

WORKSHEET OUTPOST | Grade 1 Math — Supported

Solid features that matter

Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

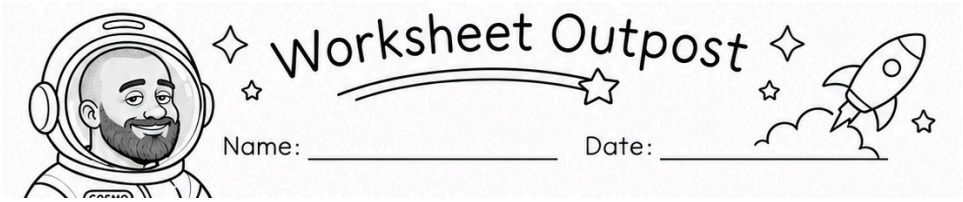
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 1 Math — Supported

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Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

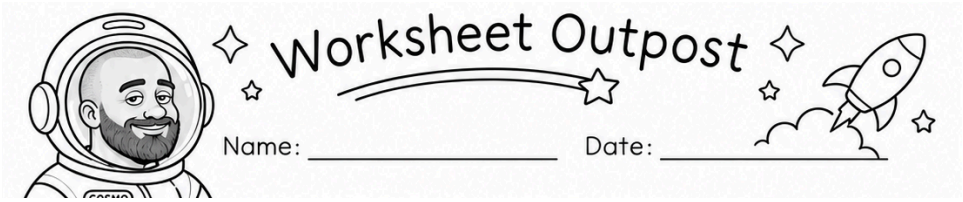
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



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Success criteria
I can identify a shape by its sides and corners.

OW-G1-159 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

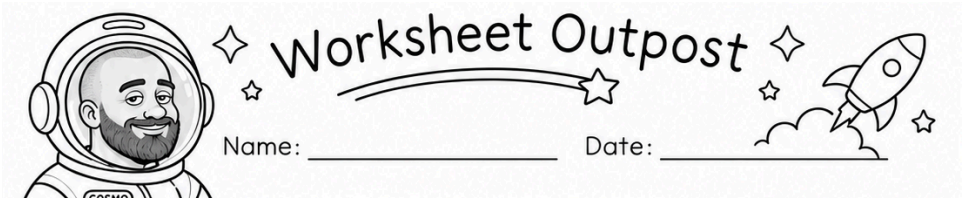
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



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OW-G1-159 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

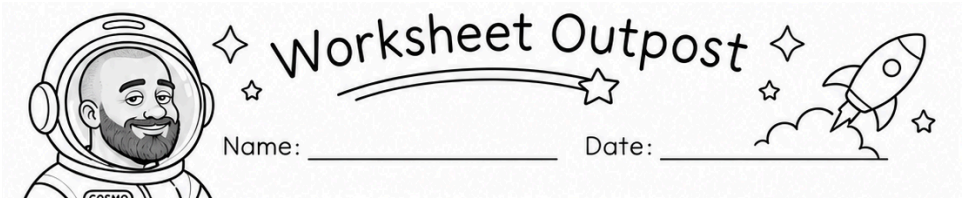
2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



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OW-G1-159 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A cube is blue and small. Another is red and large. Can both be cubes? Name a feature that explains your answer.

2. A sphere is blue and small. Another is red and large. Can both be spheres? Name a feature that explains your answer.

3. A cylinder is blue and small. Another is red and large. Can both be cylinders? Name a feature that explains your answer.

4. A cone is blue and small. Another is red and large. Can both be cones? Name a feature that explains your answer.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.