

ORIGO STEPPING STONES

STUDENT JOURNAL SAMPLE

Engaging student pages accompany each lesson within *ORIGO Stepping Stones*. In the Student Journal for this year level, there are two pages for each lesson.

YEAR

1

For more information on program content for *ORIGO Stepping Stones* Year 1 visit origoeducation.com/stepping-stones.

SENIOR AUTHORS

Rosemary Irons
James Burnett

CONTRIBUTING AUTHORS

Debi DePaul
Peter Stowasser
Allan Turton

PROGRAM EDITORS

Beth Lewis
Donna Richards
Stacey Lawson

4.1 Identifying One More and One Less

What numbers are missing on this cube number track? How do you know?



Colour red the cube that shows **one more** than 5.

Colour blue the cube that shows **one less** than 5.

Colour green the cubes that show **one more** and **one less** than 10.

Complete these sentences.

7 is **one less** than _____. 13 is **one less** than _____. _____ is **one more** than 3.

Step Up I. Write the numerals that are **one less** and **one more**.

a. one less

one more

	6	
--	---	--

b. one less

one more

	3	
--	---	--

c. one less

one more

	5	
--	---	--

d. one less

one more

	9	
--	---	--

e. one less

one more

	4	
--	---	--

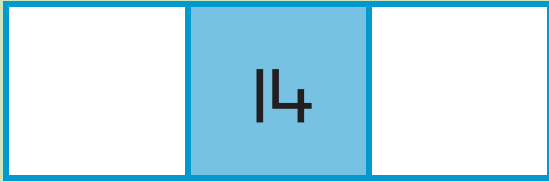
f. one less

one more

	2	
--	---	--

2. Write the missing numerals on these number track pieces.

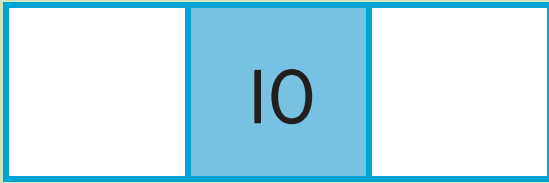
a.



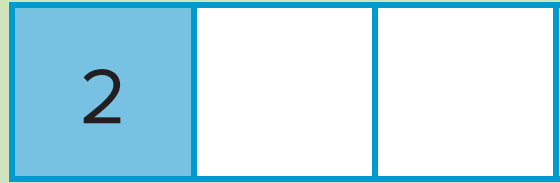
b.



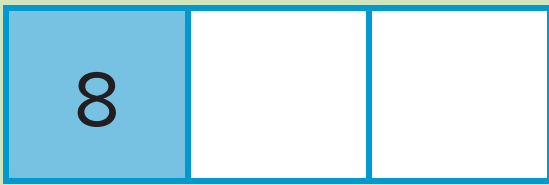
c.



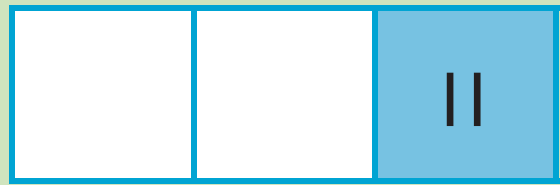
d.



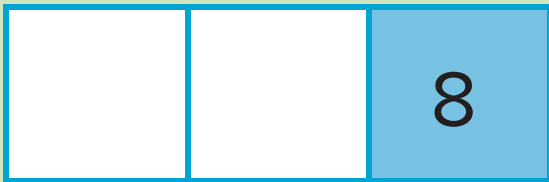
e.



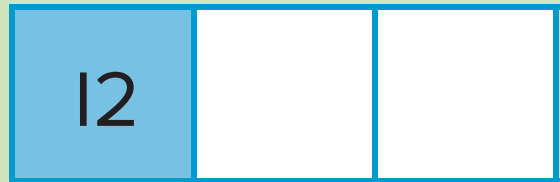
f.



g.



h.



Step Ahead

Three friends collect basketball cards. Daniel has one more card than Jamal. Kayla has one less card than Jamal. How many cards could each person have?

Kayla has cards. Jamal has cards.

Daniel has cards.



4.2 Counting in Steps of 2

How many pairs of shoes do you see?

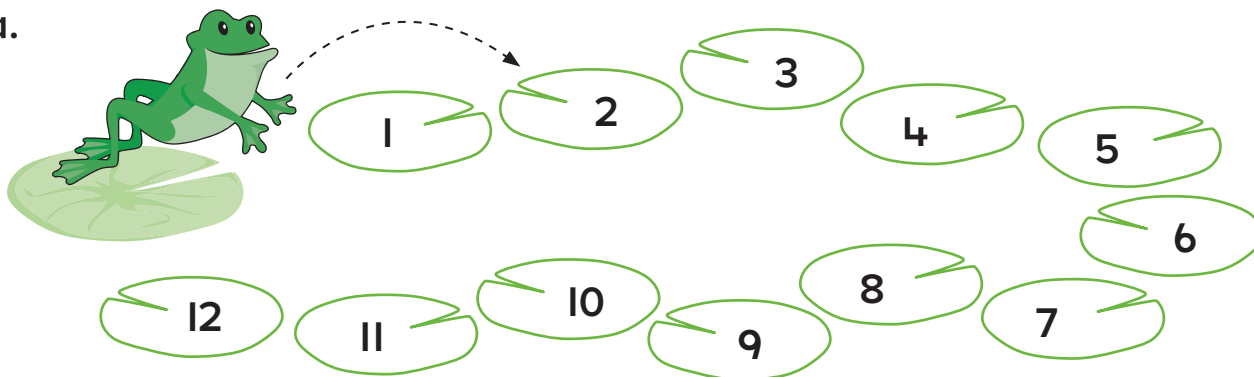


How could you work out the total number of shoes?

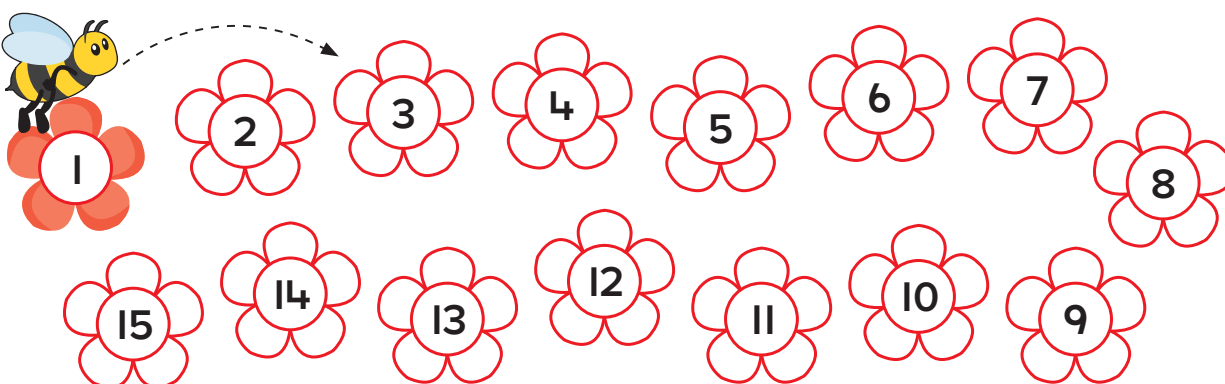
Step Up

1. Draw jumps of 2. Colour the numbers you land on.

a.

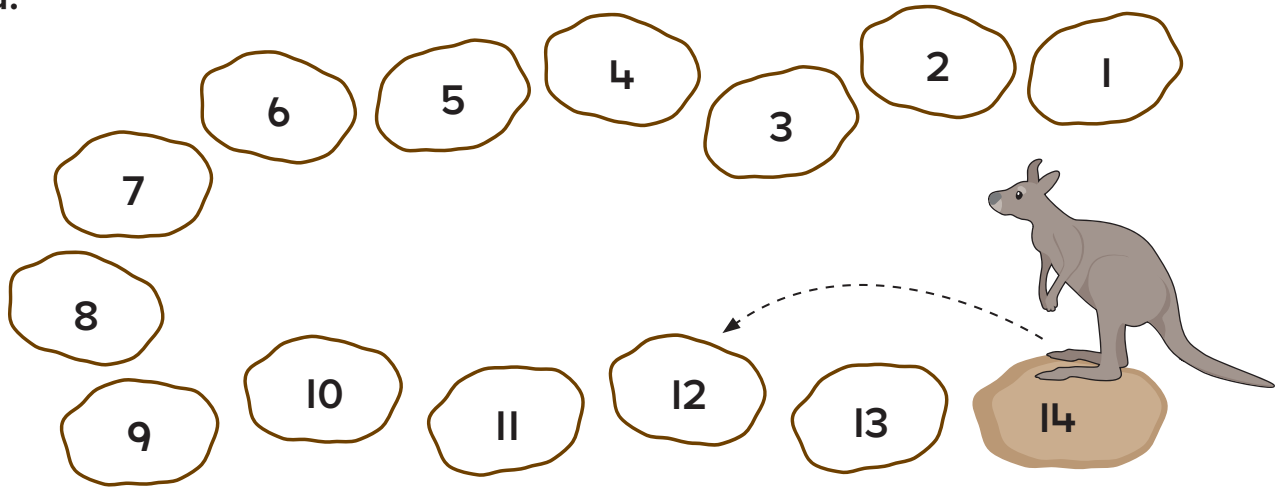


b.

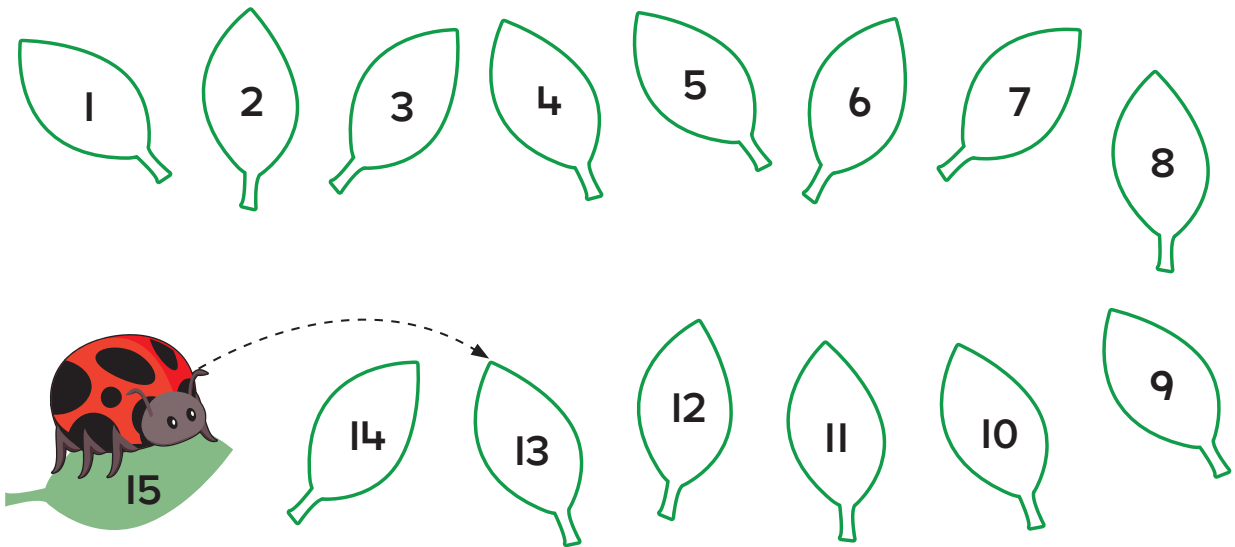


2. Draw jumps of 2. Colour the numbers you land on.

a.



b.



Step Ahead

These number patterns were made with jumps of 2. Write the missing numerals.

a.

2	4	___	___	10
---	---	-----	-----	----

b.

___	6	___	10	___
-----	---	-----	----	-----

c.

___	3	___	7	___
-----	---	-----	---	-----

d.

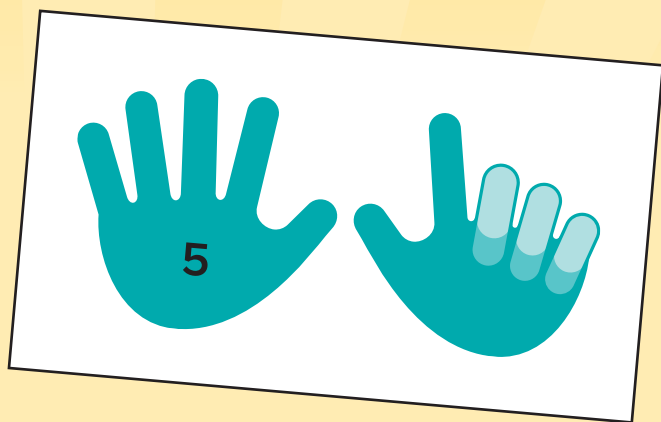
3	___	___	9	___
---	-----	-----	---	-----

4.3 Counting Forwards from 5

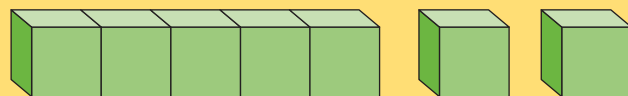
What is a quick way to work out the total number of fingers raised?



I counted from 5.



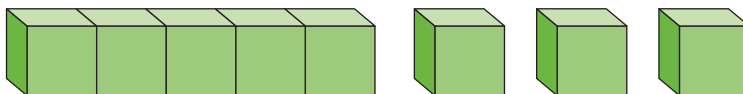
Use your quick way to work out the total number of cubes.



Step Up

1. Start at 5 and count on. Write the numbers **you say**.

a.



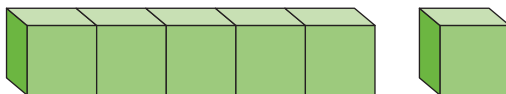
5

6

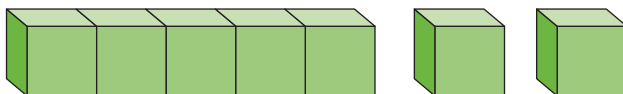
7

8

b.



c.

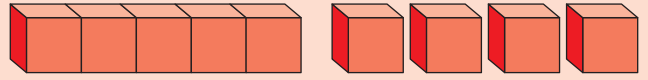


2. Start at 5 and count on. Write the total.

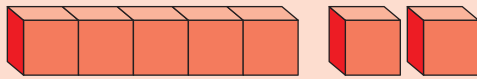
a.



b.



c.



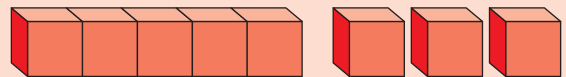
d.



e.



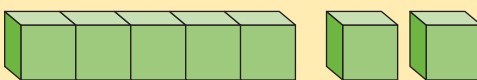
f.



Step Ahead

Write an addition sentence to match each picture.

a.

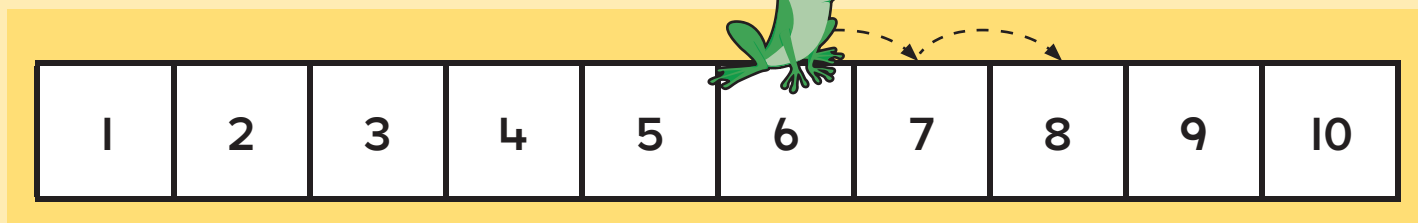


b.



4.4 Using a Number Track to Count On (to 15)

What is happening in this picture?



On what number did the frog start?

On what number did the frog finish? How many jumps did it make?

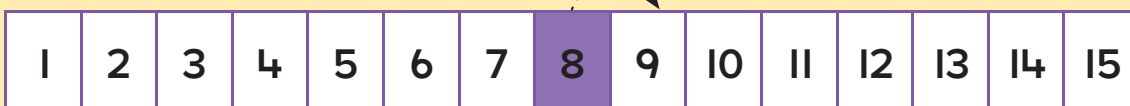
What addition sentence would match the picture?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Step Up

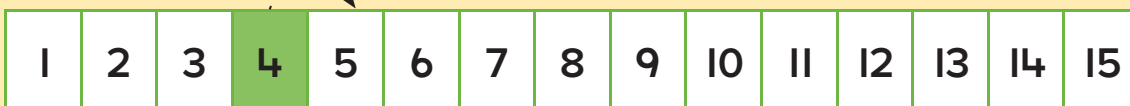
1. Count on 1. Then write the addition sentence.

a.



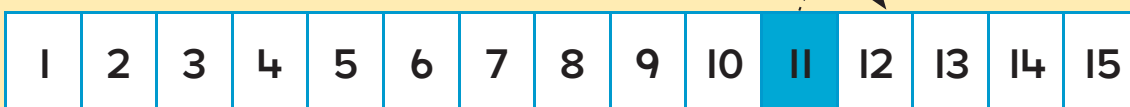
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

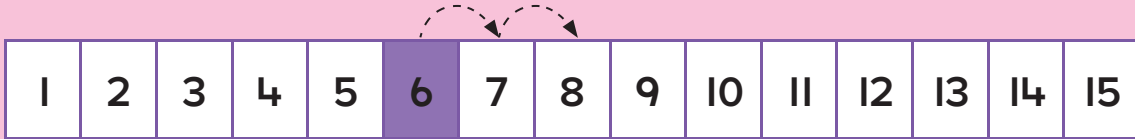
c.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Count on 2. Then write the addition sentence.

a.



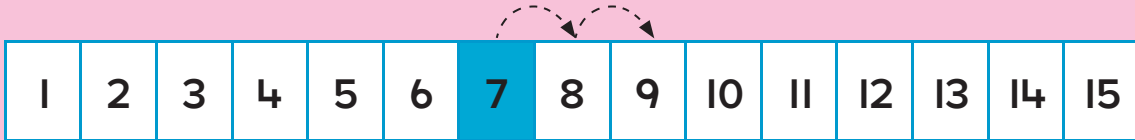
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



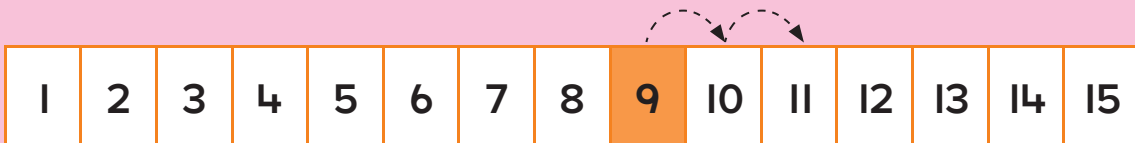
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

d.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Step Ahead

Draw jumps to match each addition sentence.



$$3 + 1 = 4$$

$$12 + 2 = 14$$

4.5 Using the Count-On Strategy with Coins

There are 6 dollar coins in this purse and some outside the purse.

How could you work out the total number of dollar coins?

What addition sentence could you write?

$$\square + \square = \square$$


Step Up

I. Count on 1 or 2 dollars. Then write the addition sentence.

a.



$$4 + \square = \square$$

b.



$$\square + \square = \square$$

c.



$$\square + \square = \square$$

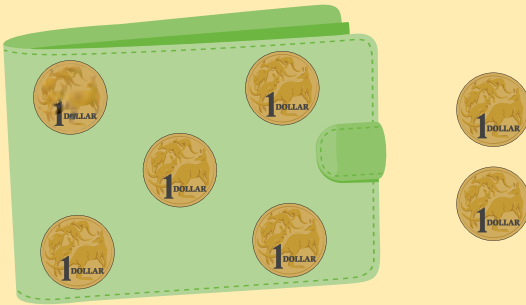
d.



$$\square + \square = \square$$

2. Work out the total. Write the addition sentence.

a.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

d.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

e.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

f.

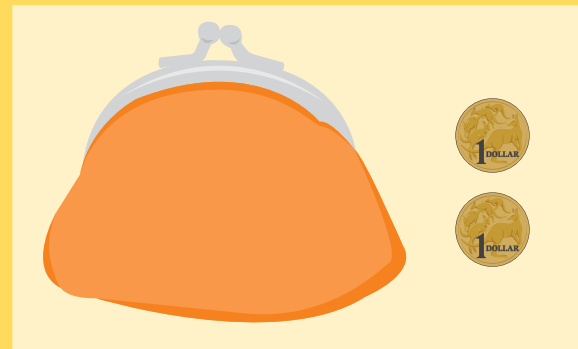


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Step Ahead

There are 13 dollar coins in total.
How many are in the purse?

dollars

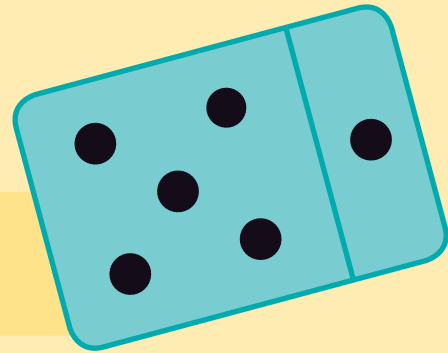


4.6 Using the Count-On Strategy

What is the easiest way to work out the total number of dots on this card?

What addition sentence could you write?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

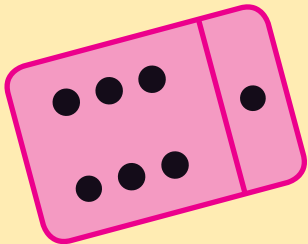


What are some other facts you could work out this way?

Step Up

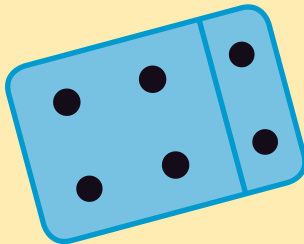
I. Count on 1 or 2. Then write the addition sentence.

a.



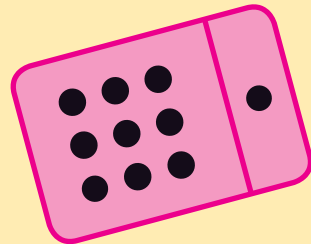
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



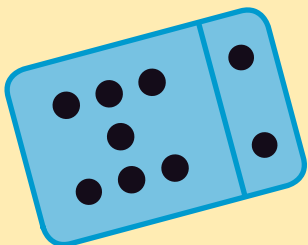
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.



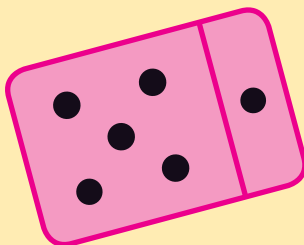
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

d.



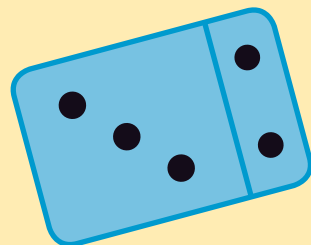
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

e.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

f.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Write the addition sentence to match each card.

a.



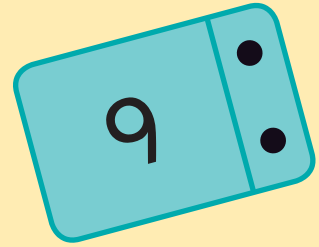
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

d.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

e.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

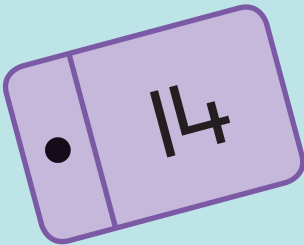
f.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

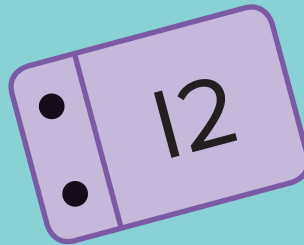
3. Count on 1 or 2. Then write the addition sentence.

a.



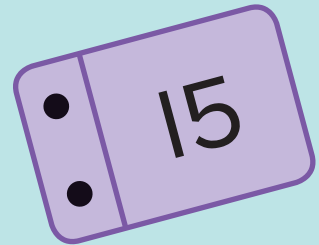
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.

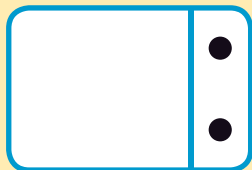


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Step Ahead

Look at the total. Draw more dots on the card. Then complete the addition sentence.

a.



$$\underline{\quad} + \underline{\quad} = 8$$

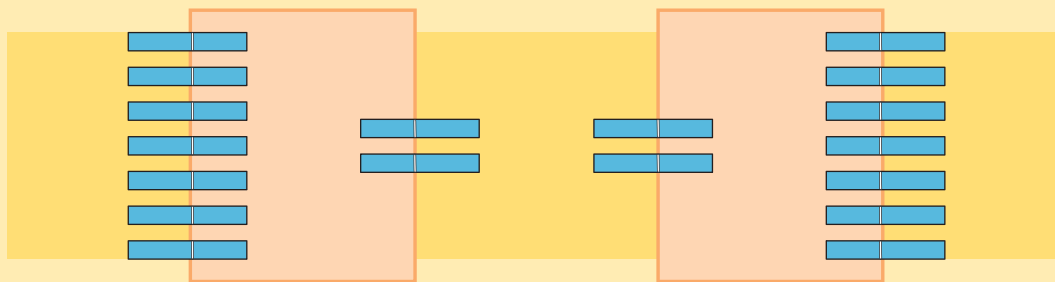
b.



$$\underline{\quad} + \underline{\quad} = 9$$

Using the Commutative Property of Addition with Count-On Facts

What do you notice about these pictures?



What addition fact would match each picture?

What number will you say first?

What number will you count on?

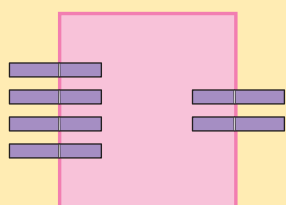
These facts are called
turnaround facts.



Step Up

I. Complete the addition fact and its turnaround fact.

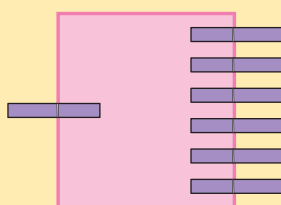
a.



$$\underline{4} + \underline{2} = \underline{\quad}$$

$$\underline{2} + \underline{\quad} = \underline{\quad}$$

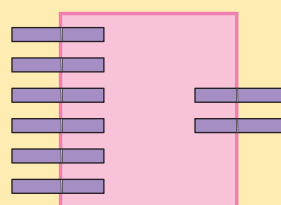
b.



$$\underline{1} + \underline{6} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

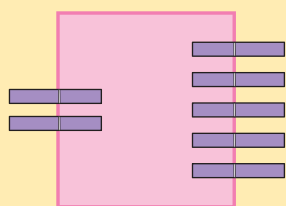
c.



$$\underline{6} + \underline{2} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

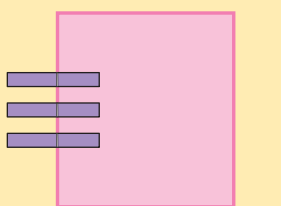
d.



$$\underline{2} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{2} = \underline{\quad}$$

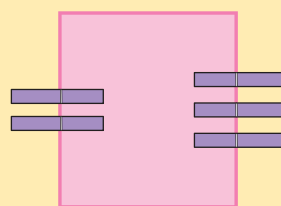
e.



$$\underline{3} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

f.



$$\underline{2} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Write the addition sentence. Then write the turnaround.

a.



$$\begin{array}{ccc} \square & + & \square = \square \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

b.



$$\begin{array}{ccc} \square & + & \square = \square \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

c.



$$\begin{array}{ccc} \square & + & \square = \square \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

d.



$$\begin{array}{ccc} \square & + & \square = \square \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

e.



$$\begin{array}{ccc} \square & + & \square = \square \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

f.



$$\begin{array}{ccc} \square & + & \square = \square \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

Step Ahead

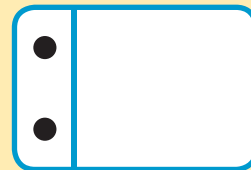
Look at the total. Draw the dots on the card. Then write two addition facts to match.

a.



$$\begin{array}{ccc} \square & + & \square = 10 \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

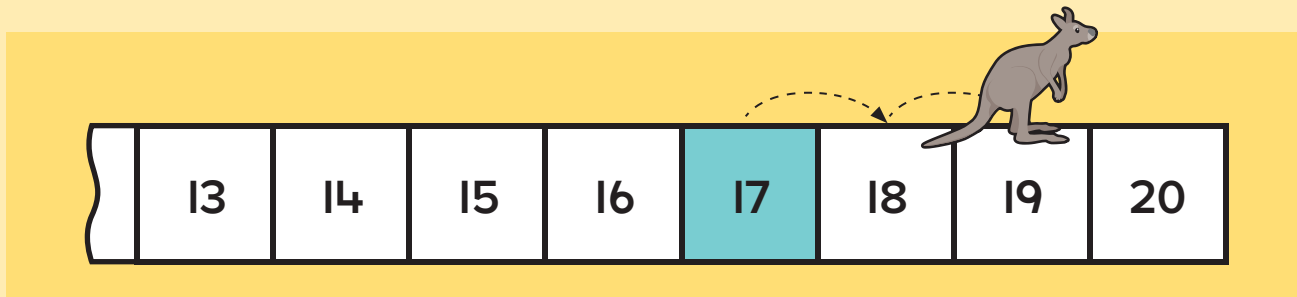
b.



$$\begin{array}{ccc} \square & + & \square = 11 \\ \hline & & \\ \square & + & \square = \square \\ \hline & & \end{array}$$

4.8 Using a Number Track to Count On (to 20)

What is happening in this picture?



On what number did the kangaroo start?

On what number did the kangaroo finish? How many jumps did it make?

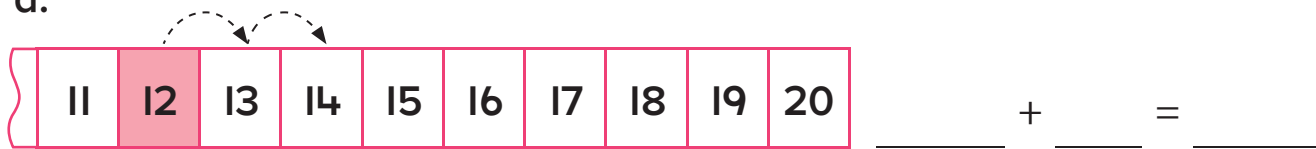
What addition sentence matches the picture? How do you know?

What is the turnaround fact?

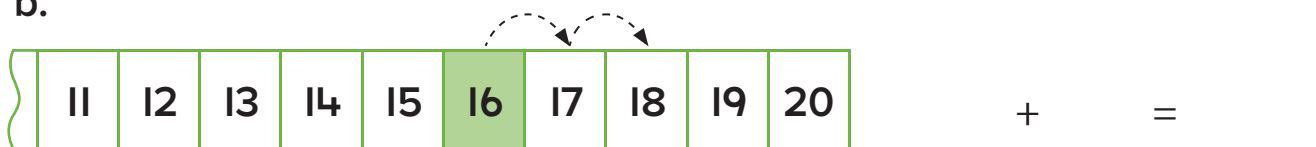
Step Up

1. Count on 1 or 2. Then write the addition sentence.

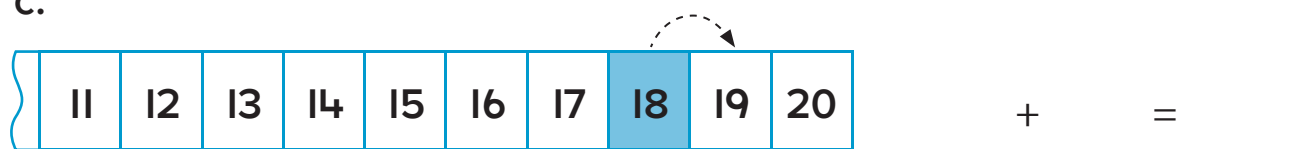
a.



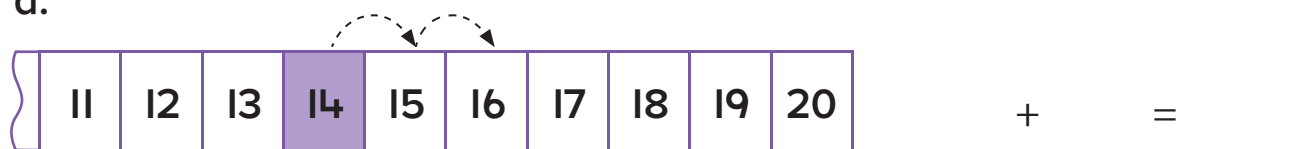
b.



c.



d.



2. Draw jumps to help you count on. Then write the addition sentence.

a. Count on 2.

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

_____ + _____ = _____

b. Count on 1.

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

_____ + _____ = _____

c. Count on 2.

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

_____ + _____ = _____

d. Count on 1.

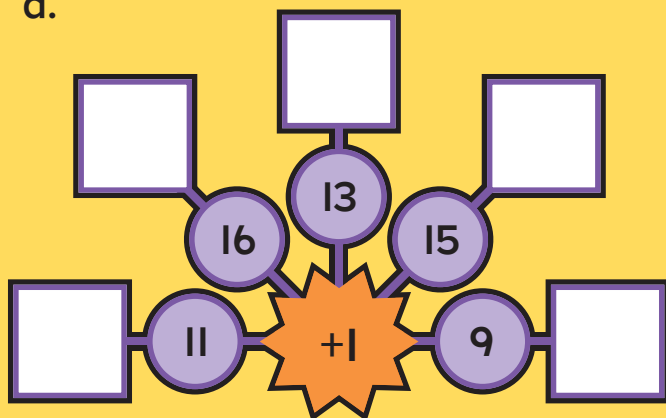
11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

_____ + _____ = _____

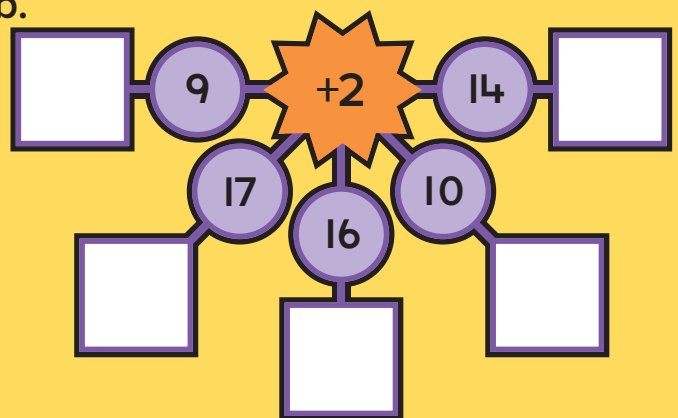
Step Ahead

Add the number in the star to each number in the circles. Write the answers in the squares.

a.



b.



4.9 Revising Language to Describe Lengths

Look at the white car.

Which car is shorter? Which car is longer?

Which crane has the longest arm? Which is tallest? Which is shortest?

Look at all the purple windows.

Which window is the widest? Which is the narrowest?

What other lengths could you compare in the picture?



Step Up

Your teacher will give you a sheet of pictures.
Cut out the pictures and paste them in the spaces below
to make true statements.

is longer than

is shorter than

is longer than

is taller than

is wider than

is narrower than

Step Ahead

Draw a ribbon that is **longer**
and wider than this red ribbon.

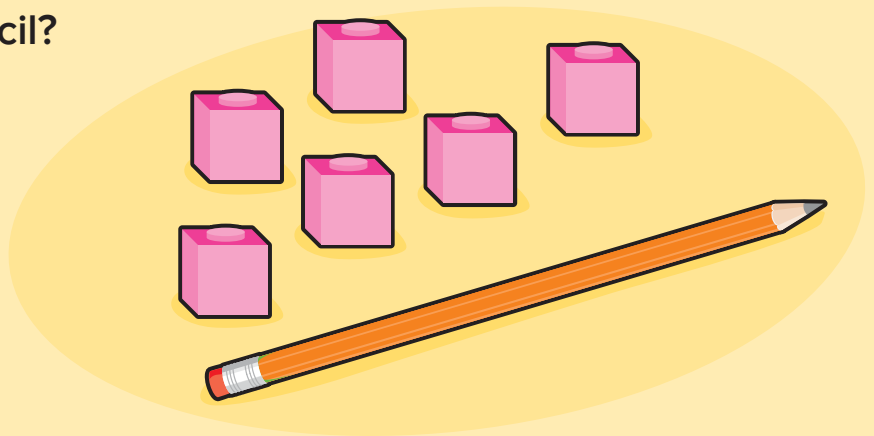


4.10 Counting Informal Units to Measure Length

How could you use the blocks to measure the length of the pencil?

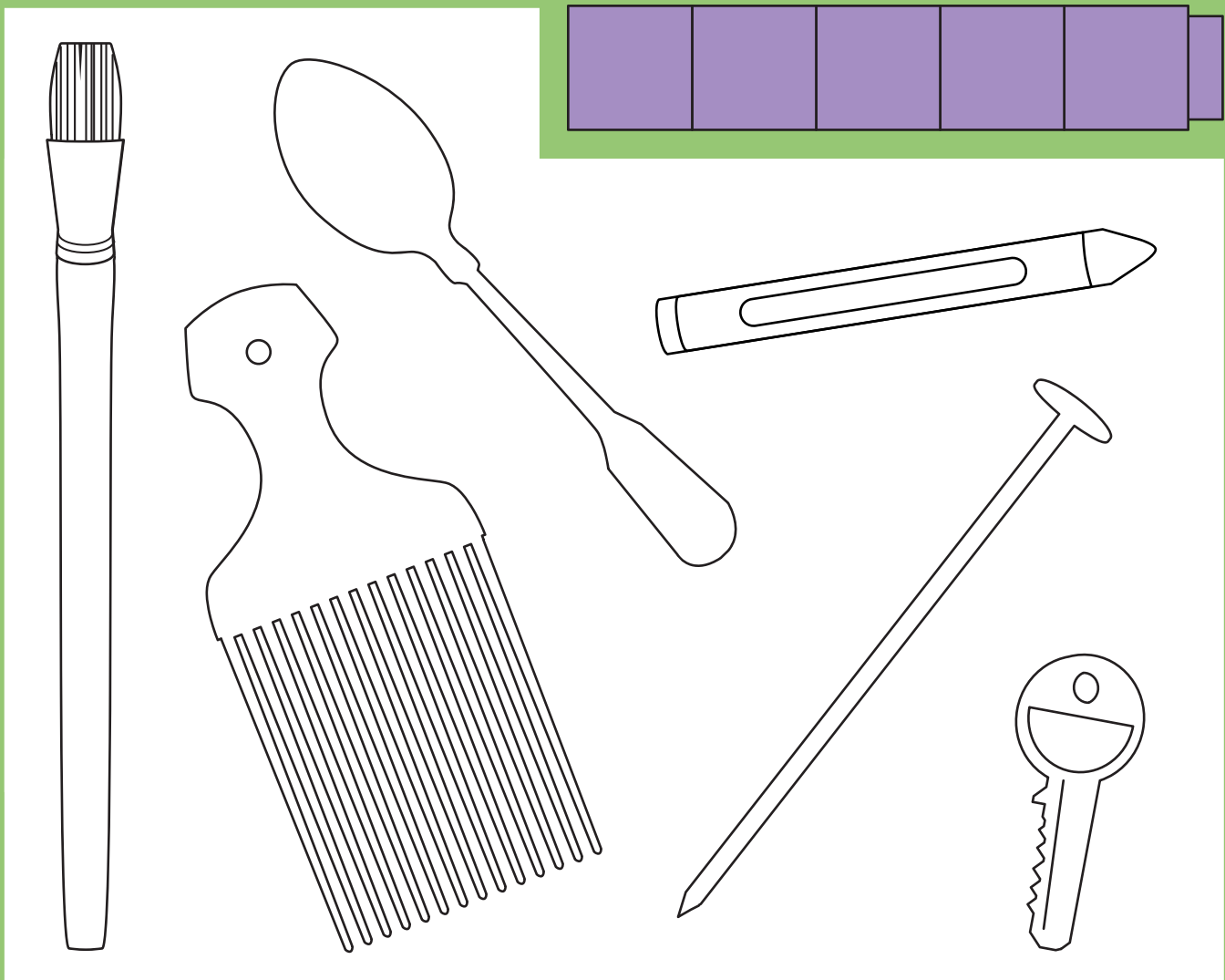
Does it matter which way the blocks are placed? Why?

Does it matter if gaps are left between the blocks? Why?

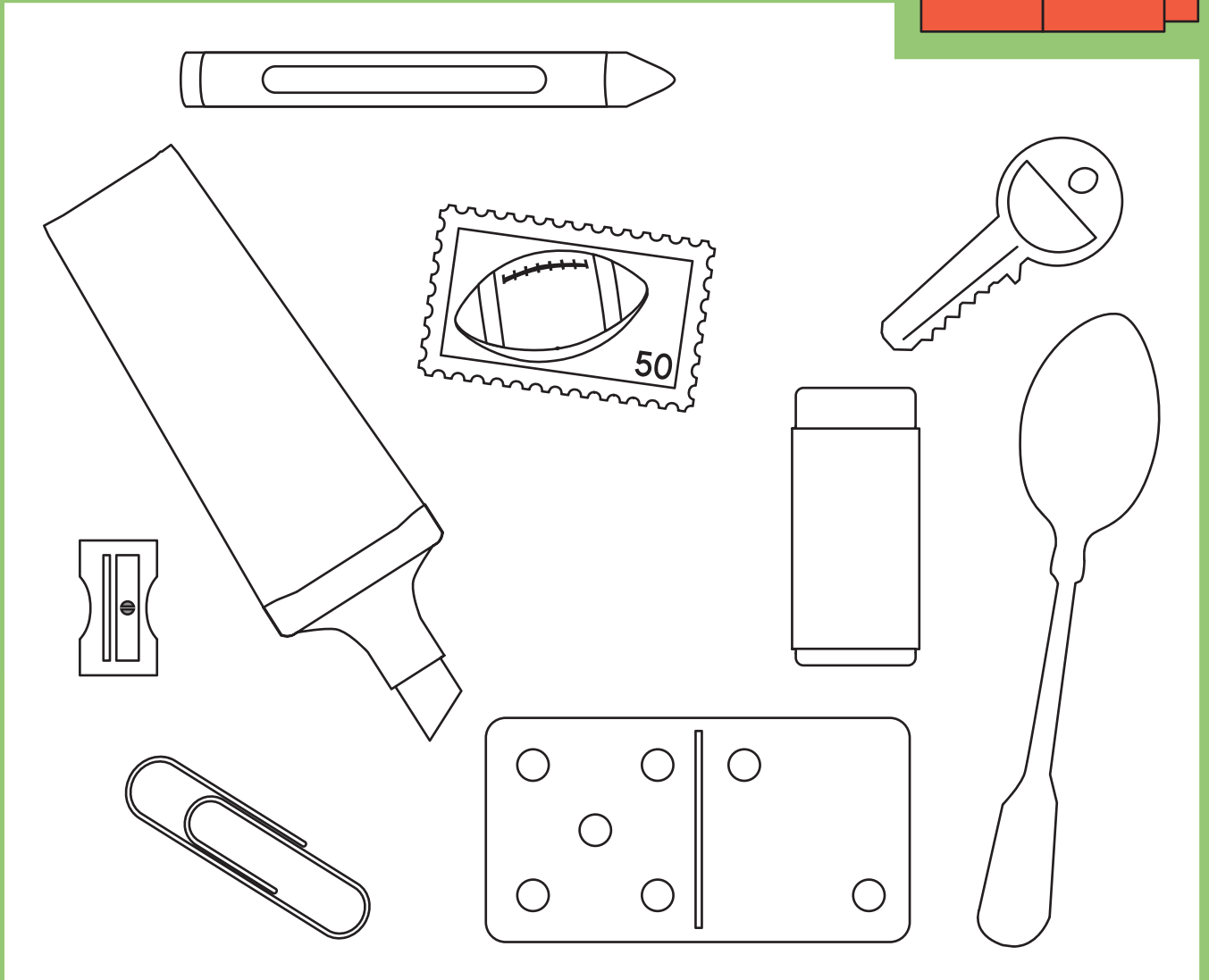
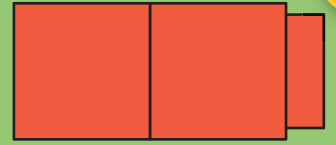


Step Up

1. Colour the objects that are about the same length as this cube train.



2. Colour the objects that are about the same length as this cube train.



Step Ahead

List some more classroom objects that are about 5 cubes long.

4.11 Measuring Length Using the Same Informal Units

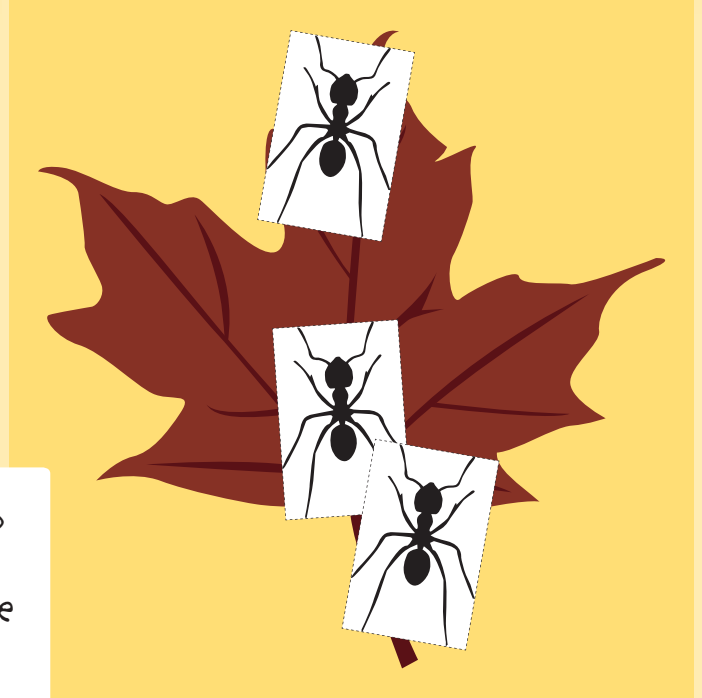
Paper ants were used to measure this leaf.

Is the measurement accurate?
How do you know?

How would you use the paper ants to measure the leaf?

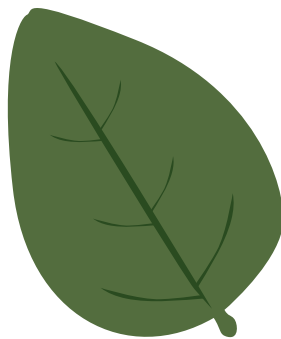


I would use tape to join my paper ants so they were in one line with no gaps and no overlaps.



Step Up

1. Use your paper ant trail to measure each leaf.
Write the number of ants.



ants long



ants long

2. Draw a leaf to match each length **exactly**.

6 ants long

3 ants long

Step Ahead

Your teacher will give you a leaf. Trace around the leaf in the space below. Then measure your leaf with your paper ant trail.

_____ ants long

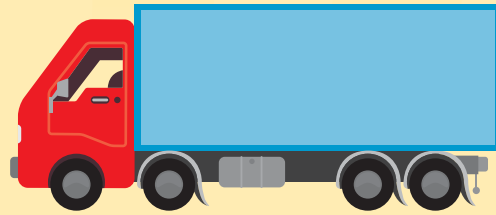
4.12 Measuring Length Using Different Informal Units

How many paper clips long is this toy truck?

How many cubes long is the truck?
What do you notice?

Has the length of the truck changed?

What other objects could be used to measure the toy truck?







Step Up

1. Guess first, then measure the length of this pencil using the objects below.







Length of the pencil

Measuring object	My guess	Measurement
<p>a.</p>  <p>cubes</p>	_____ cubes long	_____ cubes long
<p>b.</p>  <p>links</p>	_____ links long	_____ links long
<p>c.</p>  <p>pattern blocks</p>	_____ blocks long	_____ blocks long
<p>d.</p>  <p>paper clips</p>	_____ clips long	_____ clips long

2. Guess then measure the length of this whiteboard marker.



Length of the whiteboard marker		
Measuring object	My guess	Measurement
<p>a.</p>  <p>cubes</p>	<p>___ cubes long</p>	<p>___ cubes long</p>
<p>b.</p>  <p>links</p>	<p>___ links long</p>	<p>___ links long</p>
<p>c.</p>  <p>pattern blocks</p>	<p>___ blocks long</p>	<p>___ blocks long</p>
<p>d.</p>  <p>paper clips</p>	<p>___ clips long</p>	<p>___ clips long</p>

Step Ahead

Blake measured the length of a toy truck. It was 2 paper clips long. Sara used a different object to measure the same toy truck. She found that it was 4 objects long.

What do you know about the length of the object that Sara used to measure?
