

Work Place Sentence Frames

GRADE 1 • UNIT 1

Make 3 copies of this set on heavy paper or card stock to include in your Work Place bins.

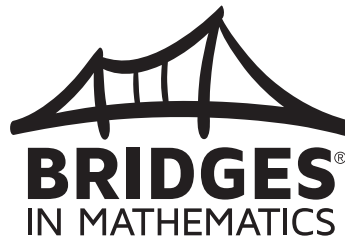
Each set of sentence frames is marked with the Work Place for which it is intended.

A star (★) indicates a set more suited for advanced students or those who have visited the Work Place before.

Many of the blanks are intended to be filled in with a number. Others will be filled in with words or phrases. More complex sentences have prompts below the blanks to indicate what should be filled in (as with Mad Libs).

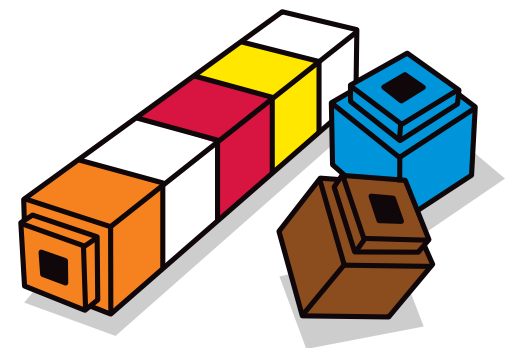
When the sentence frame requires new or challenging vocabulary, a word bank is offered.

Certain key mathematics vocabulary is indicated in bold type.



My train is _____ cubes long.
number

I have _____ cubes in my train.
number

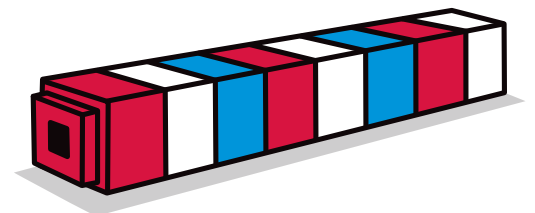


I estimate that my train is

_____ cubes long.
number

My train is actually _____ cubes long.
number

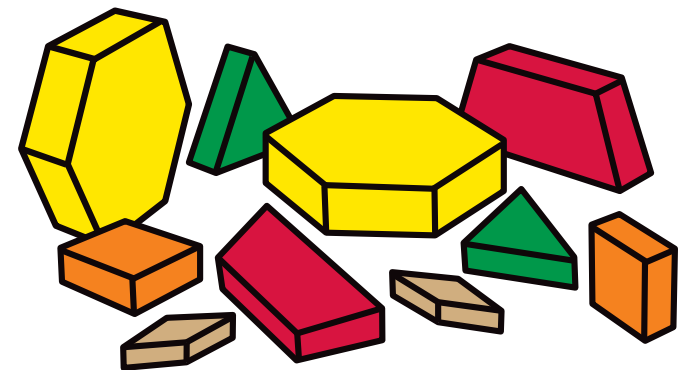
My estimate was too _____.
high / low



I made a _____ with pattern blocks.
design

I used _____ pattern blocks.
number

I can sort the blocks by _____ .
color / shape / size



I used _____ s/es.
number



square



triangle



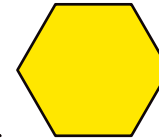
trapezoid



rhombus



rhombus



hexagon

I can use _____ s/es
number



square



triangle



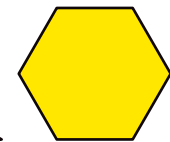
trapezoid



rhombus



rhombus



hexagon

to make a _____
shape



There are _____ dots on my domino.
number

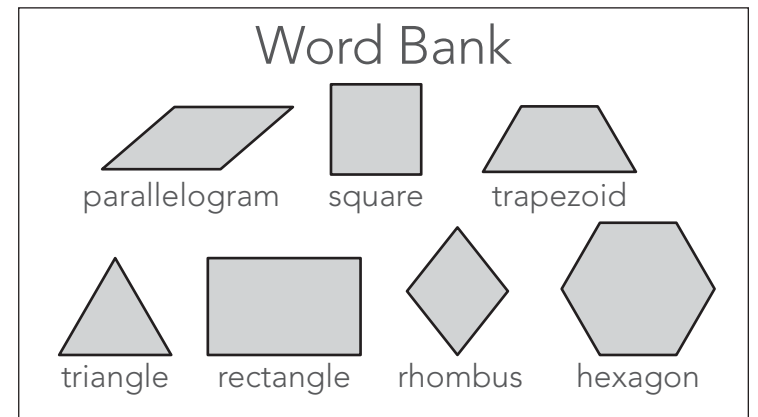
I put this domino _____
on top of / below / beside
the other domino.

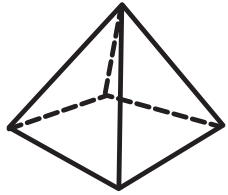
_____ and _____ is _____.
number number number

I made a _____.
design

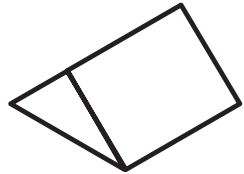
I made a _____
shape

using _____ _____s.
number shape

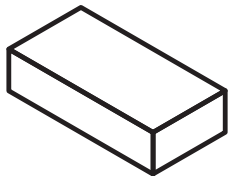




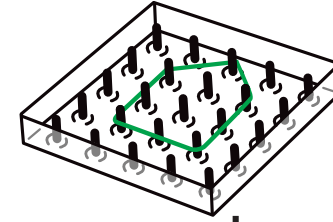
My pyramid has _____ sides.
number



My triangular prism has _____ sides.
number



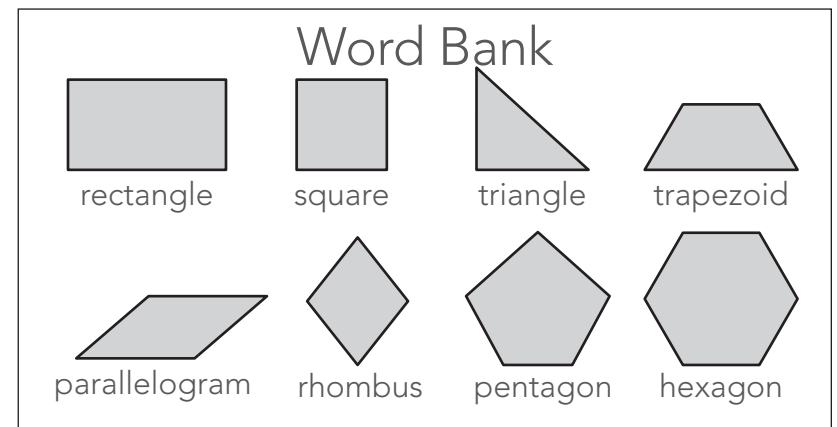
My rectangular prism has _____ sides.
number



I made a _____ on my geoboard.
shape

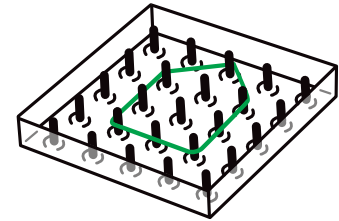
I used _____ rubber bands.
number

I made a _____ .
big / small shape



I copied my first design, but I
made it _____.
bigger / smaller

I can make _____ squares
number
on the geoboard.

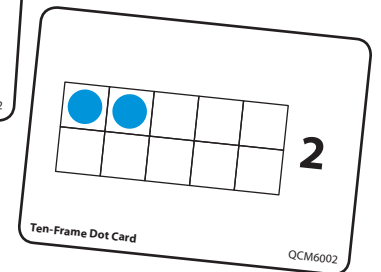
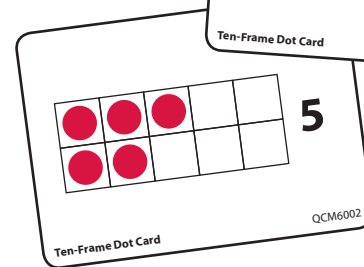
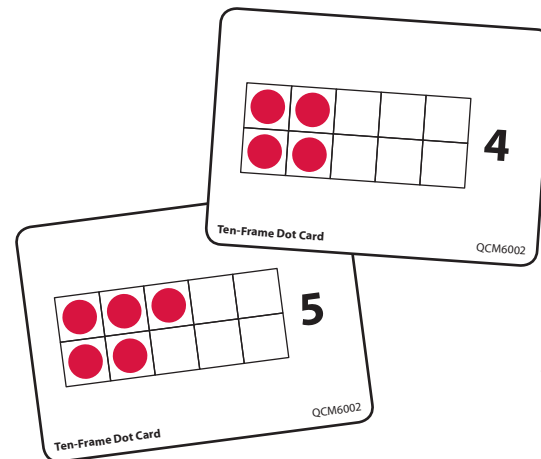
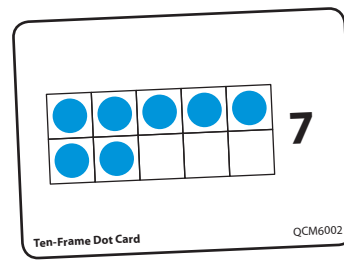


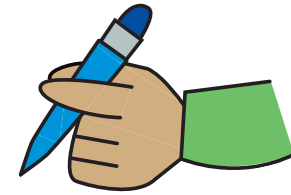
I have _____ dots on my card.
number

I need to trace the _____.
number

_____ and _____ make 10.
number number

I need _____ more to get 10.
number





This column has _____ numbers traced,
number
and this one has _____ numbers traced.
number

_____ is _____
number greater than / less than
(or equal to) number

NAME: _____ DATE: _____

1F Flip & Write Record Sheet

1	2	3	4	5	6	7	8	9	
1	2	3	4	5	6	7	8	9	
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Small card: 5 blue dots, 6

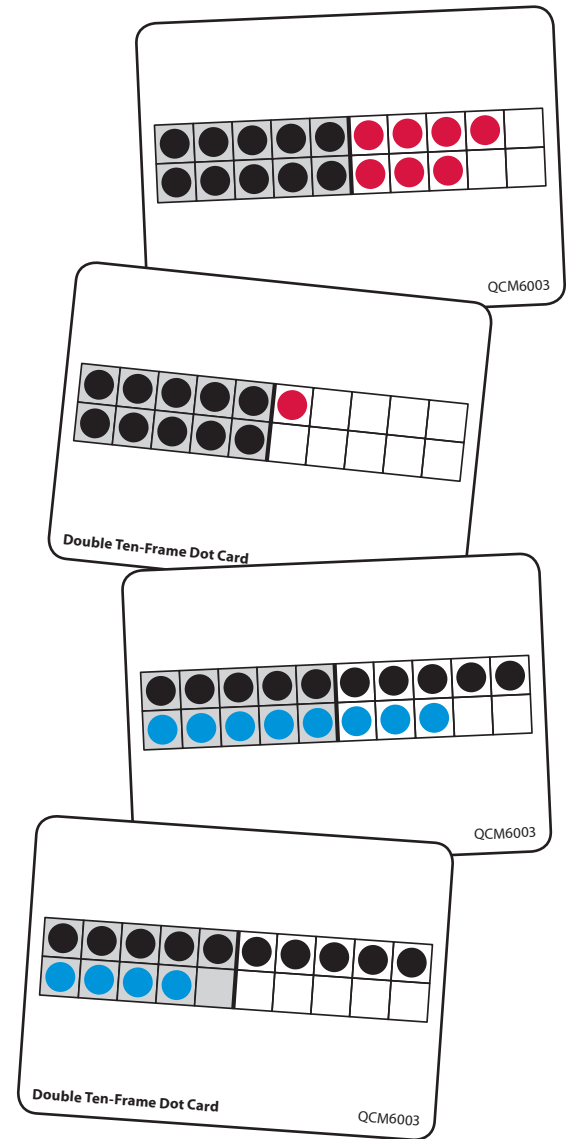
I have 10 and _____ more,
 so I have _____ in all.

number

number

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

number number number

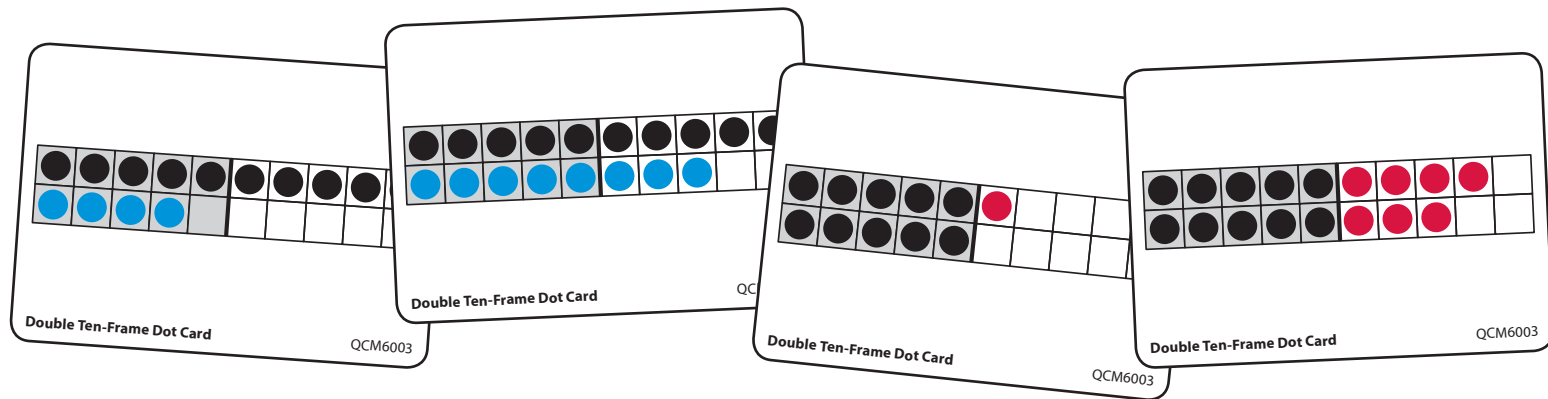


I have _____ and you have _____.

number number

I have _____ than you.

more / less



I spun a _____.



penny



nickel

I have _____ pennies.
number

I have _____ nickels.
number

_____ is _____
number greater than / less than / equal to number.



I have _____ nickels.
number

I can count my nickels by fives:

_____ / _____ / _____ / _____ ...
number number number number

"Five, ten, fifteen, twenty..."

I have _____ cents.
number



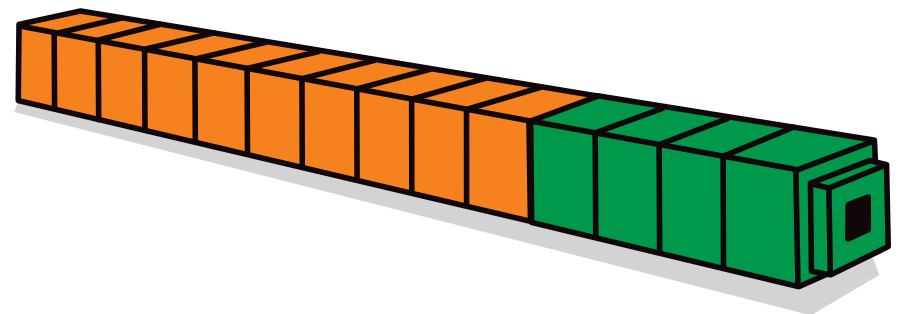
I have _____ pennies.
number

I have _____ cents.
number

I am going to measure _____.

I think I need _____ cubes.
number

I used _____ cubes in all.
number



I estimate it will take _____ cubes
number
to measure _____.

It is _____ tens and _____ more cubes.
number number

My estimate was _____ cubes
number
too _____.
high / low

