

NC Strawberry Investigations Math Questions for 1st Grade

Standard	Question
1OA1	<p>Students will use addition and subtraction within 20 to solve word problems.</p> <p>*The strawberry farmer needs 12 bags of fertilizer. He has 8 already. How many more does he need to purchase?</p> <p>*If strawberry plant 1 has 18 leaves and strawberry plant 2 has 12 leaves, how many fewer leaves does plant 2 have?</p>
1OA2	<p>Students can solve simple word problems adding 3 numbers whose sum is less than or equal to 20.</p> <p>*Each row of strawberries needs drip line. Row 1 needs 5 feet. Row 2 needs 5 feet. Row 3 needs 5 feet. How many feet are needed in all?</p> <p>*Mrs. Smith is baking. She needs 4 cups of strawberries for her cake, 3 cups of strawberries for her cookies, and 6 cups of strawberries for her jam. How many cups of strawberries does Mrs. Smith need?</p>
1OA3	<p>Students can use the associative property to add three numbers.</p> <p>* Mrs. Smith is baking. She needs 4 cups of strawberries for her cake, 3 cups of strawberries for her cookies, and 6 cups of strawberries for her jam. How many cups of strawberries does Mrs. Smith need? (Student thinks - I know $6+4=10$, and $10+3=13$.)</p>
1OA4	
1OA5	<p>Students can add and subtract within 20 by counting on or counting back.</p> <p>*The strawberry farmer has 13 flats of plants. He planted 10 flats of plants. How many flats are does he have now?</p> <p>*The fruit stand had 5 baskets of strawberries. They ordered 6 more. How many baskets do they have now?</p>
1OA6	
1OA7	<p>Students will use the equal sign to determine if two number sentences are true or false.</p> <p>* $6 \text{ strawberries} + 8 \text{ strawberries} = 4 \text{ strawberries} + 10 \text{ strawberries}$.</p> <p>* $10 \text{ (strawberries in the basket)} = 7 \text{ large red strawberries} + 3 \text{ small pink strawberries}$</p>
1OA8	<p>Students can determine the unknown whole number in an addition or subtraction problem.</p> <p>*12 strawberry plants were in a row, a rabbit ate some of the plants. There were 8 plants left. How many strawberry plants did the rabbit eat?</p>
1NBT1	<p>*Students will count the leaves on a strawberry plant and write the numeral correctly.</p> <p>*Students will write the numeral that represents the number of "squares" (sq. ft.) in an acre of land (100 sq.ft.)</p> <p>*Students will write the numeral for the number of plants the strawberry farmer plants in each row of strawberries.</p>
1NBT2	<p>*Students can decompose the number of rows in a strawberry field into tens and ones.</p> <p>*Students can count the number of strawberries in a quart and group them by tens and ones.</p> <p>*Students can count by 10's the number of strawberry plants in a flat.</p>
1NBT3	<p>*Students can compare the number of strawberries in two different quarts using a number sentence and the correct symbol. ($42 > 38$)</p>
1NBT4	<p>Students will use strawberry statistics to add within 100. (Use NC Dept of Agriculture statistics to create addition problems.)</p>
1NBT5	
1NBT6	
1MD1	<p>*Students will directly compare the heights of three different strawberry plants using length, and put them in order by length. (Direct comparison means without using measurement.)</p> <p>*Students will compare the lengths of strawberry plant leaves and order them from shortest to</p>

	longest.
1MD2	*Students will measure the length of the strawberry plant, the leaves, and the strawberries using objects such as base ten units, paper clips, pumpkin seeds, cap erasers, etc.
1MD3	Given pictures of both analog and digital clocks showing times related to the hours of operation of a strawberry stand or farm, students can tell and write the times in hours and half-hours.
1MD4	Students will collect, organize, represent and interpret data by conducting a survey. Students will ask each other their favorite way to eat strawberries - fresh strawberries, strawberry ice cream, or strawberry candy. (Teacher may want to have samples for students to try - the survey items may vary.)
1G1	
1G2	
1G3	Students can divide strawberry fields into halves, fourths (quarters) and understand that dividing the fields make them smaller plots of land. (Farmers divide their fields at harvest time to maximize continuous growth. Explain to students that people will pick strawberries one day in one fourth or one half of the field and then skip a day to allow more strawberries to grow and ripen.)

North Carolina Strawberry Association – www.ncstrawberry.com

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