



COMMON CORE *performance* TASKS

*real world math tasks based on the
common core state standards*

OPERATIONS AND
ALGEBRAIC THINKING

Grade

1

created by A Teachable Teacher

NOTE TO THE FABULOUS TEACHER

I am so excited to share these must-have Common Core Performance Tasks with you. They will provide your students with the opportunity to use higher order thinking to apply their newfound math skills to a real-world situation. These tasks are designed to be developmentally appropriate for first graders.

These tasks were not created as a tool used to teach a new skill. Instead, they are an opportunity to practice the skill once it has been mastered. They also serve as great assessments which you can use to guide your instruction.

Because we all have a wide range of skill levels in our classrooms, you will find two levels of each task. Use the challenge level for advanced learners or save them for additional review towards the end of the year.

I hope you find these tasks to be as beneficial in your classroom as I have in mine. Please do not hesitate to contact me if you have any questions!

Lauren

WHAT'S INCLUDED?


- ⚓ Binder Cover
- ⚓ Performance task checklist
- ⚓ Performance task grading roster (Add an * if they completed a challenge task!)
- ⚓ 20 original performance tasks based on the Common Core State Standards for first grade mathematics: *OPERATIONS & ALGEBRAIC THINKING*.
 - ⚓ There is at least one original task for each standard in this domain. However, most tasks incorporate multiple standards (as depicted in the right hand corner of each page).
- ⚓ 20 challenge tasks based on the 20 original performance tasks
- ⚓ Answer key for every task

2 levels: original & challenge

Name: _____ Date: _____

Directions: Read the story. Cut and glue the fish into the pond. Use the picture to finish the equations.

There were thirteen fish in the pond. Four of the fish got caught. How many fish are left in the pond?




$13 - \underline{\quad} = \underline{\quad}$

He put four fish back into the water. Now how many fish are there in the pond?

$9 + \underline{\quad} = \underline{\quad}$

OA
A1, B4,
C6


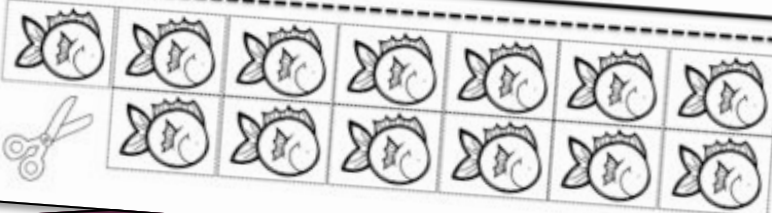

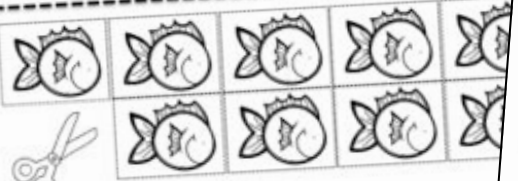
There were thirteen fish in the pond. Four of the fish got caught. How many fish are left in the pond?



$\underline{\quad} \square \underline{\quad} = \underline{\quad}$

He put four fish back into the water. Now how many fish are there in the pond?

$\underline{\quad} \square \underline{\quad} = \underline{\quad}$



8.

ALL ABOUT THE TASKS

Name and Date
(in case you want to repeat a task to show growth).


Domain and standards

Name: _____ Date: _____

Directions: Read the story. Cut and glue the candles onto the cupcake. Use the picture to finish the equation.


OA
A1, B3, C6

Mom put seven candles on the cupcake.
Dad added five candles.
How many candles are there in all?

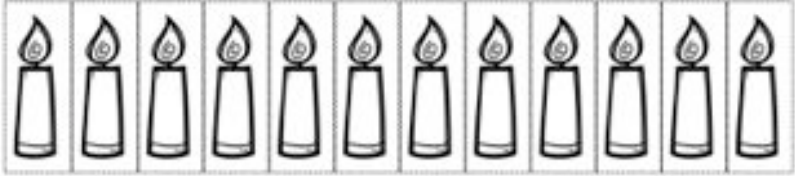



_____ + _____ = _____

Directions: Color ten candles blue. Color the rest pink. Now what equation do you see?



_____ - _____ = _____



5

Task

Many tasks include two steps and/or equations.

Page numbers for easy reference.

All tasks are interactive and include cutting, pasting, (and sometimes coloring). There are always more cut outs than necessary, requiring students to pay attention to detail.

ABOUT THE CHALLENGE TASKS

CHALLENGE TASKS incorporate the same original task but provide less information to the student.


Depending on the skill presented in the original task, some numbers in the equation are provided. However, numbers are never provided in challenge tasks.

Name: _____ Date: _____

Directions: Read the story. Cut and glue the candles onto the cupcake. Use the picture to finish the equation.


OA
A1, B3,
C6

Mom put seven candles on the cupcake.
Dad added five candles.
How many candles are there in all?

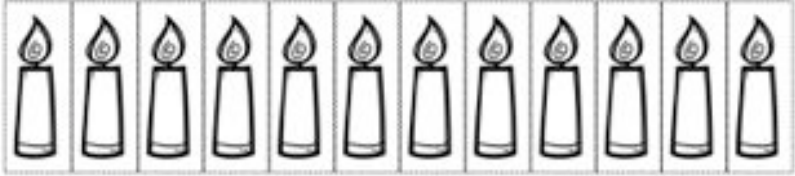



_____ □ _____ = _____

Directions: Cut out the candles blue. Color the rest pink. Now what equation do you see?



_____ □ _____ = _____



5*

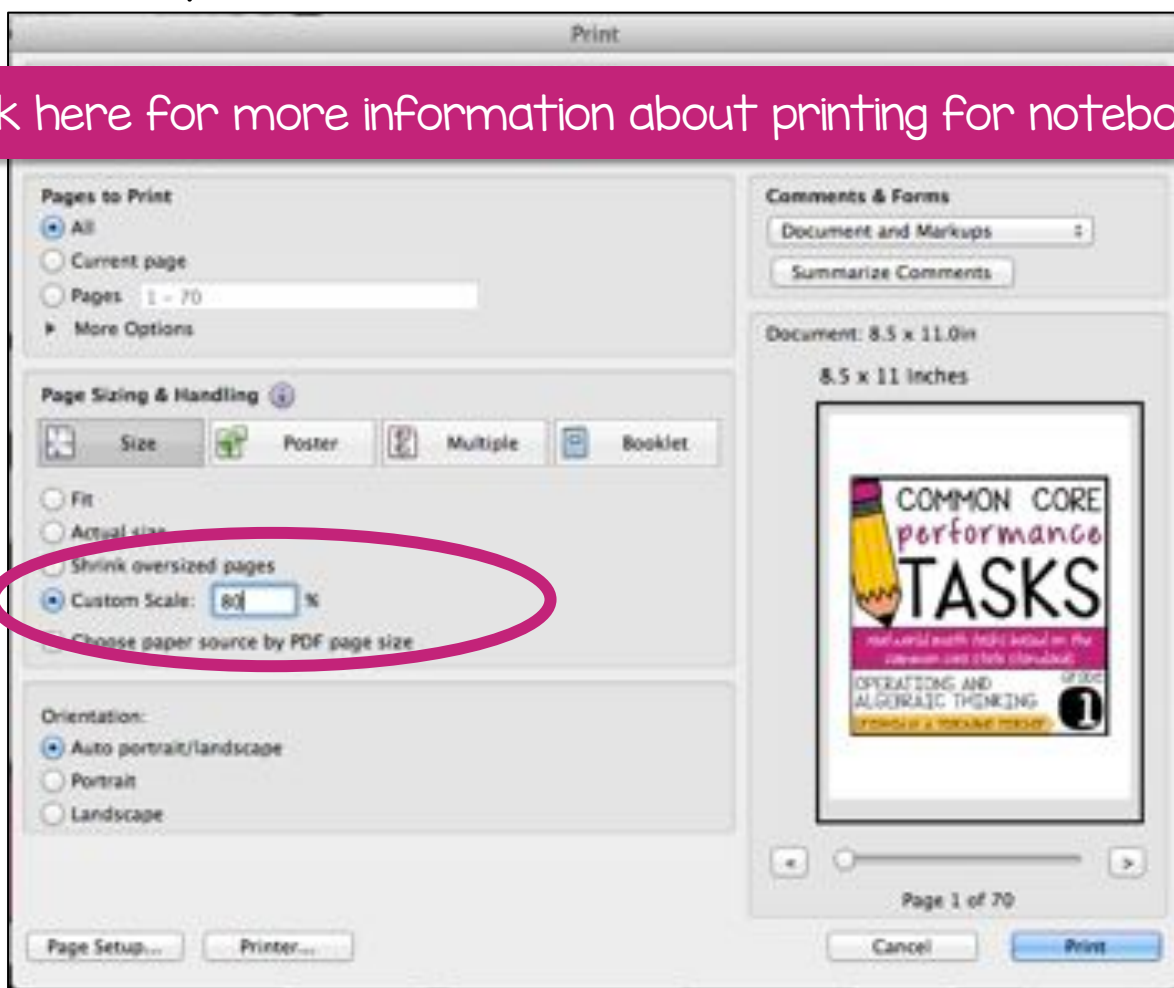
Symbols of operation are not provided in the challenge tasks. Student must use keywords to identify which operation to use.

CHALLENGE TASKS have the same page number with an asterisk (*) next to it. This makes them easy to identify.

PERFORMANCE TASKS & INTERACTIVE NOTEBOOKS

Do you use math journals or have math interactive notebooks? It is so easy to incorporate these performance tasks into your interactive notebooks! Just print the page at 85%. Cut off the bottom part of the page (at the bottom line). Glue the top into the notebook and work from there! Now you have the best of both worlds! 😊 Plus, it is great to be able to refer to these tasks inside the notebooks throughout the year! (This is especially helpful at parent-teacher conferences.)

[Click here for more information about printing for notebooks!](#)



Teacher organization

CCSS PERFORMANCE TASKS
OPERATIONS & ALGEBRAIC THINKING

Student	1	2	3	4	5	6	7	8	9	10

PERFORMANCE TASKS
ALGEBRAIC THINKING

	11	12	13	14	15	16	17	18	19	20

CCSS PERFORMANCE TASKS
OPERATIONS & ALGEBRAIC THINKING

Task Page Number	Standards Covered	Date Given/ Notes	Date Given/ Notes

CCSS PERFORMANCE TASKS
OPERATIONS & ALGEBRAIC THINKING

Student	11	12	13	14	15	16	17	18	19	20

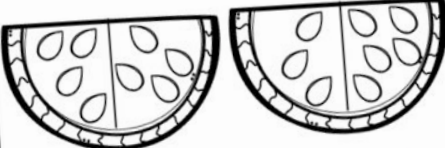
CCSS PERFORMANCE TASKS
OPERATIONS & ALGEBRAIC THINKING

Task Page Number	Standards Covered	Date Given/ Notes	Date Given/ Notes
Original 1	OAA1, OAA2		
Challenge 1	OAA1, OAA2, OAC6		
Original 2	OAA1, OAA2		
Challenge 2	OAA1, OAA2		
Original 3	OAA1, OAA2		
Challenge 3	OAA1, OAA2		
Original 4	OAA1, OAB3		
Challenge 4	OAA1, OAB3		
Original 5	OAA1, OAB3, OAC6		
Challenge 5	OAA1, OAB3, OAC6		
Original 6	OAA1, OAB3, OAC6		
Challenge 6	OAA1, OAB3, OAC6		
Original 7	OAA1, OAB3		
Challenge 7	OAA1, OAB3		
Original 8	OAA1, OAB4, OAC6		
Challenge 8	OAA1, OAB4, OAC6		
Original 9	OAA1, OAC5		
Challenge 9	OAA1, OAC5		
Original 10	OAA1, OAC5		
Challenge 10	OAA1, OAC5		

ANSWER KEYS

Name: Answer Key Date: _____ OA A1, D7
 Directions: Read the story. Cut and glue the watermelon seeds. Glue some seeds on each side of the watermelon. Use picture to write an equation.

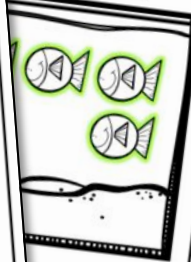
Lily has two slices of watermelon with an equal number of seeds. Each slice has eight seeds total.



$4 + 4 = 3 + 5$
 True False

_____ OA A1, D8
 _____ according to the story. Use the picture to solve.

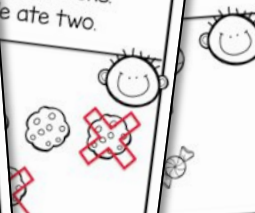
_____ blue fish. _____ more blue fish. _____ fish. _____ fish. _____ fish. _____ fish.



$3 - 2 = 2 + 4$

_____ OA A1, D7
 _____ Use the picture to solve. Is the equation true or false?

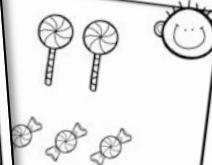
She ate one _____ and ate two _____ mints. _____ and two peppermints. _____ and three peppermints.



$1 + 2 = 3$

_____ OA A1, D7
 _____ Use the picture to solve. Is the equation true or false?

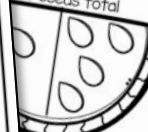
_____ and two peppermints. _____ and three peppermints.



$2 + 3 = 5$

_____ OA A1, D7
 _____ Use the picture to solve. Is the equation true or false?

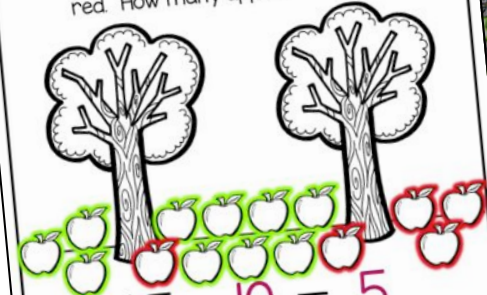
_____ watermelon seeds. Glue some seeds on each side of the watermelon. Use picture to write an equation.



$4 + 4 = 7$


_____ OA A1, A2
 _____ three _____ did I _____

_____ the apples were green and the _____ red. How many apples were there?



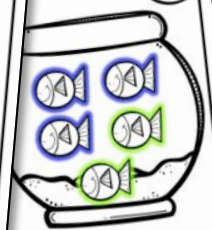
$15 - 10 = 5$

_____ OA A1, D8
 _____ Pink _____ Now how many?




$4 + 2 = 6$

_____ OA A1, D7
 _____ there in all? _____ what equation do you use?




$3 + 2 = 5$

_____ OA A1, D7
 _____ the street? _____ Now how many?



$12 - 2 = 10$

_____ OA A1, D7
 _____ Now how many?



$6 + 6 = 12$

COMING SOON!

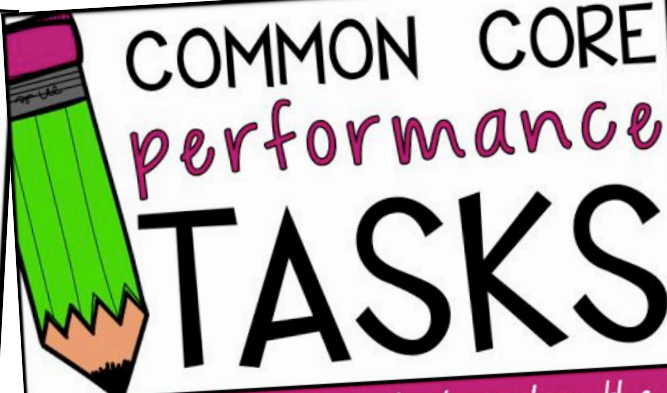


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NUMBERS & OPERATIONS IN BASE TEN

Grade
1

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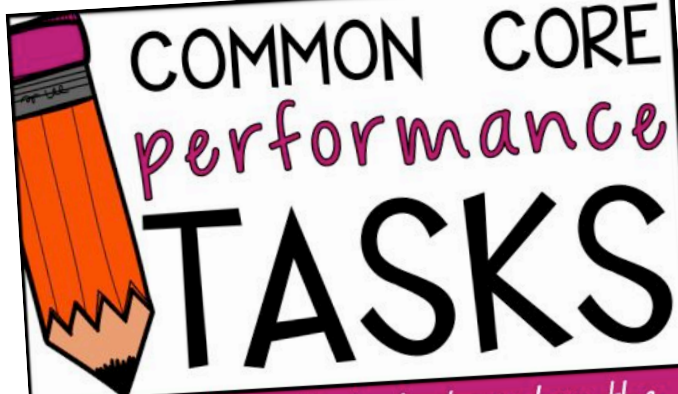


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MEASUREMENT & DATA

Grade
1

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GEOMETRY

Grade
1

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ALL STANDARDS
BUNDLE

Grade
1

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