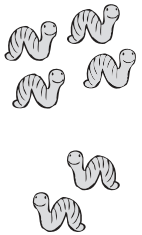
Name _____

Practice Test

COMMON CORE **1.OA.A.1**
Represent and solve problems involving addition and subtraction.

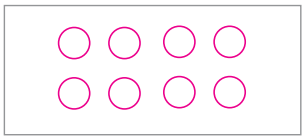
1. Write the addition problem.



$$\begin{array}{r} 4 \\ +\ 2 \\ \hline 6 \end{array}$$

2. There are 4 red leaves and 4 yellow leaves. How many leaves are there?

Draw to show your work.



Write the number sentence and how many.

4 + 4 = 8

3. James has 5 marbles. He finds more marbles. Then he has 9 marbles. How many marbles does James find?

5	4

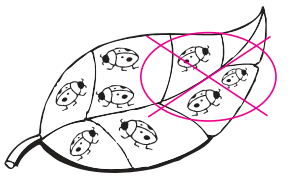
9

5 + 4 = 9

GO ON

Name _____

4. Circle the part you are taking from the group. Then cross it out. Write how many there are now.



8 bugs 3 bugs walk away. 5 bugs now

5. Read the problem. Use the model to solve. Complete the model and the number sentence.

There are 8 cows in a barn. 2 cows are brown. The others are white. How many cows are white?

2	6

8

8 − 2 = 6

6. Jake has 13 pencils. He gives some away. He has 8 left. How many pencils does he give away? Draw or write to explain.

Check children's work.

Jake gives away 5 pencils.

STOP

Name _____

Practice Test

CCSS **1.OA.A.2**
Represent and solve problems involving addition and subtraction.

1. Ted has 7 red apples. He has 3 yellow apples. He has 2 green apples. Draw a picture of the apples.

Check children's drawings.

Ted has [12] apples.

2. Jude has 8 green blocks, 4 red blocks, and 2 green blocks. How many blocks does Jude have?

[14] blocks
label

3. Paula has 6 red flowers. She has 4 pink flowers. She has 7 yellow flowers. Draw a picture of the flowers.

Check children's drawings.

Paula has [17] flowers.

GO ON

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Name _____

Practice Test

4. Beth sees 4 red birds. She sees 2 yellow birds. She sees 4 blue birds. Draw a picture of the birds.

Drawings will vary.

Beth sees [10] birds.

Circle the number that makes the sentence true.

5. David has 6 red markers, 5 green markers, and 7 blue markers. How many markers does David have in all?

David has [11 / 12 / (18)] markers.

6. Enzo has 5 blue pens. He has 4 green pens. He has 5 red pens. Draw a picture of the pens.

Drawings will vary.

Enzo has [14] pens.

STOP

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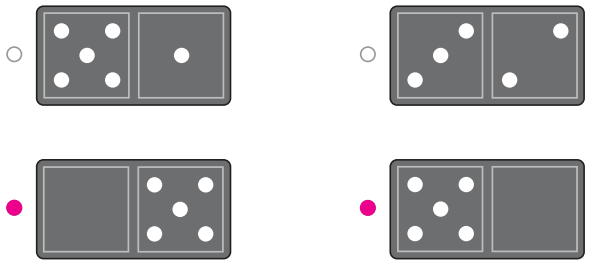
Practice Test

COMMON CORE **1.OA.B.3**
Understand and apply properties of operations and the relationship between addition and subtraction.

1. Choose all the pictures that show adding zero.



2. Draw lines to match addition sentences with the same addends in a different order.

4 + 3 = 7	2 + 4 = 6	3 + 6 = 9
4 + 2 = 6	6 + 3 = 9	3 + 4 = 7

3. Draw a model to show that 5 + 3 is the same as 3 + 5. Show how you know.

Drawings should show that combining 5 and 3 in any order makes 8. Children may compare the lengths of cube trains or show one-to-one correspondence to prove equality.

GO ON

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Name _____

4. Write the addends in a different order.

2 + 5 = 7

5 + 2 = 7

5. Look at the . Complete the addition sentence to show the sum. Choose the missing number and the sum.

3 + 6 + 2 = 11

6. Write two ways to group and add 3 + 6 + 1.

9 + 1 = 10

3 + 7 = 10

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Practice Test

1.OA.B.4
Understand and apply properties of operations and the relationship between addition and subtraction.

1. Look at the facts. A number is missing. Which number is missing?

$$7 + \square = 13 \qquad 13 - 7 = \square$$

5 ○ 6 ● 7 ○ 8 ○

2. Write a subtraction sentence you can solve by using $4 + 2 = 6$.

6 − 4 = 2 Also accept 6 − 2 = 4

3. Look at the facts. Write the missing number in each fact.

$$5 + 7 = 12 \qquad 12 - 5 = 7$$

GO ON

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Name _____

Practice Test

4. Look at the facts. A number is missing. Which number is missing?

$$8 + \square = 13 \qquad 13 - 8 = \square$$

5 6 7 8 ○

5. Write a subtraction sentence you can solve by using $5 + 4 = 9$.

9 − 4 = 5 Also accept 9 − 5 = 4

6. Write a subtraction sentence you can solve by using $3 + 9 = 12$.

12 − 3 = 9 Also accept 12 − 9 = 3

STOP

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Practice Test

1.OA.C.5
Add and subtract within 20.

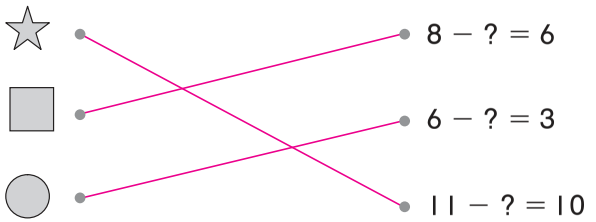
1. Count on from 6. Write the number that shows 2 more.

8

2. Count back. Write the number that is 1 less.

6 − 1 = 5

3. ☆ means "count back 1."
□ means "count back 2."
○ means "count back 3."
Match each picture to a number sentence.



GO ON

Name _____

Practice Test

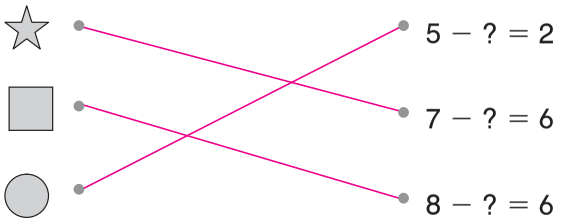
4. Count on from 4. Write the number that shows 1 more.

5

5. Count back. Write the number that is 2 less.

8 − 2 = 6

6. ☆ means "count back 1."
□ means "count back 2."
○ means "count back 3."
Match each picture to a number sentence.



STOP

Name _____

Practice Test

1.OA.C.6
Add and subtract within 20.

1. Write the subtraction sentence the picture shows.

8 − 3 = 5

Explain.

Possible answer: I take 3 stars from the group of 8 stars.

There are 5 stars left.

2. Write a count on 2 fact to show a sum of 6. Then write a doubles fact to show a sum of 6.

4 + 2 = 6; 3 + 3 = 6

GO ON

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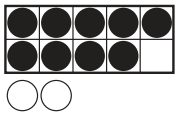
Name _____

Practice Test

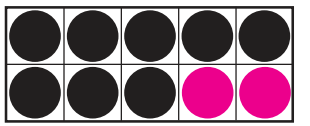
3. The model shows 9 + 2 = 11. Write the 10 fact that has the same sum.

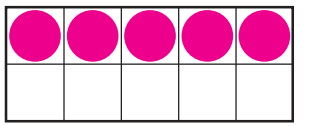


10 + 1 = 11

4. Make a ten to subtract.
Draw to show your work.
Write the difference.

15 − 8 = ?





15 − 8 = 7

5. Tina has a book. She reads 10 pages. Then she reads 6 more pages. How many pages does she read?

Tina reads 16 pages.

Write a related fact to check.

16 − 6 = 10

STOP

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Practice Test

COMMON CORE **1.OA.D.7**
Work with addition and subtraction equations.

Which are true? Circle your answers.
Which are false? Cross out your answers.

1.	~~1 + 9 = 9 − 1~~	8 + 1 = 2 + 7	19 = 19
2.	8 = 5 + 3	8 + 5 = 5 + 8	6 + 2 = 4 + 4
3.	9 + 7 = 16	~~16 − 9 = 9 + 7~~	~~9 − 7 = 7 + 9~~
4.	12 − 3 = 9 − 0	11 = 1 + 5 + 5	~~10 = 8 − 2~~

5. Which is true?

- ● 5 − 4 = 9 − 8
- ○ 13 = 5 + 7
- ○ 6 + 2 = 2 + 8

GO ON

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Name _____

Practice Test

6. Choose all the math sentences that are true.

- ● 6 + 3 = 3 + 6
- ● 10 = 6 + 4
- ○ 5 + 2 = 4 − 3

7. Which are true? Use a crayon to color.

20 = 20	9 + 1 + 1 = 11	8 − 0 = 8
12 = 1 + 2	10 + 1 = 1 + 10	7 = 14 + 7
	6 = 2 + 2 + 2	
	11 − 5 = 1 + 5	
	1 + 2 + 3 = 4 + 5	

8. Which math sentence is true?

- ○ 7 + 2 = 9 − 2
- ○ 9 = 6 + 2
- ● 5 + 4 = 4 + 5

STOP

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Practice Test

CCSS **1.OA.D.8** *Work with addition and subtraction equations.*

1. Look at the picture. How many fewer plates are there than cups? Choose the number.

8
5
2 fewer plates

2. Use ▭, ▭ to find the unknown numbers. Write the numbers.

$7 + \underline{5} = 12$

$12 - 7 = \underline{5}$

3. Which is the unknown number in these related facts?

$\square + 3 = 11$ $\quad 11 - 3 = \square$

$3 + \square = 11$ $\quad 11 - \square = 3$

1	3	8	9
○	○	●	○

GO ON

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4. Look at the number sentences. What number is missing? Write the number in each box.

$13 - \boxed{4} = 9$ $\quad 9 + \boxed{4} = 13$

5. Use ▭, ▭ to find the unknown numbers. Write the numbers.

$6 + \underline{10} = 16$

$16 - 6 = \underline{10}$

6. Which is the unknown number in these related facts?

$\square + 4 = 13$ $\quad 13 - 4 = \square$

$4 + \square = 13$ $\quad 13 - \square = 4$

5	7	8	9
○	○	○	●

STOP

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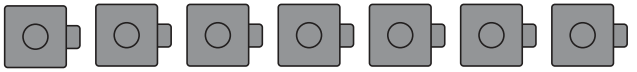
Practice Test

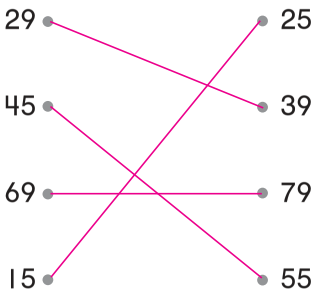
COMMON CORE **1.NBT.A.1**
Extend the counting sequence.

1. Lucy counts 38 cubes. Then she counts forward some more cubes. Write the numbers.



38, 39, 40, 41, 42, 43, 44

2. Match each number on the left to a number that is 10 more.



3. What number does the model show?

103

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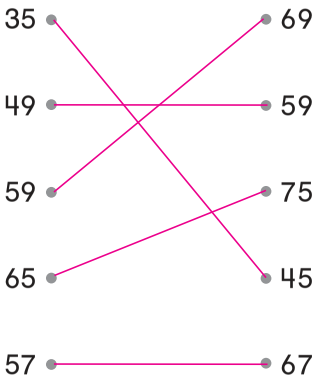
Practice Test

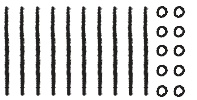
4. Felix counts 46 cubes. Then he counts forward some more cubes. Write the numbers.

46, 47, 48, 49, 50, 51, 52

5. Count by tens. Match each number on the left to a number that is 10 more.



6. What number does the model show?



110

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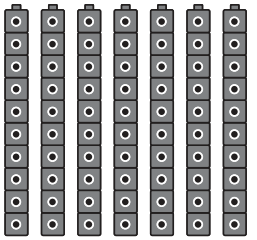
Practice Test

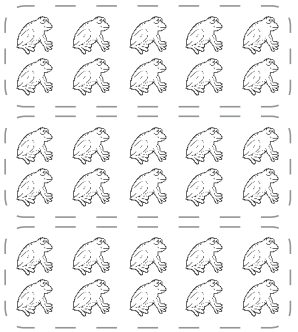
1.NBT.B.2a
Understand place value.

1. Choose all the ways that name the model.



- ● 70
- ● 7 tens
- ● 7 tens 0 ones
- ○ 7 ones

2. Count the . Write the numbers.



How many tens? 3 tens

How many ? 30

3. Draw a quick picture to show 42 in two ways. Then write the number of tens and ones in each picture.

Check children's work.

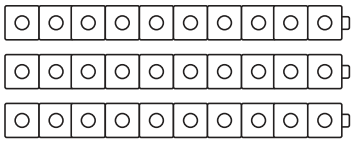
4 tens 2 ones 4 tens 2 ones

GO ON

Name _____

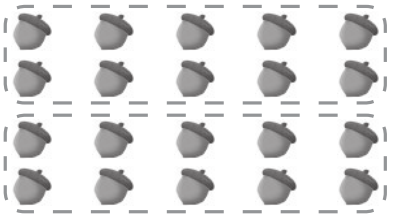
Practice Test

4. Choose all the ways that name the model.



- ○ 3 ones
- ● 3 tens
- ● 3 tens 0 ones
- ● 30

5. Count the . Write the numbers.



How many tens? 2 tens

How many ? 20

20

6. Draw a quick picture to show 54 in two ways. Then write the number of tens and ones in each picture.

Check children's work.

5 tens 4 ones 5 tens 4 ones

STOP

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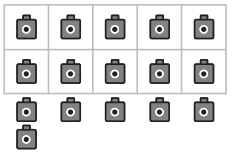
Practice Test

COMMON CORE **1.NBT.B.2b**
Understand place value.

1. Which shows a number that matches the model?



- ○ 1 ten and 3 ones
- ○ 1 ten and 5 ones
- ○ 10 + 5
- ● 10 + 6

2. Circle the numbers that make the sentence true.

There are [10, 5, (1)] tens and [10, (5), 1] ones in 15.

Draw 10-sticks and circles.
Write how many tens and ones.

3. 13

[1] tens [3] ones = 13

GO ON

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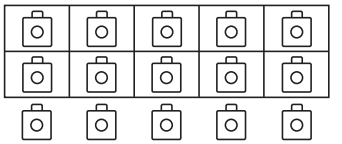
Name _____

Practice Test

4. Use the model. Write how many tens and ones.

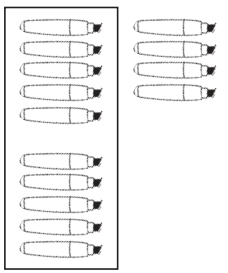


[1] ten [5] ones

5. Circle the numbers that make the sentence true.

There are [1, (2), 10] tens and [1, (2), 10] ones in 12.

6. How many markers?



[14]

STOP

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Name _____

Practice Test

1.NBT.B.2c
Understand place value.

1. There are 27 . Dave says that there are 7 tens and 2 ones. Kara says there are 2 tens and 7 ones. Who is correct? Circle the name.

Dave (Kara)

How can you draw to show 27?

Check children's explanations or drawings.

2. Find the unknown numbers to complete the set of equations.

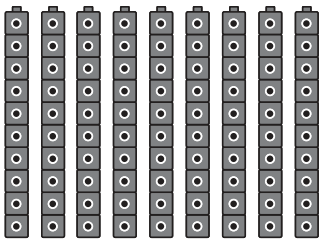
3 + [7] = 10

30 + 70 = [100]

30 + [7] = 37

3. Choose all the ways that name the model.

- ● 90
- ● 9 tens
- ● 9 tens 0 ones
- ○ 9 ones



GO ON

Name _____

Practice Test

4. There are 42 . Lisa says that there are 4 tens and 2 ones. Elena says there are 2 tens and 4 ones. Who is correct? Circle the name.

(Lisa) Elena

How can you draw to show 42?

Check children's explanations or drawings.

5. Find the unknown numbers to complete the set of equations.

[6] + 3 = 9

60 + [30] = 90

60 + 3 = [63]

6. Write a number from 10 to 40.
Add 2 tens. Write the new number.
Draw and write to compare the numbers.

Possible answers are shown.

21 < 41

21

21 + 20 = 41

STOP

Name _____

Practice Test

COMMON CORE **1.NBT.B.3**
Understand place value.

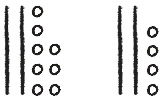
1. Circle the words that make the sentence true.

71 is (less than / **greater than** / equal to) 35.

2. Choose all the numbers that are less than 51.

- [x] 41
- [x] 48
- [ ] 75
- [x] 37

3. Circle the symbol that makes the math sentence true.



28 (**>** / < / =) 24

GO ON

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Name _____

Practice Test

4. Greg has these number cards. Write each number in the box to show **less than** 61 or **greater than** 61.

64 59 68 69 60

less than 61	greater than 61
59 60	64 68 69

5. Choose all the math sentences that are true.

- [ ] 27 > 31
- [x] 35 = 35
- [x] 71 < 77
- [ ] 82 < 70
- [x] 64 > 46

6. Write <, >, or = to compare the numbers.

46 **<** 58

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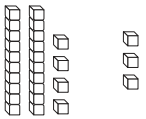
Practice Test

CCSS 1.NBT.C.4 *Use place value understanding and properties of operations to add and subtract.*

1. Choose all the ways that name the model.

- ○ 9
- ● 2 tens and 7 tens
- ● 20 + 70
- ● 90

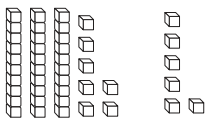
2. Use the model. Draw to show how to add the ones.



24 + 3 = 27

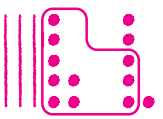
Check children's drawings. Possible drawing shown.

3. Use the model. Draw to show how to make a ten.



37 + 6 = 43

Check children's drawings. Possible drawing shown.



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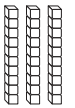
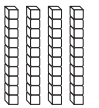
4. Write the addition sentence that the model shows. Solve.

Tens	Ones
	
	

32 + 41 = 73

5. What is the sum?

30
+40

- ○ 20
- ● 70
- ○ 50
- ○ 80

6. Gina has 14 pennies. Her brother gives her 23 more. How many pennies does Gina have? Circle the number that makes the sentence true.

Gina has (37) / 34 / 33 pennies.

STOP

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Name _____

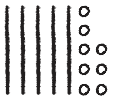
Practice Test

COMMON CORE **1.NBT.C.5**
Use place value understanding and properties of operations to add and subtract.

1. Use mental math. Complete the chart.

10 Less		10 More
12	22	32
35	45	55

2. Draw a quick picture to show a number that is 10 less than the model.



3. Use mental math. Write the numbers that are 10 less and 10 more.

14 24 34

GO ON

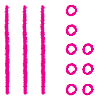
Name _____

Practice Test

4. Use mental math. Complete the chart.

10 Less		10 More
23	33	43
47	57	67

5. Draw a quick picture to show a number that is 10 more than the model.



6. Use mental math. Write the numbers that are 10 less and 10 more.

27 37 47

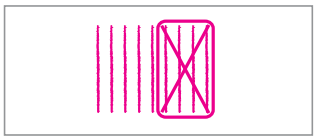
STOP

Name _____

Practice Test

1.NBT.C.6
Use place value understanding and properties of operations to add and subtract.

1. Bruno has 90 shirts in his store. He sells 40 of them. How many shirts are left? Show your work.



50 shirts

2. Match the math sentences that count up and back by tens.

47 + 40 = ? 57 + 30 = ? 46 + 10 = ?

56 − 10 = ? 87 − 40 = ? 87 − 30 = ?

3. Find the sum of 20 and 32. Use any way to add.

20 + 32 = 52

Explain how you solved the problem.

Check children's answers. Possible answer: 20 has no ones. I added tens.

GO ON

Name _____

Practice Test

4. Sasha has 70 stickers. She uses 40 of them. How many stickers are left? Show your work.

30 stickers

5. Match the math sentences that count up and back by tens.

38 + 30 = ? 48 + 40 = ? 38 + 20 = ?

58 − 20 = ? 68 − 30 = ? 88 − 40 = ?

6. Find the sum of 62 and 15. Use any way to add.

62 + 15 = 77

Explain how you solved the problem.

Check children's answers. Possible answer: I do not need to make a ten. I can add tens and ones.

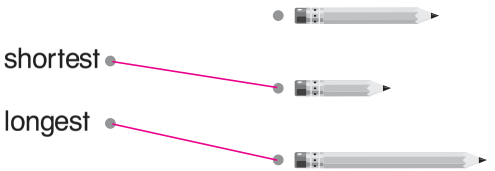
STOP

Name _____

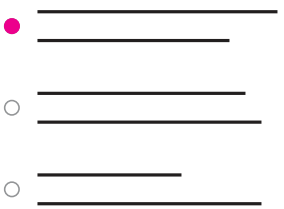
Practice Test

1.MD.A.1
Measure lengths indirectly and by iterating length units.

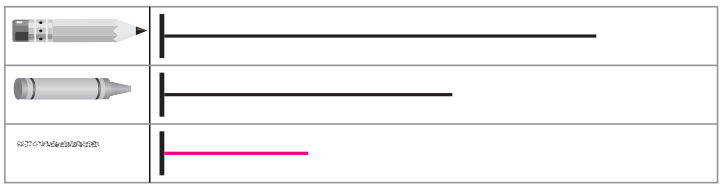
1. Match each word on the left to a drawing on the right.



2. Which picture shows the second line shorter than the first line?



3. The is longer than the .
The is longer than the [illegible].
Draw the length of the [illegible].

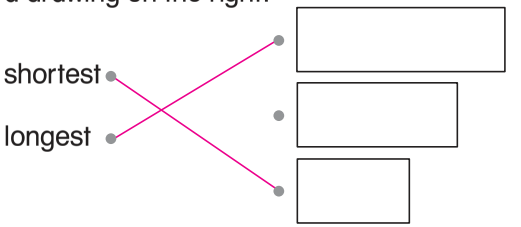


GO ON

Name _____

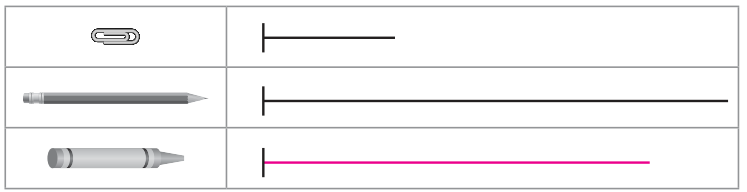
Practice Test

4. Match each word on the left to a drawing on the right.



5. Which picture shows the second line shorter than the first line?

6. The is shorter than the .
The is longer than the .
Draw the length of the .



STOP

Name _____

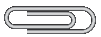
Practice Test

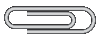
1.MD.A.2
Measure lengths indirectly and by iterating length units.

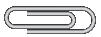
1. The ribbon is about 3 tiles long. Draw tiles below the ribbon to show its length.

Check children's drawings for 3 square tiles that show the length of the ribbon.

2. Measure the . Use .

about 3 

about 2 

about 4 

The gray is the shortest.

The black is the longest.

GO ON

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Name _____

3. The crayon is about 5 tiles long. Draw tiles below the crayon to show its length.

Check children's drawings for 5 square tiles that show the length of the crayon.

4. Measure the . Use .

about 3

about 1

about 5

The gray is the shortest.

The black is the longest.

STOP

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Name _____

Practice Test

1.MD.B.3
Tell and write time.

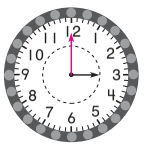
1. Look at the hour hand. What is the time?

- ○ 2:00
- ○ 3 o'clock
- ● 4 o'clock
- ○ 5:00

2. What time is it? Circle the time that makes the sentence true.

The time is 2:30 / 3:00 / 3:30.

3. Draw a hand on the clock to show 3:00.



minute hand on the clock face pointing to 12

GO ON

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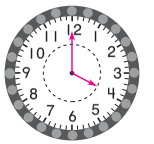
Name _____

Practice Test

4. Dan tried to show 4:00. He made a mistake.

Draw hands on the clock to show 4:00.



What did Dan do wrong? Explain Dan's mistake.

He forgot to draw a hand. He did not draw the minute hand.

5. Look at the hour hand. What is the time?

- ○ 9:00
- ● 10 o'clock
- ○ 11 o'clock
- ○ 12:00

6. Draw the hand on the clock to show 9:30.

minute hand on the clock face pointing to 6

STOP

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Name _____

Practice Test

1.MD.C.4
Represent and interpret data.

Use the picture graph to answer the questions.

Pets We Have

dog	6
cat	5
hamster	2

Each 🧍 stands for 1 child.

1. How many children have 🐱?

5

2. How many more children have dogs than cats?

1

3. 1 more child gets a 🐹. Draw what the hamster row looks like now.

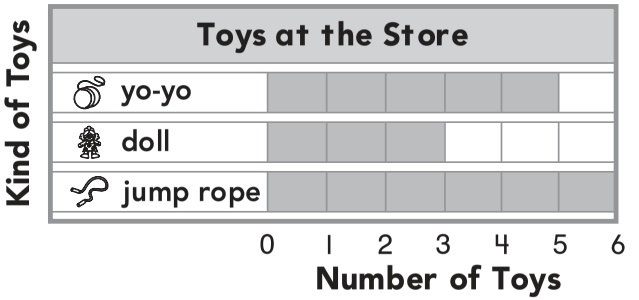
hamster	3

GO ON

Name _____

Practice Test

Use the bar graph to answer the questions.



4. How many 🪆 does the store have?

3

5. Compare 🪢 and 🪆. Circle the number that makes the sentence true.

There are 1 2 (3) more 🪢 than 🪆.

6. Jason says the graph shows 2 more yo-yos than dolls. Is he correct? Explain your answer.

Yes; possible explanation: there are 5 yo-yos and 3 dolls.

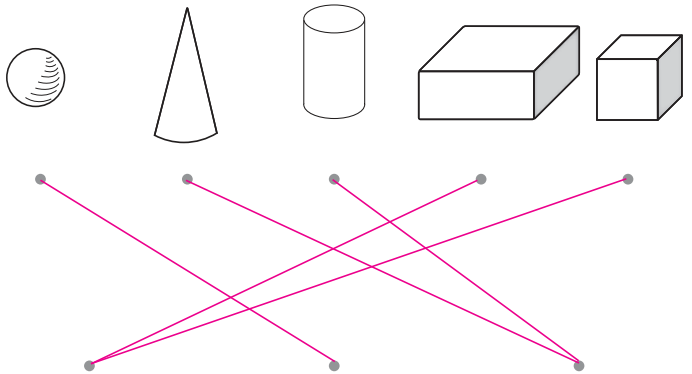
STOP

Name _____

Practice Test

COMMON CORE **1.G.A.1**
Reason with shapes and their attributes.

1. Match each shape to the group where it belongs.



Only flat surfaces	Only a curved surface	Both flat and curved surfaces

2. Circle the number that makes the sentence true.

There are (0) (1) (2) circles on a .

GO ON

Name _____

Practice Test

3. Adela wants to trace a . She finds these objects.

hat box can

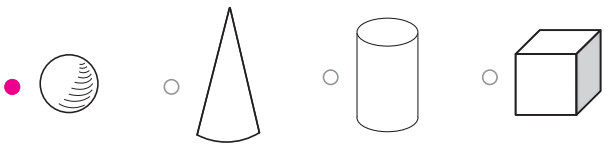
Which object should she use?

box

What would happen if she used the to trace a shape?

She would trace a circle.

4. Which shape has only a curved surface?



5. Circle the number that makes the sentence true.

A has (2) (3) (4) vertices (corners).

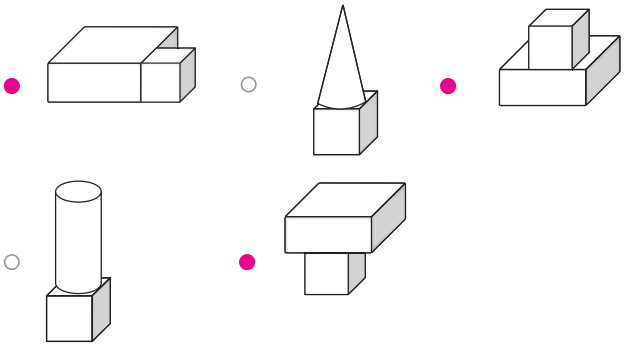
STOP

Name _____

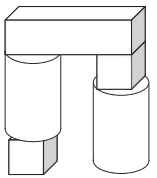
Practice Test

COMMON CORE **1.G.A.2**
Reason with shapes and their attributes.

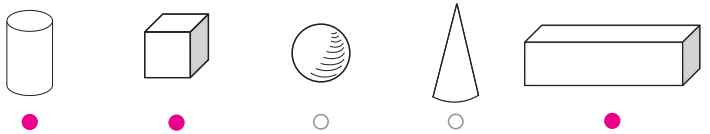
1. Combine and . Choose all the new shapes you can make.



2. Velma built this shape.



Choose all the shapes Velma used.



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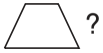
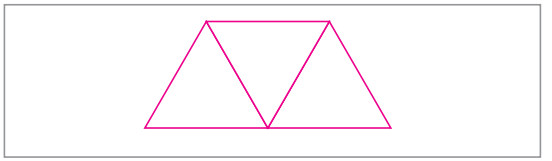
Name _____

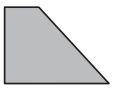
3. How many make a  ?

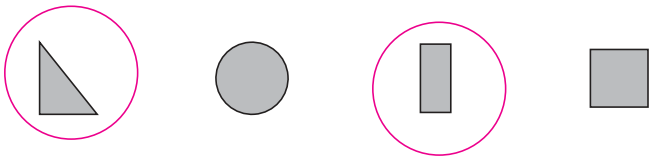
Use pattern blocks. Draw to show the blocks you used.

Possible drawing shown. Orientation of drawing may vary.



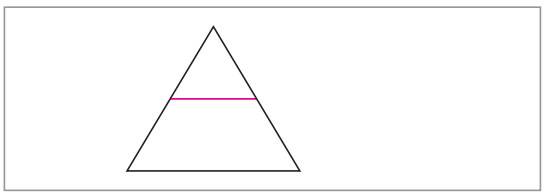
4. Circle two shapes that can combine to make this new shape.





5. Draw a line to show the parts. Show 1 and 1 .

Possible answer shown.



STOP

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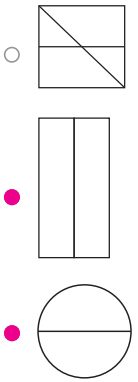
Name _____

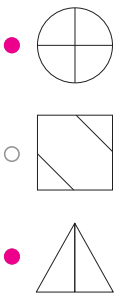
Practice Test

COMMON CORE **1.G.A.3**
Reason with shapes and their attributes.

1. Choose all the shapes that show equal shares.



2. Choose all the shapes that show equal shares.

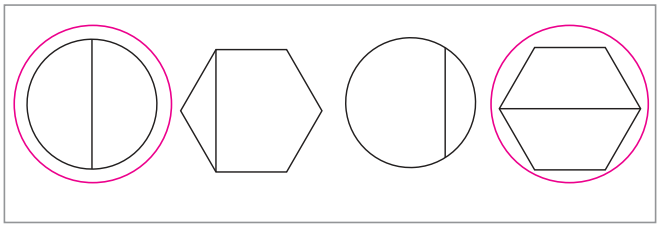


GO ON

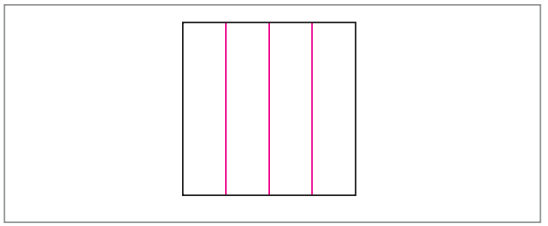
Name _____

Practice Test

3. Circle the shapes that show halves.



4. Draw lines to show fourths.
Possible answer shown.



How many equal shares did you draw?

4

How many halves can you show in a square?

2

Tell how you can solve this problem in a different way.

Possible answer: I can draw lines from left to right.

STOP