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Audience analysis worksheet answer

Anna Branthey Hey y'all - Some sweet people ask me if I have a Common Core essential issue poster set up for sale by TPT after posting pictures of posters in my class! I just uploaded them to TPT tonight! You can check them [HERE!](#) The first-class general core issue package includes 150+ posters of key issues (8.5 x 11), which cover all grade 1 common core standards. They are full of adorable graphics that really get their students out! I am also working on my next package of math magazine prompts! I plan to have it uploaded in about a week! We just finished our weather unit and I have a lot of goodies to share tomorrow... can not wait! As now, it's time for this teacher to get some sleep! Sweet dreams!!! Loading... If you see this message, it means you're having trouble loading external resources on our site. If you are behind a web filter, make sure that the domains [k12caeb.org](#) and [k12caeb.org](#) are unblocked. All questions and comments about this curriculum should be directed to the North Carolina Department of Public Instruction. Number and transactions - the learner will read, write and model healthy numbers over 99 and calculate healthy numbers. 1.01 The goal is to cultivate a sense of numbers for healthy numbers over 99. 1.02 Aim Use groups 2, 5 and 10's with models and photos to calculate sets of objects. 1.03 The aim is to develop fluency with single-digit replacement and composing differences using strategies such as modeling, composing and decomposition quarters using doubles, and making dozens. 1.04 Purpose of creating, modeling, and solving problems that use replacement, deprivation and real shares (between two or three). Objective 2: measurement - the learner will use non-standard units of measurement and devote time. Objective 2.01 For the following objects: select the attribute (length, capacity, mass) to measure (use non-standard units). Create policies to measure the size. Compare using the appropriate language based on the size. Objective 3:04 To address problems related to spatial visualization. Objective 4: Data analysis and probability - the learner will understand and use the data and simple concepts of probability. 4.01 Purpose Collecting, describe and display data using line plots and floors. Objective 4.02 To describe events as real, impossible, more likely or less likely to be expected occur. Objective 5 Algebra - The learner will show an understanding of classification and modeling. 5.01 Purpose Sorting and classifying objects by two attributes. 5.02 Purpose Use Venn diagrams to illustrate similarities and differences between the two sets. 5.03 Purpose of creating and expanding models, setting up a model unit and translating it into other forms. Page 9 Page 9 What are the effective policies to count the number of objects in a set? Print a first-class math test before you start working on this test. Then try answering all the questions. Name _____

14. 15, 16, 17. _____ A. 19 B. 20 C. 18 D. 12 2. One dime is equal to as much as cents. _____ A. 15 cents B. 10 cent C. 12 cent D. 25 cents 3. Look at the clock below. How long is it? _____ 4. Luke had 12 pencils, but gave 4 to his top five friends. How many pencils does Luke have now? _____ 5. Fill in the missing two numbers? 34, 36, _____, 40. _____ 6. How many cents are in one quarter. How much nickel? A. 20 cents and 5 nickel B. 25 cents and 5 nickel C. 25 cents and 9 nickels D. 20 cents and 4 nickels 7. John gave 4 slices of pizza to his friend Anna and ate 5. How many slices of pizza? _____ 8. Take a look at the picture below. Which rectangle goes on 40? A.B.C.D. 9. Perform the following subtraction: 10. Tell me if the number on the left is less or larger than the number on the right. Change the question mark (?) < /> or < />. Color half (1/2) shapes on the left and quarter of the shapes on the right. Color triangle with red, rectangles with yellow, circle with orange and other figures with their chosen color 12. For number 56, what number is the location of dozens? _____ location? _____ 13. Follow these additions and subtraction 14. how many hours? 15. 2 _____ 7 _____ 14 _____ 24 _____ 16. What is the geometric shape name similar to the ball? _____

is found in Egypt? _____ something that you put your ice cream on top? _____ 17. Fill in blank for missing numbers 75, 70, _____, 60, 55, _____ 18. What is the measure of the length shown below? 19. How many dimes are fifty cents? _____ 20. Math Puzzles: Who am I? 6+6 is smaller than I do, 6+8 is bigger than I am. I am an odd number and if you subtract 10 from me, you will get a number greater than 7. Note: 16 or more about this first-class math test is a good indication that most of the skills taught in first grade have been mastered you want to solve this test? Add to your shopping cart and purchase Detailed? PAGES SOLUTION AND TOP-TOUCH EXPLANATIONS WITH PlayPill! If you want to print this first-class math test, click here to visit more worksheets? Check basic math worksheets basicPre-algebra lessons? 12 listsFirst math test October 20, 201358 PM04: heavier objects fall faster than lighter objects? The answer is with Galileo and the leaning tower of Pisa and it's a famous demonstration from the tower. Read more new math lessons in your email. Mail is safe with us. We will only use to inform you about new math lessons. Audubon Public School engages students - to promote achievements - cultivating 21st century Global Skills Written By Kim Felix, Patricia Martel, Beth Canzianese Subject Title: First-class math unit name: operation and algebraic thinking assessment level: 1 content statements representation and a solution to problems related to replacement and subtraction. Application of transaction properties and relationship with replacement and deprivation. Introduction to equations. Common basic standards: 1.OA. 1-6 Overarching Essential Questions How can I add and subtract over 20 using unknowns in any position? How do I use transaction properties? What is an equation? An overarching long-term understanding: I can solve unknowns through 20 by adding, depending on, putting together, taking a apart and comparing. An equation is a mathematical sentence that shows equality using a sign of equality. Key issues: How to solve word problems? How is subtraction connected to this? What is a sign of equality? Unit Duration: understanding: I can add and subtract up to 20 solve problems using objects, drawings and equations. As a strategy to add or subtract, you can use connecting and associative properties. Subtraction is an unknown attachment. The calculation is related to replacement and deprivation. I can identify unknown numbers using equations with identical characters. The equations for understanding the rationality of the unit are the basis for solving problems and more complex calculations. Unit Overview: Students will learn how to use equations and connecting and associative features as strategies to solve problems. Audubon Public School engages students - to promote achievement - cultivating 21st century global skills Written By Kim Felix, Patricia Martel, Beth Canzianese Object Title: First-class math unit name: numbers and operations base three grade level: 1 content statements calculation sequence is extended to 120, starting with any number. Place value up to 3 digits and properties of operations are entered within 100. Common math 1.NBT.1 Overarching Essential Questions How can I count and write digits past 100? What is the value of the location? What are the features of operations and subtraction? An overarching long-term understanding: I can count the digits of the last 100 to 100. The location value is the value of the number position. The characteristics of the operations are connecting and associative. Key Questions Unit What do two-digit numbers mean? What package is represented? How can I easily add or subtract 10s over 90? What are the numbers from 11-19 drawn from? What ways can I add over 100? How can I count 120 using dozens, over 100? How to read and write numbers to 100? Unit Long-term understanding: 10 is a ten-digit package. I can use specific patterns, or drawing, and add these strategies over 100. location value, properties of operations and between adding and subtracting I can read and write numbers up to 100 using base ten relationships. The rational understanding of the unit and using equations are the basis of each other mathematical domains. Unit Overview: Students will learn to add and subtract over 100 using the base ten and transaction properties to add and subtract to resolve word problems. Audubon Public School engages students - to promote achievements - cultivating 21st century global skills Written By Kim Felix, Patricia Martel, Beth Canzianese Object Title: First-class math unit name: measurement and data rating level: 1 Content statements measurement of length, indirect and repeating (repeating) length of units. It tells and reads time using digital and analog clocks. Data to be collected and interpreted. Common basic standards: 1.MD. 1-4 Overarching I can answer how to indirectly measure length? How can I tell you how long I is? What does it mean to it? What is data? An overarching long-term understanding: I can measure the length of two objects using a third object. I can use an analog and digital clock. Iteration of mathematics means measuring the mathematical procedure. Data is factual information that is organized to help me analyze or make decisions. Chapter Essential questions How can I measure it? How to order three objects by length? What is the most common way to tell time? How do I manage my data? Unit Durable Understanding: I can select measure using a shorter object. The length of an object is suitable for hours or half an hour. Data can be categorized. These categories can be used to answer questions or solve problems. Measurement of the rationality of the unit and analysis of data are the basis for understanding geometric forms, composition and problem solving. The most commonly used mathematics involves measurement. Unit Overview: Students will learn to measure lengths indirectly and iteration of length units. They will also be introduced time, as well as primitive data analysis. Involving Students - Nurture Achievements - Grow 21 21 Global Skills Written By Kim Felix, Patricia Martel, Beth Canzianese Object Title: First-Class Math Unit Name: Geometry Degree Level: 1 Content Statements Reasoning With, Defining, Putting Together Shapes and Their Attributes. Common basic standards: 1.G. 1-3 Overarching Essential Questions Why do I need to know how to distinguish the characteristics of forms? What is a composite form? How do I split a shape? An overarching long-term understanding: Shape attributes help me understand objects and create new shapes. Composites are formed by combining shapes. You can split a shape by splitting. Unit essential questions What is the difference between the definition of attributes and nondefining attributes? Can I create composite shapes from other composite shapes? How can I split a circle or rectangle? Unit Long-term understanding Define attribute includes form and sides. Nondefined attributes include size, color, or position. Composite shapes can be formed from other composite forms. Circles and rectangles can be divided into directions, quarters and quarters, which create smaller parts of the whole. The unit's rationale Understanding shape properties provides a basis for recognizing, analyzing, and drawing more complex shapes. Unit overview: Students will also identify complex shapes. They will be able to identify the signs of circles and rectangles of these shapes and partitions. Rectangle.