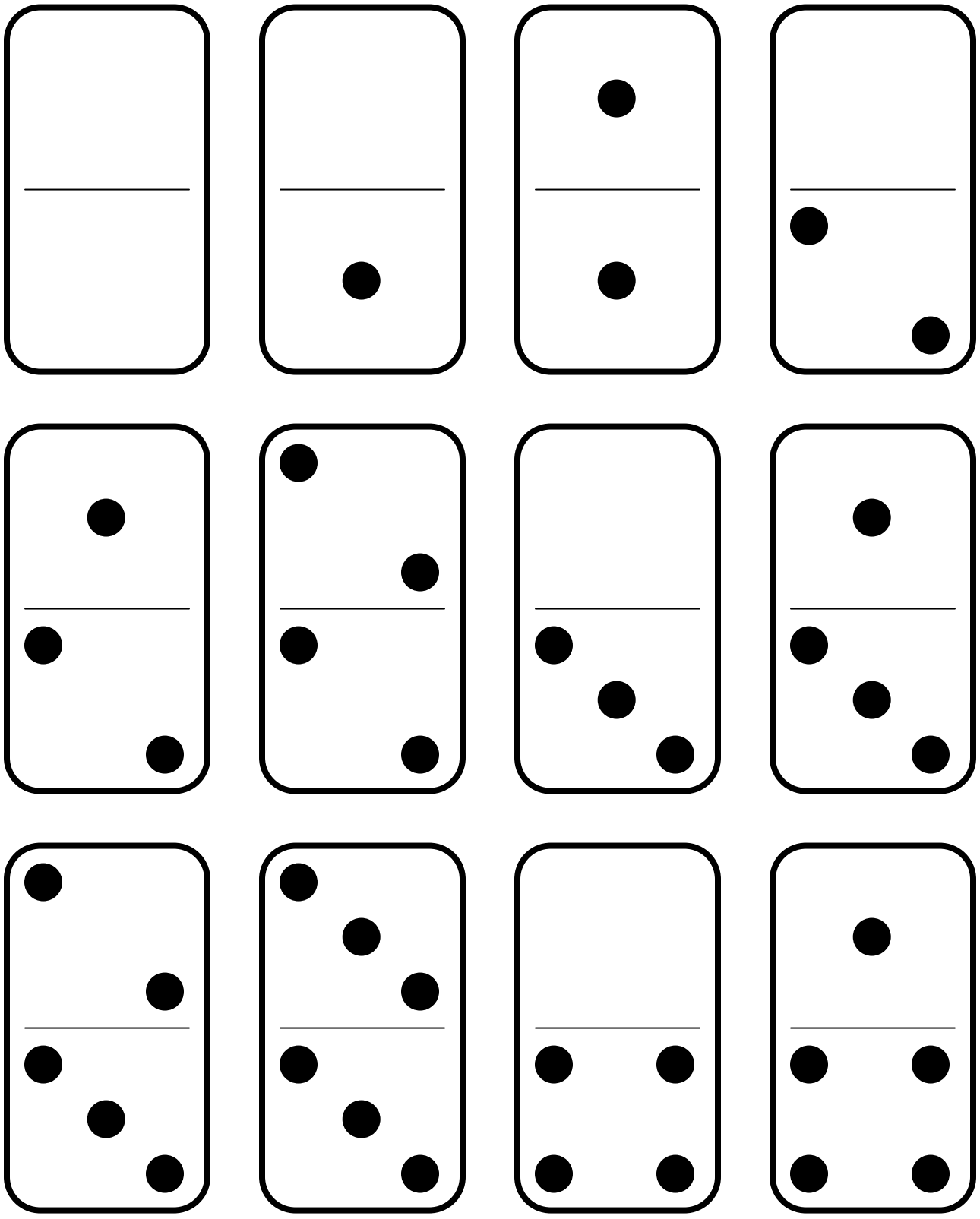
BLM 1.N.4.4

Part-Whole Board



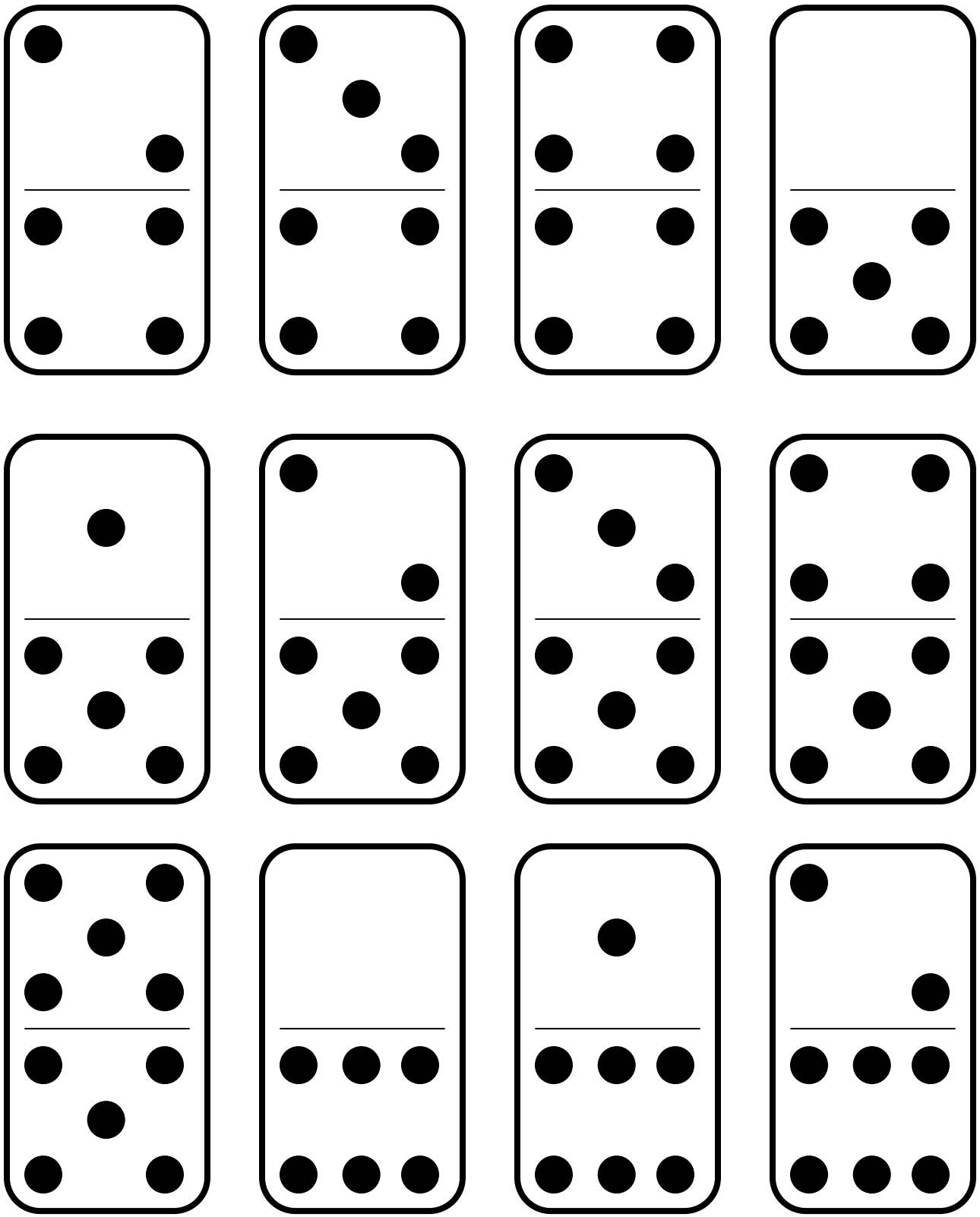
BLM 1.N.4.5

Dominoes (Double Nine)

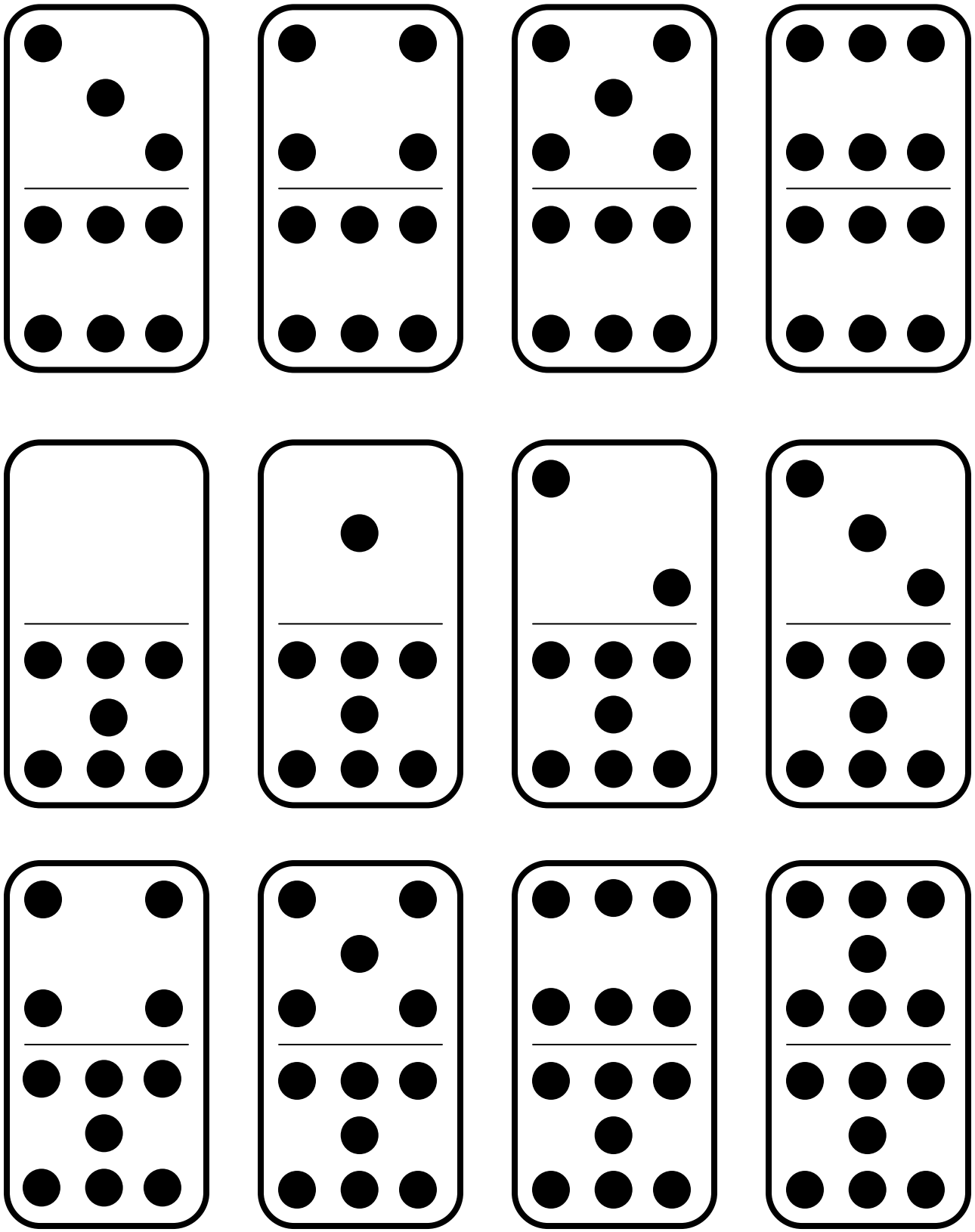


BLM 1.N.4.5

Dominoes (Double Nine) (continued)

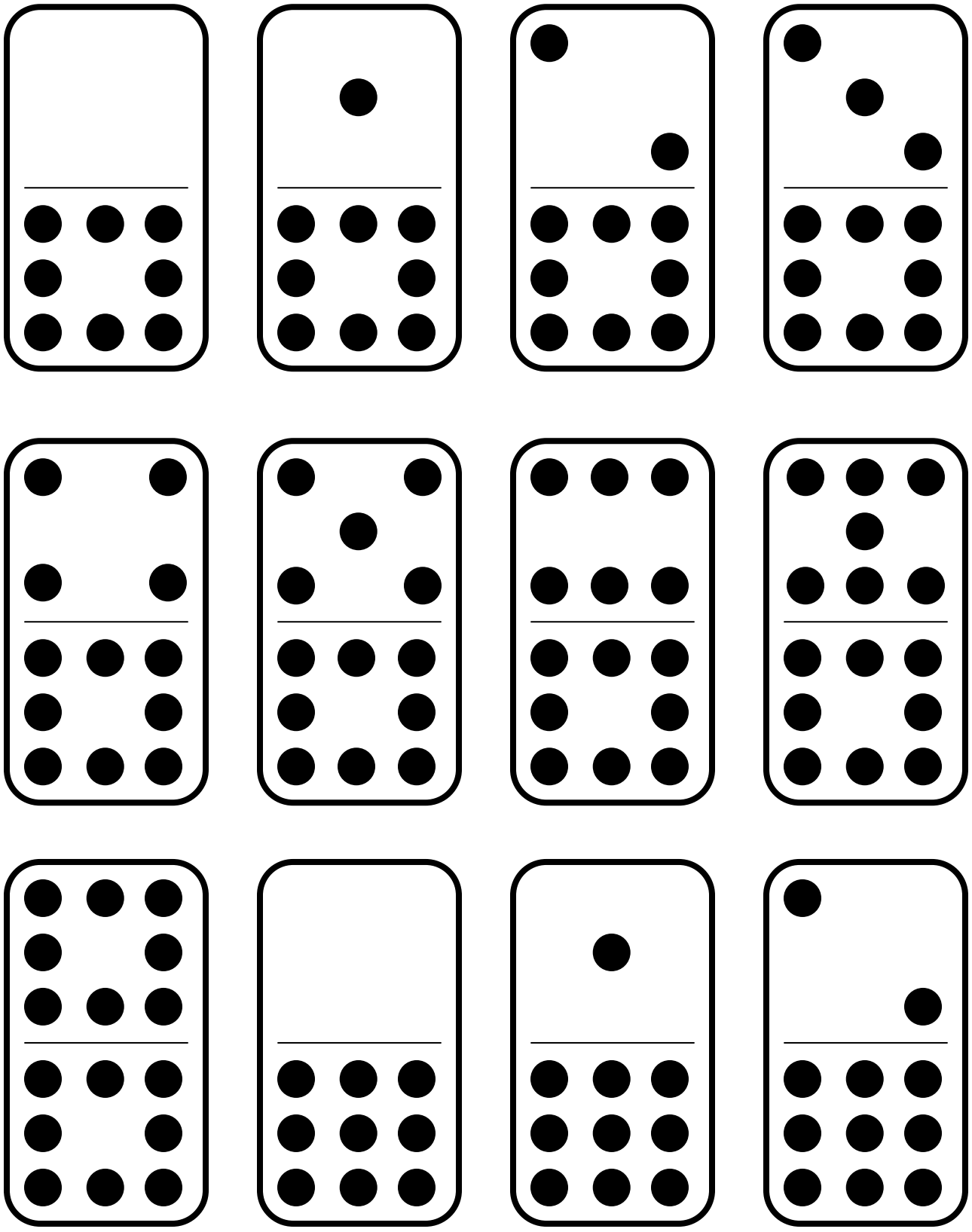


Dominoes (Double Nine) (continued)



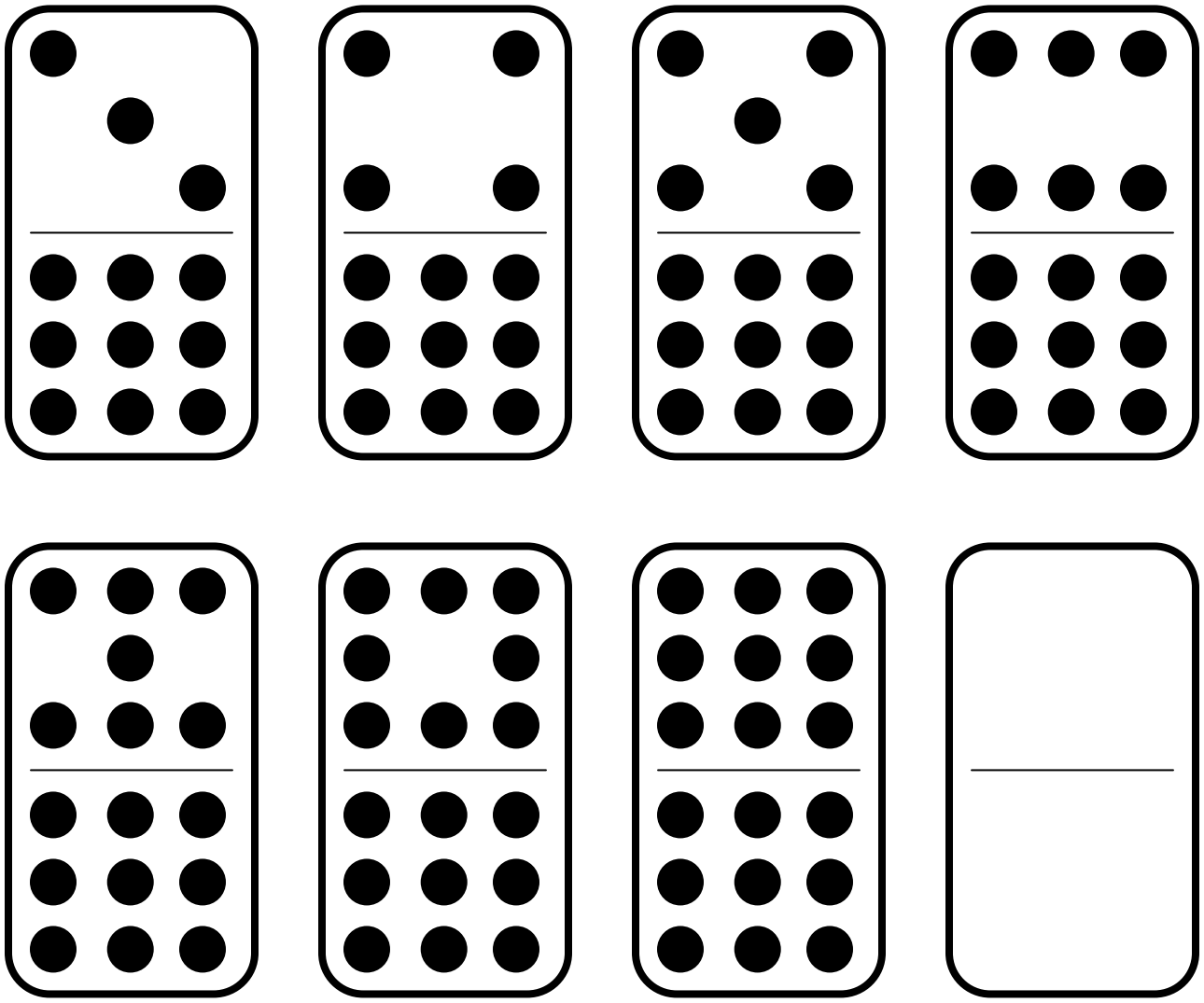
BLM 1.N.4.5

Dominoes (Double Nine) (continued)



BLM 1.N.4.5

Dominoes (Double Nine) (continued)



BLM 1.N.4.6

How Many More?

Materials: Game Grid for each student
Game markers
Number Cards

Directions: Decide on a target number (5 to 20)
Write all the numbers between 0 and the target number on the grid below. Put one number in each square. Numbers can be written more than once.

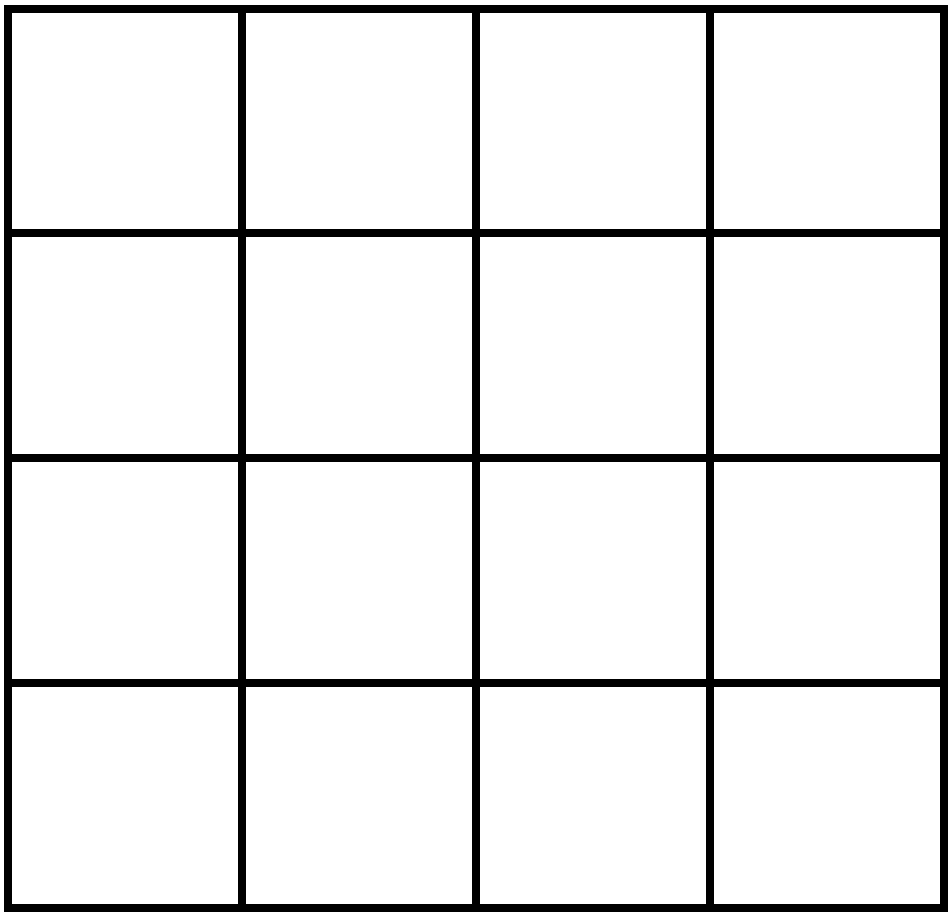
Cover the compatible/complementary number of the number that is called out. Cover one number at a time. If the target number is 10 and 6 is called out, the player would cover 4. The first player to get three in a row is the winner.

Variation: Make the grid larger and the winner who gets four in a row is the winner.

BLM 1.N.4.6

How Many More? (continued)

Target Number:



BLM 1.N.4.6

How Many More? (continued)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

BLM 1.N.4.7

Clothesline Numbers

1	2	3
4	5	6
7	8	9

BLM 1.N.4.7

Clothesline Numbers (continued)

10	11	12
13	14	15
16	17	18

Clothesline Numbers (continued)

19	20	21
22	23	24
25	26	27

BLM 1.N.4.7

Clothesline Numbers (continued)

28	29	30
31	32	33
34	35	36

Clothesline Numbers (continued)

37	38	39
40	41	42
43	44	45

BLM 1.N.4.7

Clothesline Numbers (continued)

46	47	48
49	50	51
52	53	54

Clothesline Numbers (continued)

55	56	57
58	59	60
61	62	63

Clothesline Numbers (continued)

64	65	66
67	68	69
70	71	72

Clothesline Numbers (continued)

73	74	75
76	77	78
79	80	81

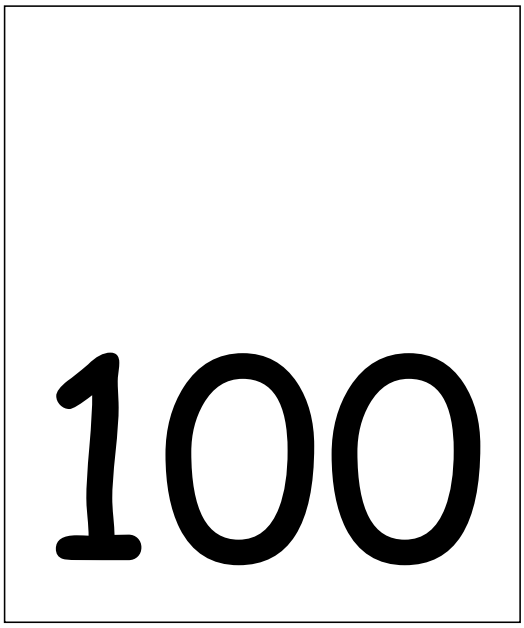
Clothesline Numbers (continued)

82	83	84
85	86	87
88	89	90

Clothesline Numbers (continued)

91	92	93
94	95	96
97	98	99

Clothesline Numbers (continued)

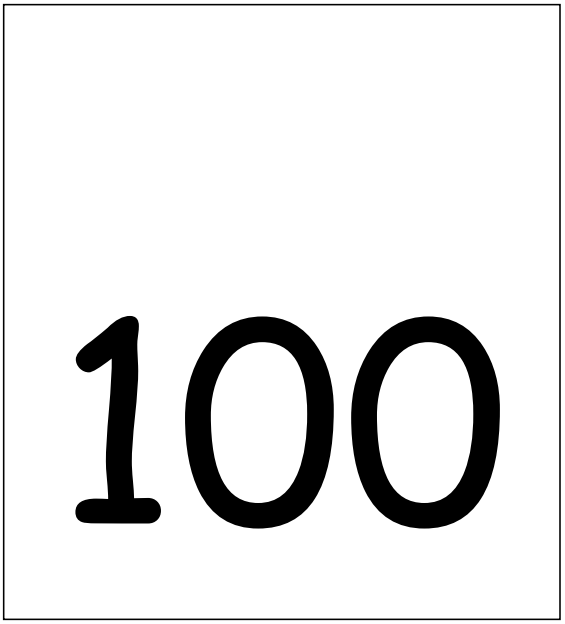


BLM 1.N.4.8

Clothesline Numbers: Multiples of 10

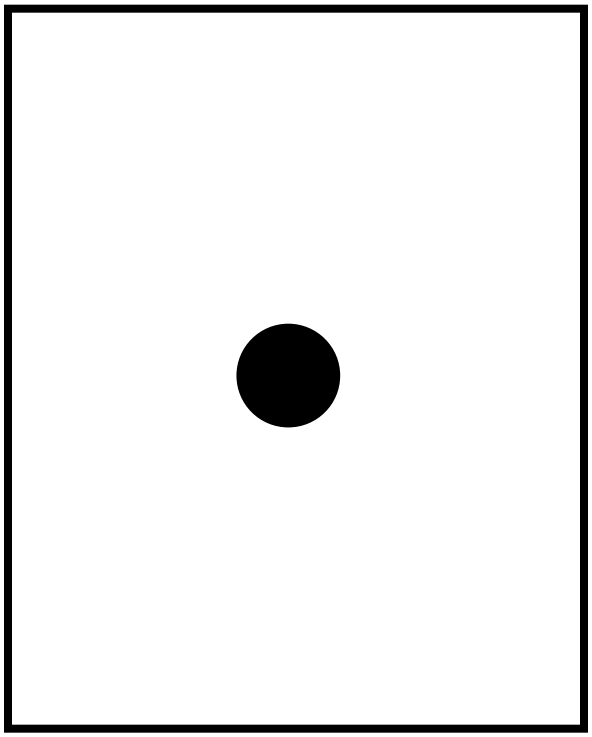
10	20	30
40	50	60
70	80	90

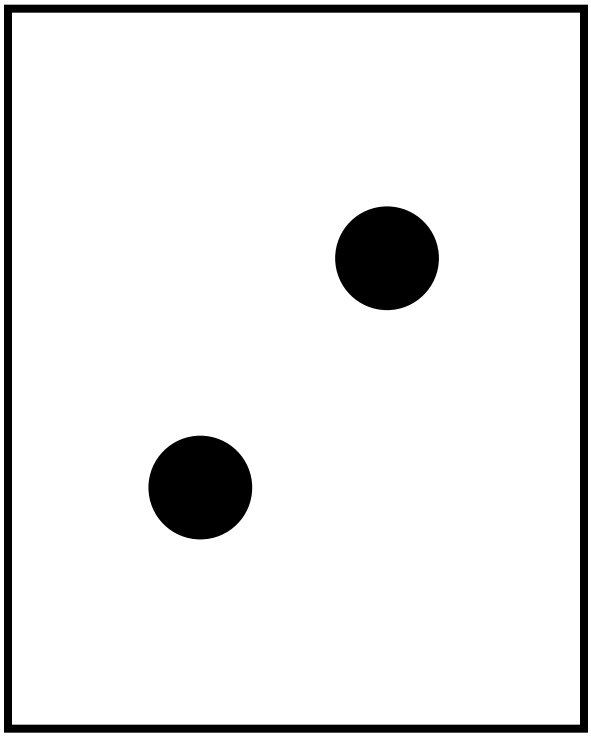
Clothesline Numbers: Multiples of 10 (continued)

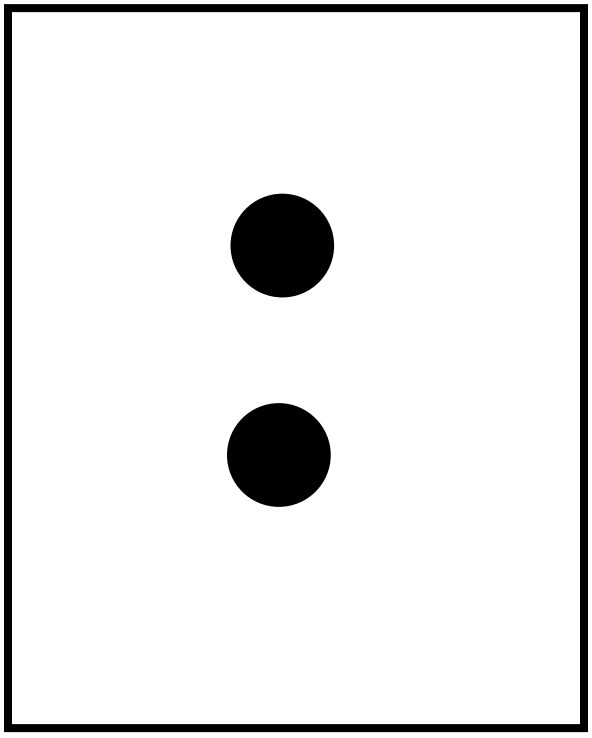


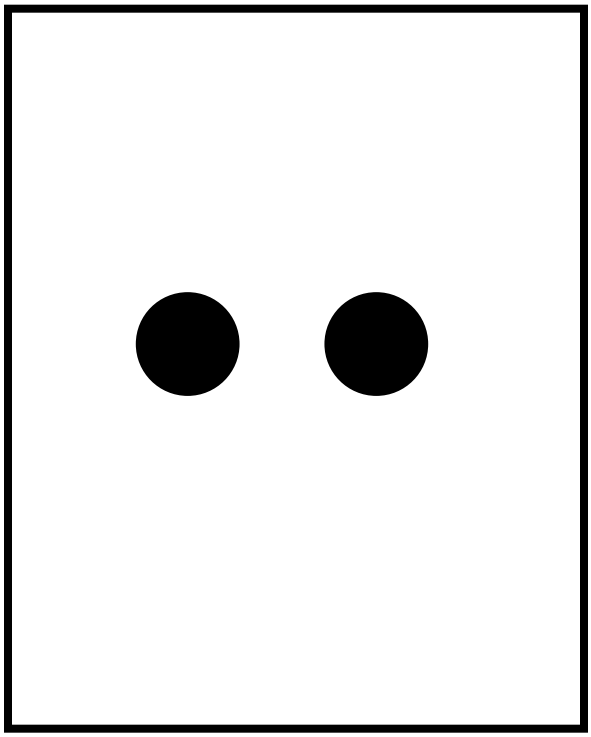
BLM 1.N.5&6&8.1

Dot Cards to 20

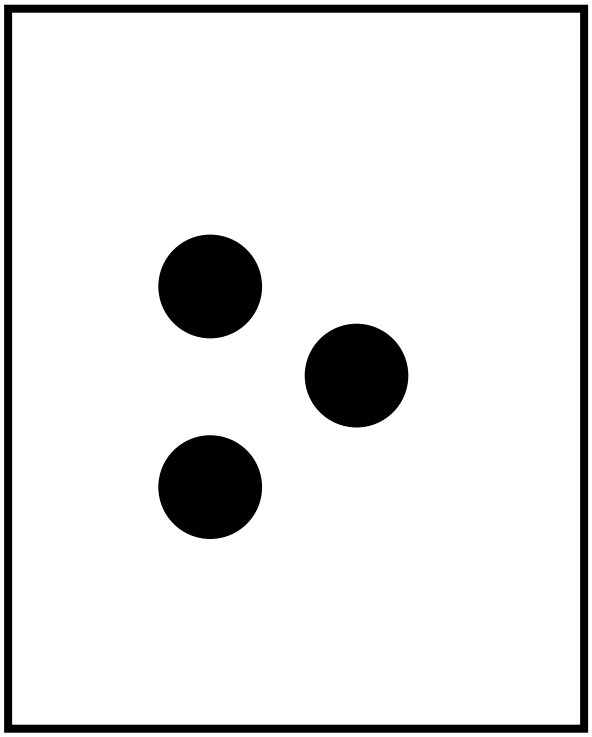


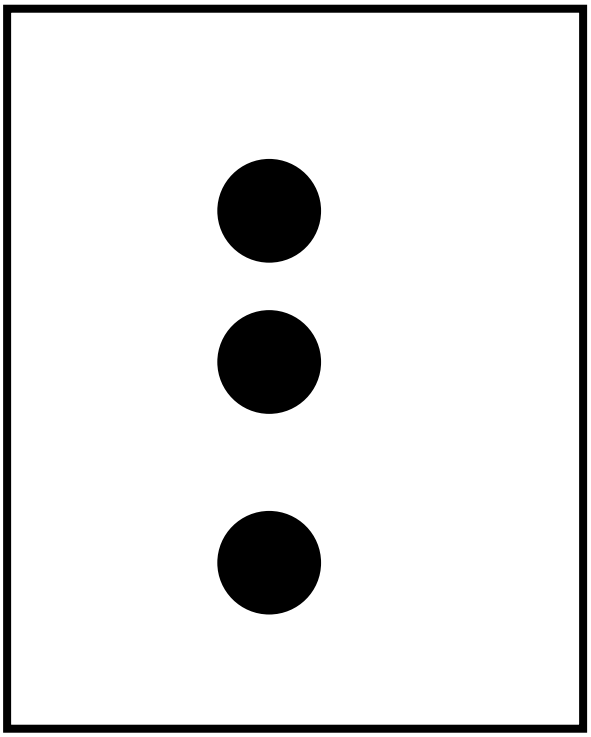


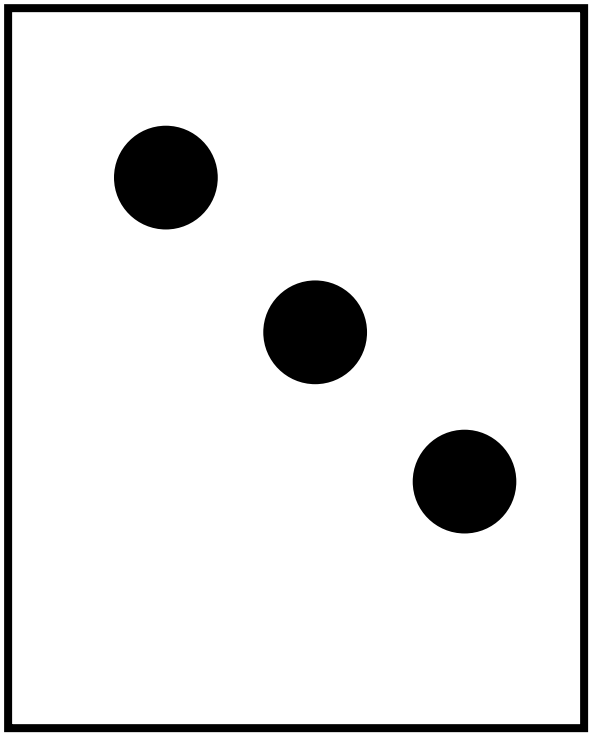


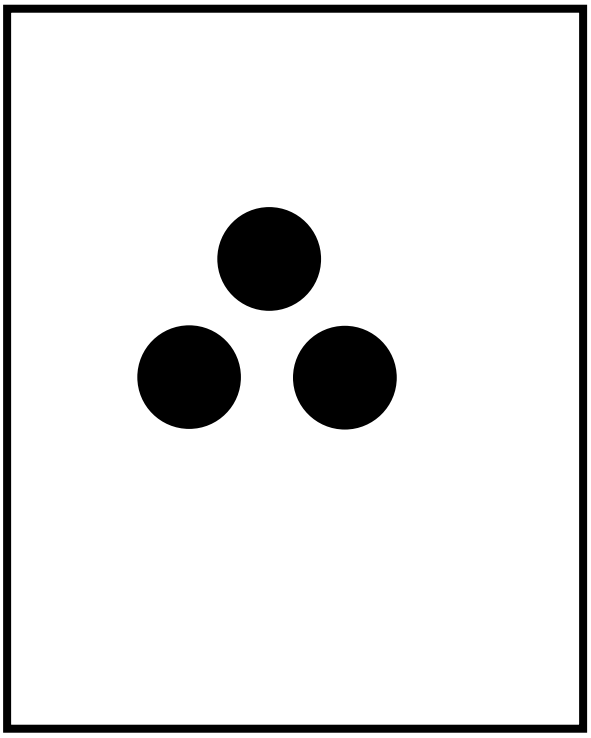


Dot Cards to 20 (continued)



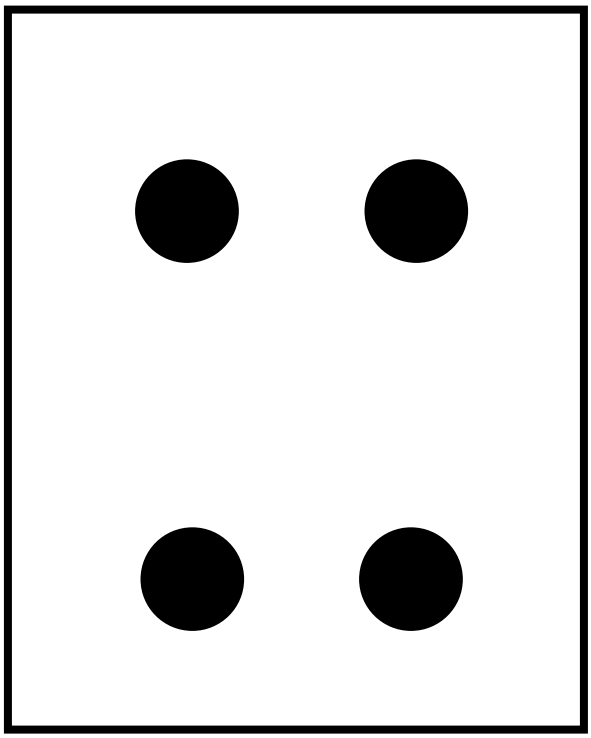


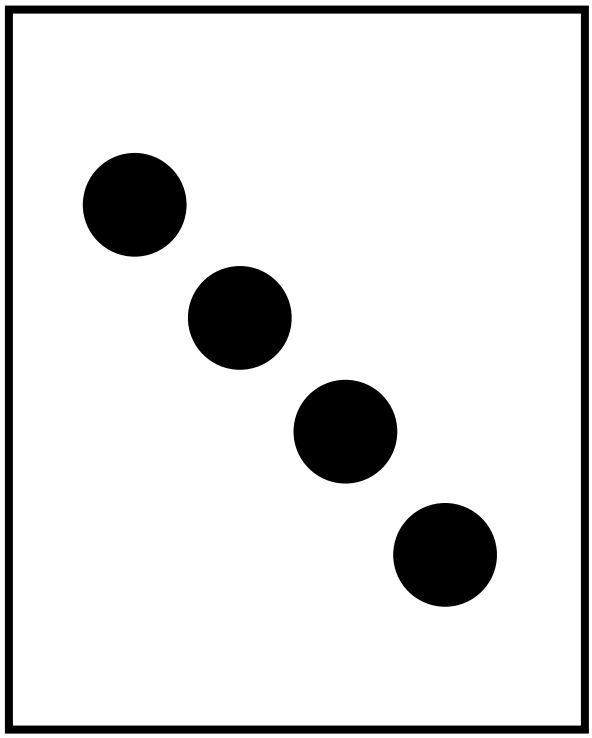


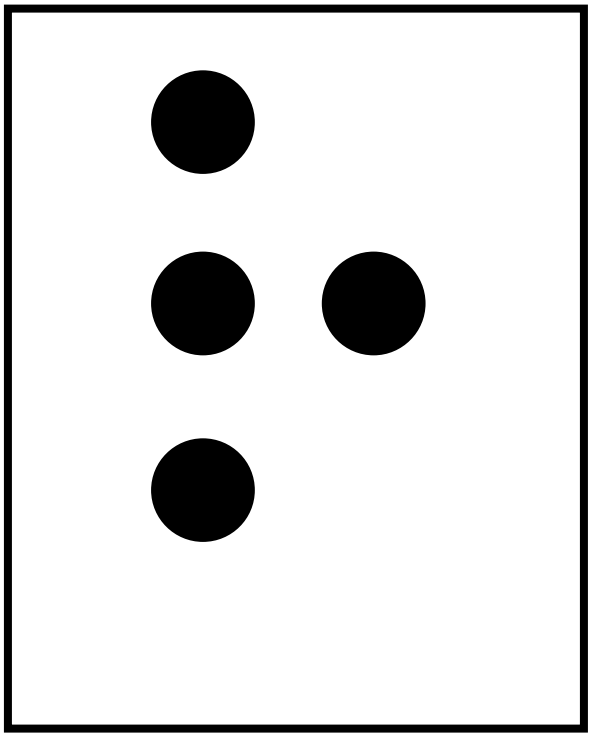


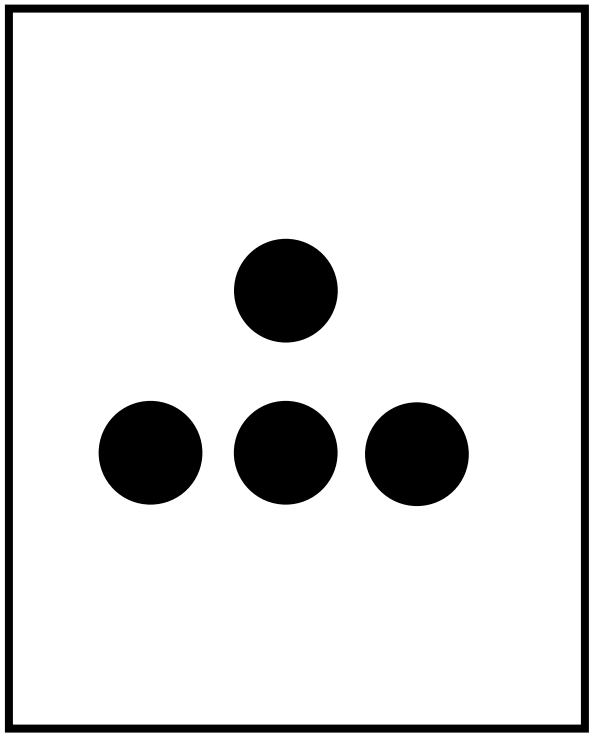
BLM 1.N.5&6&8.1

Dot Cards to 20 (continued)

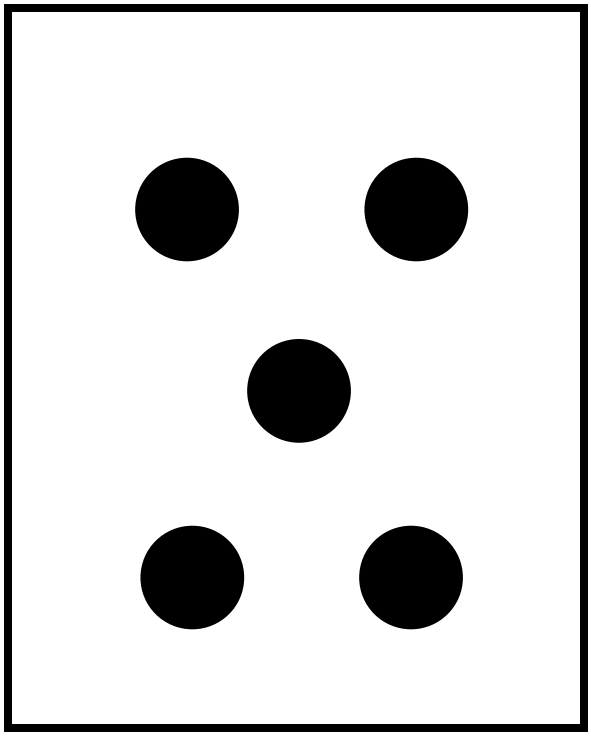


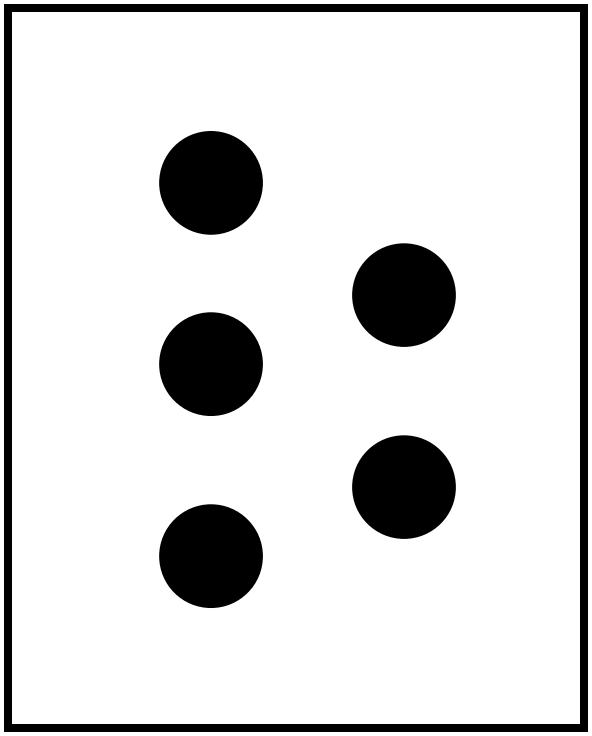


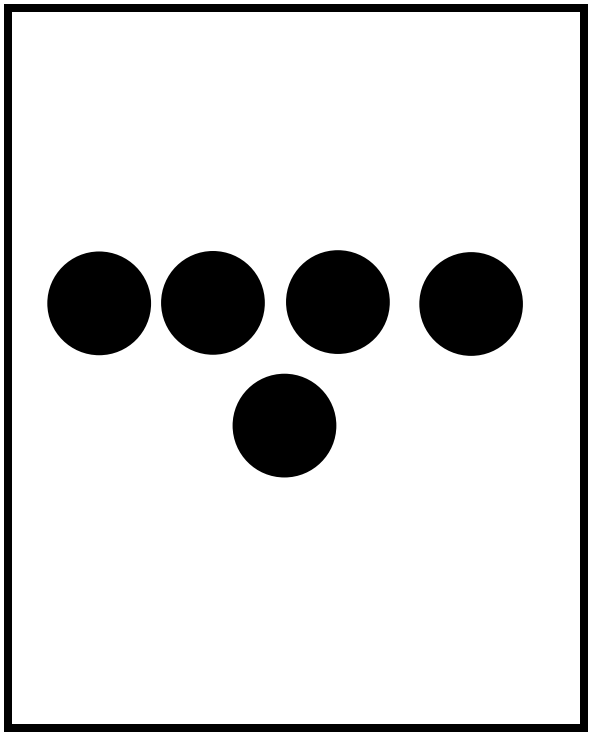


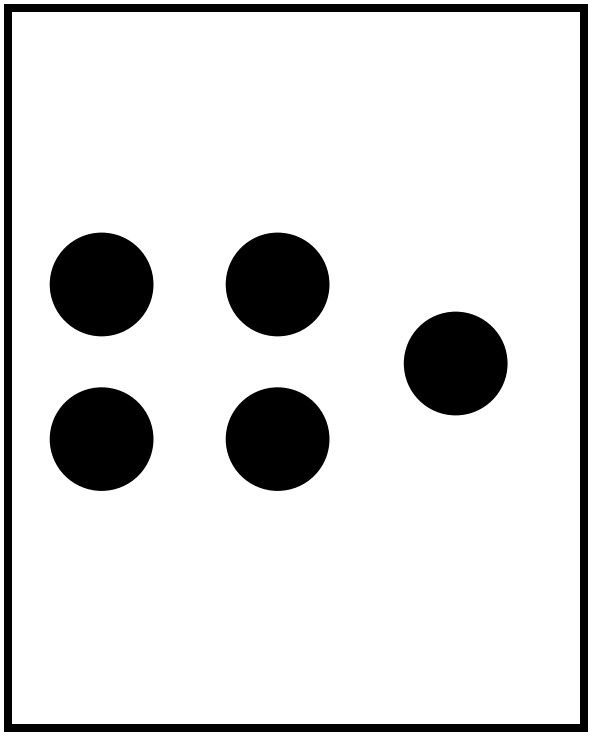


Dot Cards to 20 (continued)



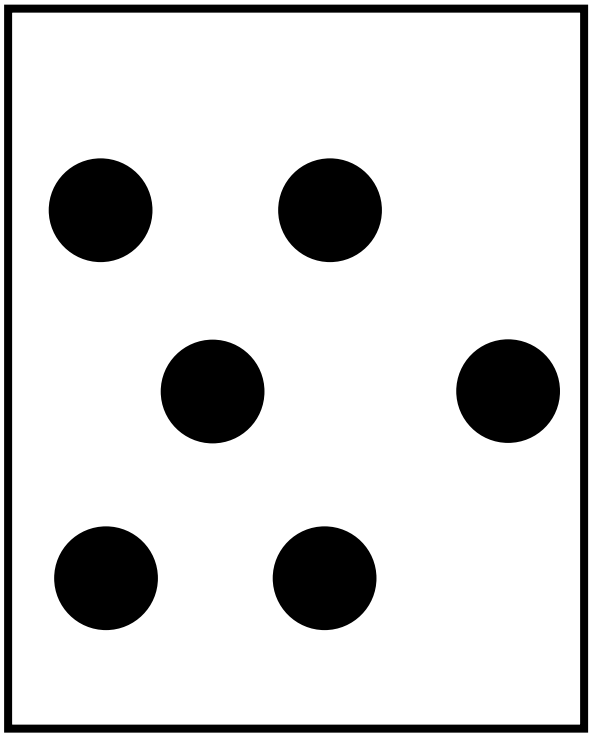


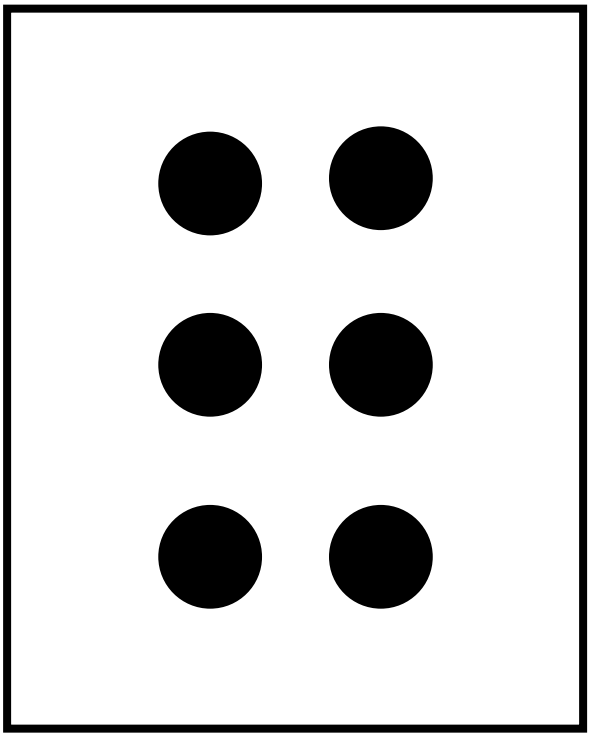


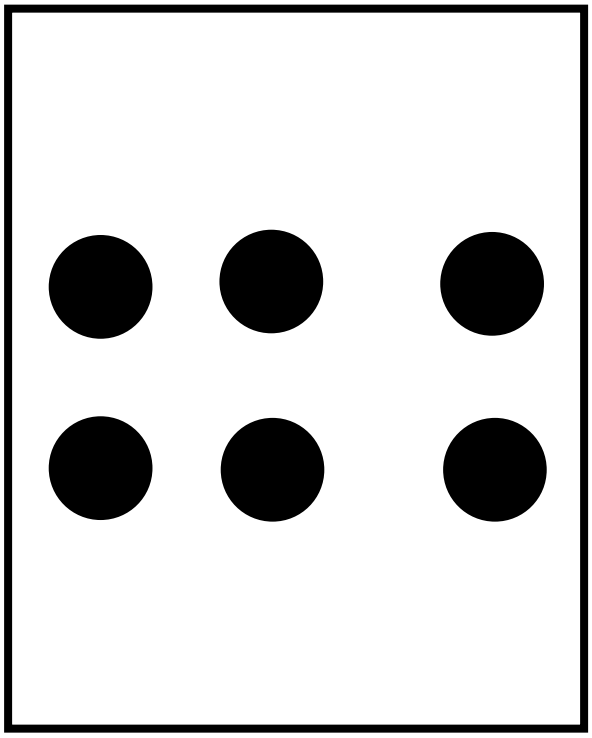


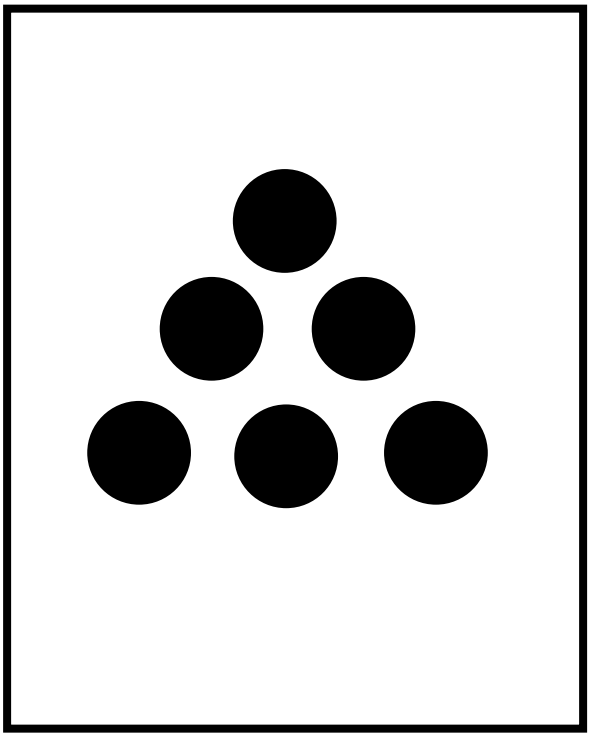
BLM 1.N.5&6&8.1

Dot Cards to 20 (continued)

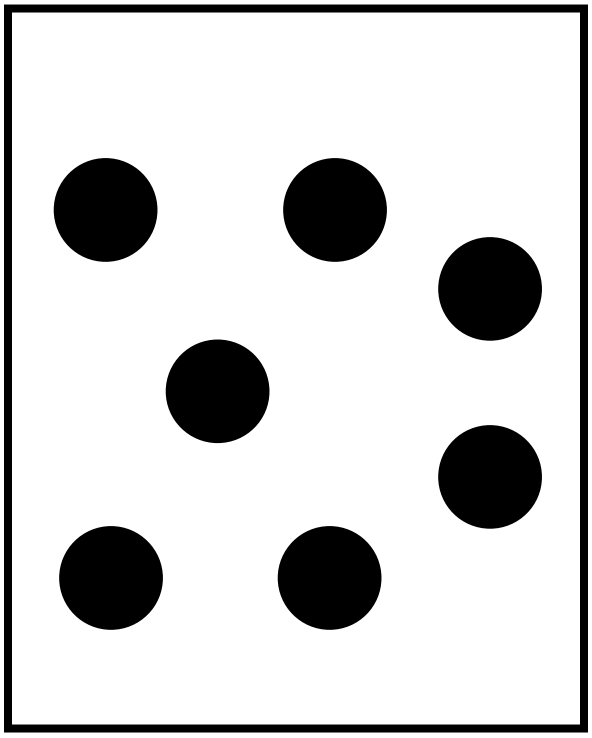


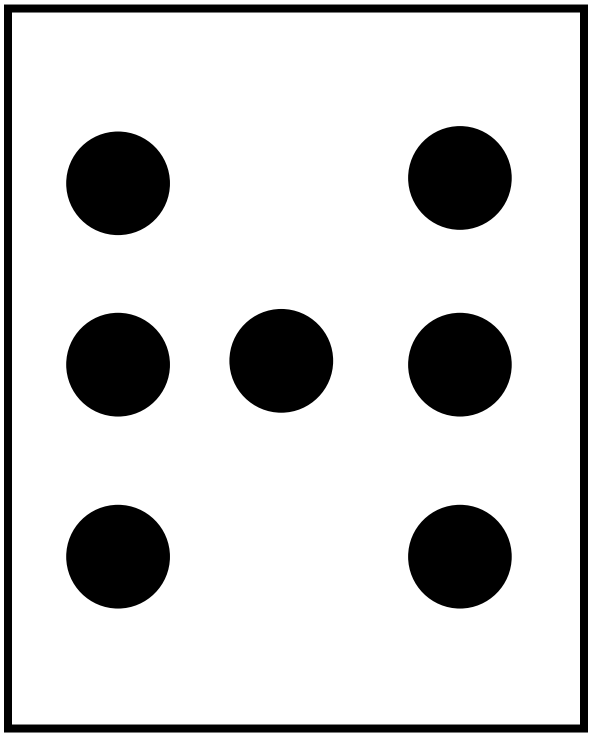


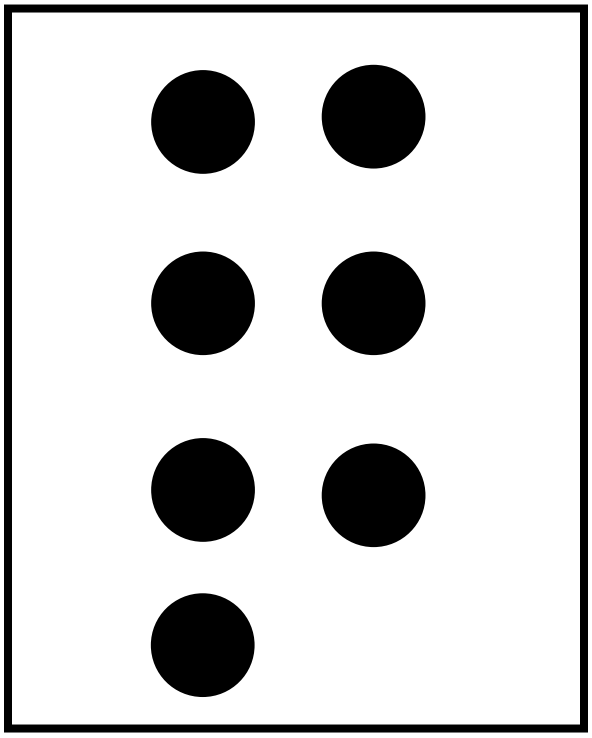


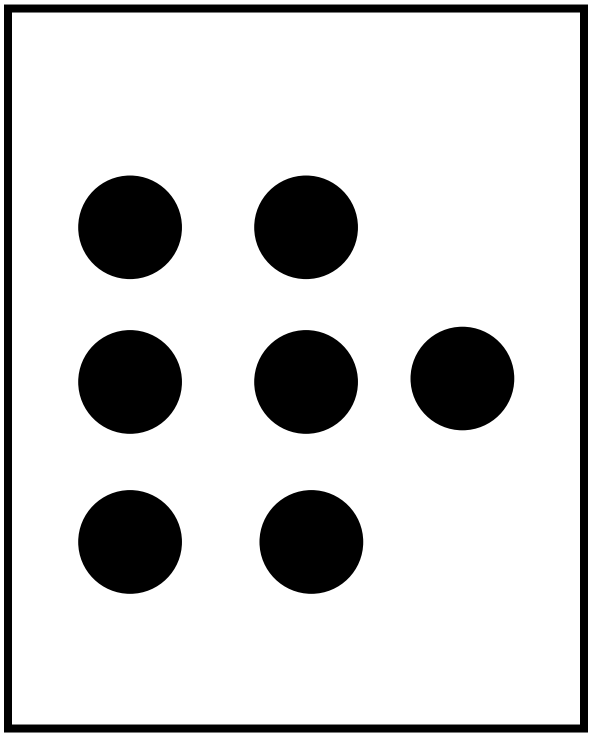


Dot Cards to 20 (continued)

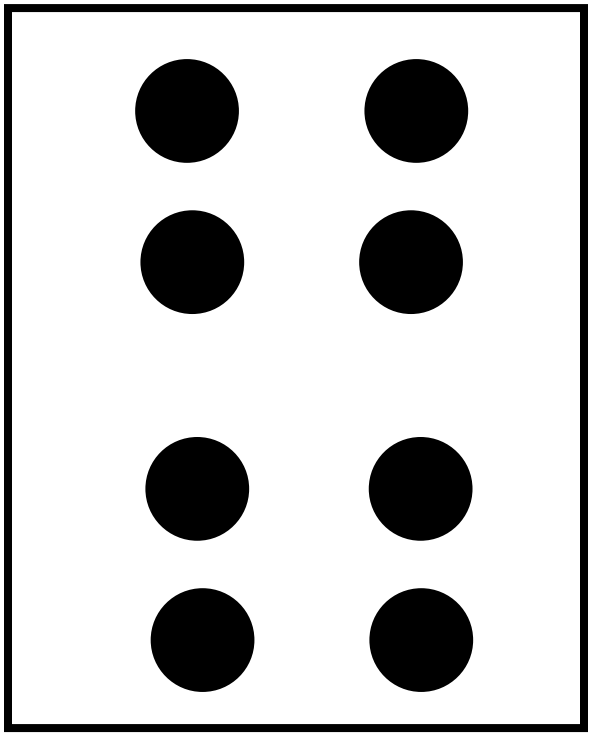


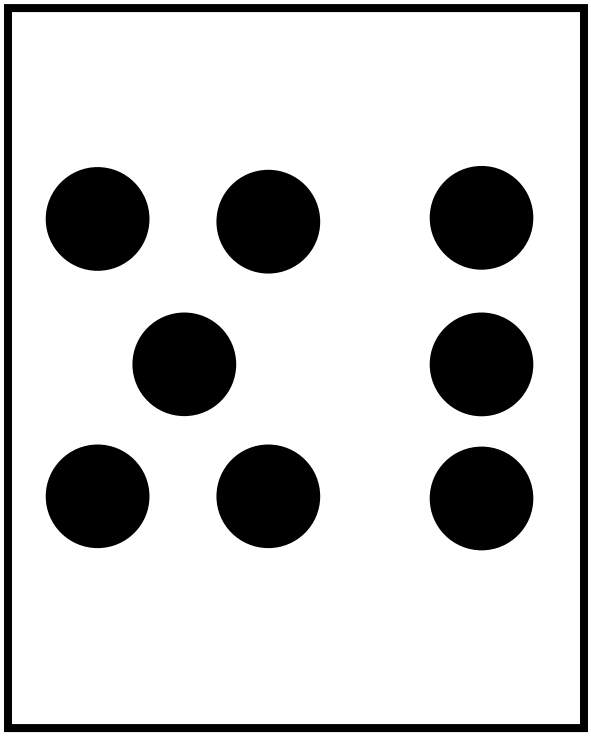


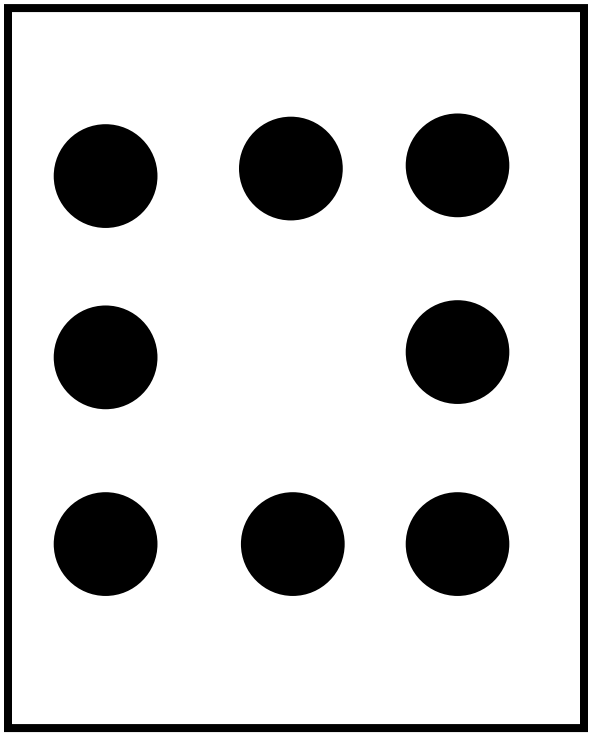


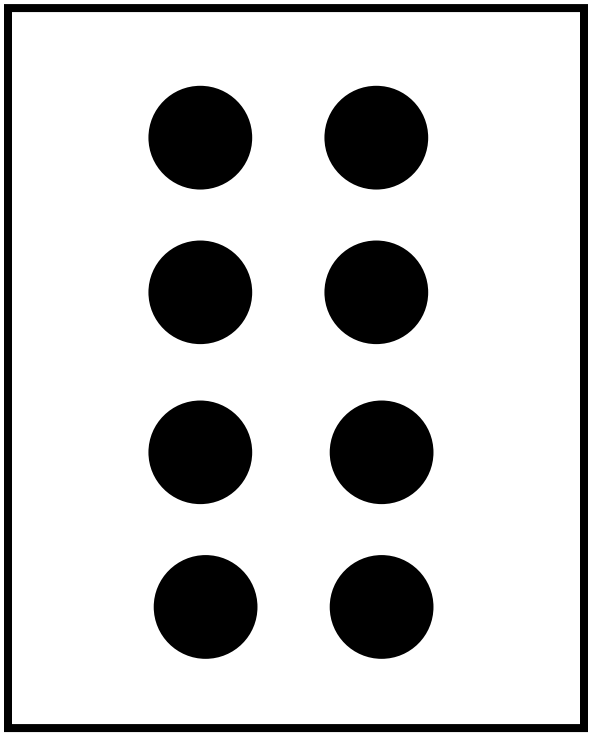


Dot Cards to 20 (continued)



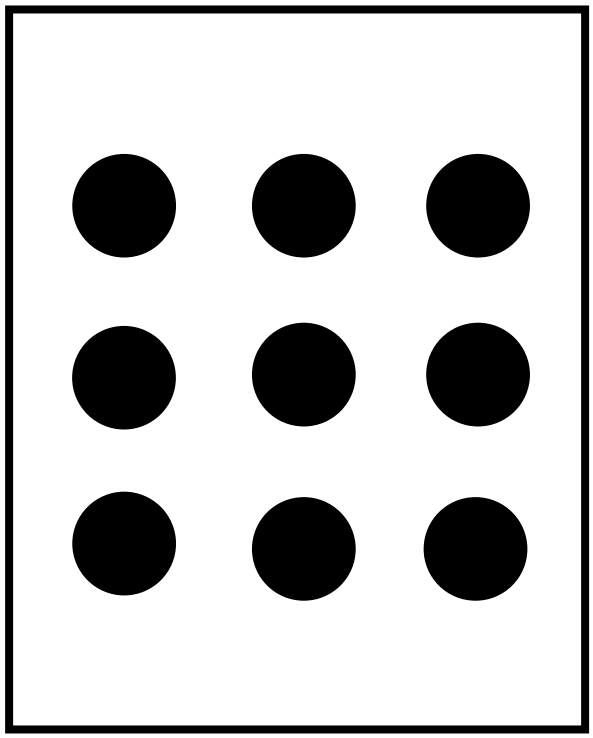


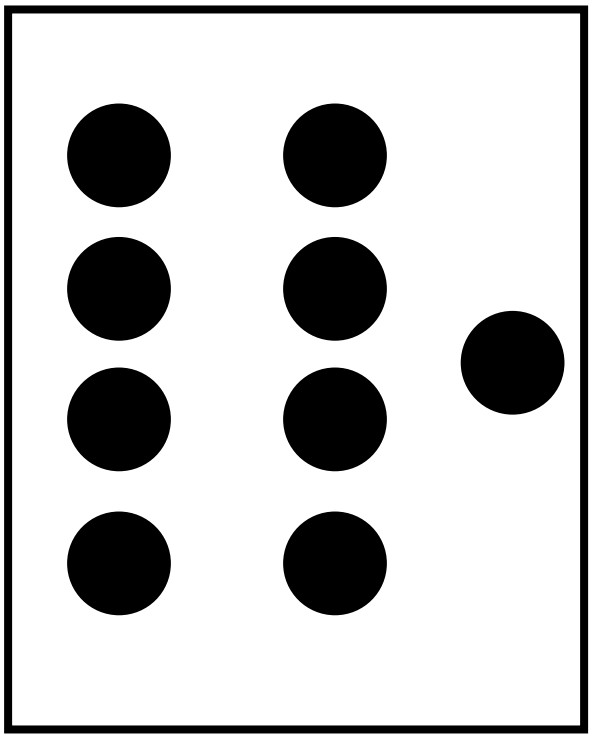


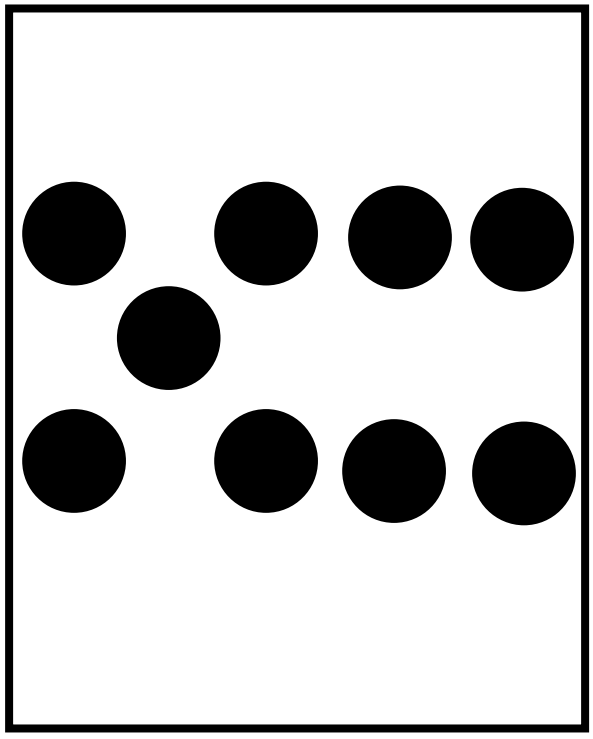


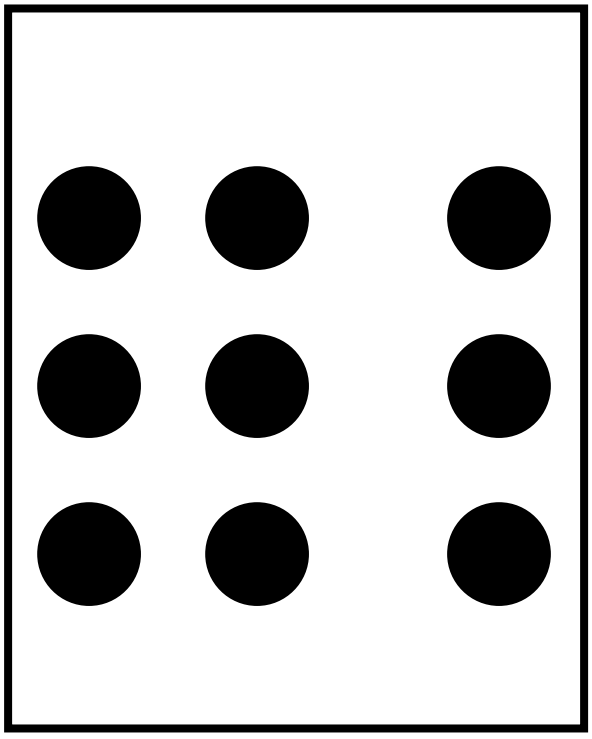
BLM 1.N.5&6&8.1

Dot Cards to 20 (continued)

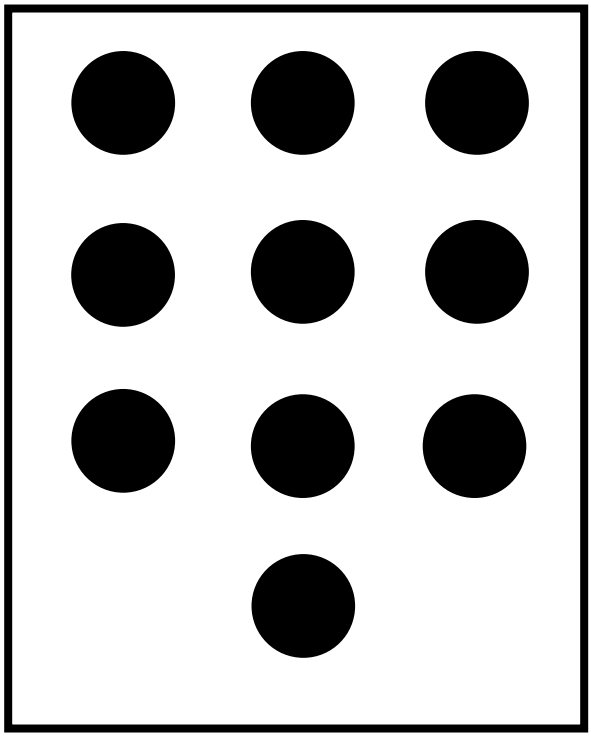


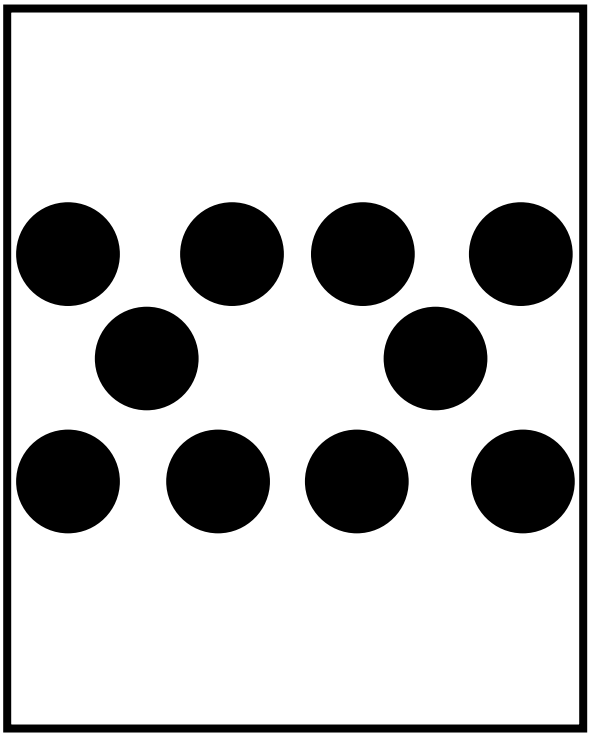


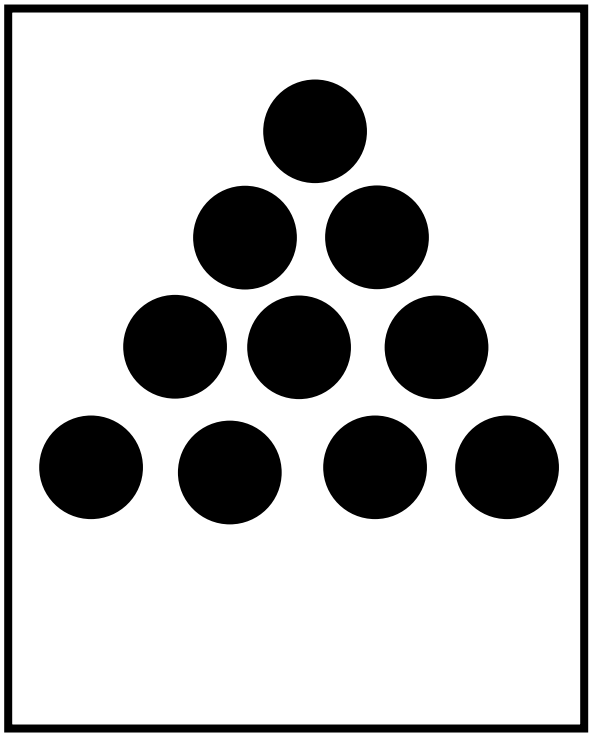


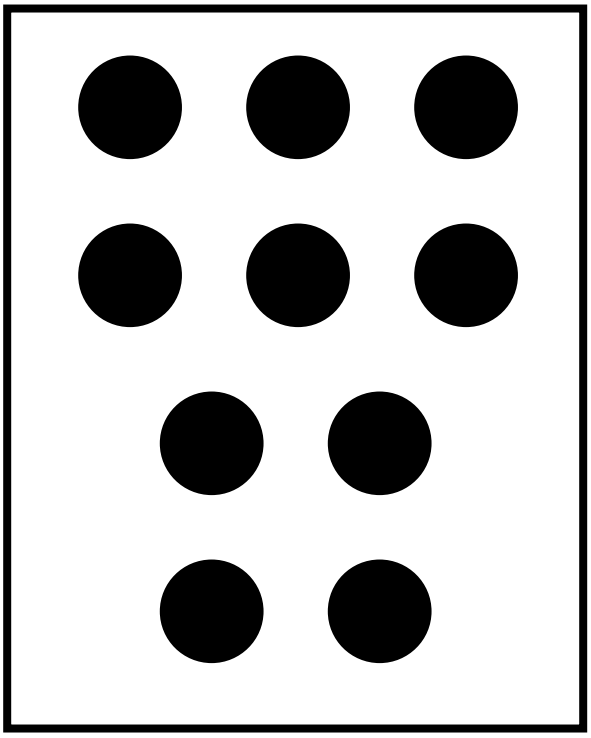


Dot Cards to 20 (continued)



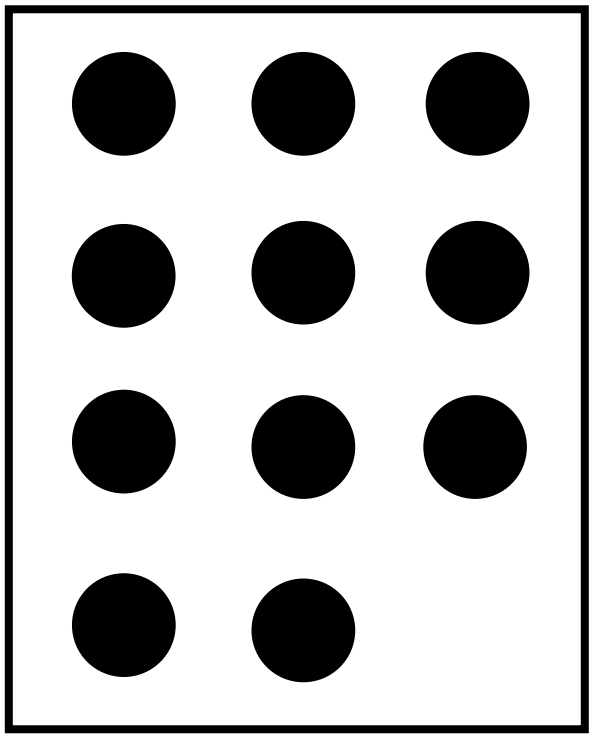


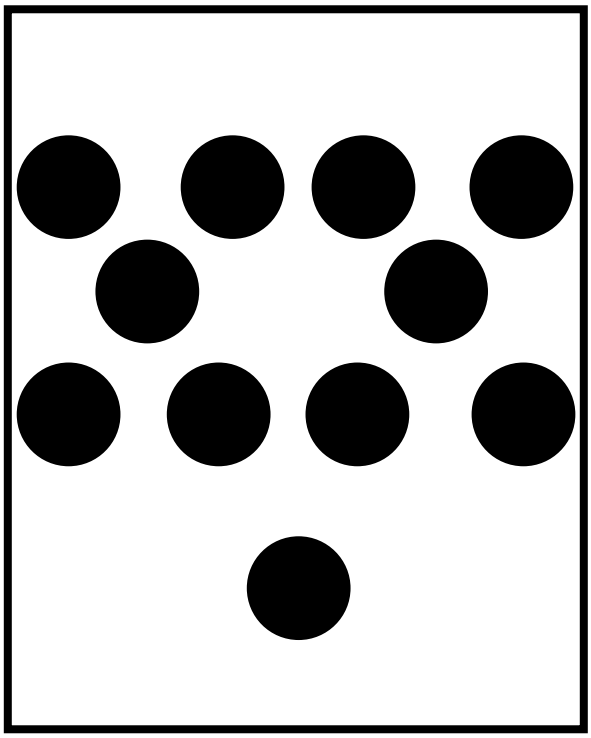


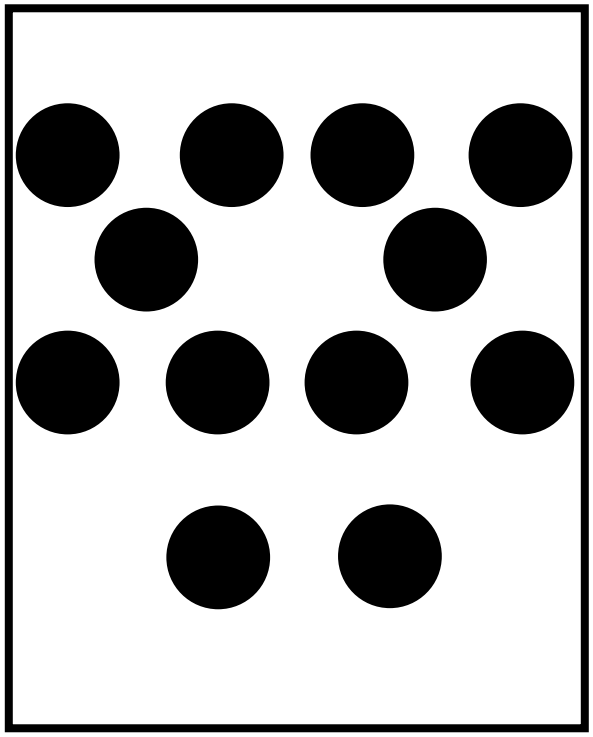


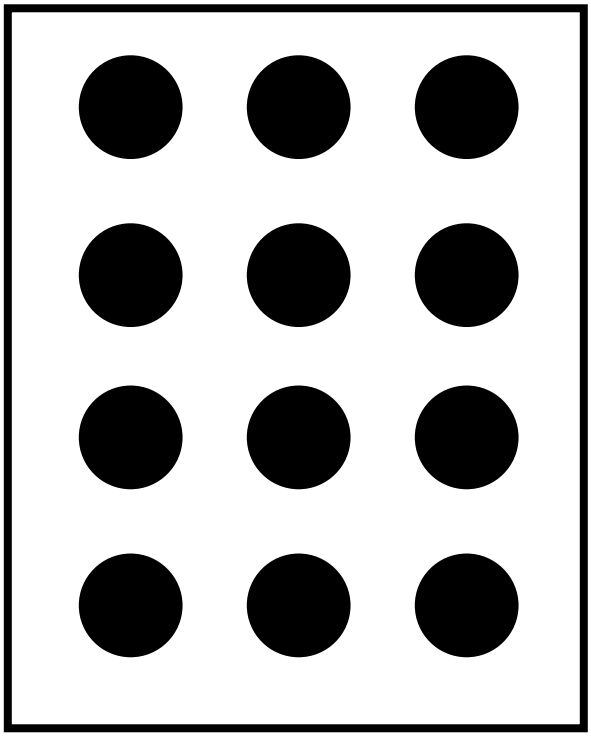
BLM 1.N.5&6&8.1

Dot Cards to 20 (continued)

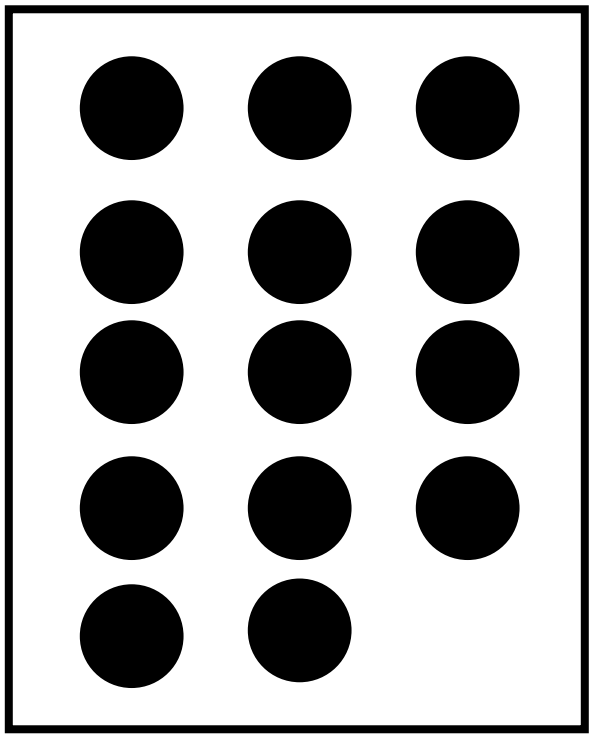


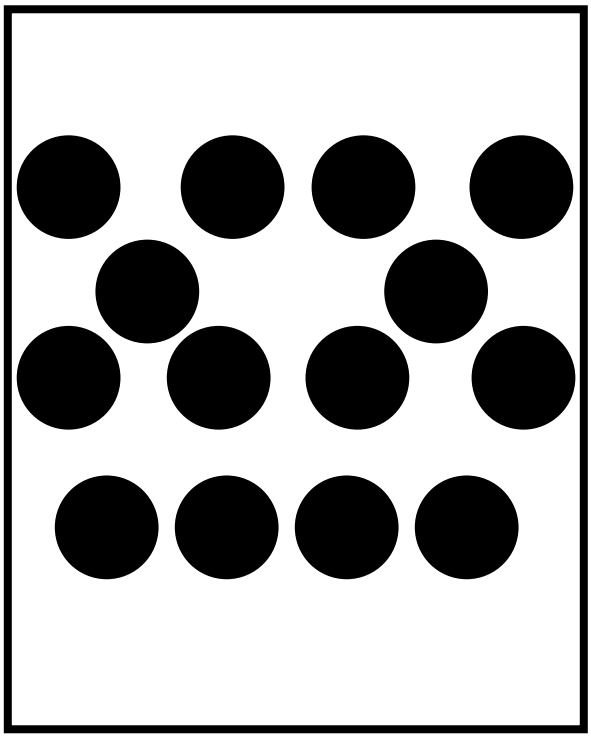


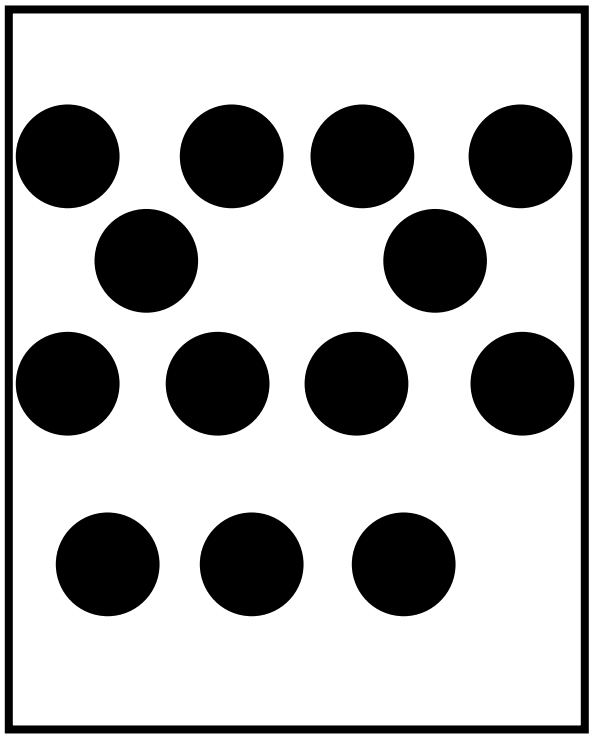


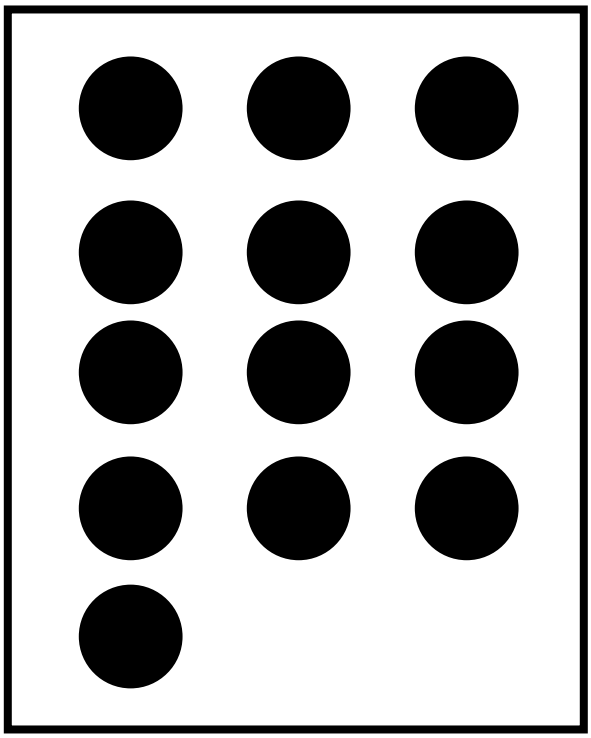


Dot Cards to 20 (continued)

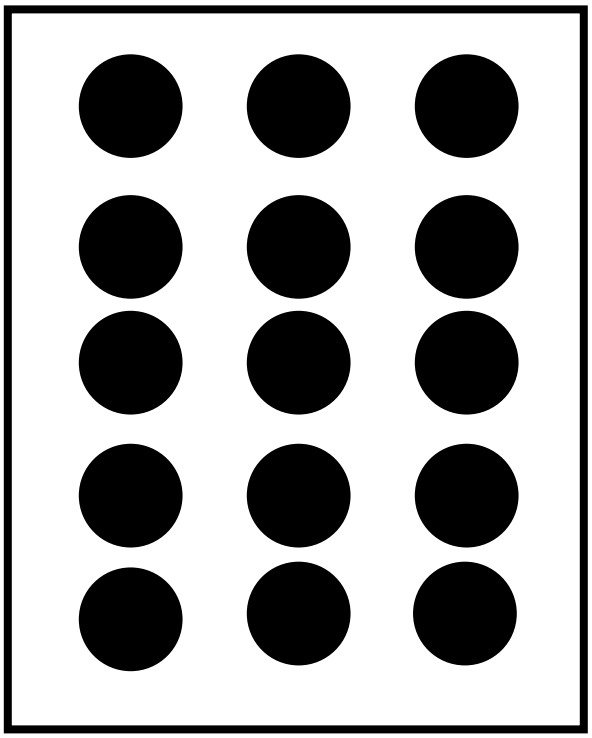


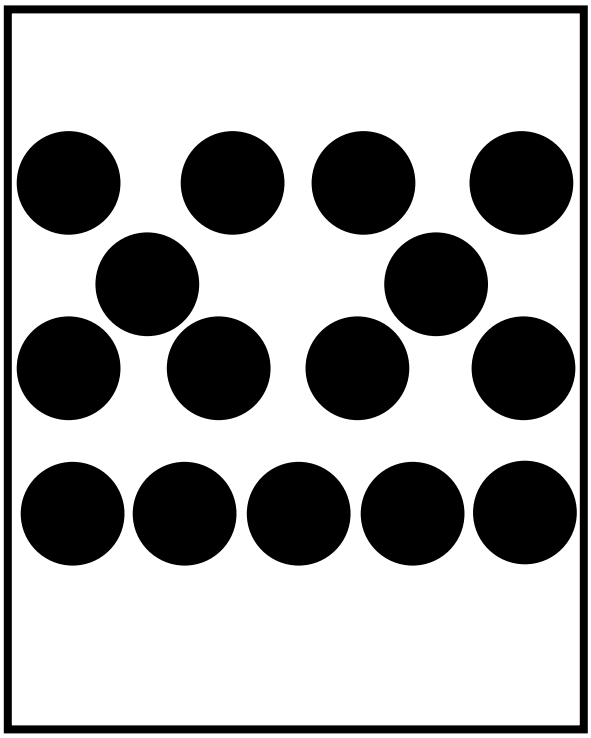


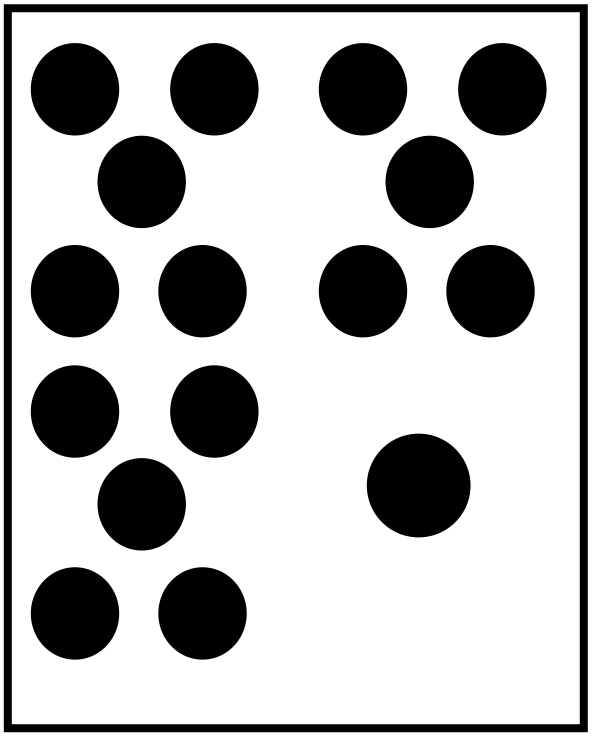


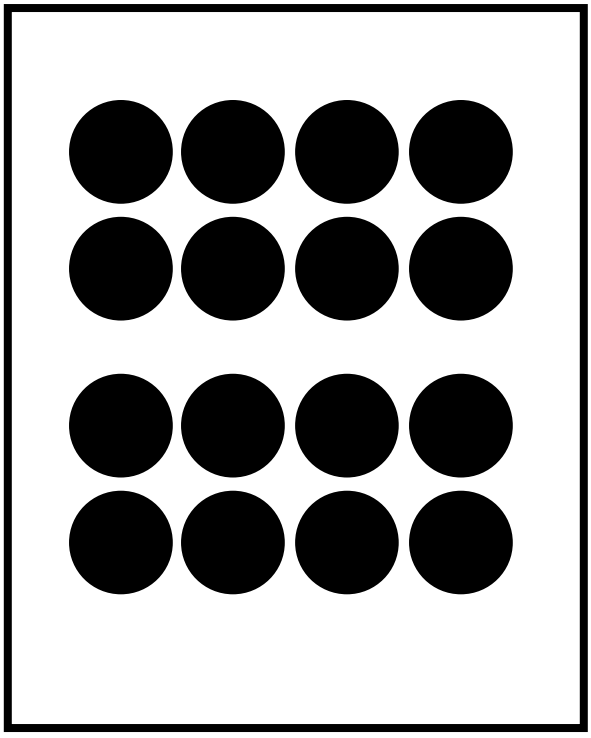


Dot Cards to 20 (continued)

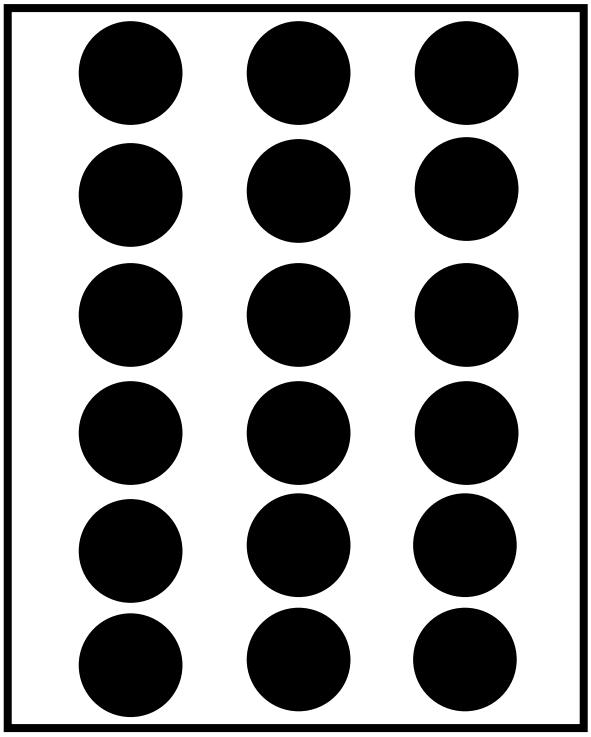


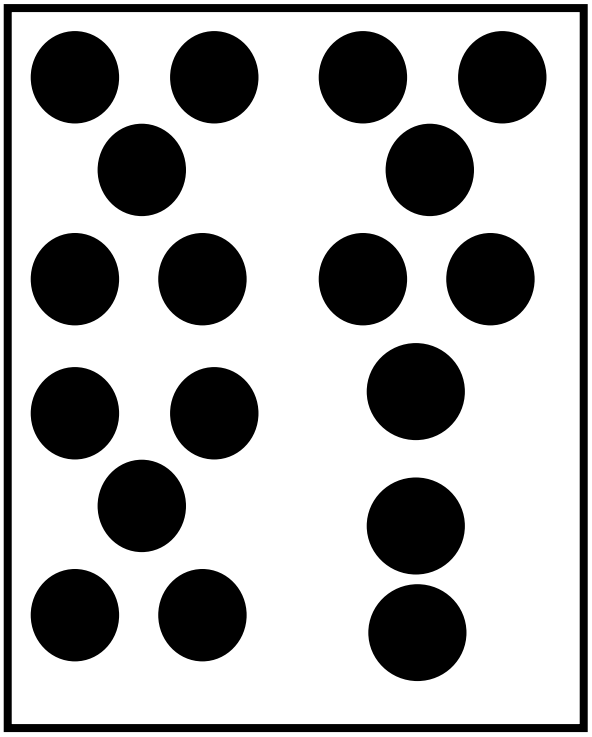


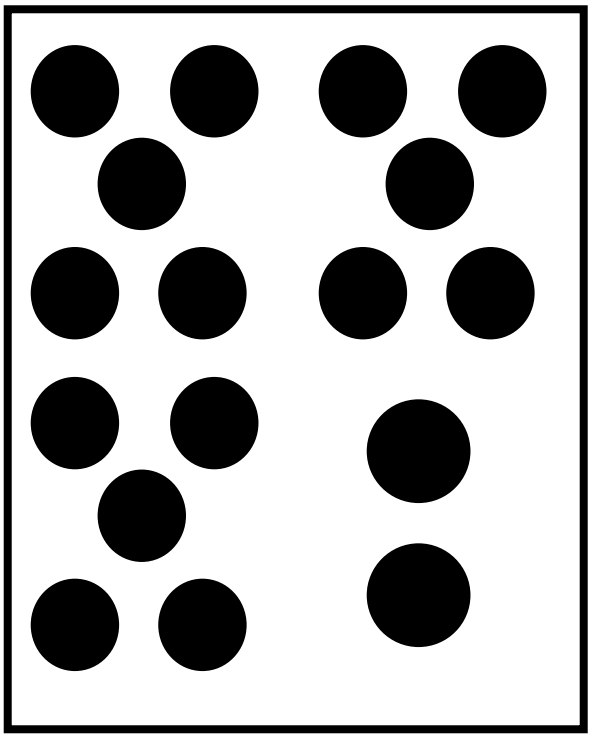


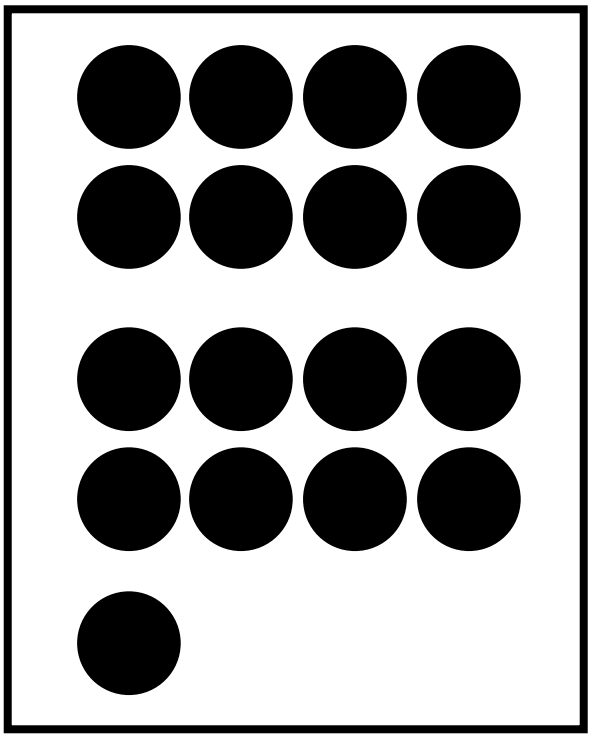


Dot Cards to 20 (continued)

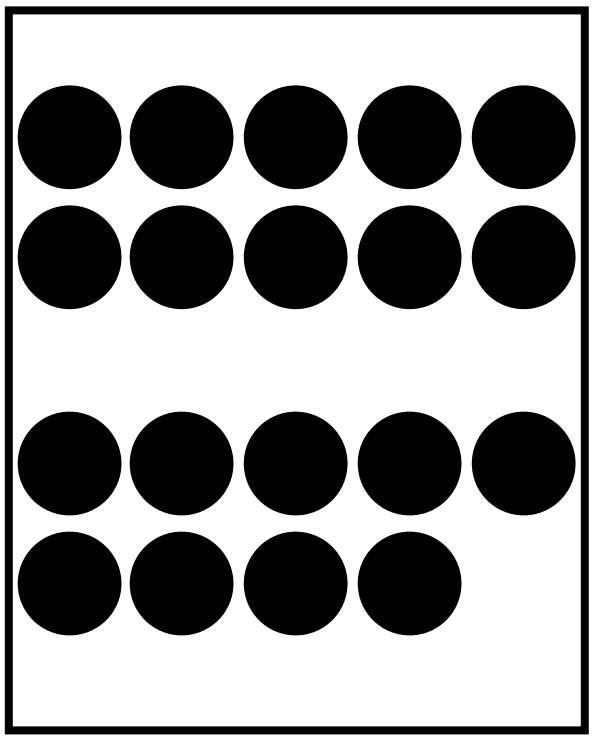


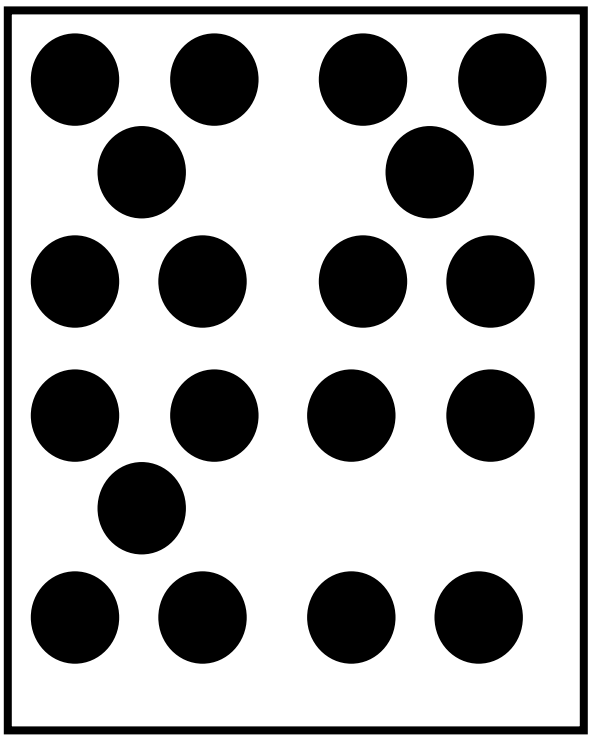


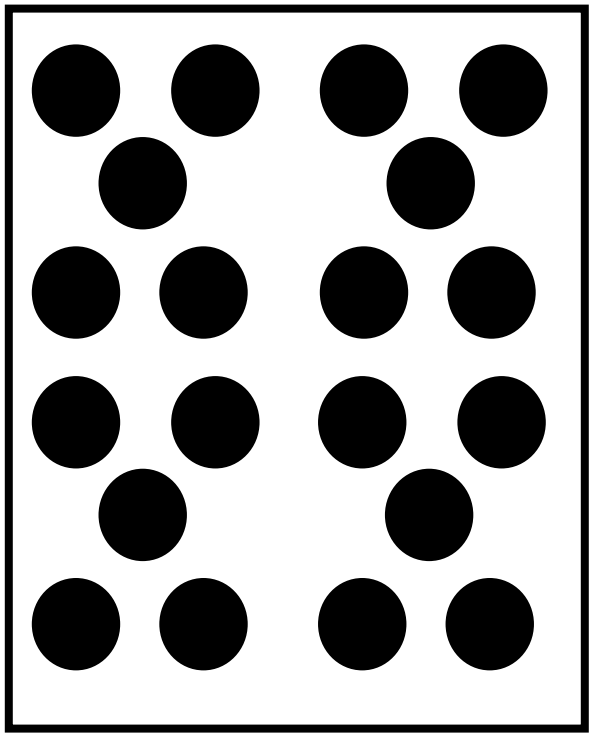


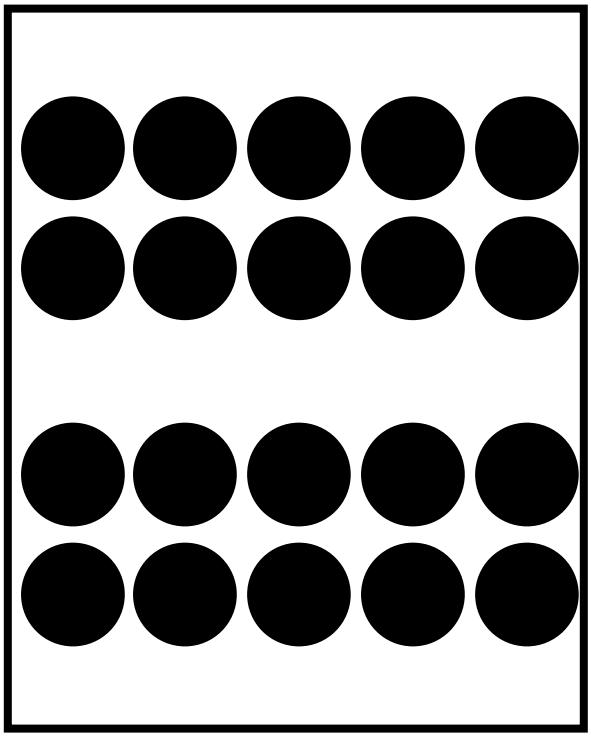


Dot Cards to 20 (continued)





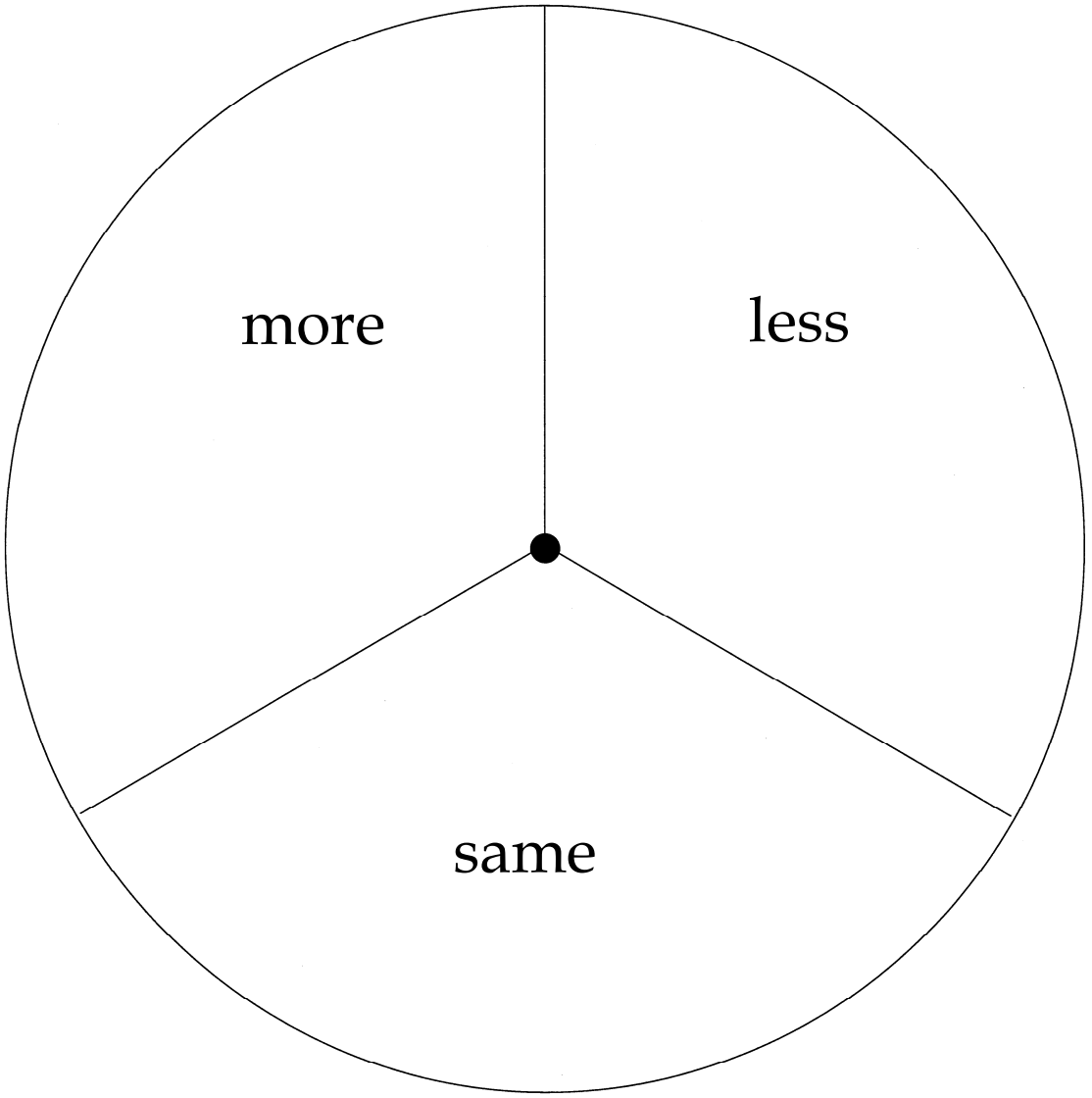




BLM 1.N.5&6&8.2

More, Less, or the Same

Note: To make a sample spinner, place the point of the pencil on the centre of a circle, and spin the paper clip around the pencil point.



BLM 1.N.5&6&8.3

Partner Match

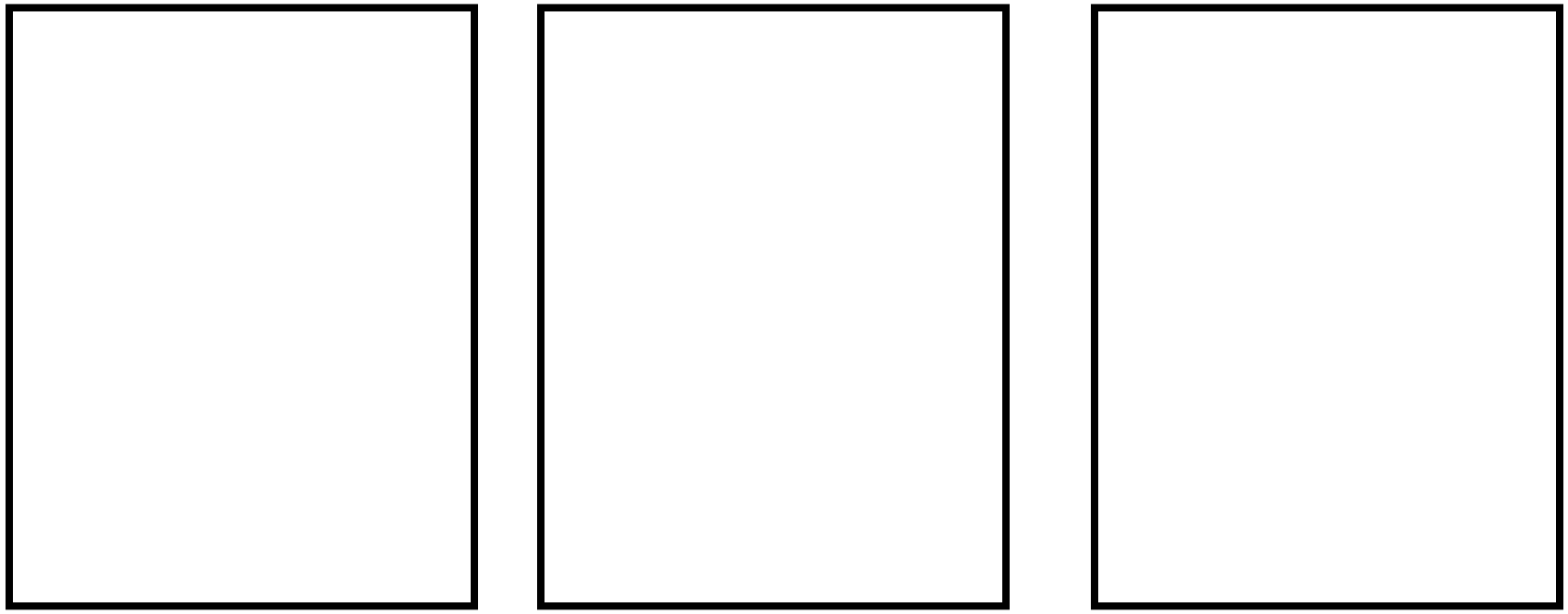
Name: _____

More, Less, Same

Turn	Number in MY set	Number in my PARTNER'S set	My set had (more than, less than or the same as) my partner.

BLM 1.N.5&6&8.4

More and Less



There are more _____ than _____ and _____.

There are less _____ than _____ and _____.

BLM 1.N.5&6&8.5

Handfuls

Directions:
Take a handful of objects, estimate, and then count the objects. Record your estimate and actual amount below. At the end of the activity, write a goal based on what you have done.

Object	Estimate	Actual	My estimate was: • too small • just right • too large
My Goal:			

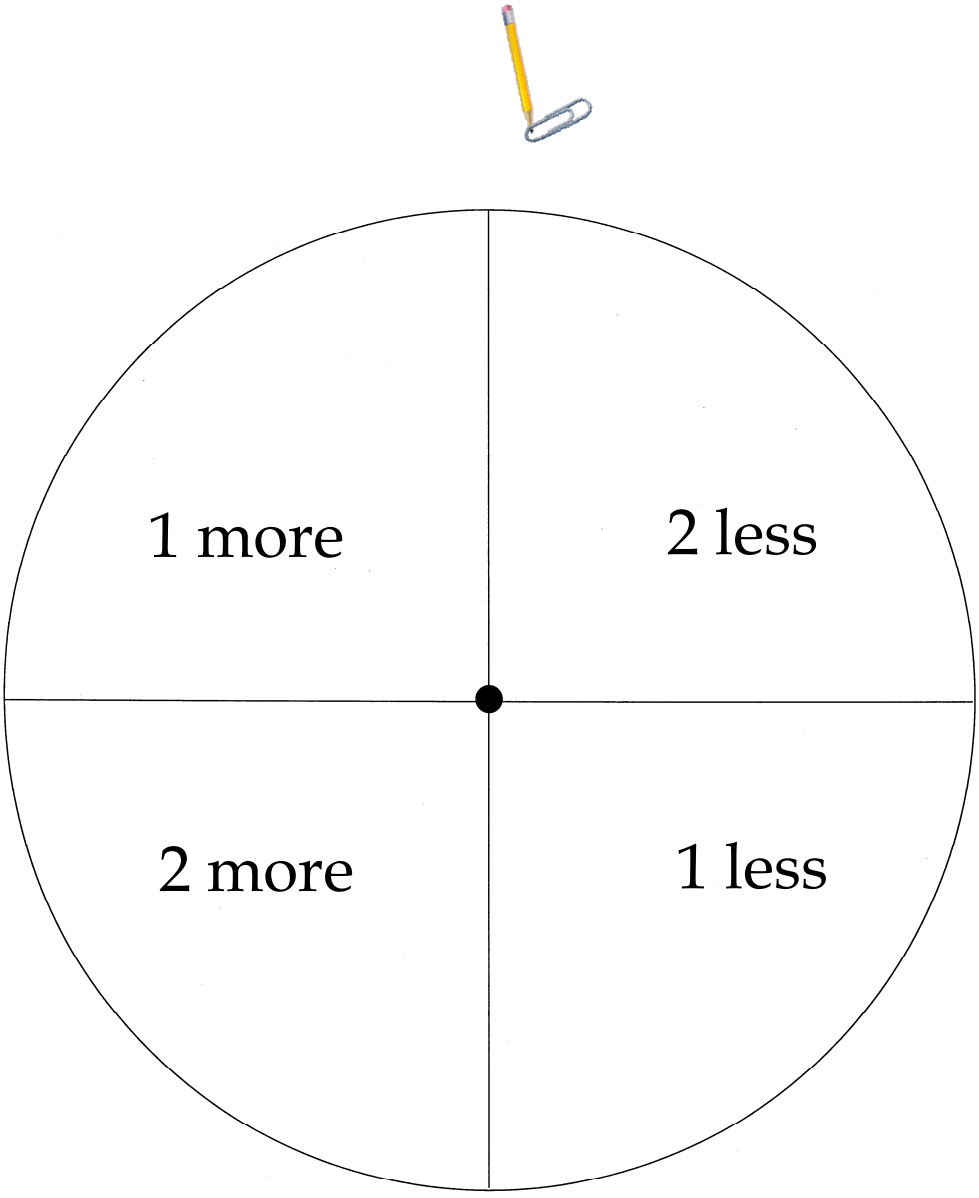
BLM 1.N.5&6&8.6

Bucket Pull

Materials: Numeral cards 1 to 20
Spinner or teacher-created die

Directions: Spin the spinner to determine the game rule. Students take turns drawing a numeral card from a bucket or container, apply the rule and say the new number.

Note: To make a sample spinner, place the point of the pencil on the centre of a circle, and spin the paper clip around the pencil point.



Bucket Pull (continued)

Recording Sheet		
Number	**Rule** • 1 more • 1 less • 2 more • 2 less	**New Number**

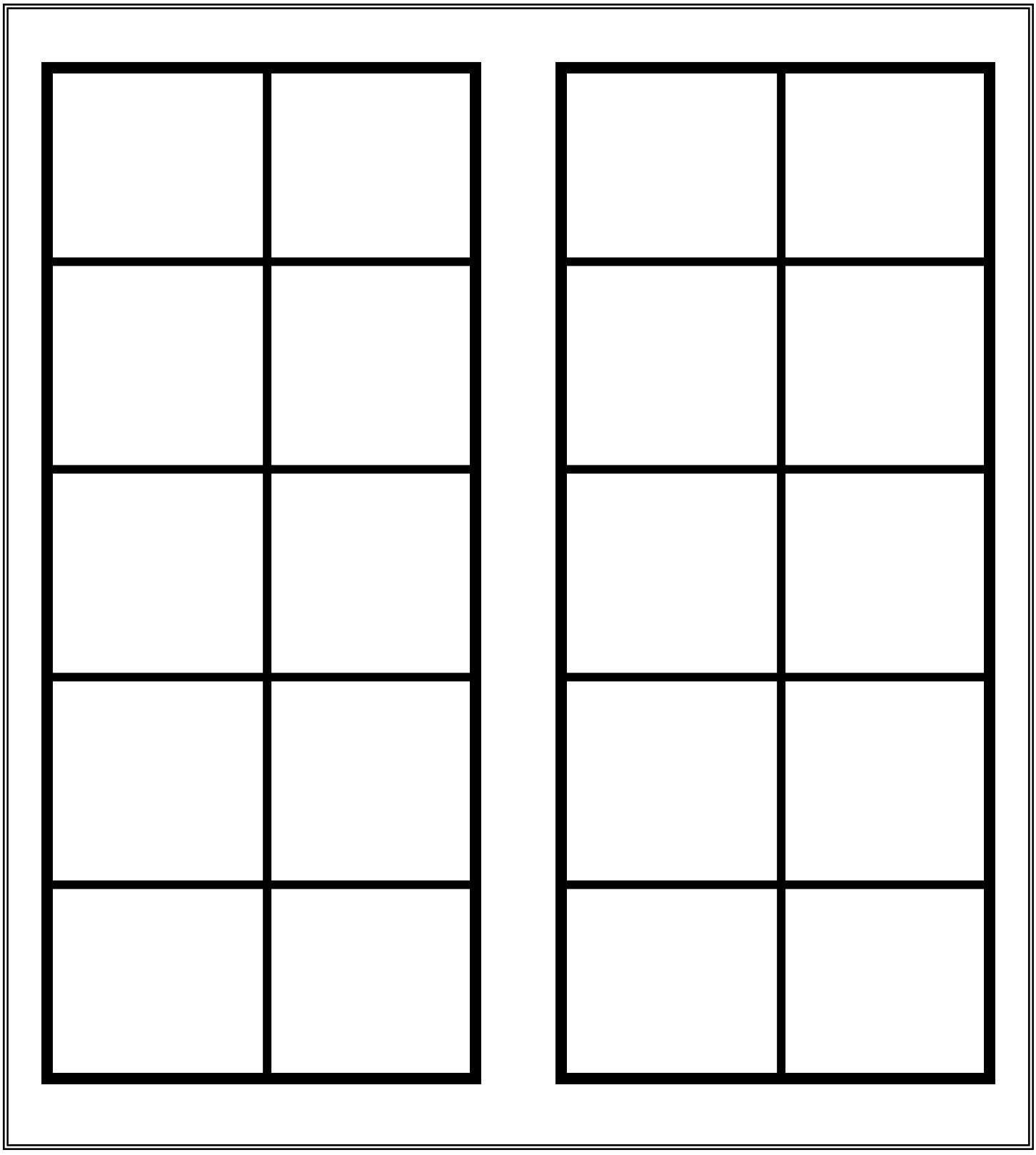
BLM 1.N.5&6&8.6

Bucket Pull (continued)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

BLM 1.N.5&6&8.7

Double Ten-Frame Board



BLM 1.N.5&6&8.8

Putting the Pieces Together: I Have... Who Has...

Blank Game Cards

I have

Who has

I have

Who has

I have

Who has

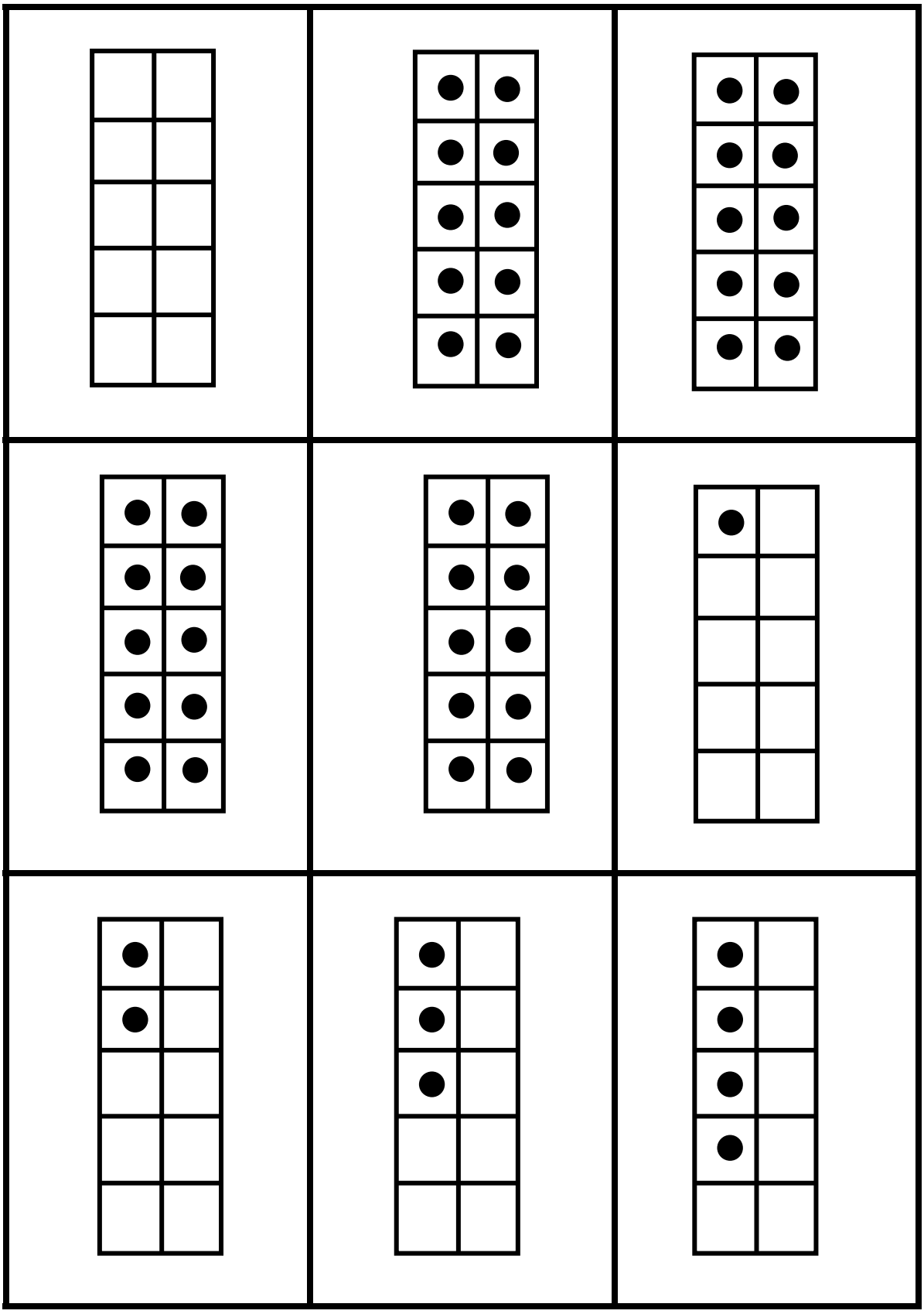
I have

Who has

BLM 1.N.5&6&8.8

Putting the Pieces Together: I Have... Who Has... (continued)

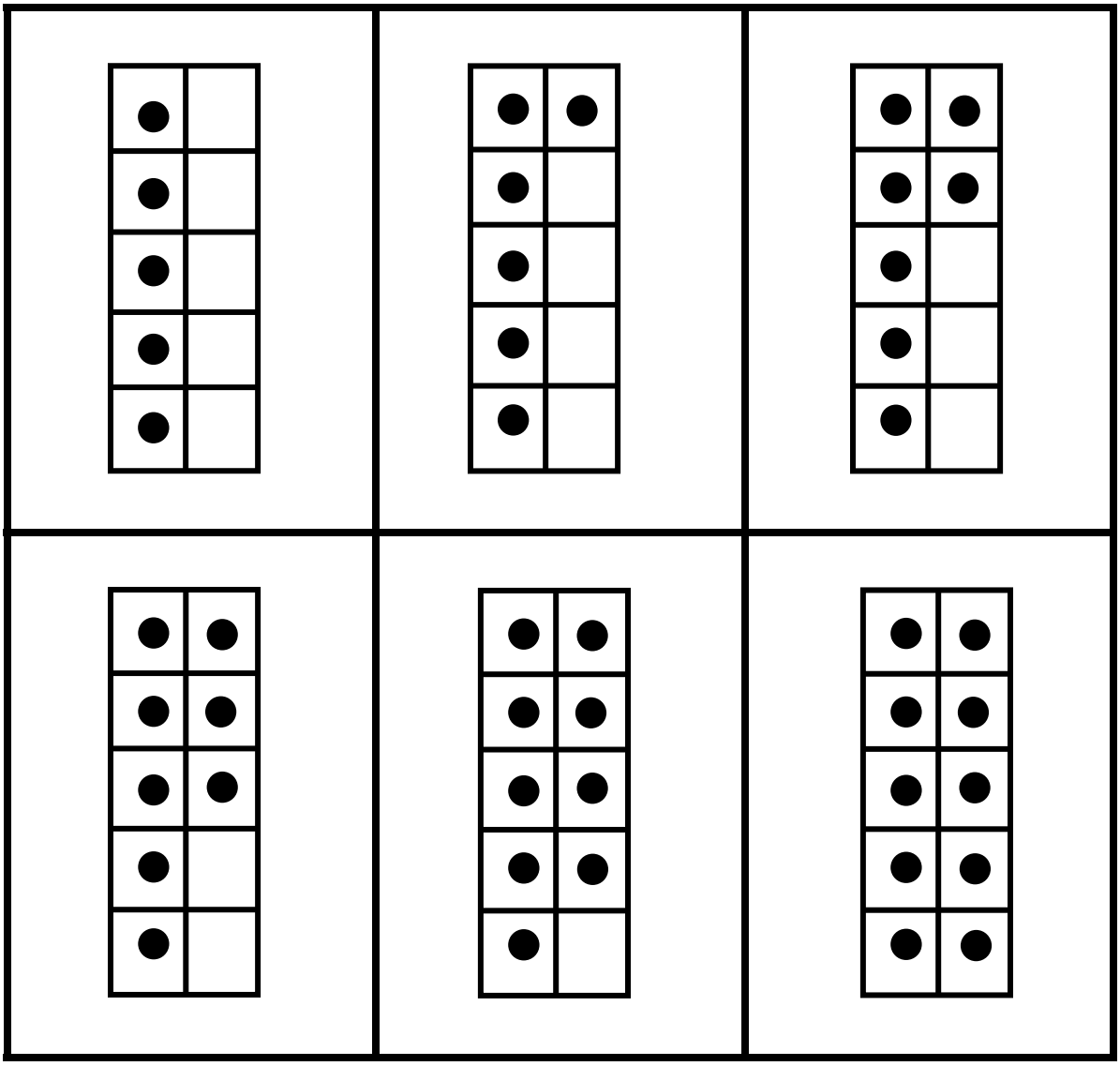
Ten-Frame Cards



BLM 1.N.5&6&8.8

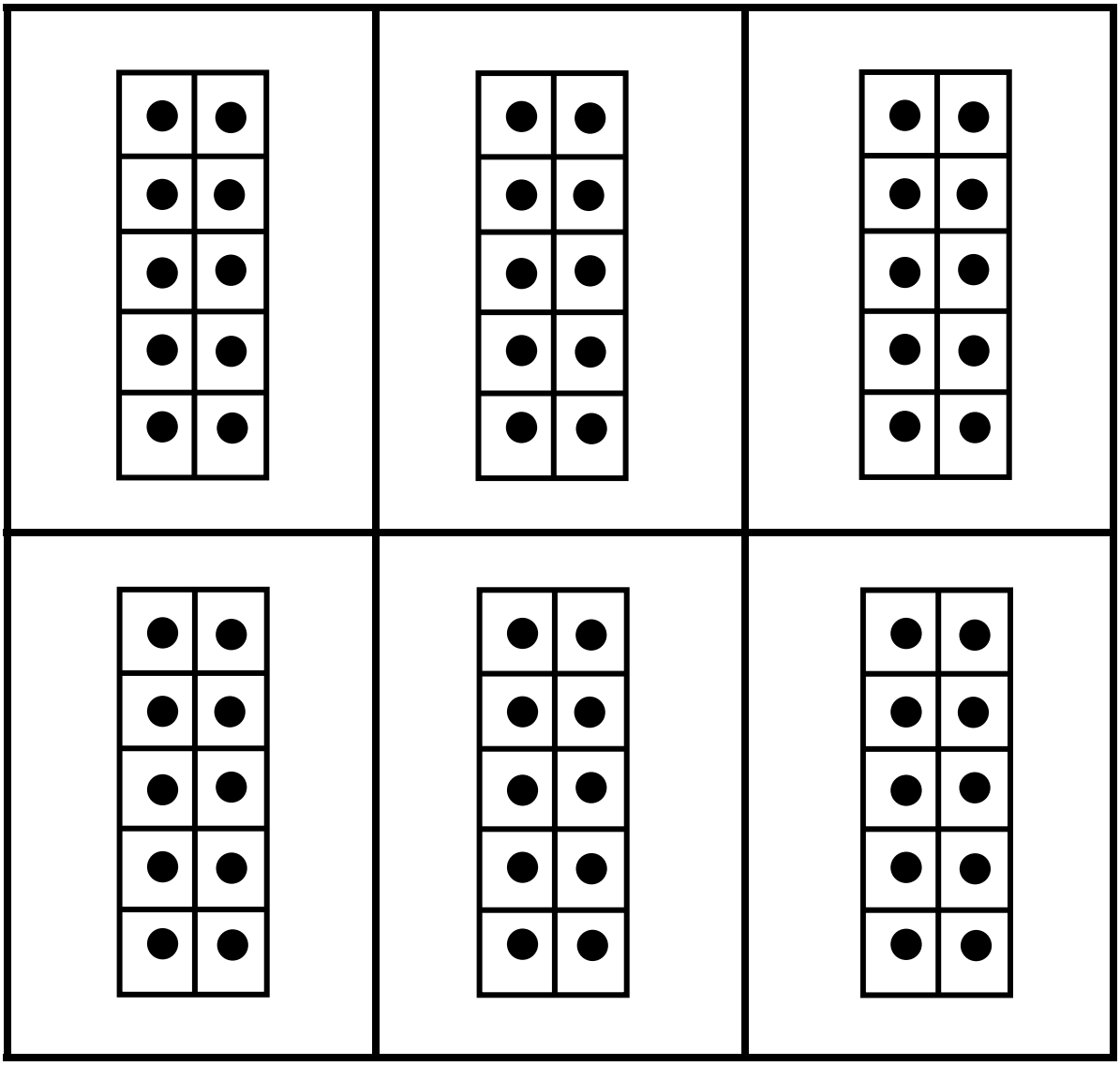
Putting the Pieces Together: I Have... Who Has... (continued)

Ten-Frame Cards



Putting the Pieces Together: I Have... Who Has... (continued)

Ten-Frame Cards



BLM 1.N.5&6&8.8

Putting the Pieces Together: I Have... Who Has... (continued)

I have..Who has.. Planning Sheet

I have Who has	I have Who has	I have Who has
I have Who has	I have Who has	I have Who has
I have Who has	I have Who has	I have Who has

BLM 1.N.7.1

Collection Count

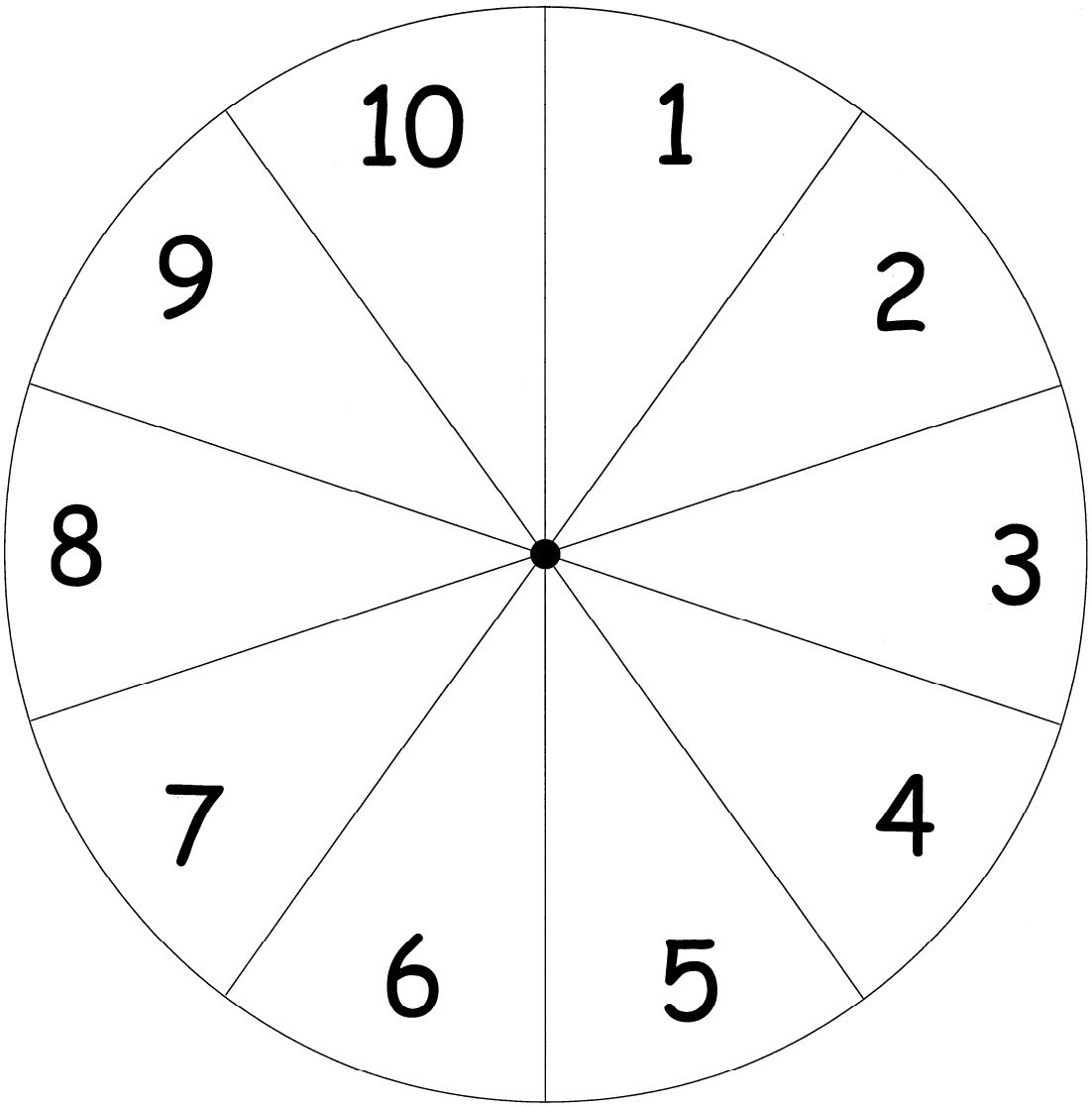
Organize your collections into groups and record.

Our number is		
Group size	**Number of groups**	**Leftovers**

BLM 1.N.7.2

Spinner : 1 – 10

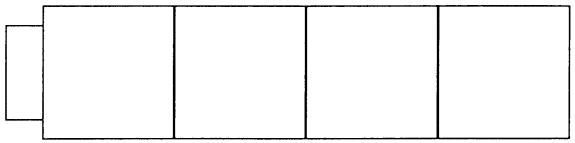
Note: To make a sample spinner, place the point of the pencil on the centre of a circle, and spin the paper clip around the pencil point.

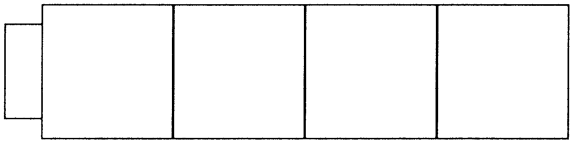


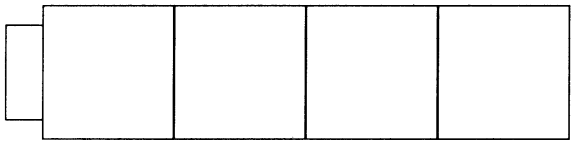
BLM 1.N.9&10.1

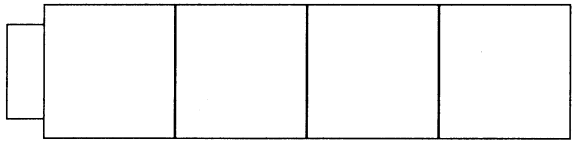
Number Frames

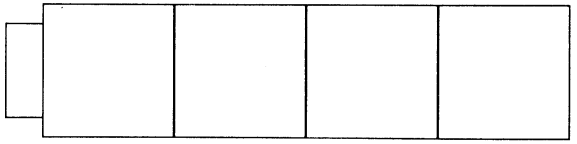
4











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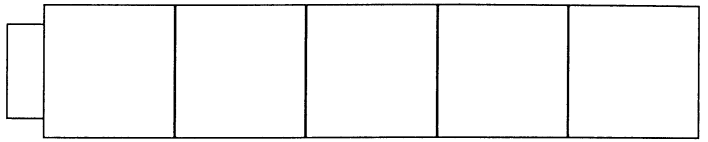
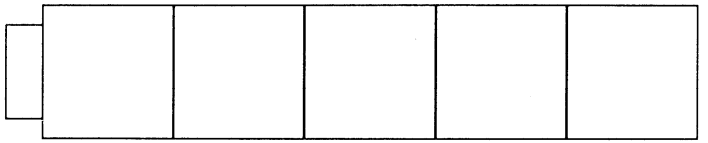
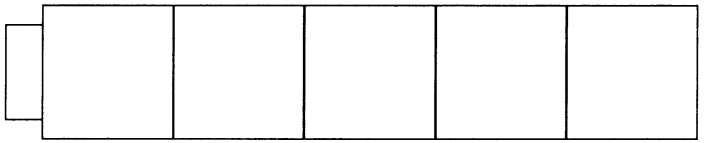
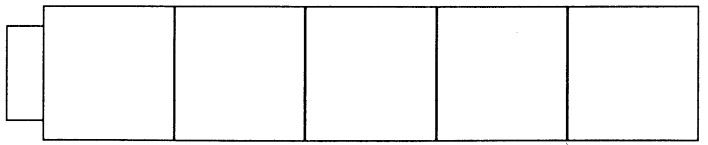
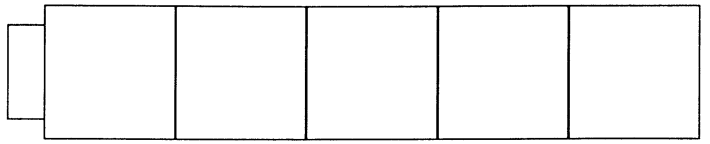






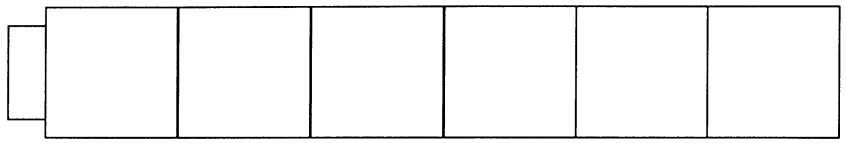


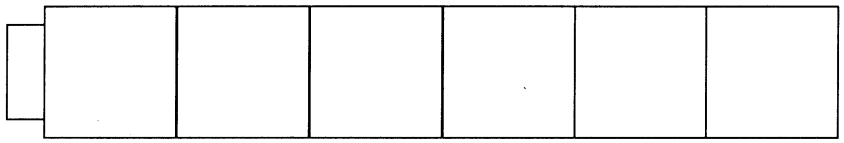


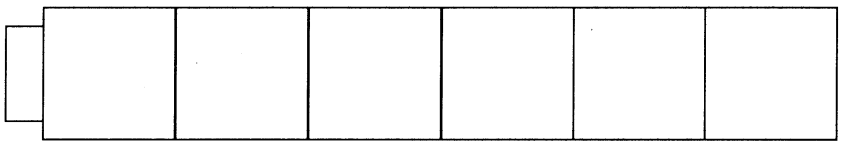
BLM 1.N.9&10.1

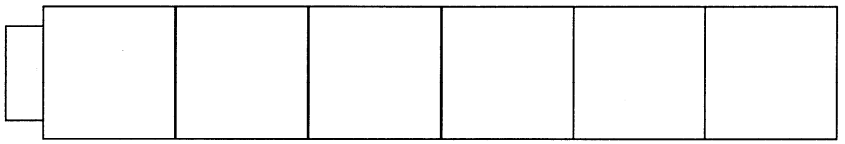
Number Frames

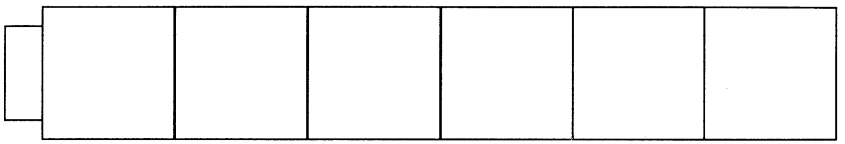
6











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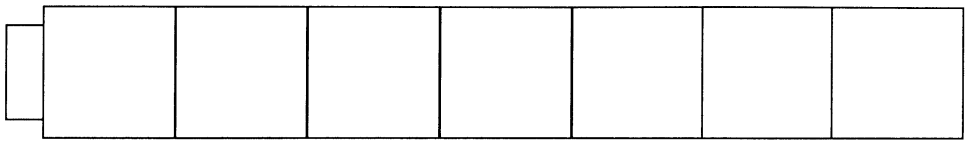
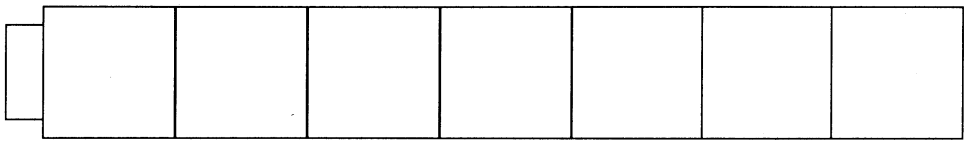
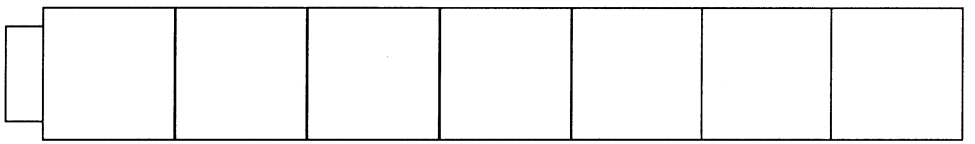
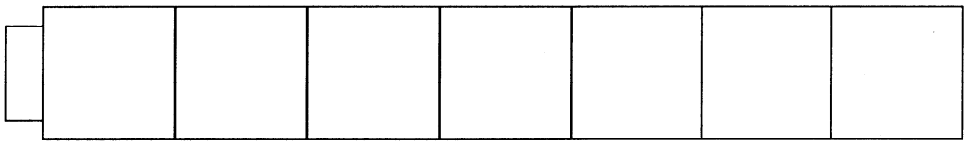
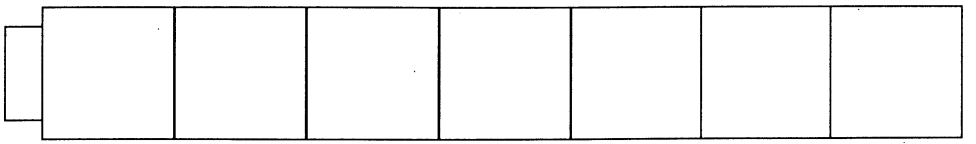




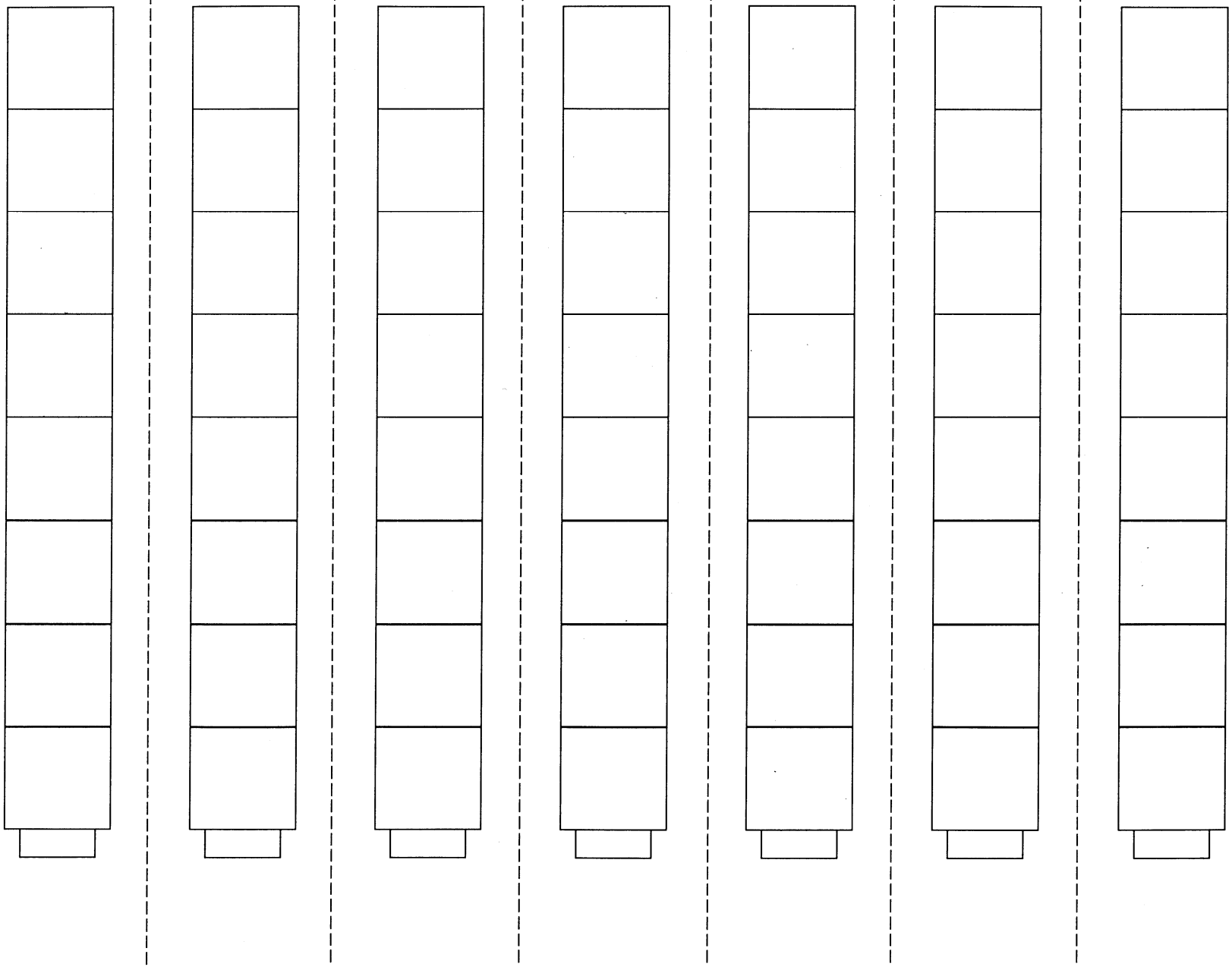






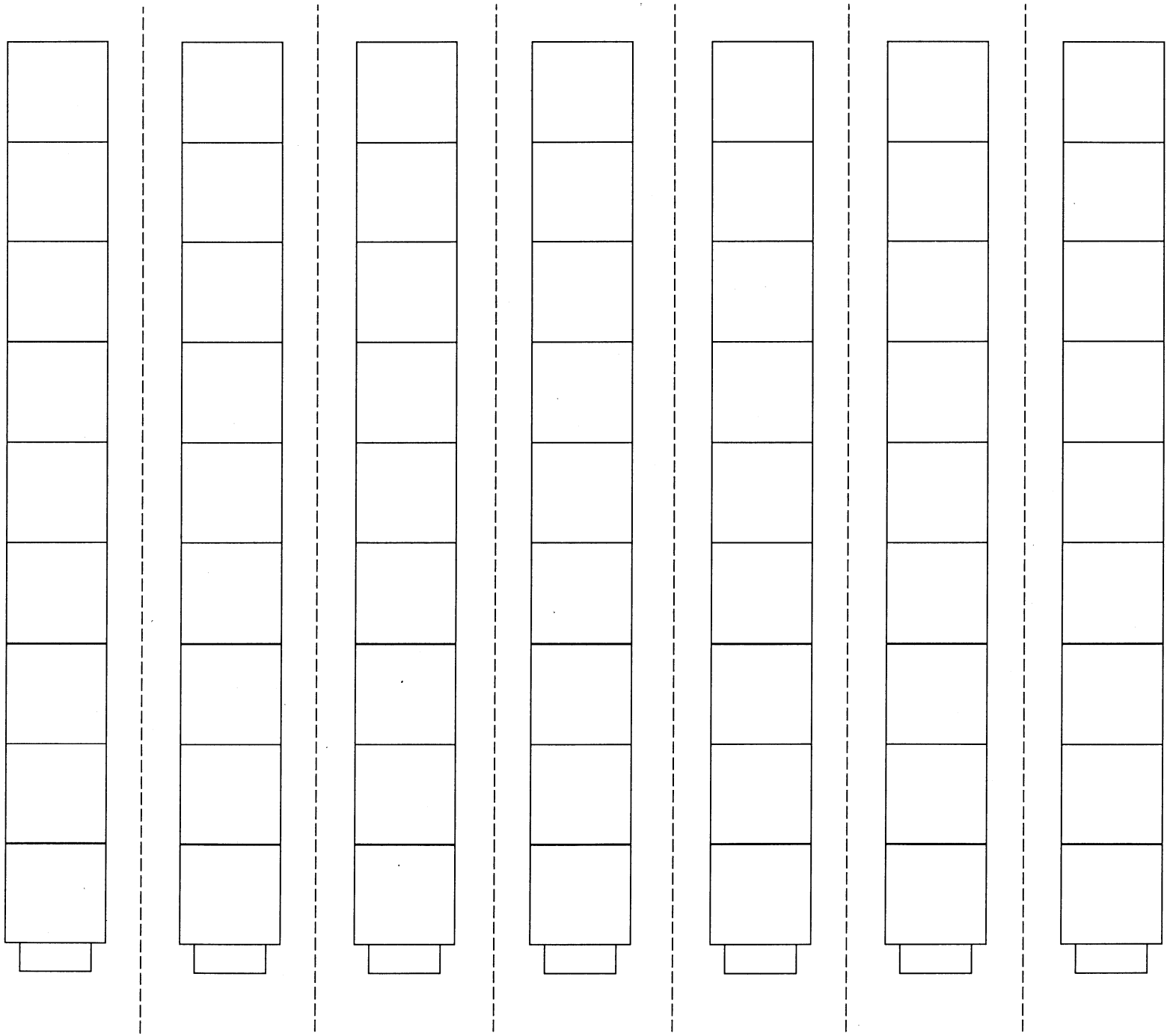
BLM 1.N.9&10.1

Number Frames



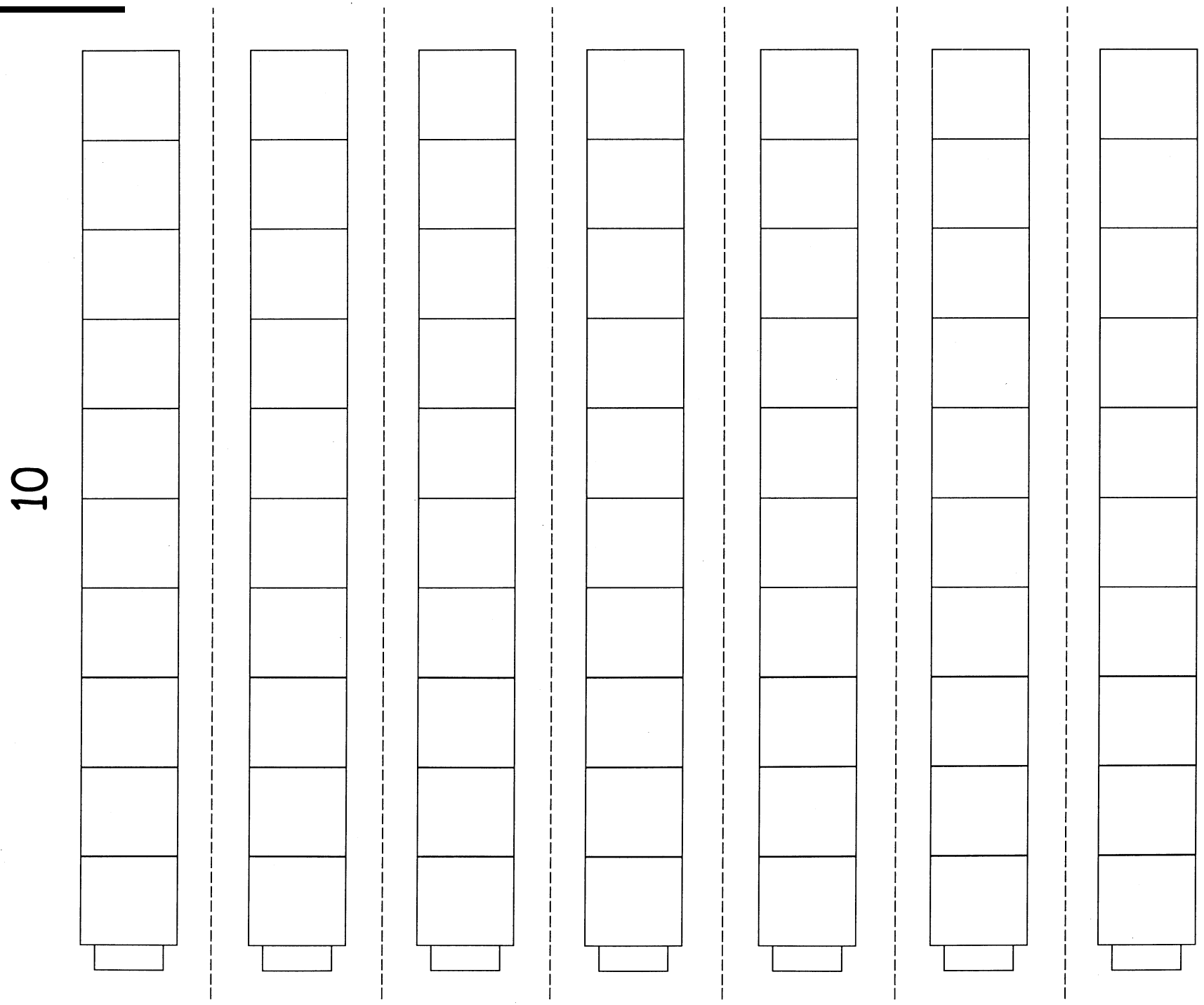
BLM 1.N.9&10.1

Number Frames



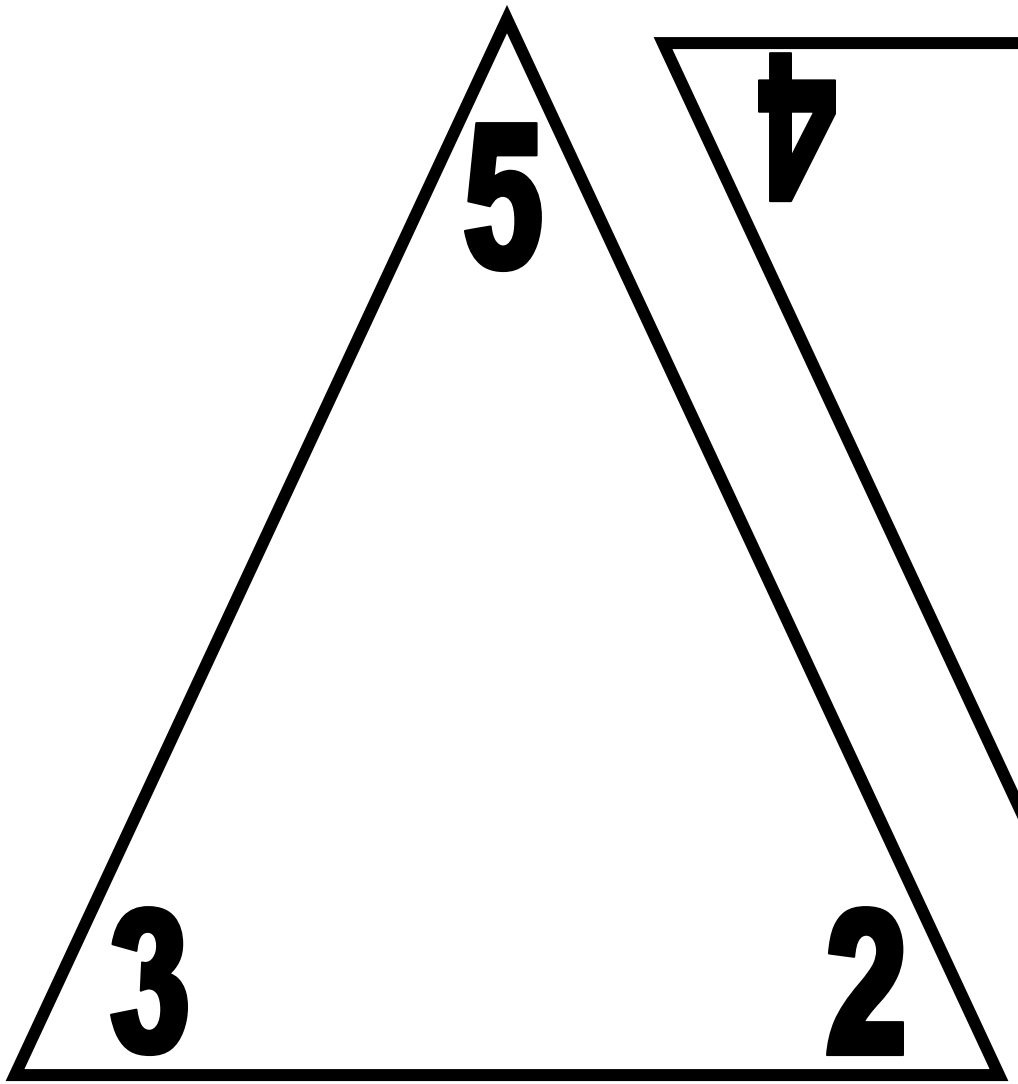
BLM 1.N.9&10.1

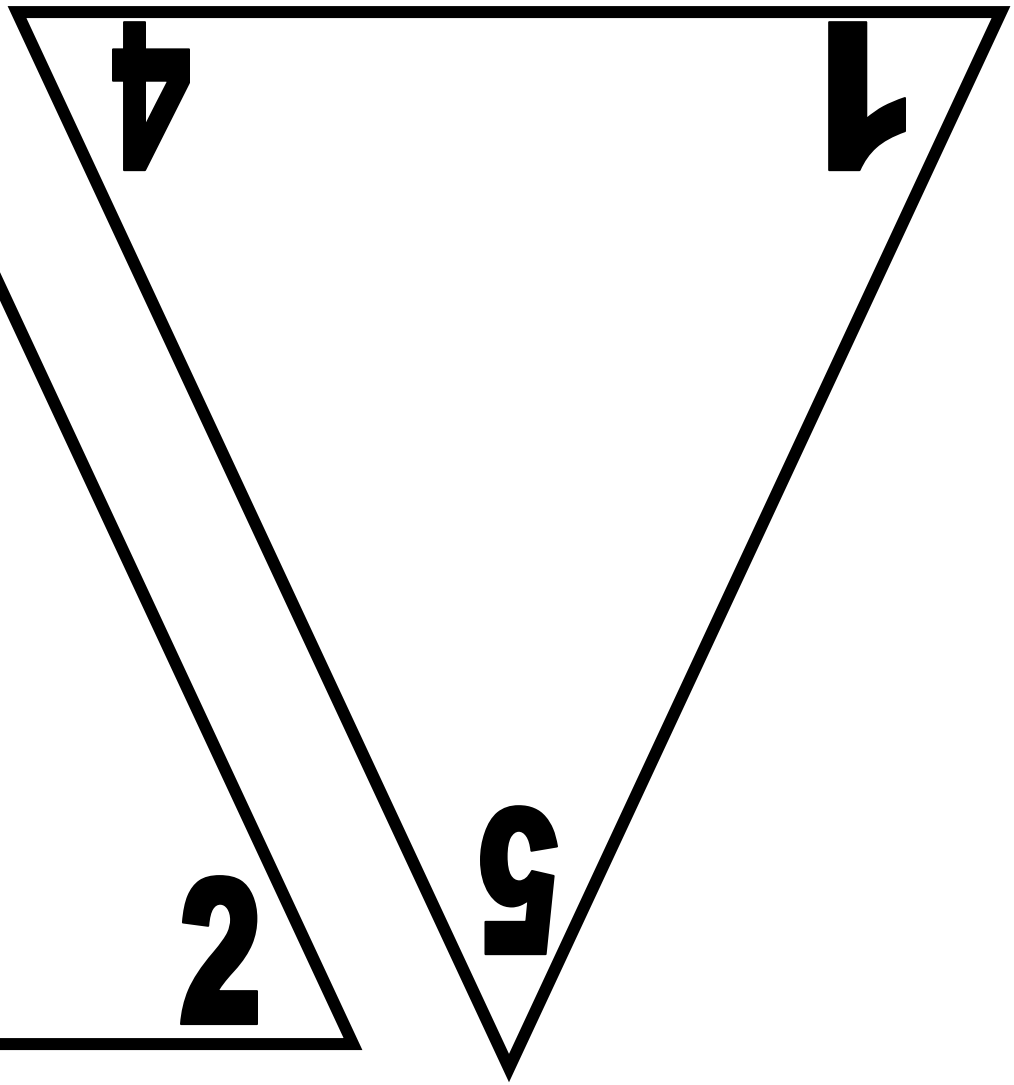
Number Frames



BLM 1.N.9&10.2

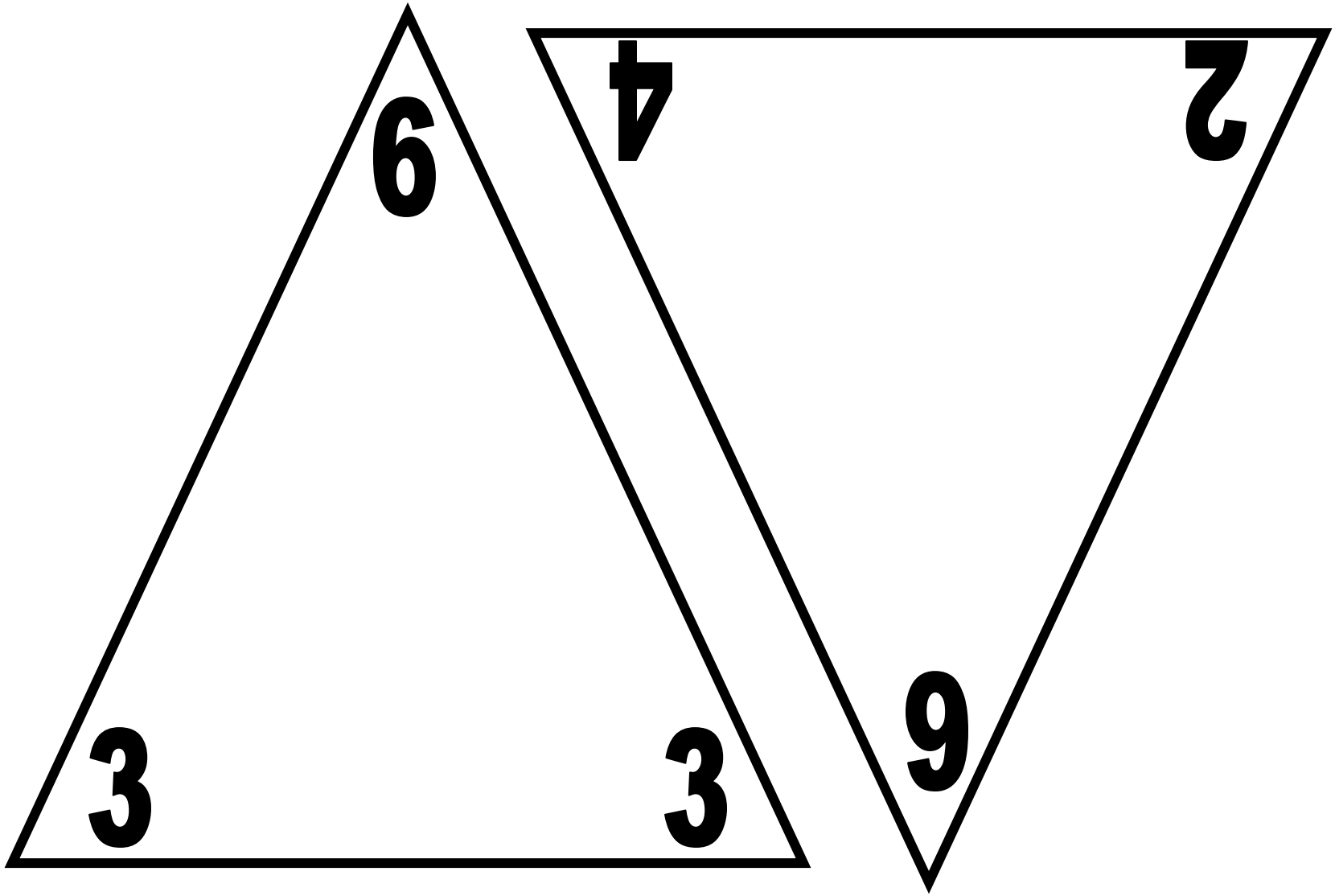
Triangular Flashcards





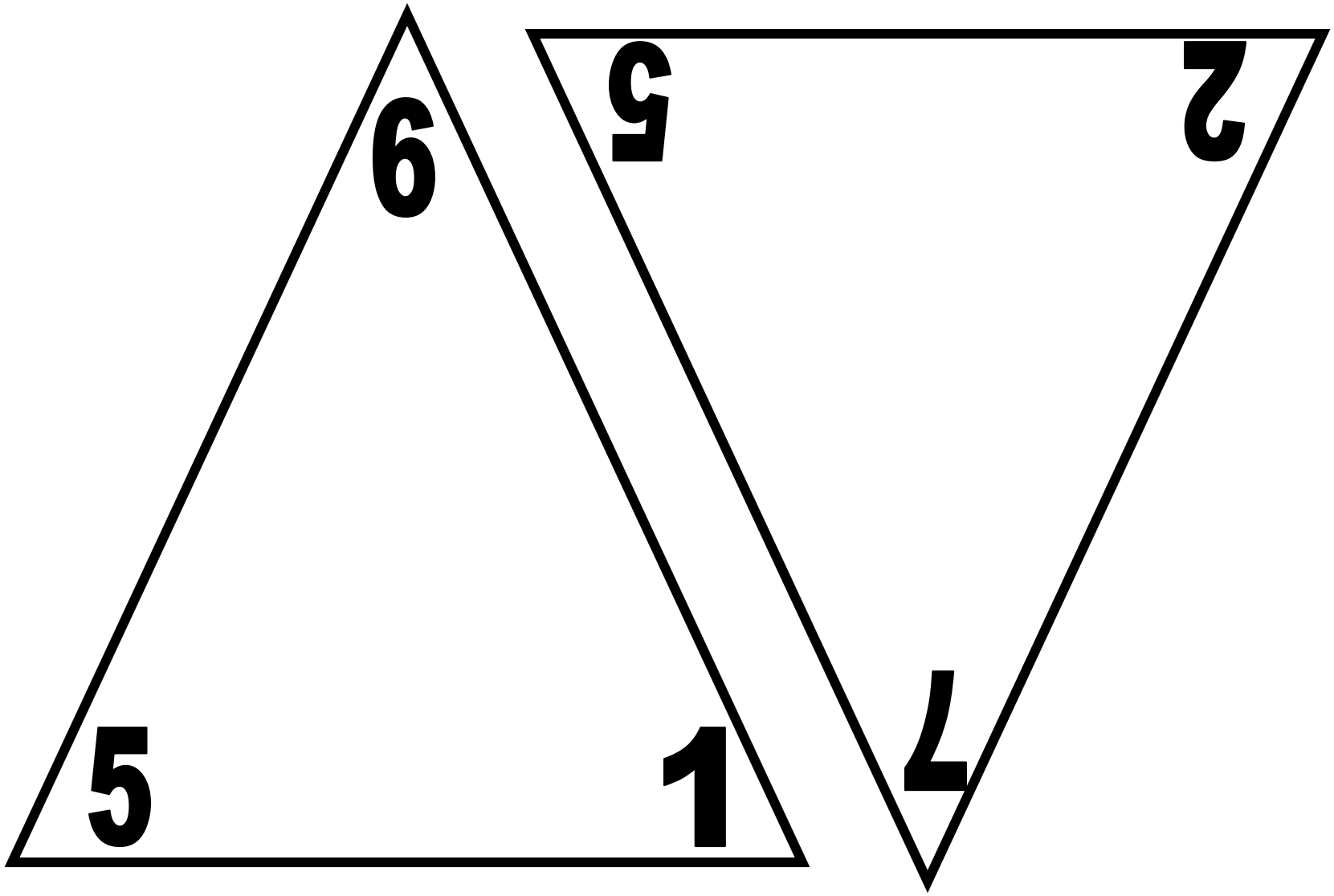
BLM 1.N.9&10.2

Triangular Flashcards (continued)



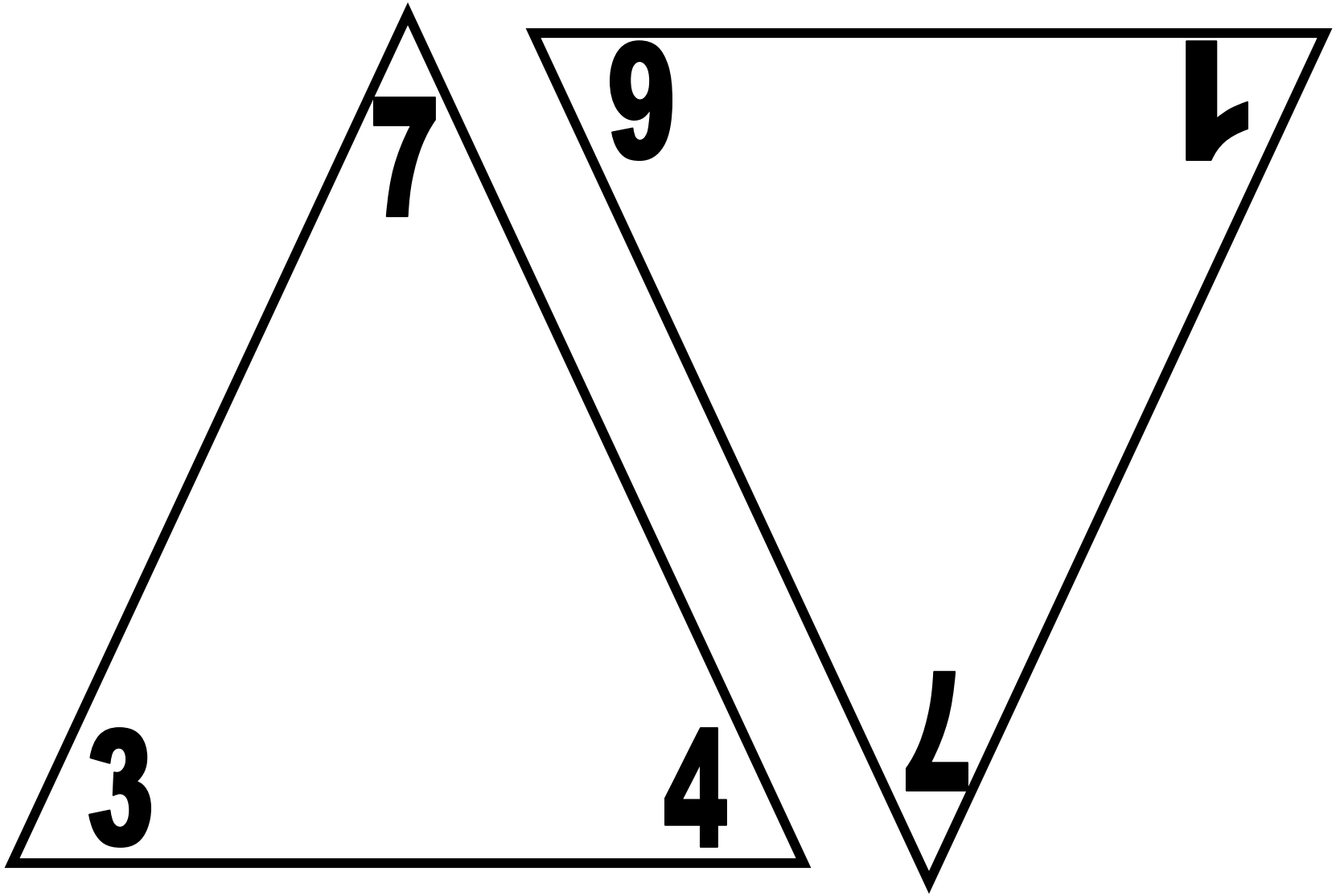
BLM 1.N.9&10.2

Triangular Flashcards (continued)



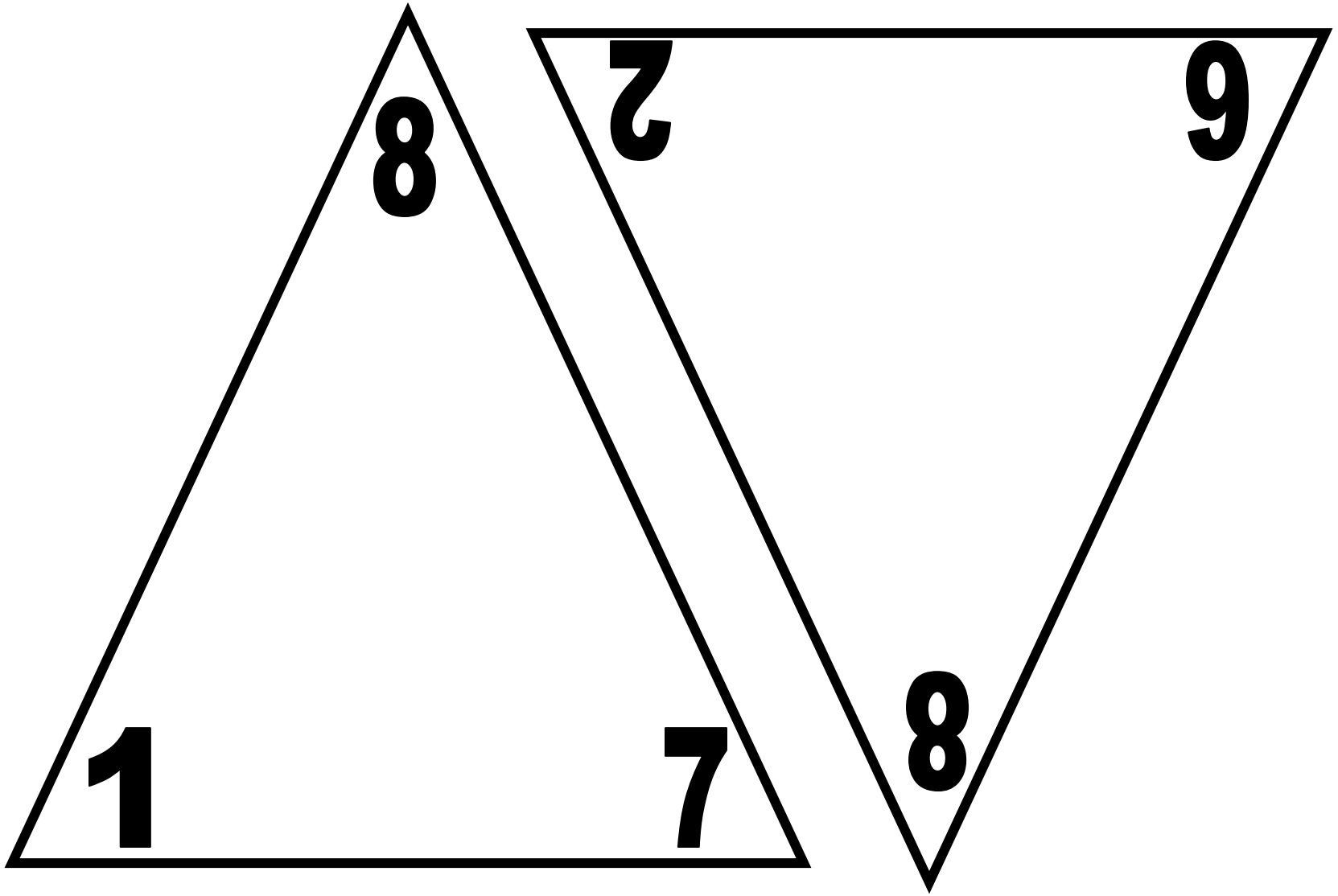
BLM 1.N.9&10.2

Triangular Flashcards (continued)



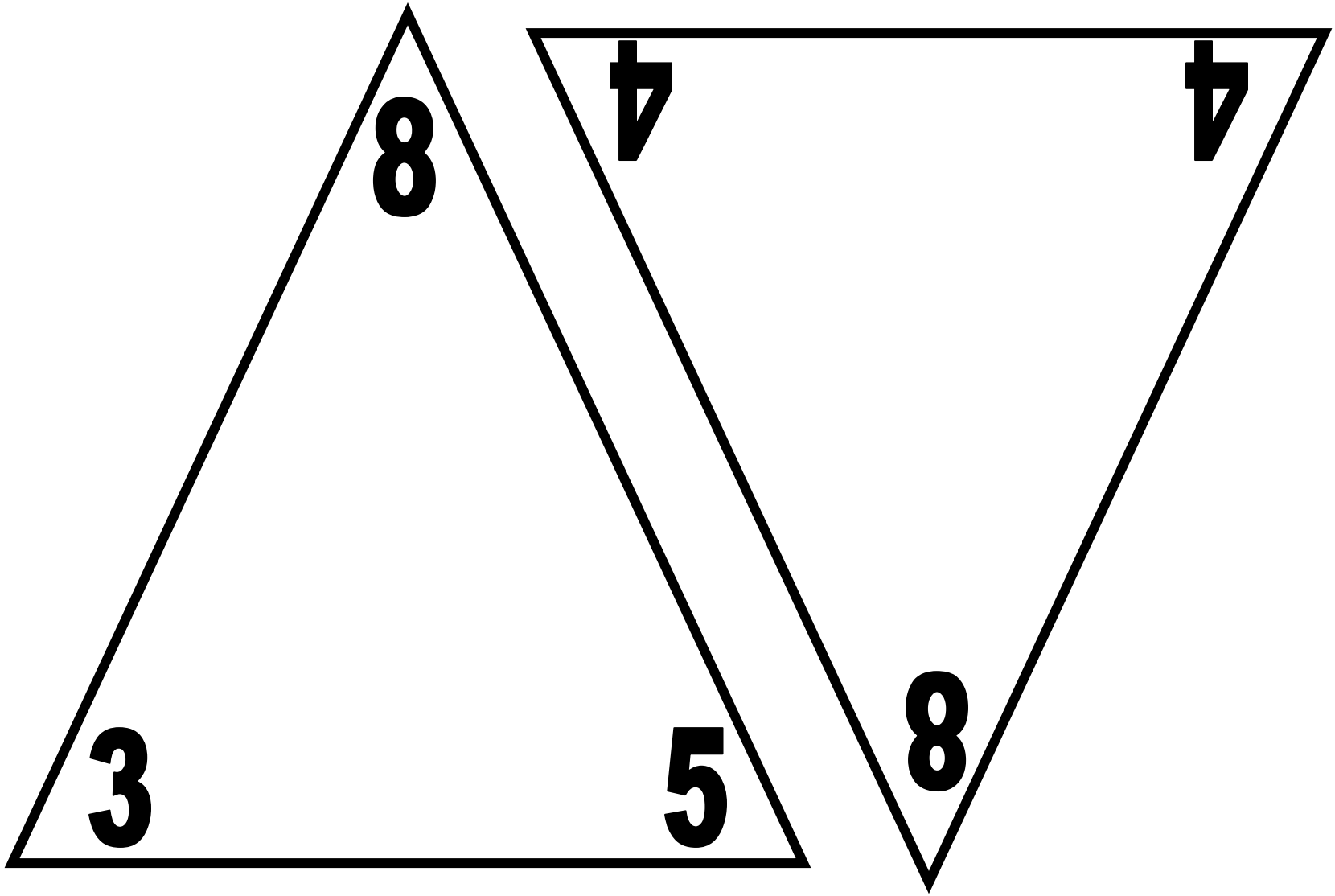
BLM 1.N.9&10.2

Triangular Flashcards (continued)



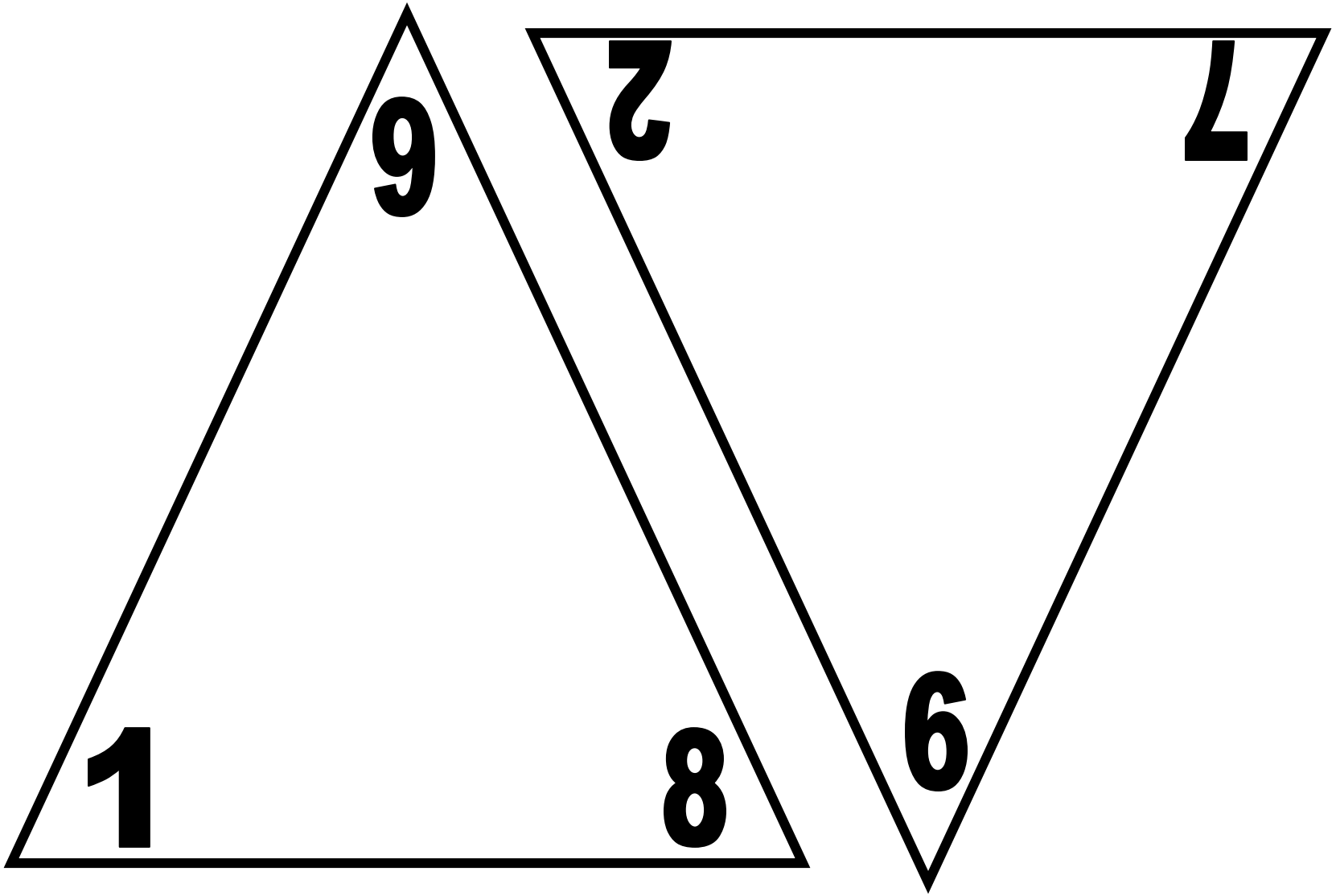
BLM 1.N.9&10.2

Triangular Flashcards (continued)



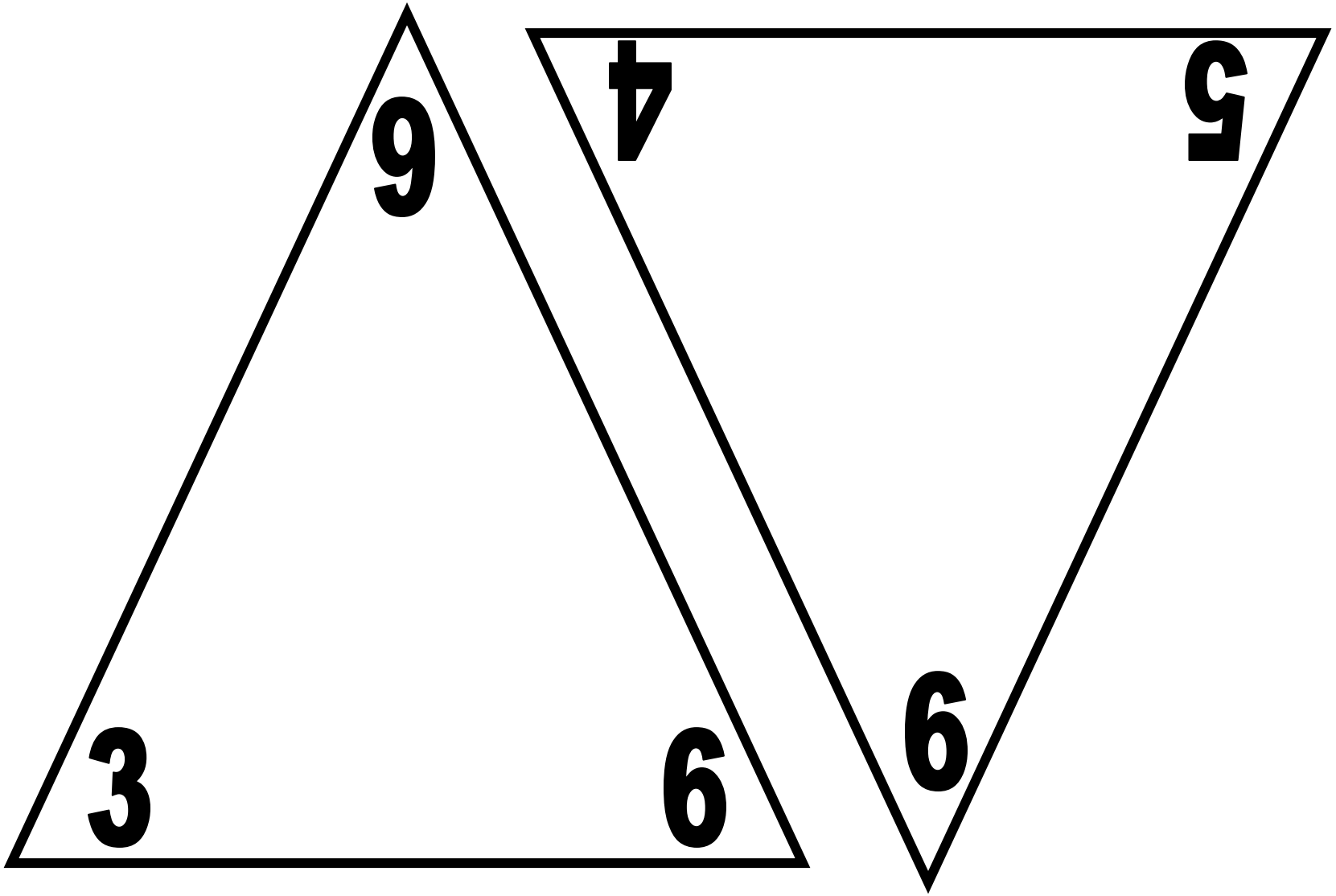
BLM 1.N.9&10.2

Triangular Flashcards (continued)



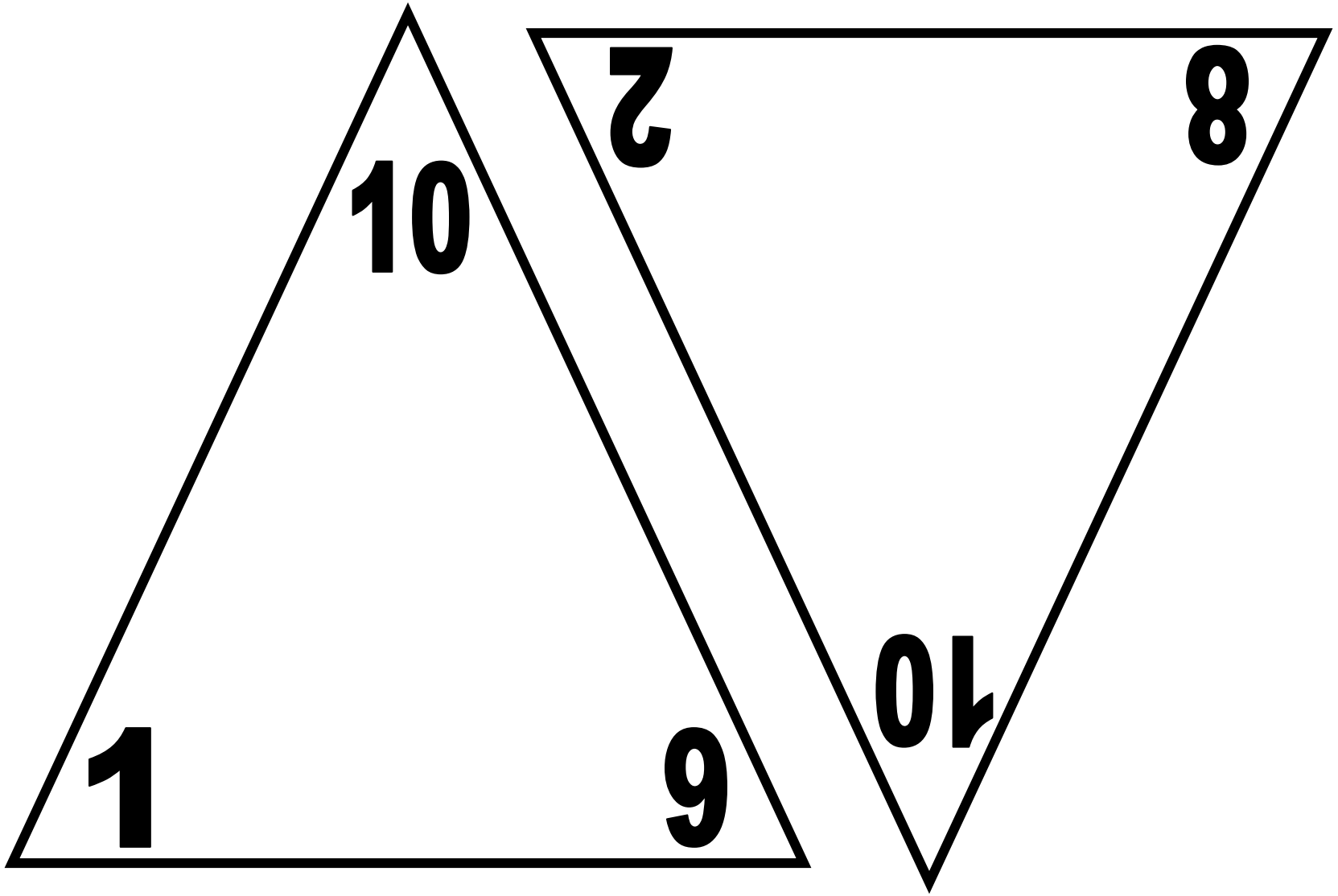
BLM 1.N.9&10.2

Triangular Flashcards (continued)



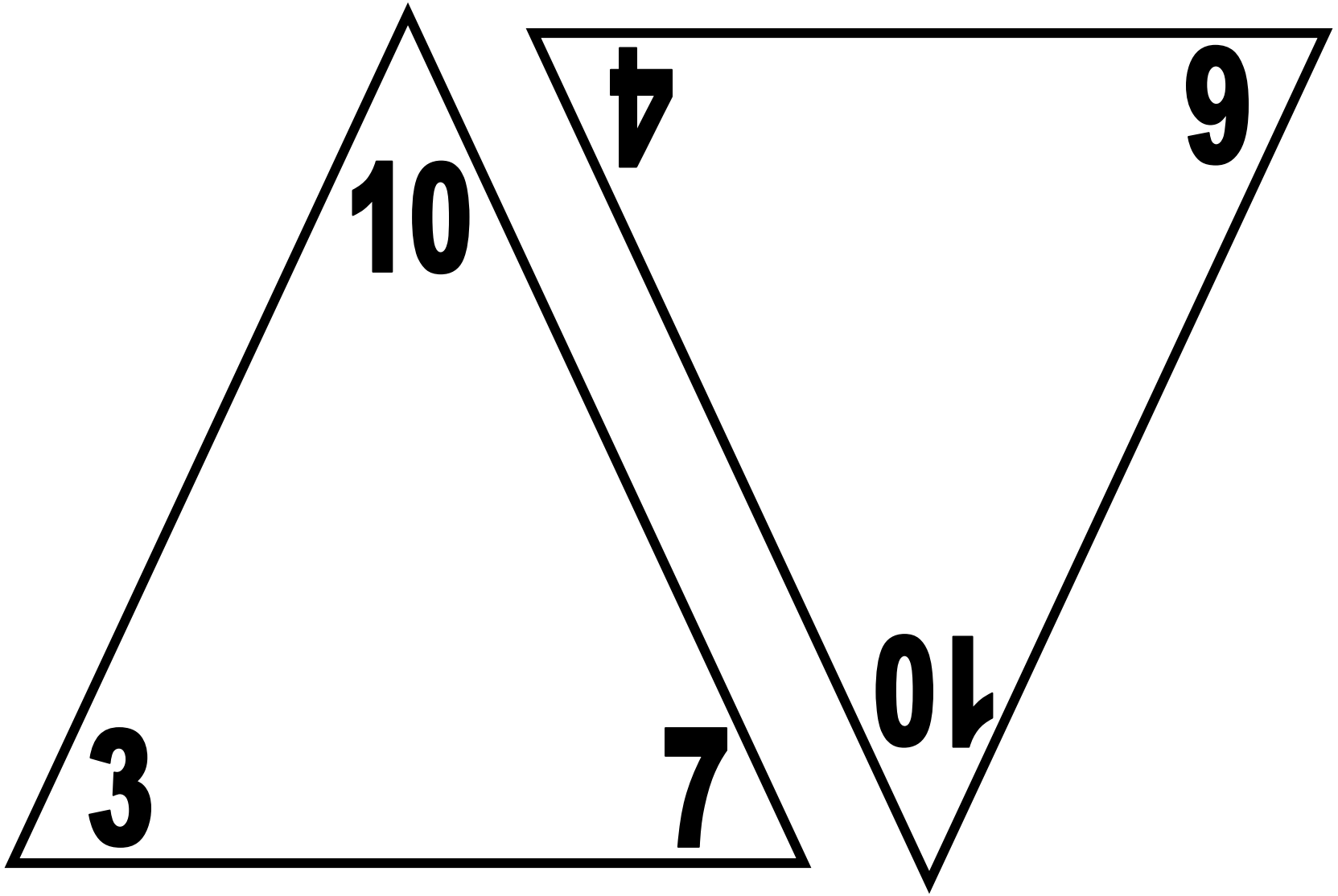
BLM 1.N.9&10.2

Triangular Flashcards (continued)



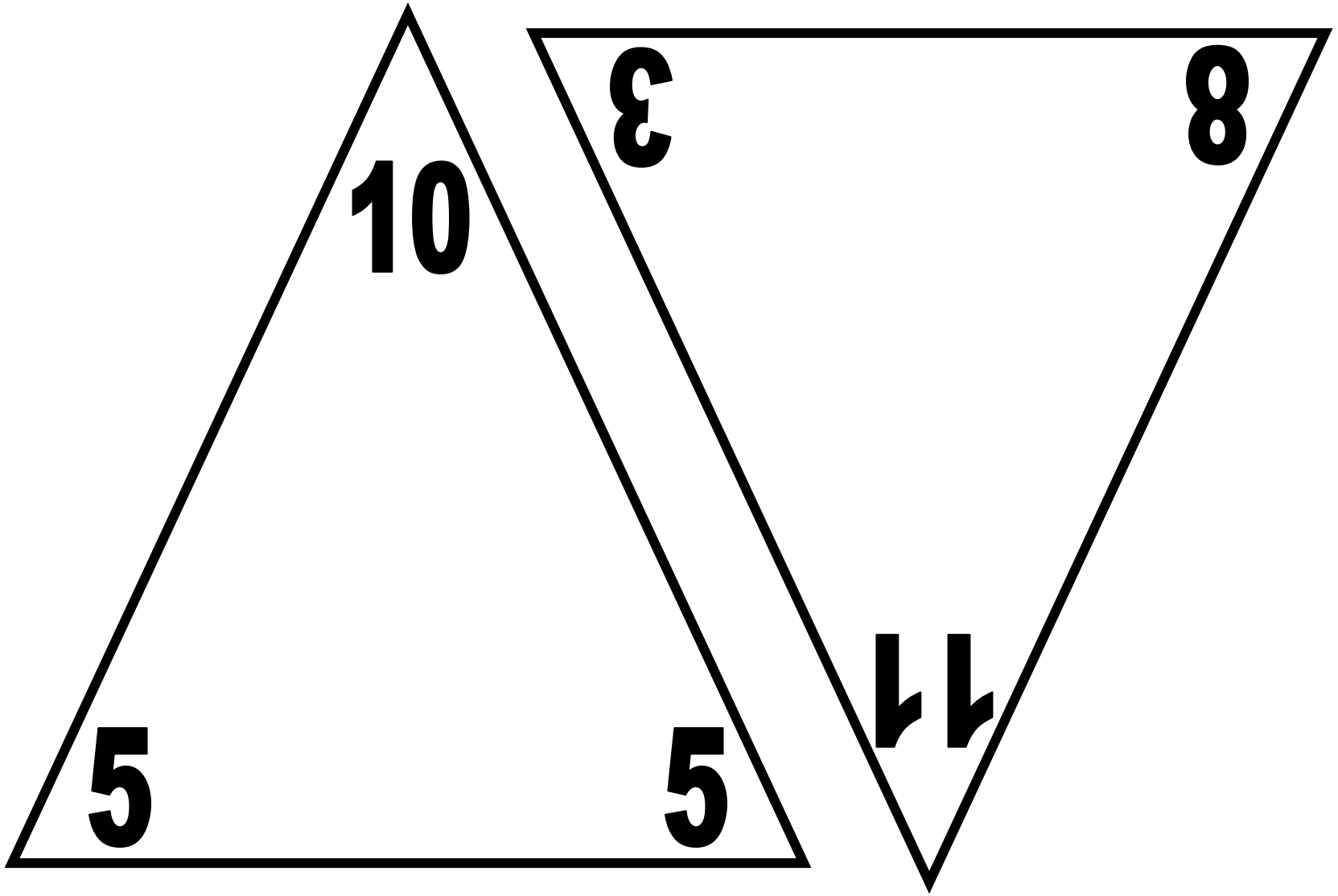
BLM 1.N.9&10.2

Triangular Flashcards (continued)



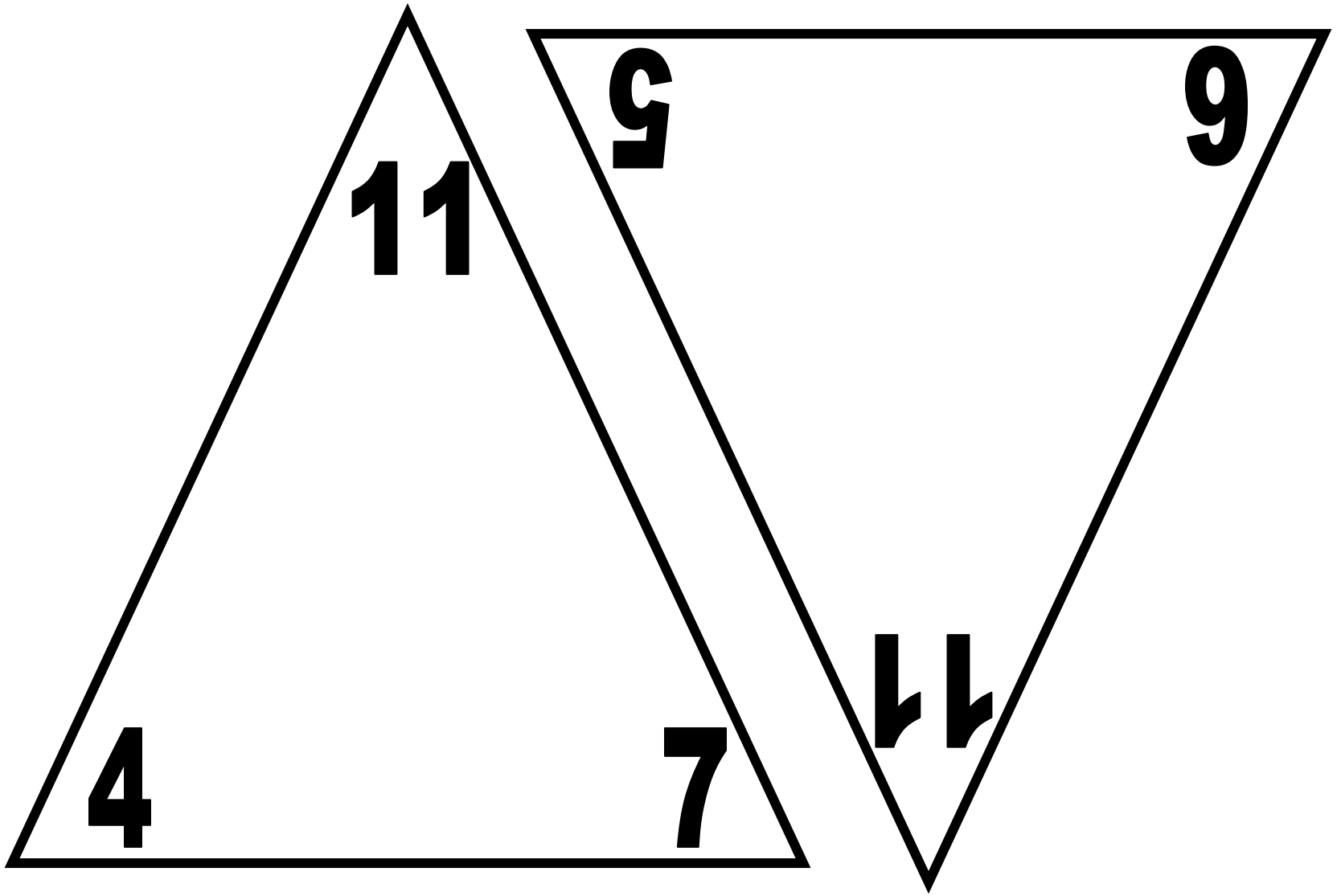
BLM 1.N.9&10.2

Triangular Flashcards (continued)



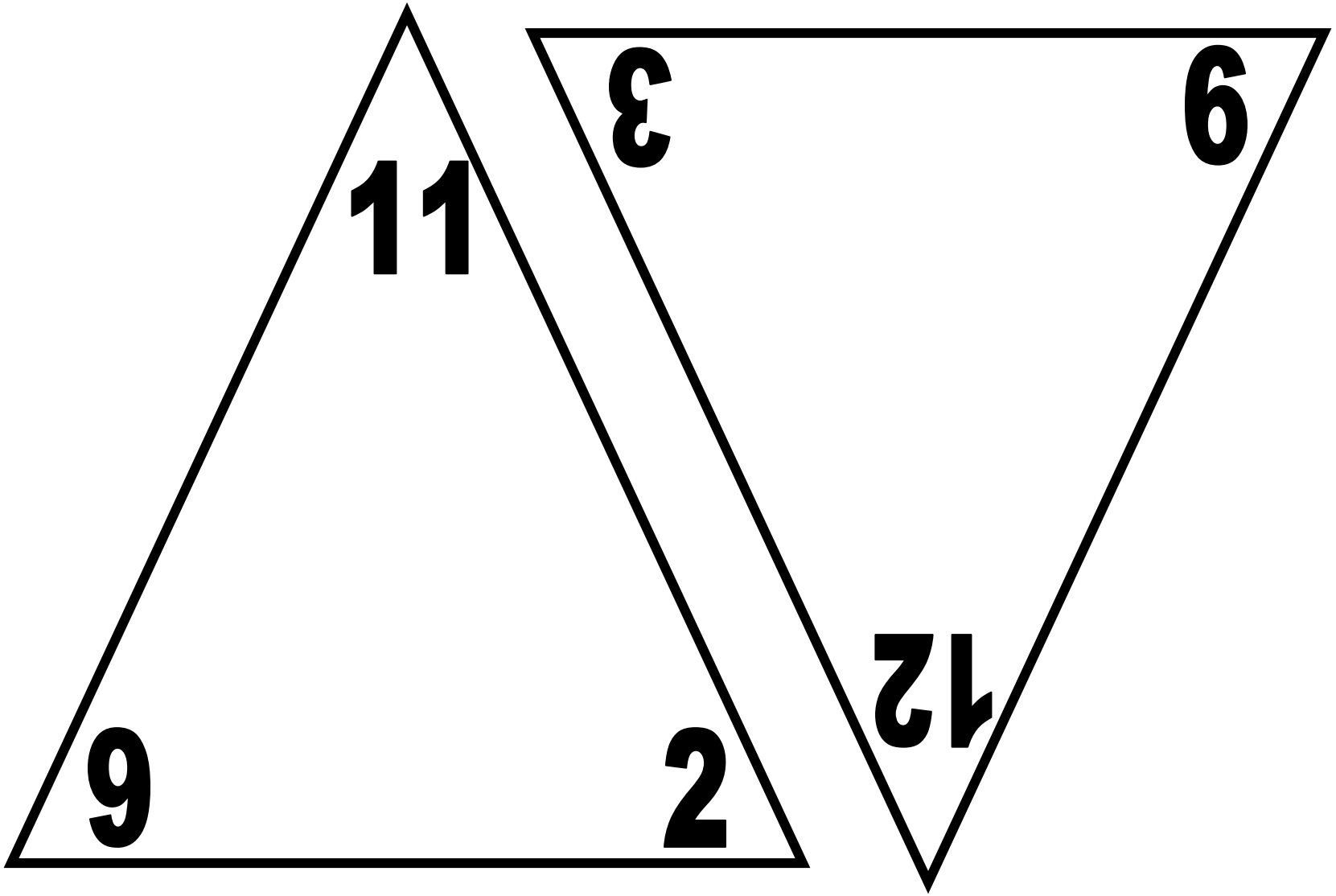
BLM 1.N.9&10.2

Triangular Flashcards (continued)



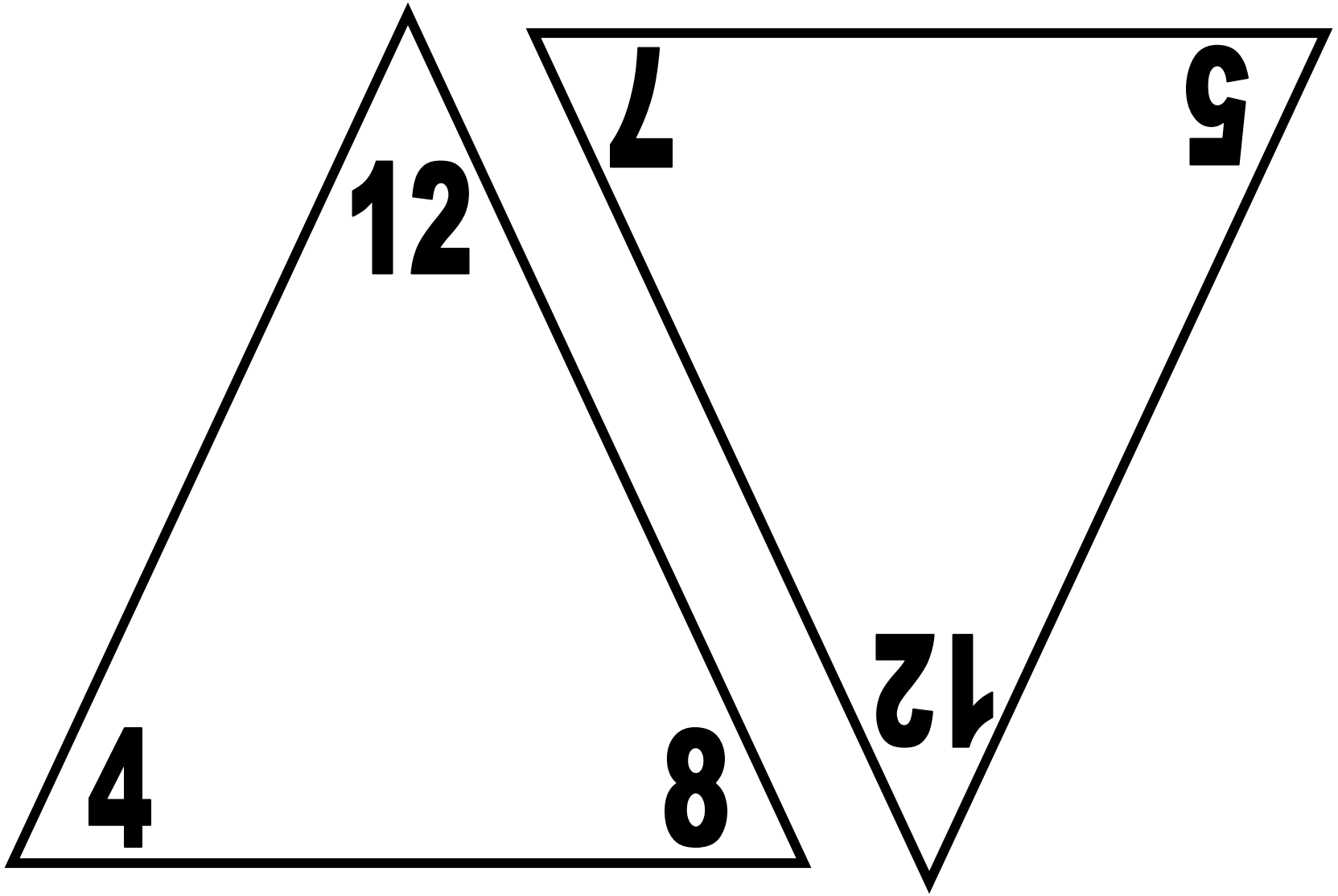
BLM 1.N.9&10.2

Triangular Flashcards (continued)



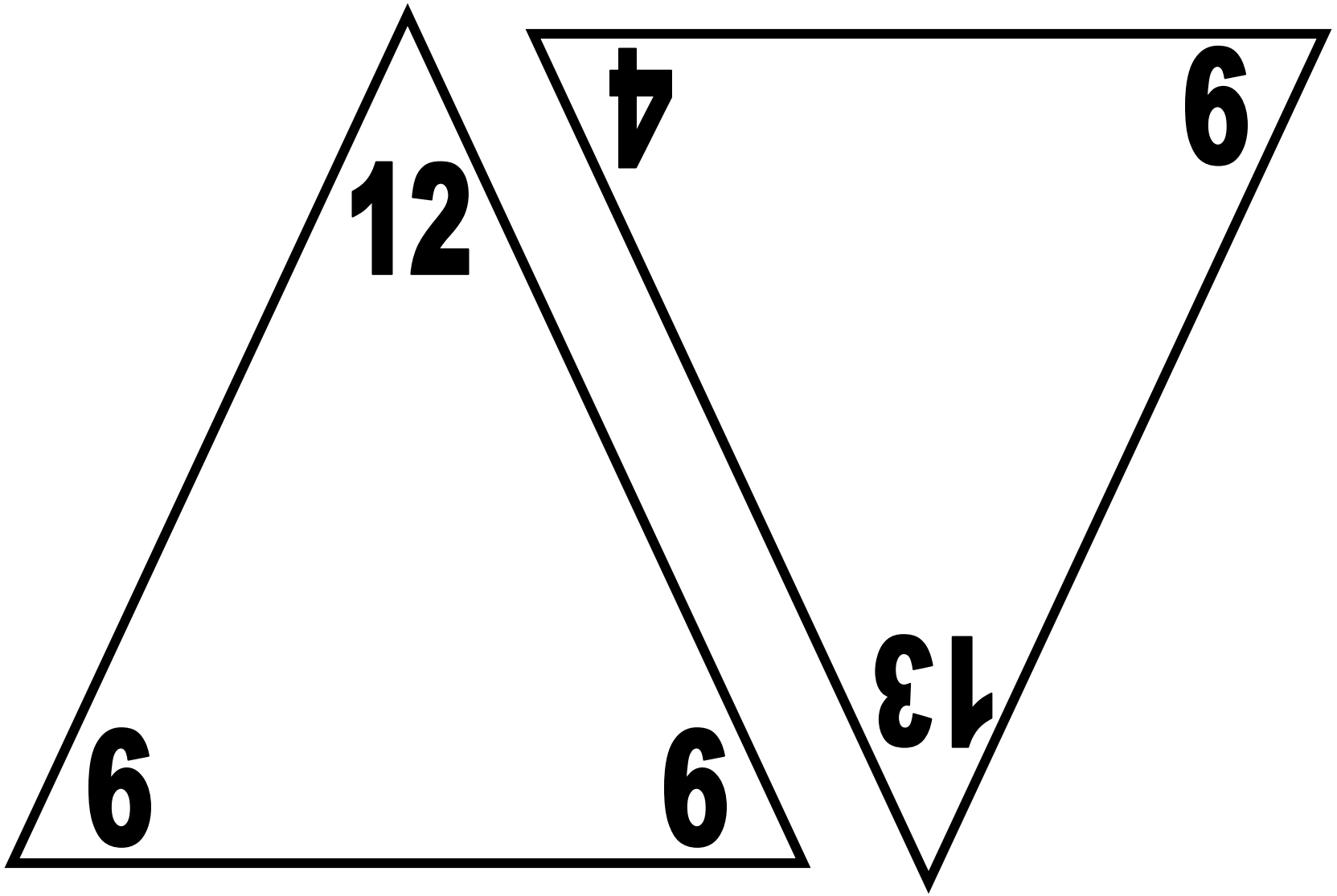
BLM 1.N.9&10.2

Triangular Flashcards (continued)



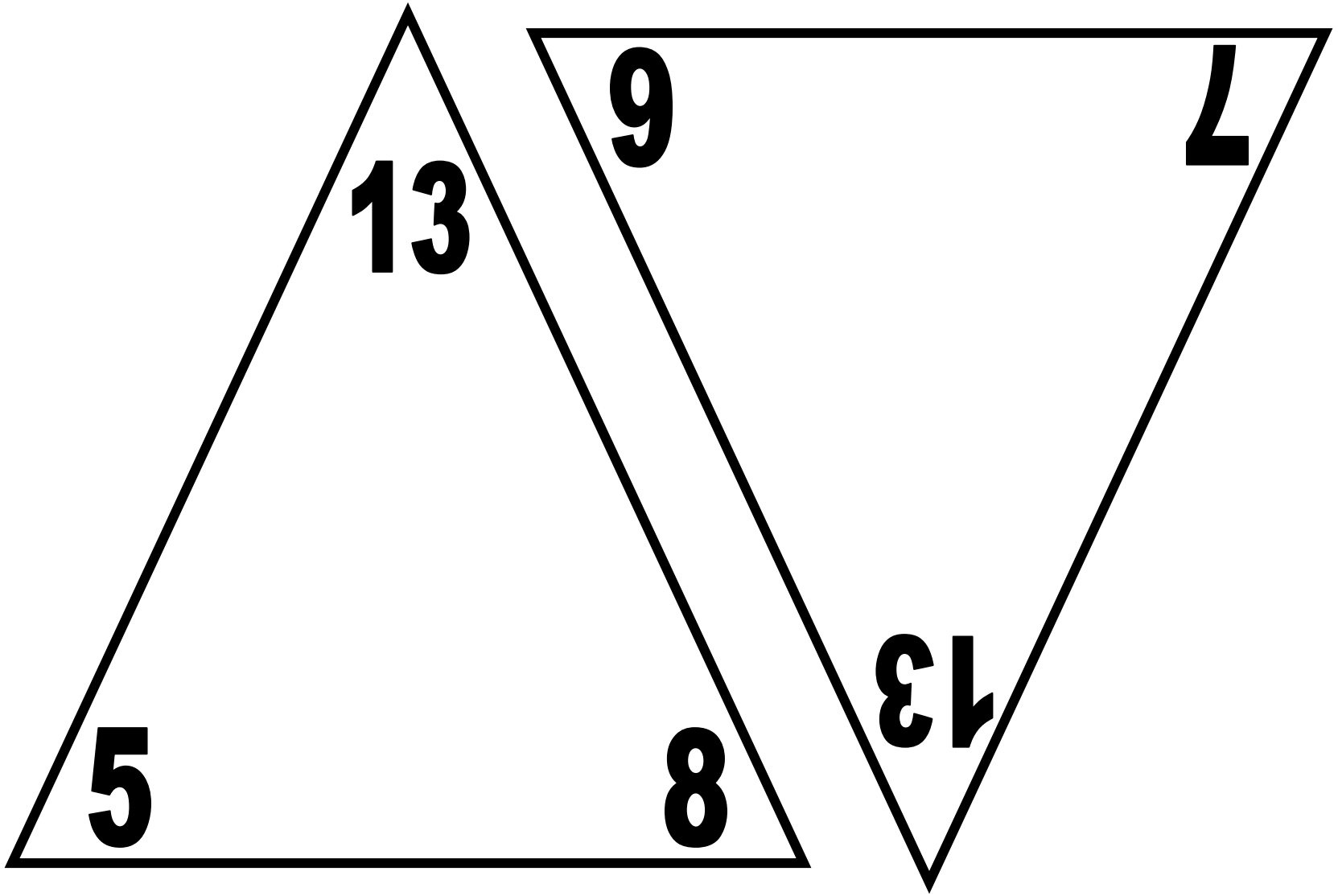
BLM 1.N.9&10.2

Triangular Flashcards (continued)



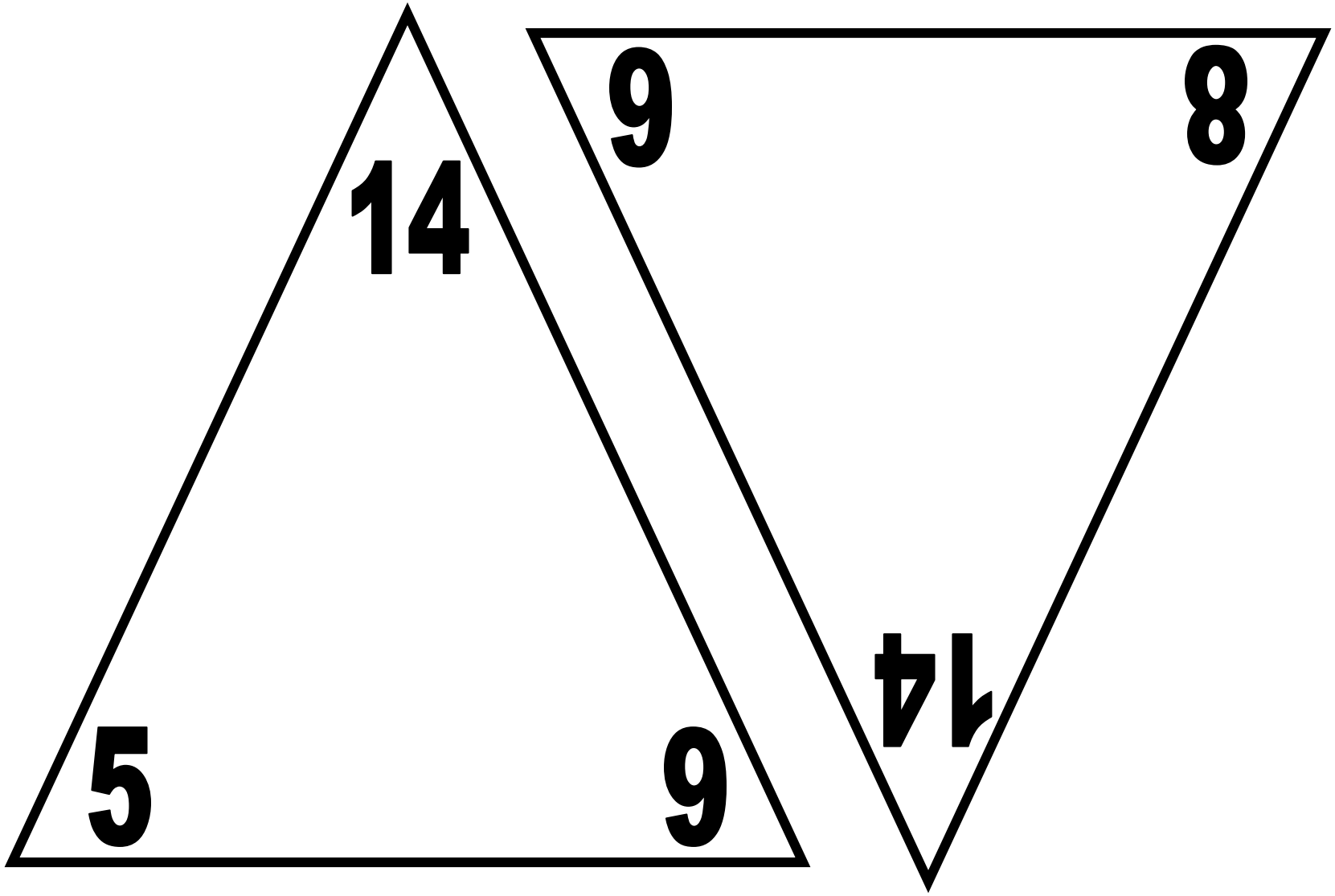
BLM 1.N.9&10.2

Triangular Flashcards (continued)



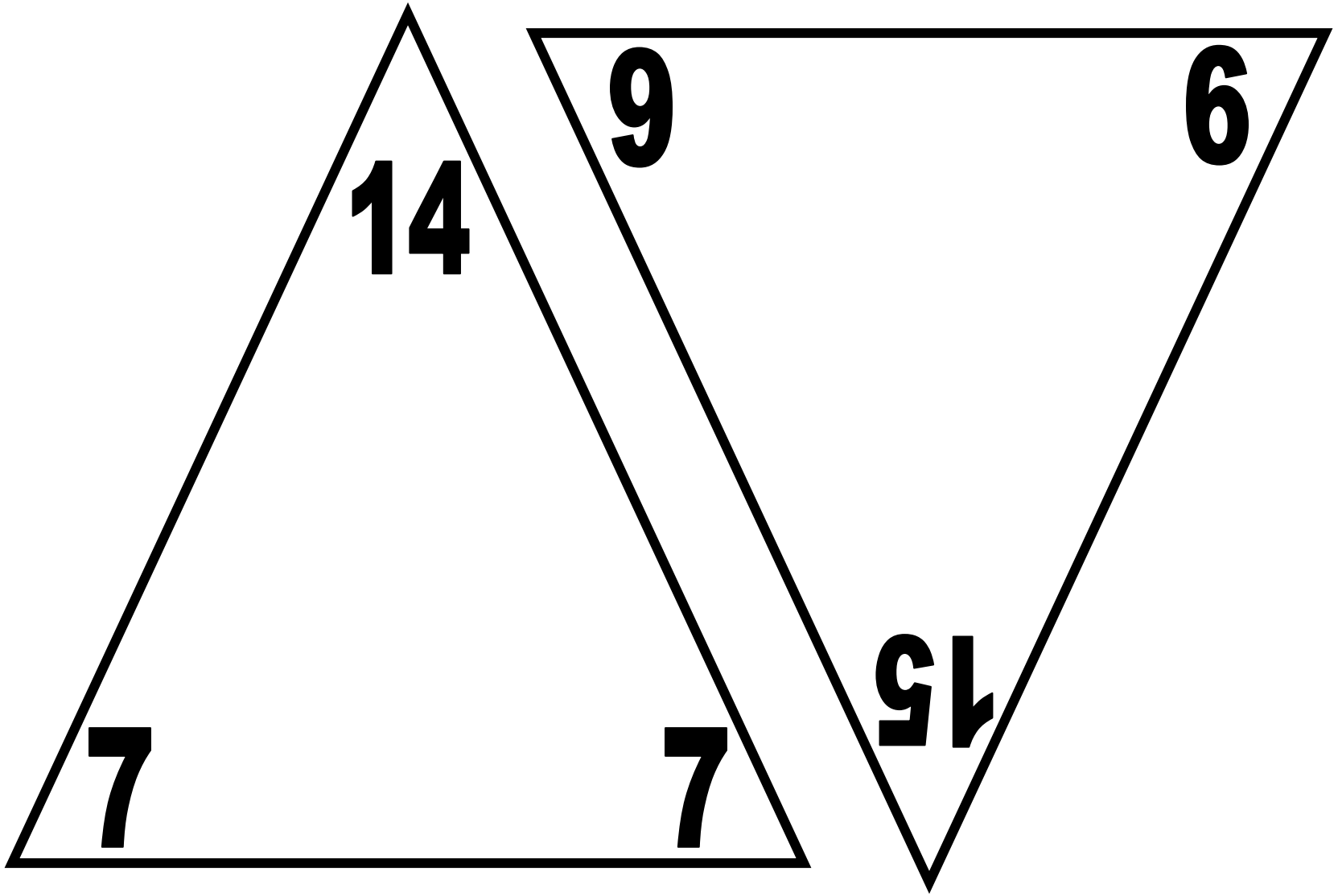
BLM 1.N.9&10.2

Triangular Flashcards (continued)



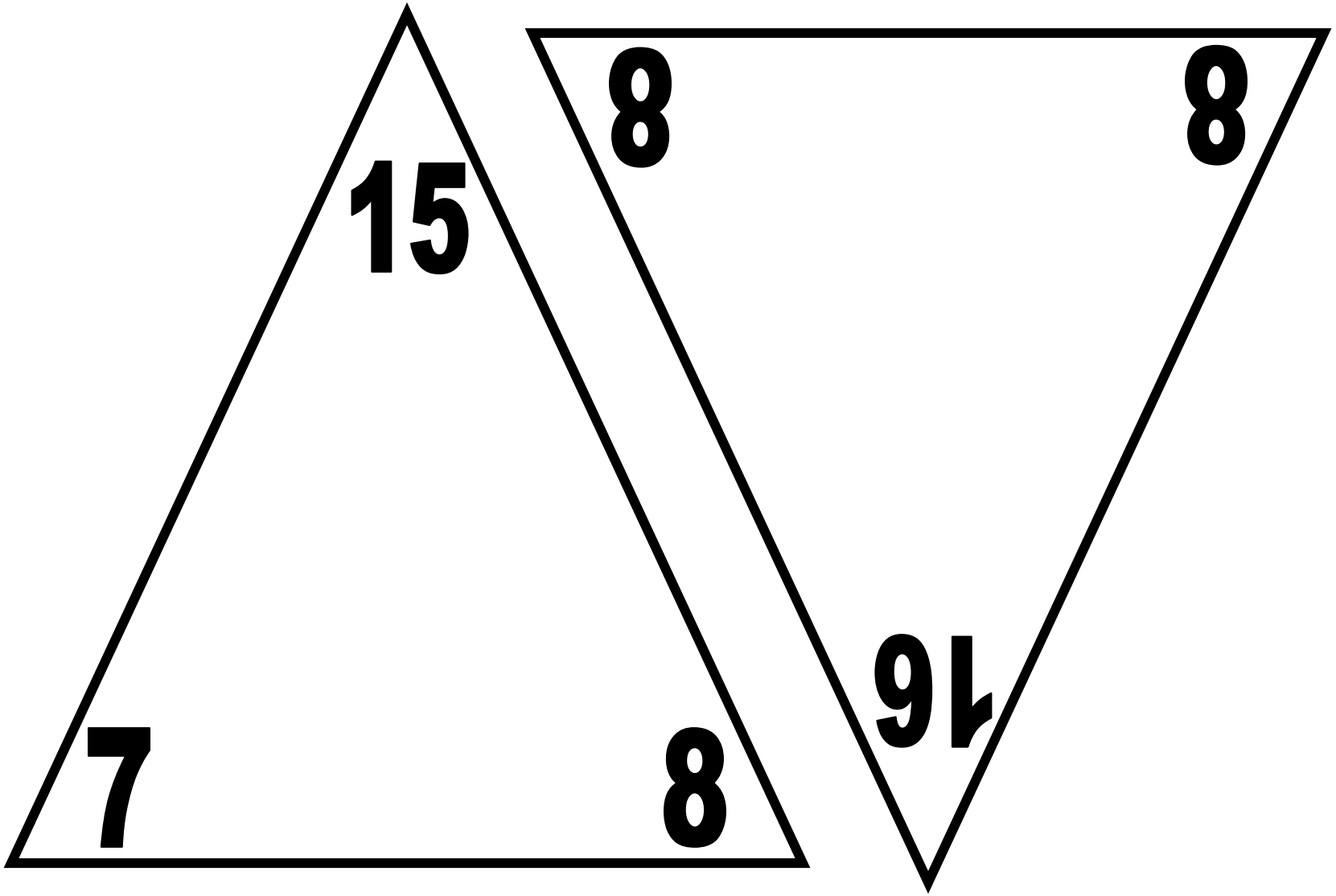
BLM 1.N.9&10.2

Triangular Flashcards (continued)



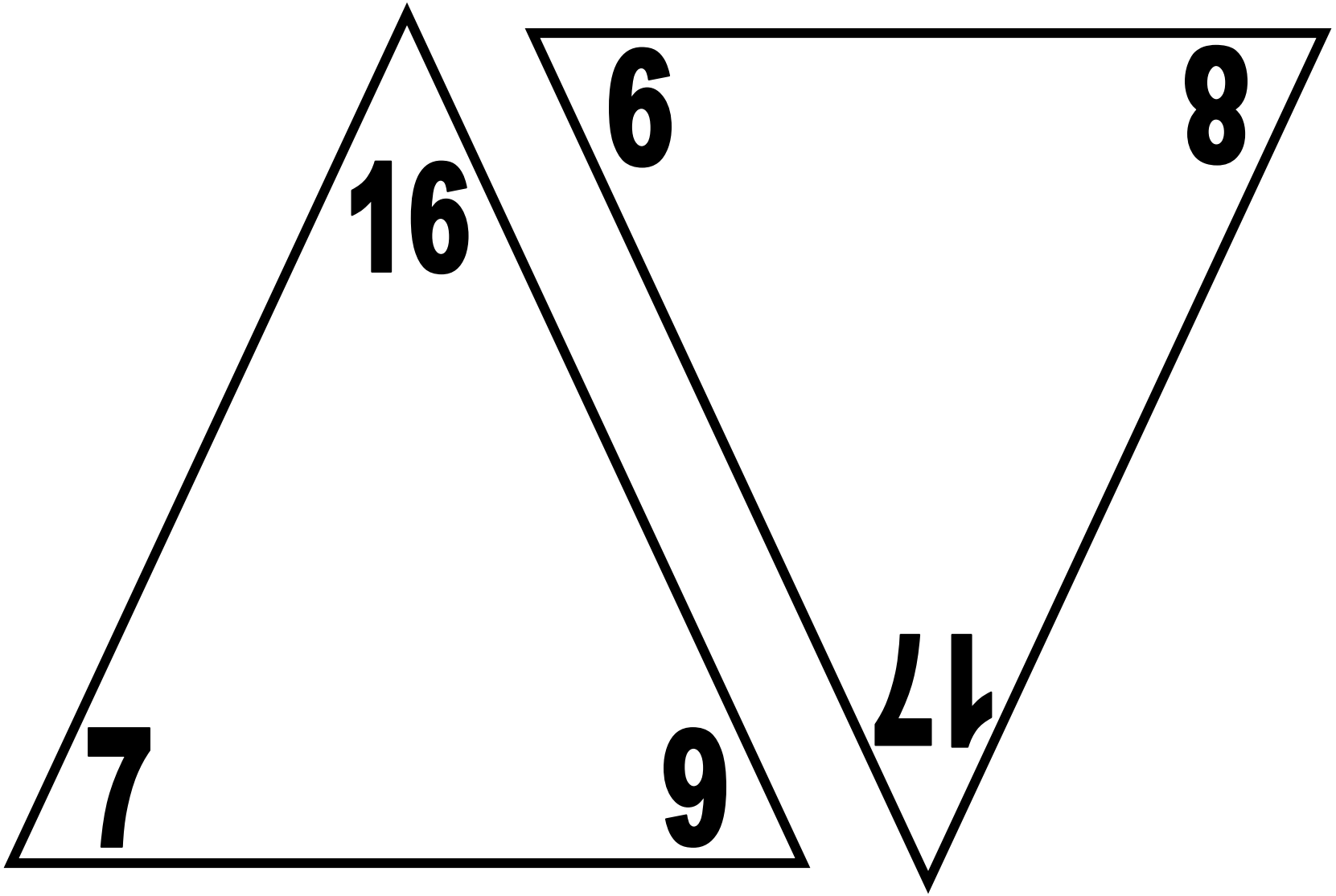
BLM 1.N.9&10.2

Triangular Flashcards (continued)



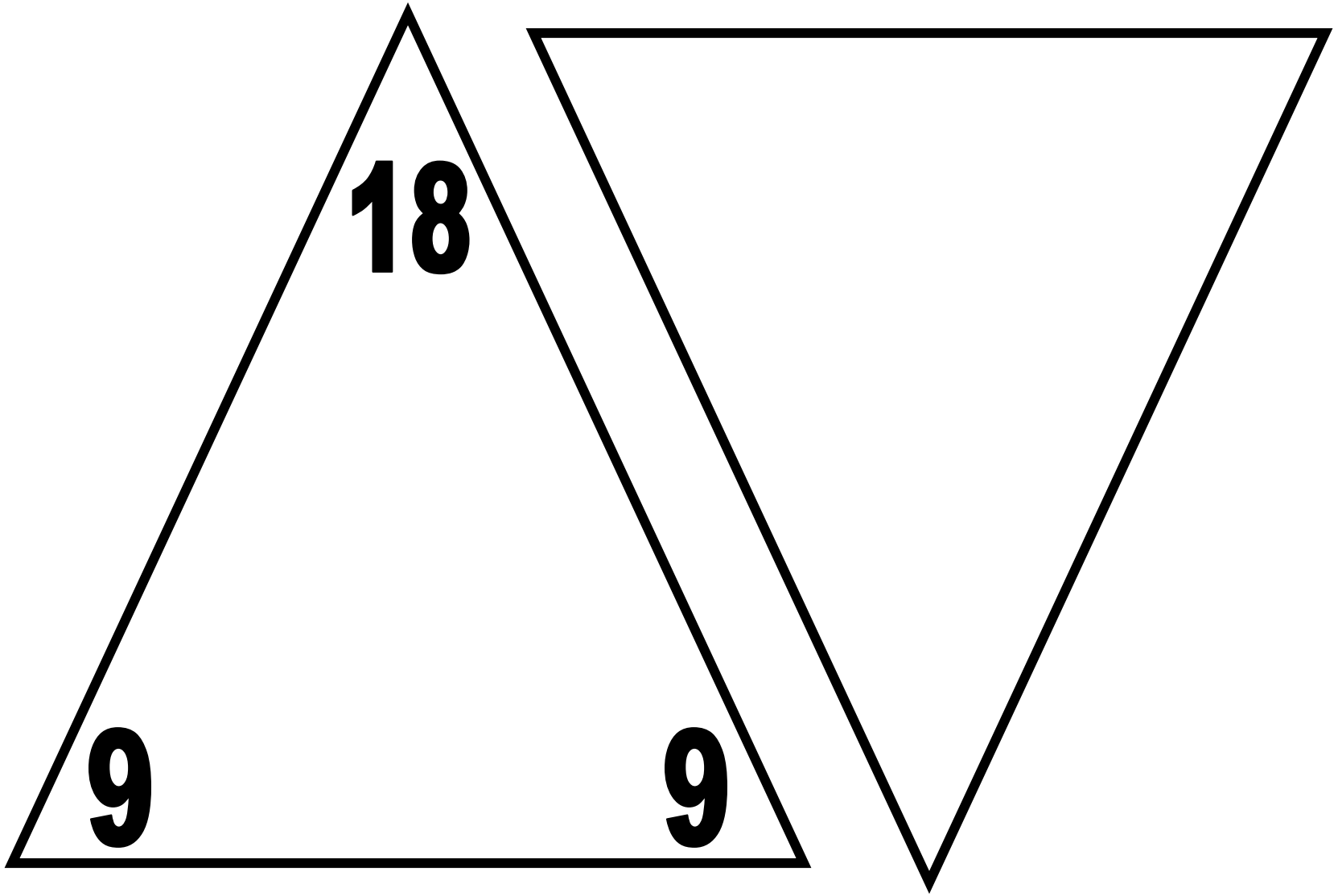
BLM 1.N.9&10.2

Triangular Flashcards (continued)



BLM 1.N.9&10.2

Triangular Flashcards (continued)



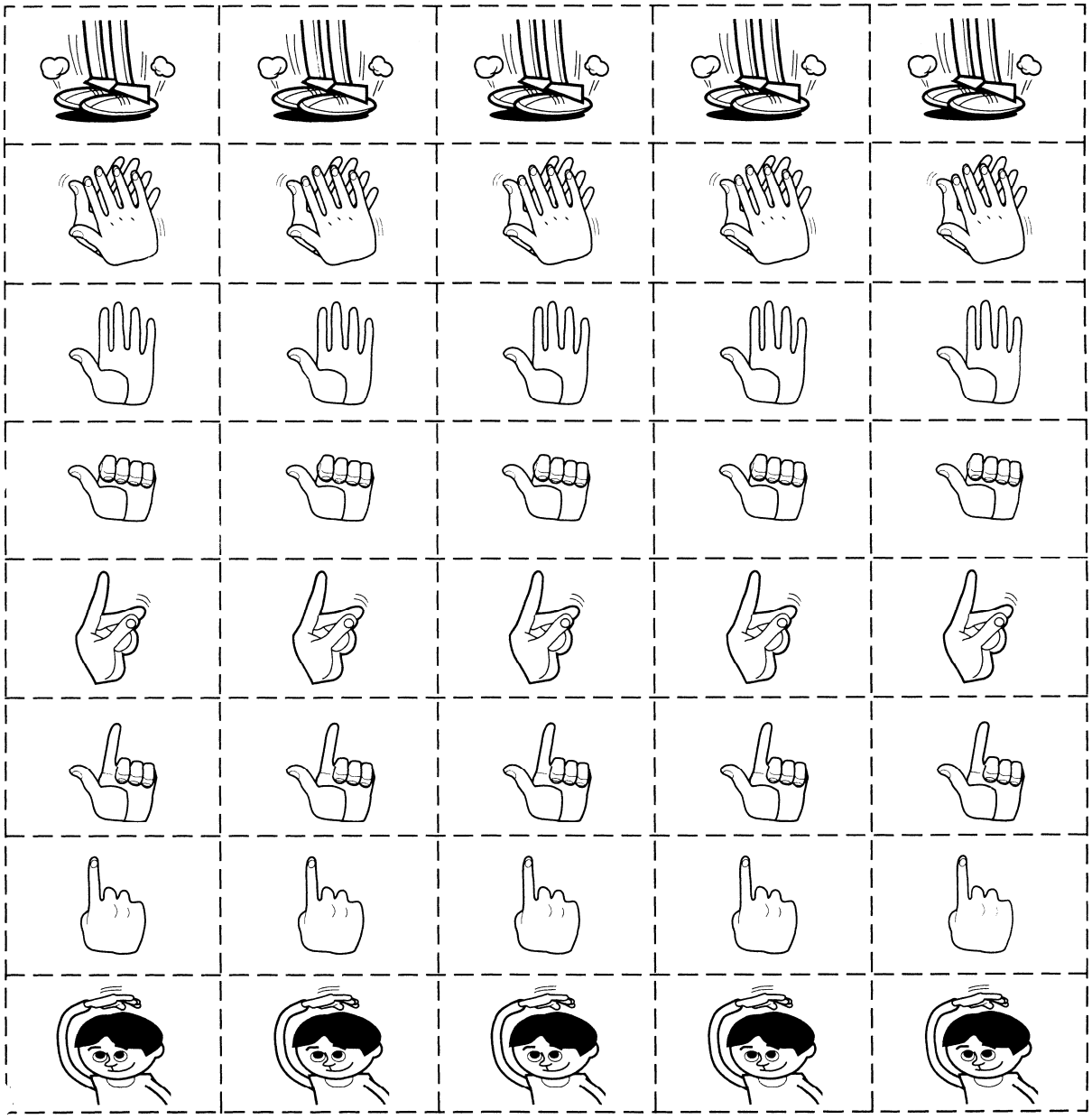
BLM 1.PR.1&2.1

Pattern Observation Checklist

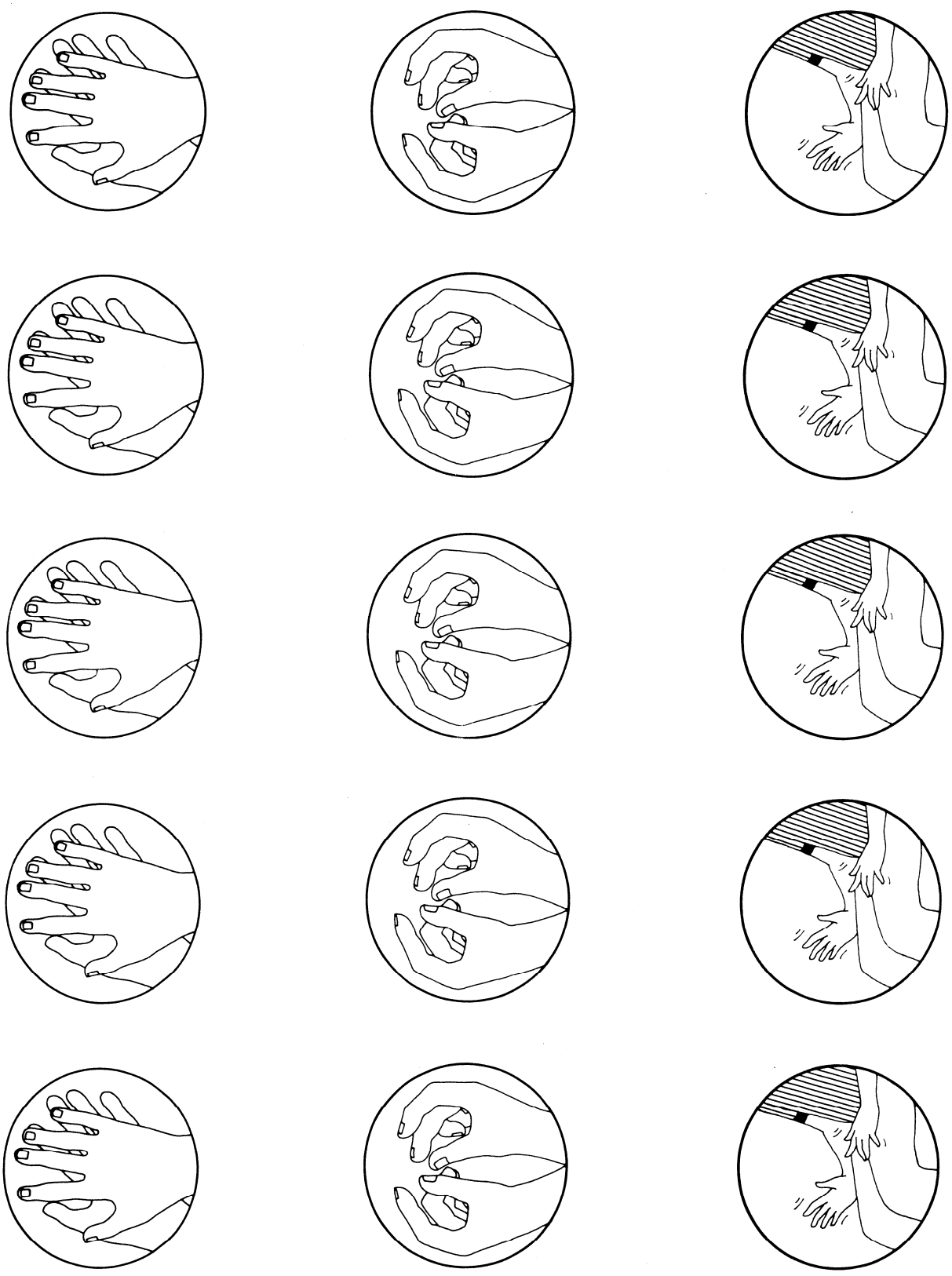
Student	Copies pattern	Describes pattern	Extends pattern	Identifies pattern core	Creates pattern	Comment

BLM 1.PR.1&2.2

Action Cards

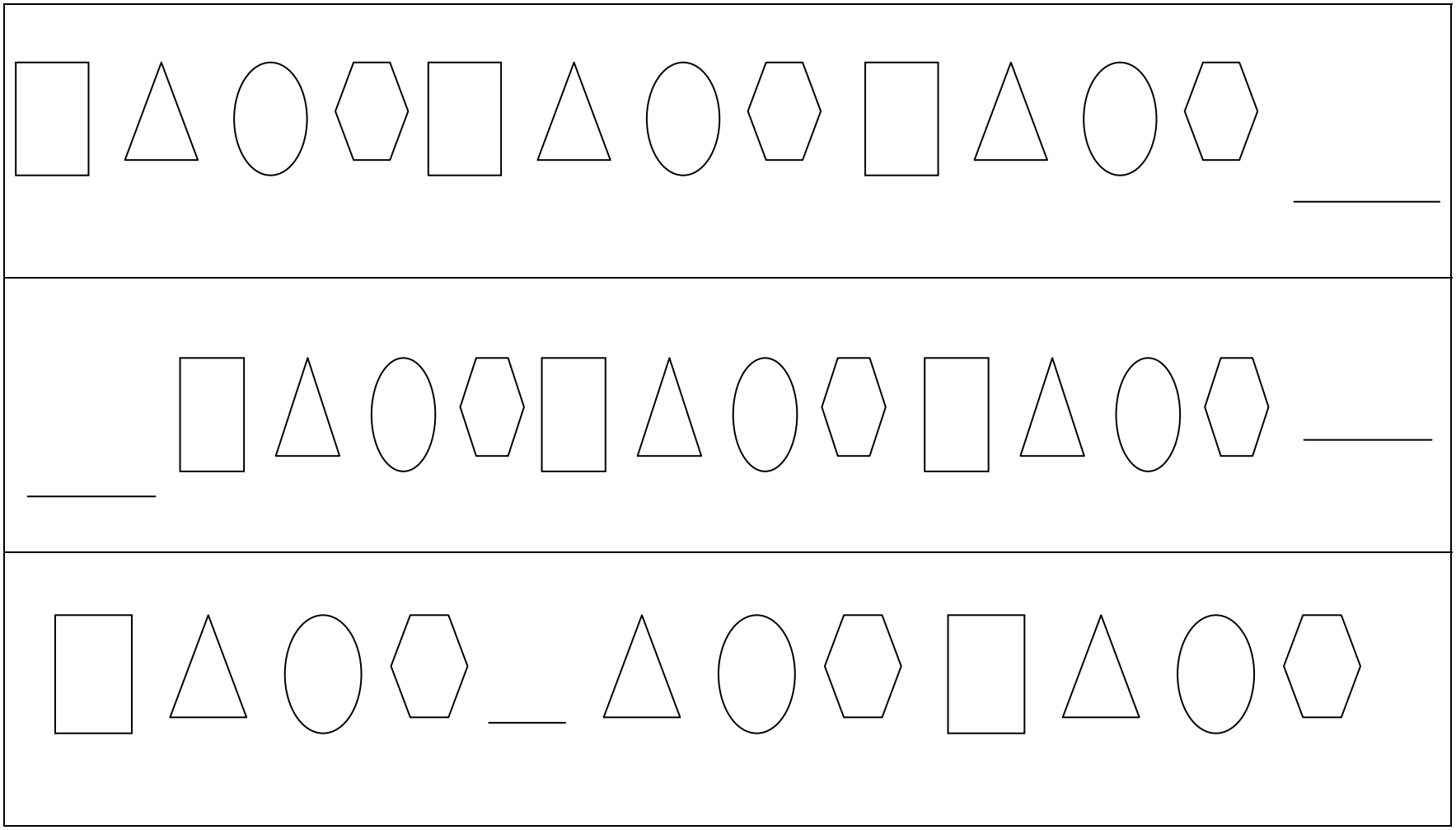


Action Cards (continued)



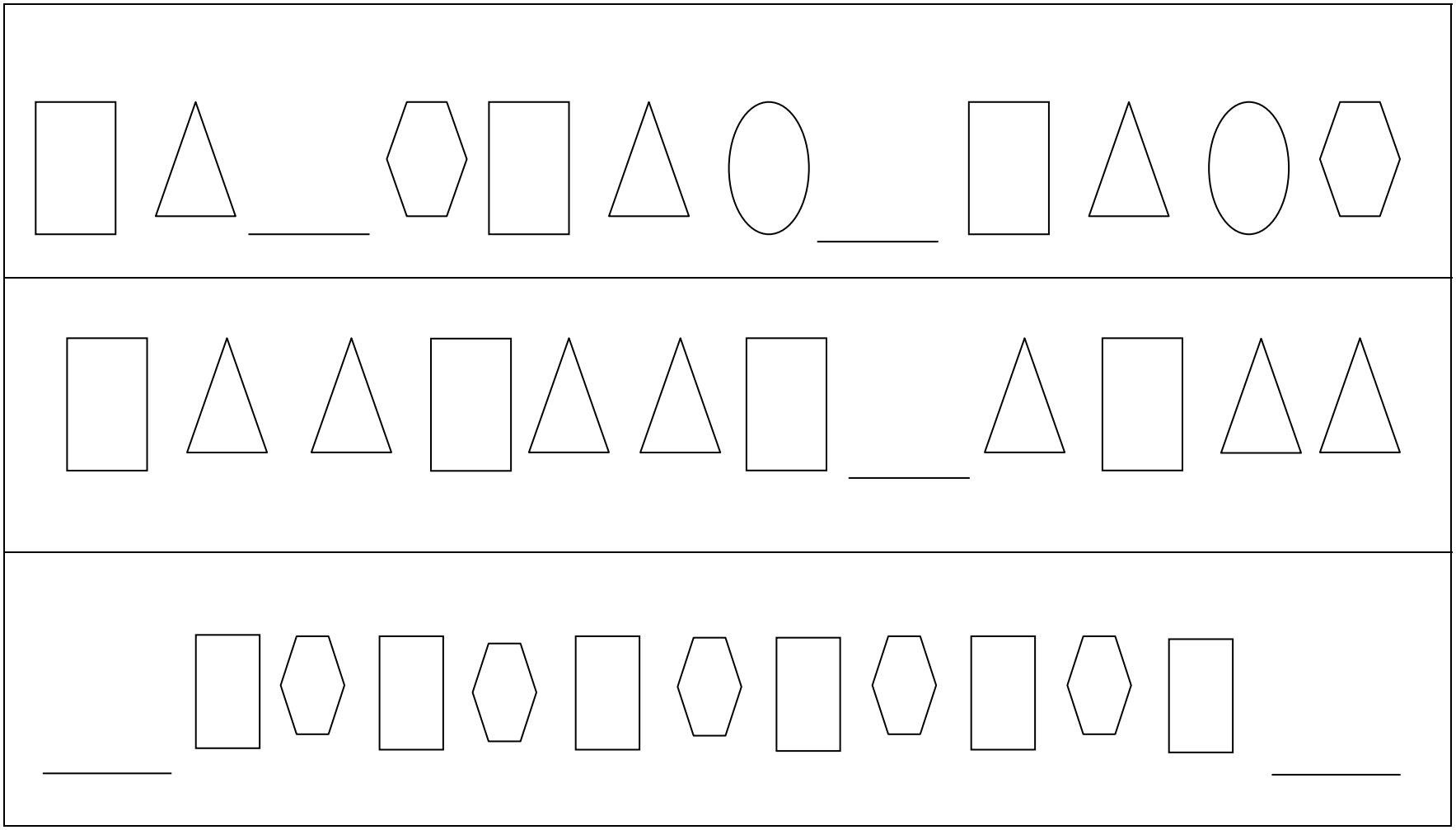
BLM 1.PR.1&2.3

Pattern Detective Centre



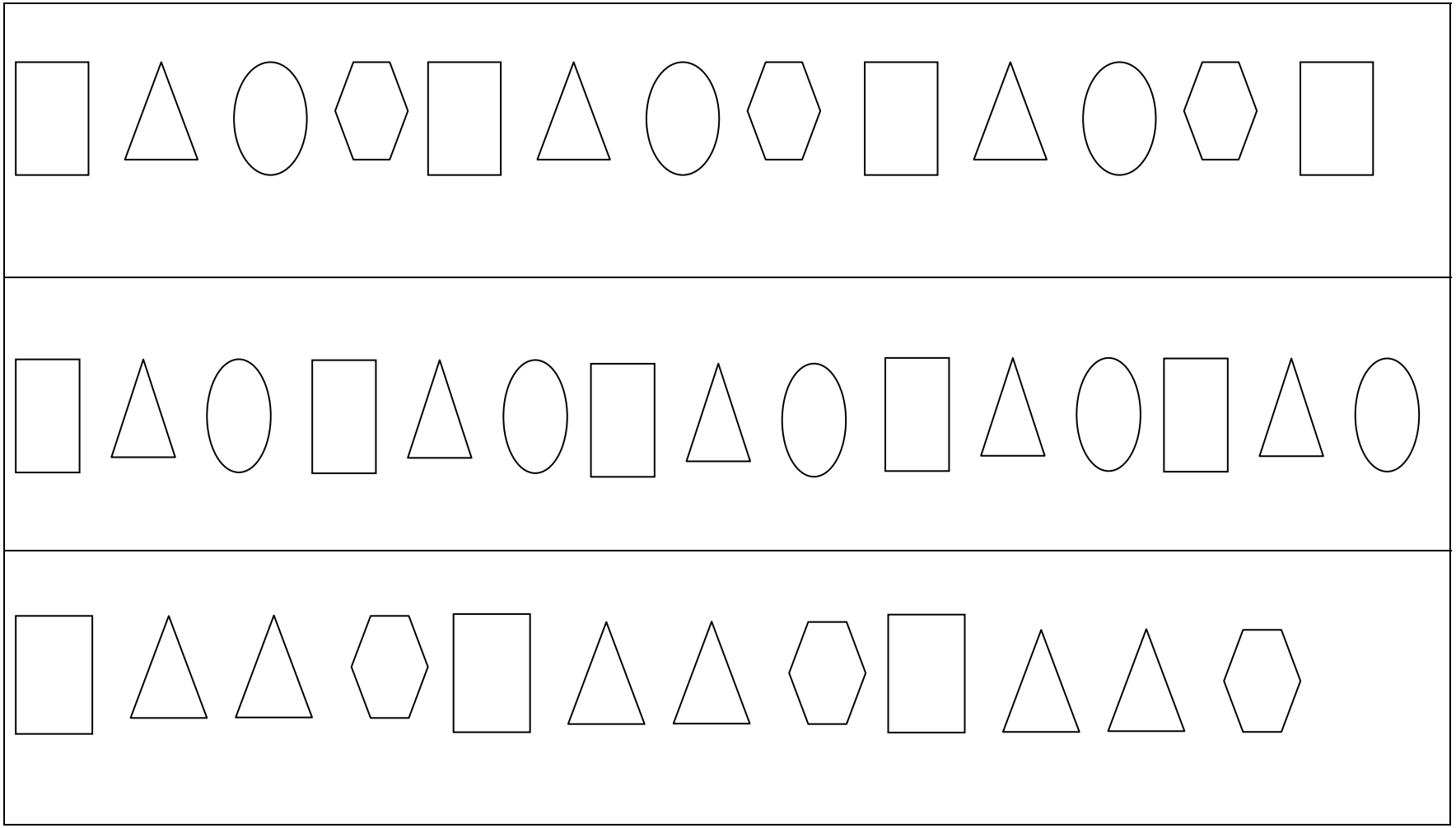
BLM 1.PR.1&2.3

Pattern Detective Centre (continued)



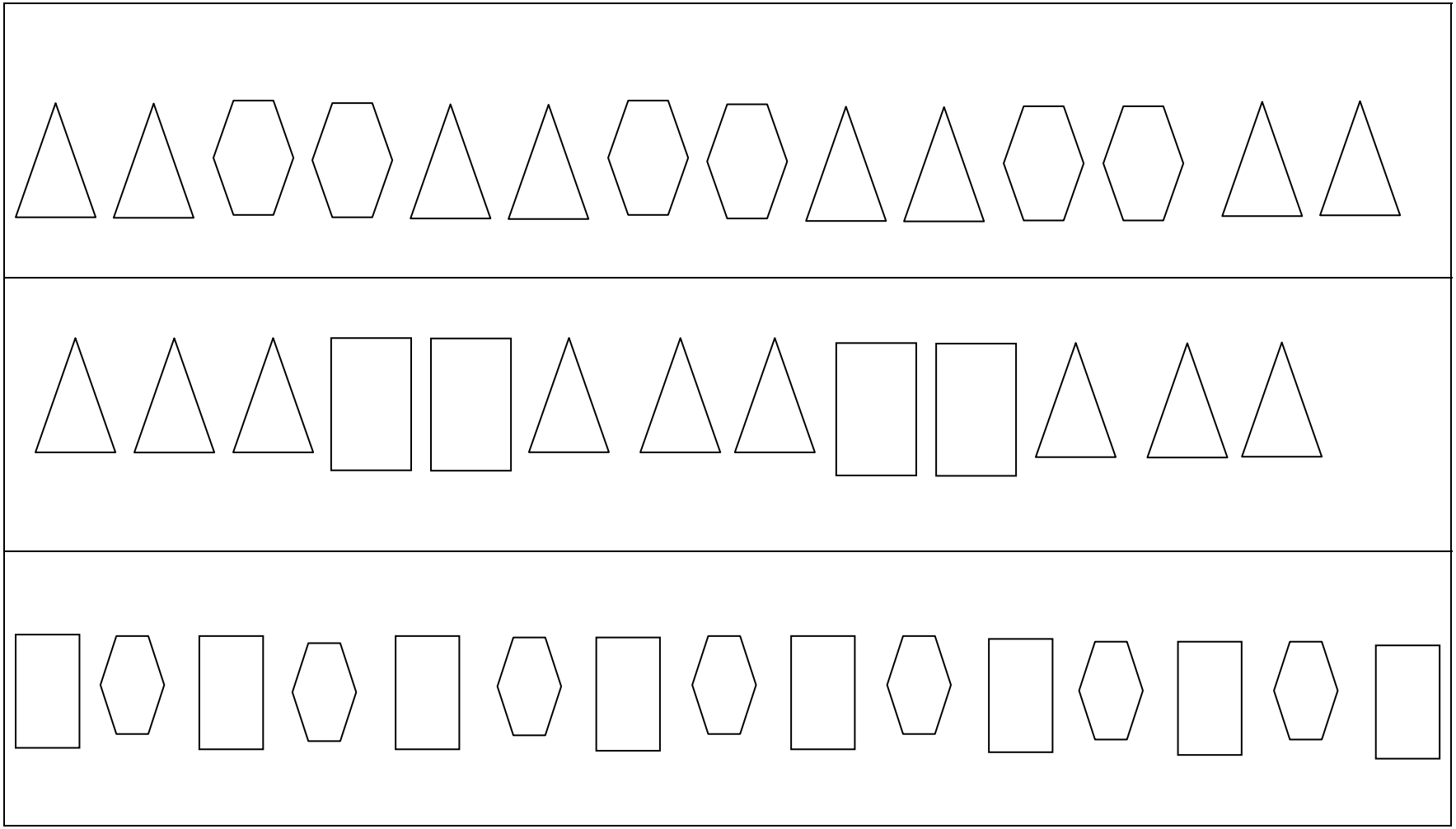
BLM 1.PR.1&2.4

Putting the Pieces Together
Representing Patterns



BLM 1.PR.1&2.4

Patterns: Putting the Pieces Together
Representing Patterns (continued)



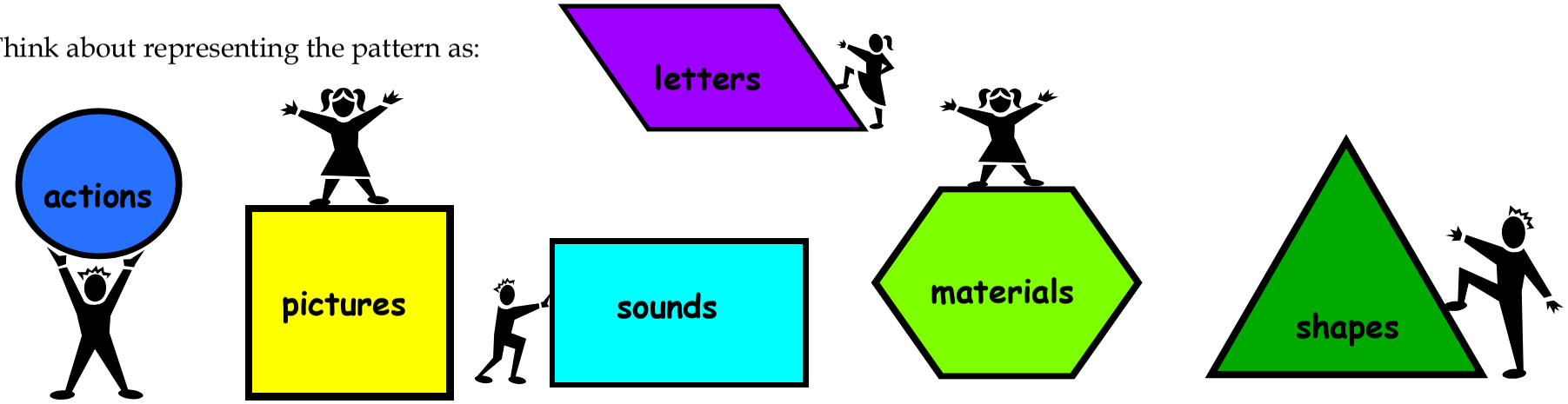
BLM 1.PR.1&2.5

Putting the Pieces Together:
Representing Patterns Group Assignment

Name of group members: _____

Represent the pattern below in as many different ways as you can.
Be ready to present your work to the class.

Think about representing the pattern as:



BLM 1.PR.3&4.1

True or False Game

Start									
Finish									

BLM 1.SS.1.1

Assessment Observation

Student	Length	Mass (weight)	Volume (capacity)	Appropriate Language

BLM 1.SS.1.2

Journal Learning Log Entry

Name: _____

Find an object that is shorter than your pencil and one that is longer than your pencil. Draw and write about what you found.

_____ **is longer than my pencil.** _____

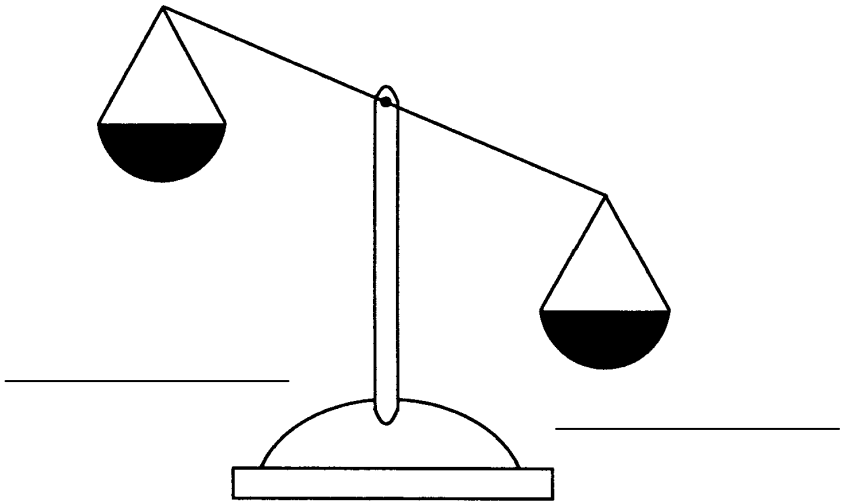
_____

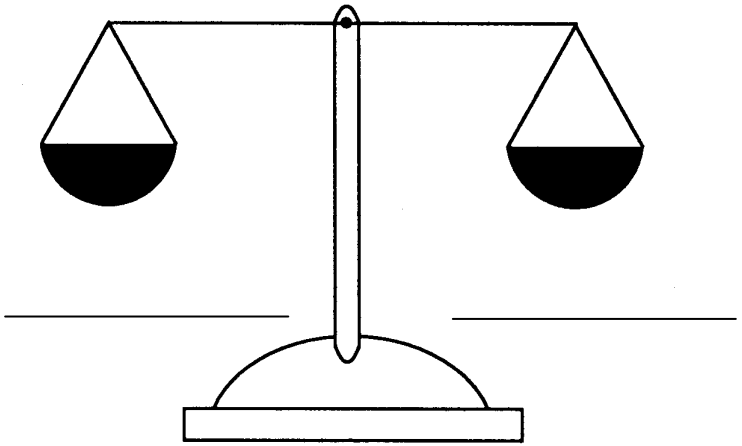
_____ **is shorter than my pencil.** _____

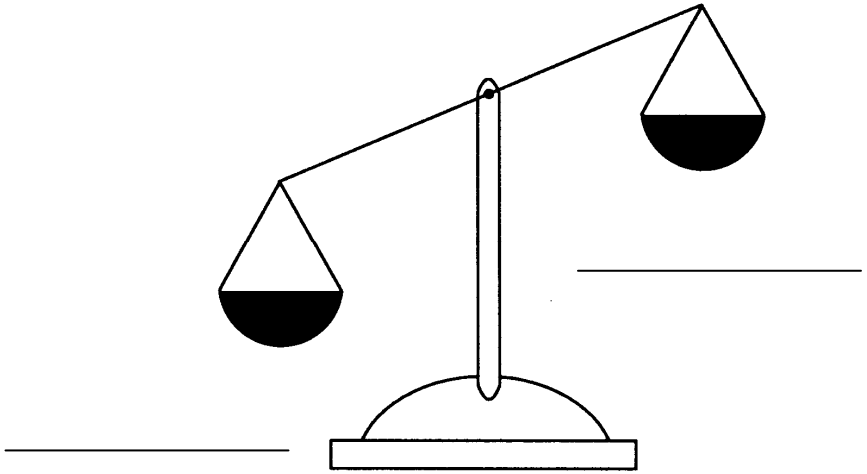
_____

BLM 1.SS.1.3

Balance Scales





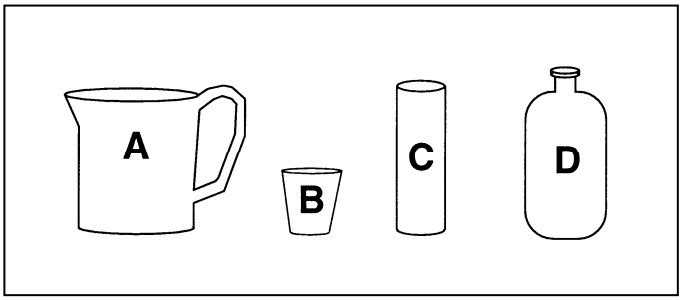


BLM 1.SS.1.4

More or Less

Name: _____

Choose 2 containers, estimate which holds more, record. Check by filling the container. Choose 2 more containers and repeat.



Containers	Estimate Which Holds More?	More	Less

BLM 1.SS.1.5

Comparison Centre

length	mass
volume	area

_____ **Centre**

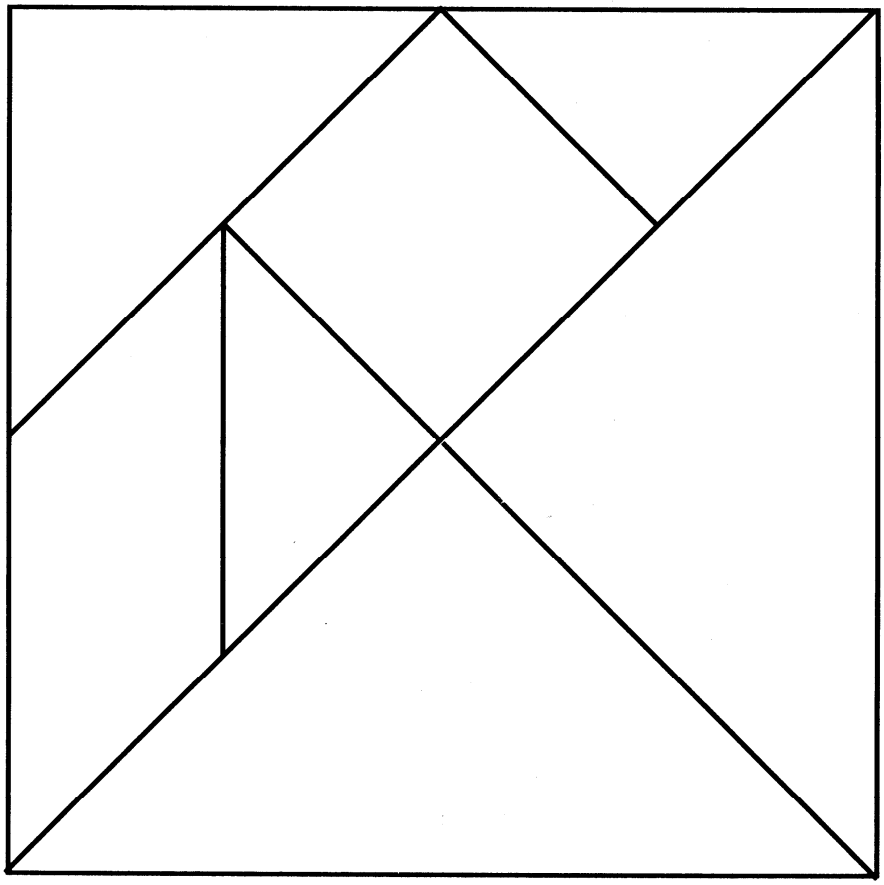
1. _____ has a larger _____ than _____ .

2. _____ has a smaller _____than _____.

3. _____ has the same area as _____.

BLM 1.SS.2&3&4.1

Tangram



BLM 1.SS.4.1

Shapes