

PROBLEM SOLVING
FOR THE **21ST** CENTURY

BUILT FOR THE
COMMON CORE

Illustrative Math Alignments
Grade 1

1. Login to Exemplars Library: library.exemplars.com with your school e-mail and password
2. Select the Grade 1 Unit you are working on:
 - [Unit 1: Adding, Subtracting, and Working with Data](#)
 - [Unit 2: Addition and Subtraction Story Problems](#)
 - [Unit 3: Adding and Subtracting Within 20](#)
 - [Unit 4: Numbers to 99](#)
 - [Unit 5: Adding Within 100](#)
 - [Unit 6: Length Measurements Within 120 Units](#)
 - [Unit 7: Geometry and Time](#)
 - [Unit 8: Putting It All Together](#)
3. Once you are in the correct Unit, click on the task name, which is directly linked to the Exemplars Library where you can download a printer-friendly PDF and lesson planning sheet for the corresponding task.

**** Note: You must be logged into the Exemplars Library to access the tasks in this document.**

Illustrative Math: Grade 1

Unit 1: Adding, Subtracting, and Working with Data

Section A: Add and Subtract within 10	Section B: Show Us Your Data	Section C: What Does the Data Tell Us?
*Allow time for exploration and hands-on work. This allows the teacher to gather information about students' skills and understanding before entering into more complex tasks.	A New Color	Which Fairy Tale?
	Pizza Time!	The Zoo
	Painting Walls	Where Is Recess?
	Summative Assessment Task: David's Dog	Traveling to School
		Making Sandwiches
		Apple or Orange?

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Unit 2: Addition and Subtraction Story Problems

Section A: Add To and Take From Story Problems	Section B: Put Together/Take Apart Story Problems	Section C: Compare Story Problems	Section D: All Kinds of Story Problems
At this time of year the focus for problems is within 10. Students will move to within 20 by the end of the school year.	At this time of year the focus for problems is within 10. Students will move to within 20 by the end of the school year. Problems can be taken from the Grade 1 Exemplars library listed in Unit 3 and adjusted to be within 10.	At this time of year the focus for problems is within 10. Students will move to within 20 by the end of the school year. Problems can be taken from the Grade 1 Exemplars library in Unit 3 and adjusted to be within 10.	Use tasks from Unit 2 Section A, B, and C.
Finding Pennies	Bulbs in a Bag		
Eggs for Breakfast	Soccer Balls and Basketballs		
Buttons in a Jar	Andy's Apples		
Ladybugs on a Leaf	Dogs in Pens		

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Unit 2: Addition and Subtraction Story Problems (continued)

Section A: Add To and Take From Story Problems	Section B: Put Together/Take Apart Story Problems	Section C: Compare Story Problems	Section D: All Kinds of Story Problems
	Fred's Fish		
	Two Piggy Banks		
	Red and Pink Flowers		
	Summative Assessment Task: Dimes in Bowls		

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Unit 3: Adding and Subtracting Within 20

Section A: Develop Fluency with Addition and Subtraction within 10	Section B: Add and Subtract using Ten as a Unit	Section C: Add within 20	Section D: Subtract within 20
How Many Pennies? (Put Together, Total Unknown)	Mini Muffins on a Plate (Take From, Result Unknown)	Picking Up Shapes (Put Together, Total Unknown)	The Clown's Balloons (Take From, Result Unknown)
Stacking Books (Put Together/ Take Apart, Total Unknown)	Birds in Trees (Put Together, Total Unknown)	Toy Cars (Put Together, Total Unknown)	Cans of Paint (Put Together/ Take Apart, Addend Unknown)
Pink and Purple Hats (Put Together/Take Apart, Addend Unknown)	A Bank (Add to, Result Unknown)	Plastic Dinosaurs (Put Together, Total Unknown)	Dinosaurs (Take From, Result Unknown)
Flowers for Dad (Put Together/ Take Apart, Addend Unknown)	Floor Mats (Put Together, Total Unknown)	Time for Math (Put Together, Total Unknown)	Mouse Meals (Take From, Result Unknown)
	Bean Plants (Take From, Result Unknown; Add to, Result Unknown)	Grapes for Gracie (Add to, Result Unknown)	Betty's Balloons (Take From, Result Unknown)
	Inches of Pencils (Put Together, Total Unknown)	Frogs and Flies (Add to, Result Unknown)	Carrot Sticks for Snack (Take From, Result Unknown)
	Summative Assessment Task: Reading a Book (Put together/ Take Apart, Total Unknown)	Worms for Baby Birds (Put Together, Total Unknown)	A Bag of Cat Treats (Put Together, Total Unknown; Take From, Result Unknown)
		Counting Candy Hearts (Put Together, Total Unknown)	Pictures on the Wall (Take From, Result Unknown)

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Unit 3: Adding and Subtracting Within 20 (continued)

Section C: Add within 20	Section D: Subtract within 20
Jen Loves Jelly Beans (Put Together, Total Unknown)	Eating Grapes (Take From, Result Unknown)
Summative Assessment Task: A New Fish Tank Add to, Result Unknown)	Sharing Pennies (Put Together/Take Apart, Addend Unknown)
Books on Shelves (Put Together, Total Unknown)	Summative Assessment Task: Ray's Shirt Pocket (Put Together/Take Apart, Addend Unknown)
Crayons in Trays (Put Together, Total Unknown)	
Summative Assessment Task: Books, Books, Books (Put Together, Total Unknown)	
A Rose Garden (Put Together, Total Unknown)	
Recycling (Put Together, Total Unknown)	
A Birdbath (Put Together, Total Unknown)	
Making Lemonade (Put Together/Take Apart, Total Unknown)	
Drawing Oranges (Add to, Change Unknown)	
Pairs of Shoes (Put Together/Take Apart, Addend Unknown)	
Shapes on the Floor (Put Together, Total Unknown)	
Summative Assessment Task: Pink and Blue Beads (Take Apart, Both Addends Unknown)	

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Unit 4: Numbers to 99

Section A: Units of Ten	Section B: Tens and Ones	Section C: Compare Numbers to 99	Section D: Different Ways to Make a Number
A Can of Nails	Use tasks from Unit 4 Section A or previous units.	Use tasks from Unit 4 Section A or previous units.	Use tasks from Unit 4 Section A or previous units.
Ten Pages a Day			
A Pail of Blueberries			
Crayons for Chris			
Summative Assessment Task: Pennies and Cups			

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Unit 5: Adding Within 100

Section A: Add Without Making a Ten	Section B: Make a Ten: Add One- and Two- digit Numbers	Section C: Make a Ten: Add Within 100
Pete the Parrot	Stacking Wood	Use tasks from Unit 5 Section A or B or previous units.
Paintbrushes		
A Book About Dogs		
Summative Assessment Task: Worms		

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Unit 6: Length Measurements Within 120 Units

Section A: From Direct to Indirect Comparisons	Section B: Measure by Iterating up to 120 Length Units	Section C: All Kinds of Story Problems
Use tasks from previous units.	Use tasks from previous units.	Fruit (Put Together, Total Unknown)
		Finding Tadpoles (Add to, Result Unknown)
		Sticker Books (Put Together, Total Unknown)
		Summative Assessment Task: Ladybugs and Crickets (Put Together, Total Unknown)
		More Marbles (Compare, Difference Unknown)
		Pennies in Pockets (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)
		Seashells (Add to, Start Unknown)
		Rock Collection (Compare, Bigger Unknown)
		Autumn Leaves in the Park (Compare, Smaller Unknown)
		Sharing M&M's (Put Together/Take Apart, Addend Unknown)

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Unit 7: Geometry and Time

Section A: Flat and Solid Shapes	Section B: Halves and Quarters	Section C: Tell Time in Hours and Half Hours
The Table Problem	Sharing a Snack Bar	Use tasks from Unit 7 Sections A and B or previous units.
Grouping Attribute Blocks	Cutting Ribbon Pieces	
Grouping Pattern Blocks	A Piece of Wood	
Shapes on a Paper	Washing a Window	
Straight Sides	A Red and Blue Circle	
Summative Assessment Task: Drawing Shapes	Summative Assessment Task: Friends and Pizza	
A Hexagon Problem		
Quilt Squares for Granny		
Triangles From Triangles		
Summative Assessment Task: Squares From Squares		

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Unit 8: Putting It All Together

Section A: Add and Subtract Within 20	Section B: Story Problems	Section C: Numbers to 120
Use tasks froms Unit 3 and/or Unit 6, Section C.	Use tasks froms Unit 3 and/or Unit 6, Section C.	Use tasks from Unit 5.

Integrating Exemplars Tasks into Illustrative Mathematics

When using a high-quality instructional resource like *Illustrative Mathematics*, it can initially feel overwhelming to determine how and when to incorporate opportunities for students to extend their learning—especially through performance tasks from *Exemplars*. There is no single “right” way to integrate *Exemplars* tasks into the *Illustrative Mathematics* resource.

Many factors will influence your approach, including:

- The amount of time available for math instruction and assessment
- The goals of the unit, section, or lesson, and
- Your students’ backgrounds, knowledge, and prior experiences.

General Considerations

If your math instructional block exceeds 60 minutes, you may have more flexibility to incorporate an Exemplars task that aligns with the current lesson, section, or unit goals—or that reinforces a previously taught concept.

If your instructional time is 60 minutes or less, consider the following strategies:

- **Build in additional lesson days** that focus solely on an Exemplars task. Since the IM pacing guide for Grade 1, for instance, recommends 156–164 instructional days (out of a typical 180-day school year), the remaining days can be distributed throughout units to make space for performance tasks.
- **Omit optional lessons** within IM to create room for deeper exploration using Exemplars tasks.
- **Substitute the final unit, “Putting It All Together,”** with Exemplars tasks. In Grade 1, this could provide up to 12 additional days that can be redistributed across the school year.

Embedding Exemplars Tasks into Daily Instruction

You might also choose to substitute one or more activities within a lesson with an Exemplars problem-solving task—especially if it aligns closely with the lesson’s learning goal. *(Follow below for suggestions for a Grade 1 unit)*

Other flexible options for using Exemplars tasks include:

- Alongside Center Activities and Practice Problems
- As a homework opportunity
- In place of a Section Checkpoint for formative assessment
- Alongside or in place of a Unit Assessment for summative purposes

Grade 1 Lesson Specific Ideas

The following are possible opportunities to substitute one or more Illustrative Mathematics activities with an Exemplars Task. It is important to consider the lesson goals and what experiences your students will most benefit from.

Unit 1: Adding, Subtracting, and Working with Data

Lesson	Considerations for Activities to be Substituted	Exemplars Task Options
9	Activity 1-A Class Survey Activity 2-Show Our Class Data Activity 3-Different Ways to Show Data	A New Color Pizza Time Painting Walls Summative Assessment Task: David's Dog
10	Activity 2-Centers: Choice Time	A New Color Pizza Time Painting Walls Summative Assessment Task: David's Dog

Lesson	Considerations for Activities to be Substituted	Exemplars Task Options
11	Activity 3-Centers: Choice Time	Which Fairy Tale? The Zoo Where is Recess? Apple or Orange? Traveling to School Making Sandwiches
12	Activity 1-Data Represented with Tally Marks Activity 2-Data Represented with Numbers	Apple or Orange? Where is Recess? Traveling to School Making Sandwiches
13	Activity 1-Can You Answer It? Activity 2-Ask Questions Activity 3-Answer Questions	Which Fairy Tale? The Zoo Where is Recess? Apple or Orange? Traveling to School Making Sandwiches
14	Activity 2-Centers: Choice Time	Which Fairy Tale? The Zoo Where is Recess? Apple or Orange? Traveling to School Making Sandwiches

Exemplars performance tasks can extend students' learning seamlessly within the *Illustrative Mathematics* resource because in addition to their alignment to the Common Core standards, they share a focus for developing deep conceptual understanding along with a balance of procedural concepts and application to real-world problems. To learn more about how these resources work together, check out our Case Study [here](#).