Find the Missing

Solve story problems, then show two answers with dots and equations.

1.OA.A.1 "Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem. a. Add to with change unknown to solve word problems within 20..."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	4	5	6
b	5	6	9
c	7	12	5
d	2	3	4

2 SHOW IT

1	
2	

ANSWER KEY

Find the Missing

GRADE 1 · 1.OA.A.1

HOW TO RUN THIS PAGE

Read each story aloud and give students time to think before they mark the page. Students solve different kinds of addition and subtraction problems within 20, then use dots and equations with ? to show their thinking.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "Listen to each story. You may use your fingers to help you think. Circle the number that answers the question."

ROW	SAY	STUDENTS CIRCLE
a	Mia has 6 pencils. She gets some more pencils. Now she has 11 pencils. How many pencils did she get?	**5**
b	There are 14 books. Some books are taken away. Now there are 9 books. How many books were taken away?	**5**
c	There are 12 paper clips. Seven are blue, and the rest are red. How many are red?	**5**
d	Ava has 8 shells. Ben has 11 shells. How many more shells does Ben have than Ava?	**3**

PART 2 · SHOW IT

SAY "In each box, draw dots to help, write an equation with ? for the missing number, and write the answer. In box 1, Leo has 7 marbles, and Nora has 4 more marbles than Leo. How many marbles does Nora have? In box 2, Kim has 13 beads, and Kim has 5 more beads than Jo. How many beads does Jo have?"

- Box 1 (beside 1): **7+4=? and ?=11, with dots showing 7 and 4.**
- Box 2 (beside 2): **?+5=13 and ?=8, with dots showing 8 and 5.**

WHAT TO ACCEPT

Circle answers, in order: 5, 5, 5, 3. In the boxes, accept other correct equations with ? and dot drawings that show how the student found 11 and 8.