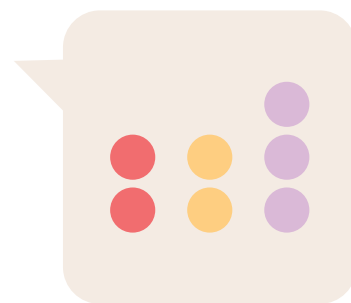




Grade 1

UNIT 1 | SUB-UNIT 2

Adding and Subtracting Within 10



About Amplify

Amplify is dedicated to collaborating with educators to create learning experiences that are rigorous and riveting for all students. Amplify creates K–12 core and supplemental curriculum, assessment, and intervention programs for today’s students.

A pioneer in K–12 education since 2000, Amplify is leading the way in next-generation curriculum and assessment. All of our programs provide teachers with powerful tools that help them understand and respond to the needs of every student.

Amplify Desmos Math California is based on curricula from Illustrative Mathematics (IM). IM K–5 Math is © 2019 Illustrative Mathematics, and is licensed under the Creative Commons Attribution 4.0 International license (CC BY 4.0). Additional modifications contained in Amplify Desmos Math California are © 2025 Amplify Education, Inc. and its licensors. Amplify is not affiliated with the Illustrative Mathematics organization.

Desmos® is a registered trademark of Desmos, Inc.

English Learners Success Forum is a fiscally sponsored project of the New Venture Fund (NVF), a 501(c)(3) public charity.

Universal Design for Learning Guidelines and framework are developed by the Center for Applied Special Technology. © 2018 CAST.

The Effective Mathematics Teaching Practices are developed by NCTM in Principles to Actions: Ensuring mathematical success for all. © 2014 NCTM.

Notice and Wonder and I Notice/I Wonder are trademarks of NCTM and the Math Forum.

No part of this publication may be reproduced or distributed in its original form, or stored in a database or retrieval system, without the prior written consent of Amplify Education, Inc., except for the classroom use of the worksheets included for students in some lessons.

Copyright by Amplify Education, Inc.
55 Washington Street, Suite 800,
Brooklyn, NY 11201
www.amplify.com



Grade 1

Unit 1: Adding, Subtracting, and Working With Data

Sub-Unit 2: Adding and Subtracting Within 10

Math Language Development Resource

Activity Pages and Teacher Support

1.05

Activity 1

Aquarium Addition

Writing Addition Expressions to Represent the Total Amount in 2 Groups

EL Multilingual/English Learners Use these scaffolds and supports during the **Activity 1, Monitor** step to provide more support for your students as they:

- Work toward the language goal in this lesson.
- Interpret (**Reading and Listening**) and communicate (**Speaking and Writing**) using the language from this activity, such as *category*, *data*, *expression*, *total*.
- Interact in these meaningful ways:

Interpretive	• Reading closely	🔊 ELD.PI.1.6
Structuring Cohesive Texts	• Understanding text structure	🔊 ELD.PI.1.7 🔊 ELD.PI.1.7

Spanish Cognates

English	<i>category</i>	<i>data</i>	<i>expression</i>	<i>total</i>
Español	<i>categoría</i>	<i>datos</i>	<i>expresión</i>	<i>total</i>

Materials

In Activity 1, Launch, you displayed the image of the aquarium from Problem 1. Students also need access to these additional materials.

In this Resource:

- *Together in the Tank* PDF, one per pair

Activity 1, Monitor

Distribute Distribute the *Together in the Tank* PDF. Read aloud Problem 1 from Activity 1 and invite students to circle two groups of animals and write the number of animals next to each group. **Sample responses shown.**

Emerging

Ask:

- “Which two categories of animals did you circle?” **Jellyfish and crabs.**
- “How many animals are in each group?” **5 and 3.**

Read aloud and model the sentence frame on the PDF. Invite students to use the frame to describe their two groups in words.

Ask:

- “What math expression matches these words?” **5 + 3.**
- “Which word tells us that we are adding the groups together?” **And.**
- “How does your math expression match the picture?” **5 jellyfish and 3 crabs. Students may point to the sea animals and their math expression.**

Expanding

Ask:

- “Which two categories of animals did you circle?” **I circled jellyfish and crabs.**
- “How many animals are in each group?” **5 jellyfish and 3 crabs.**

Read aloud and model the sentence frame on the PDF. **Invite** students to use the frame to describe their two groups in words.

Ask:

- “What math expression matches these words?” **5 plus 3 (5 + 3).**
- “Which word tells us that we are adding the groups together? What does it mean?” **And means both.**
- “How does your math expression match the picture?” **There are 5 jellyfish and 3 crabs, 5 + 3.**

Bridging

Ask, “Explain what you drew or wrote on the picture in Problem 1.” **I circled the jellyfish and the crabs. Then I put numbers to show how many are in each group.**

Invite students to use the sentence frame on the PDF to describe their two groups in words.

Ask:

- “What math expression matches these words?” **5 + 3 means there are 5 jellyfish and 3 crabs.**
- “The word total means the same as the word sum. How can you complete this sentence: The total number of animals in your 2 groups is ____?”

Name _____ Date _____

Together in the Tank

There are _____
and .

Add	Expression



fish



turtle



jellyfish

Word bank (Banco de palabras)					
English	add	expression	number	plus	category
Español	sumar	expresión	número	más	categoría

1.06

Activity 1

At the Aquarium

Matching Addition Story Problems and Expressions

EL Multilingual/English Learners Use these scaffolds and supports during the **Activity 1, Monitor** step to provide more support for your students as they:

- Work toward the language goal in this lesson.
- Interpret (**Reading and Listening**) and communicate (**Speaking**) using the language from this activity, such as sum, add, expression.
- Interact in these meaningful ways:

Collaborative	• Exchanging information / ideas	🕒 ELD.PI.1.1
Interpretive	• Reading closely	🕒 ELD.PI.1.6
Productive	• Selecting language resources	🕒 ELD.PI.1.12

Spanish Cognates

English	<i>expression</i>	<i>sum</i>
Español	<i>expresión</i>	<i>suma</i>

Materials

In Activity 1, Launch, you distributed the Activities 1 & 2 PDFs, connecting cubes, and Story Maps. Students also need access to these additional materials.

In this Resource:

- *Ying's Aquarium Story* PDF, one per pair

Classroom materials:

- colored pencils

Activity 1, Monitor

Distribute the *Ying's Aquarium Story* PDF and colored pencils. Read aloud Problem 2 from Activity 1. Invite students to use colored pencils to color code the terms *sum*, *add*, and *expression*. **Sample responses shown.**

Emerging

Invite students to complete Problem 2 with you. Model annotating the text with colored pencils to make sense of it.

Ask:

- "How can we write an expression to match this problem?" **2 + 7.**
- "Which word(s) tell us this problem involves addition?" **And.**
- "How do you know your math expression and answer match the story problem?" **2 and 7 are in both.**

Invite students to use gestures, the word bank, and/or visuals from the story problem as they share their responses.

Expanding

Consider modeling or inviting a student to model strategies for annotating the text to make sense of it.

Ask:

- "What math expression would match this problem?" **The expression 2 + 7 matches the story problem.**
- "How do we know this expression involves addition?" **The problem says, "2 large turtles and 7 small turtles."**
- "How do you know your expression and answer match the story problem?" **I see 2 and 7 in both the story and my expression.**

Invite students to work with their partner to respond, using short sentences. Encourage them to use the word bank, as needed.

Bridging

Invite students to underline, draw circles, and/or draw boxes around words in the problem to help make sense of it.

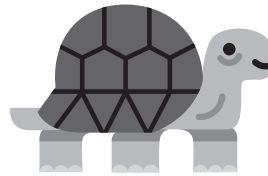
Ask:

- "What words did you circle, draw boxes around, or underline?" **I circled the numbers. I underlined "and" because I need to add. I boxed in "are there."**
- "How is what you did the same or different from your partner?"
- "How do you know your expression and answer match the story problem?" **I see 2 and 7 in both the story problem and my expression. 2 + 7 is 9.**

Invite students to respond by sharing with their partner. Ask each partner to describe what their partner said using their own words.

Name _____ Date _____

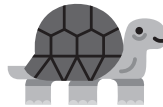
Ying's Aquarium Story



There are 2 large turtles



and 7 small turtles.



How many turtles are there?

Add	Expression	Add

Word bank (Banco de palabras)					
English	add	expression	number	story	sum
Español	sumar	expresión	número	historia	suma

1.07

Activity 2

What's the Sum?

Adding 1

EL Multilingual/English Learners Use these scaffolds and supports during the **Activity 2, Monitor** step to provide more support for your students as they:

- Work toward the language goal in this lesson.
- Interpret (**Listening**) and communicate (**Speaking**) using the language from this activity, such as **conjecture**, *expression*, *sum*.
- Interact in these meaningful ways:

Collaborative	• Offering / supporting opinions	🔊 ELD.PI.1.3
Interpretive	• Listening actively	🔊 ELD.PI.1.5
Productive	• Presenting information / ideas • Supporting opinions • Selecting language resources	🔊 ELD.PI.1.9 🔊 ELD.PI.1.11 🔊 ELD.PI.1.12

Spanish Cognates

English	<i>conjecture</i>	<i>count</i>	<i>expression</i>	<i>sum</i>
Español	<i>conjetura</i>	<i>contar</i>	<i>expresión</i>	<i>suma</i>

Materials

In Activity 2, Launch, you distributed one pre-cut Activity 2 PDF card to each student. Students also need access to these additional materials.

In this Resource:

- *Mix and Mingle: Adding 1* PDF, one per pair

Manipulative Kit:

- connecting cubes
- counters

Classroom materials:

- *Words That Describe Addition* chart (for display)

Activity 2, Monitor

Distribute the *Mix and Mingle: Adding 1* PDF; consider placing one PDF at each student location you have set for students to access as they move around during the Mix and Mingle. Keep the connecting cubes and counters accessible to support students as needed throughout the activity. Review the *Words That Describe Addition* chart from Activity 1. Read aloud the directions for Activity 2 and then invite students to complete the first round. **Sample responses shown.**

Emerging

Ask: "How did you add 1?" **Students may point to the image of counting all.**

Invite students to point at the images on the *Mix and Mingle: Adding 1* PDF. Model how to use the sentence frames by reading them aloud and inviting students to fill in the rest of the sentences with simple words or phrases.

Ask: "Is the conjecture true or false?" **True. Students may point to the thumbs up image.**

Invite students to share their thinking in their primary languages. Encourage all students to use gestures, point at the images or their own connecting cubes or counters.

Expanding

Ask:

- "How did you add 1?" **I counted 1, 2, 3, 4.**
- "How did your partner add 1?" **[My partner] counted on.**

Invite students to use the images on the *Mix and Mingle: Adding 1* PDF. Model how to use the sentence frames with students' responses.

Ask: "Is the conjecture true or false? How do you know?" **True. When you add 1, you get 1 more.**

Invite students to use the sentence frames from the *Mix and Mingle: Adding 1* PDF.

Bridging

Ask: "How did you add 1?" **I counted all the cubes.**


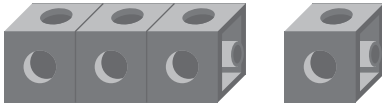
Invite students to refer to the images on the *Mix and Mingle: Adding 1* PDF.

Ask, "Is the conjecture true or false? How do you know?" **It is true because when you add one to a number, you count one by one.**

Invite students to help clarify each other's ideas by asking and answering questions that incorporate vocabulary from the unit.

Name _____ Date _____

Mix and Mingle: Adding 1

Count all Contar todo	Count on Contar en
 1 2 3 4	 3 4

The sum is . . .

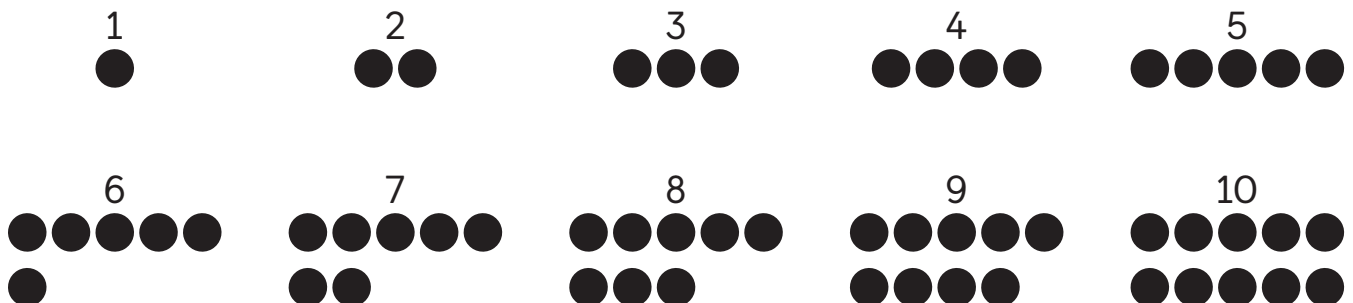
To add 1, I . . .



I think the conjecture is true because . . .



I think the conjecture is false because . . .



Visit us online to explore
digital lessons and learn more.

 amplify.com/mathca

Amplify.

Desmos® is a trademark of Desmos Studio, PBC.

IM K–12 Math™ and Illustrative Mathematics® are trademarks of Illustrative Mathematics, which is not affiliated with Amplify.

Amplify is not an IM Certified Partner.

© 2025 Amplify Education, Inc. All trademarks and copyrights are the property of Amplify or its licensors.

MA0827 - 1893635