



Name: \_\_\_\_\_

## Fall Grade 1 Number Sense (0 - 20) SNAP

|                                                   |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                      |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------|
|                                                   | <div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;"></div>                                                  | Draw the number on the ten frame.<br><div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <br/> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> </div> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Count <b>backwards</b> from the number.<br><br><div style="text-align: center; font-size: 2em; color: gray;">↓</div> |
|                                                   |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                      |
|                                                   |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                      |
|                                                   |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                      |
|                                                   |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                      |
|                                                   | Draw a picture to represent the value of the number.<br><br><div style="border: 1px solid pink; height: 150px; margin-top: 10px;"></div> | Talk about or draw a real-life example that shows the value of the number.<br><br><div style="border: 1px solid green; height: 150px; margin-top: 10px;"></div>                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                      |
| <div style="font-size: 3em; color: gray;">↑</div> |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                      |

Show the two numbers that come before and after.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Decompose the number in three ways to make three equations.



The image shows three identical empty number bond diagrams. Each diagram consists of a large circle at the top, connected by two lines to two smaller circles below it. The top circle is intended for the total number, and the two bottom circles are intended for the parts. The three diagrams are arranged horizontally, providing space for three different decomposition equations.

[illegible]

| Communicating & Representing: |       | Understanding & Solving: |       | Connecting & Reflecting: |       | Reasoning & Analyzing: |       |
|-------------------------------|-------|--------------------------|-------|--------------------------|-------|------------------------|-------|
| Draw                          | 1 2 3 | Decompose                | 1 2 3 | Real-Life                | 1 2 3 | Counting Forward       | 1 2 3 |
| More/Less                     | 1 2 3 |                          |       |                          |       | Counting Backwards     | 1 2 3 |
| Ten Frames                    | 1 2 3 |                          |       |                          |       | Number Path            | 1 2 3 |



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12  
↑  
Count **forwards** from the number.

12

Draw a picture to represent the value of the number.

Draw the number on the ten frame.

|  |  |  |  |  |
|--|--|--|--|--|
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|  |  |  |  |  |

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|  |  |  |  |  |

Talk about or draw a real-life example that shows the value of the number.

Count **backwards** from the number.

12  
↓

Show the two numbers that come before and after.

12

Decompose the number in three ways to make three equations.

12

12

12

Show the number on the number path.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**Communicating & Representing:**  
Draw 1 2 3  
More/Less 1 2 3  
Ten Frames 1 2 3

**Understanding & Solving:**  
Decompose 1 2 3

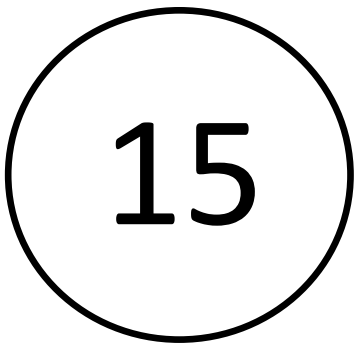
**Connecting & Reflecting:**  
Real-Life 1 2 3

**Reasoning & Analyzing:**  
Counting Forward 1 2 3  
Counting Backwards 1 2 3  
Number Path 1 2 3



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Show the number on the ten frames.

|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Count  
backwards



Draw a picture to represent the value of the number.

Share an example of where you might find 15 in real-life.



Count  
forwards

Show the two numbers that come before and after.

\_\_\_\_\_, \_\_\_\_\_, **15**, \_\_\_\_\_, \_\_\_\_\_

Decompose the number in three ways to make three equations.

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |

Show the number on the number path.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Communicating & Representing:

Draw 1 2 3  
More/Less 1 2 3  
Ten Frames 1 2 3

Understanding & Solving:

Decompose 1 2 3

Connecting & Reflecting:

Real-Life 1 2 3

Reasoning & Analyzing:

Counting Forward 1 2 3  
Counting Backwards 1 2 3  
Number Path 1 2 3

1 – Emerging

2 – Developing

3 – Proficient