

MATH

1st Grade

Word Problems Within 20

- 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Add and Subtract within 20

- 1.OA.3 Name and apply properties of operations to add and subtract.
- 1.OA.5 Relate counting to addition and subtraction.
- 1.OA.6 Use strategies to add and subtract within 20 with fluency within 10.

Place Value

- 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: A) 10 can be thought of as a bundle of ten ones — called a “ten.” B) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. C) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols greater than, =, and less than.

Algebraic Thinking

- 1.OA.4 Understand subtraction as an unknown addend problem.
- 1.OA.7 Understand the meaning of the equal sign.
- 1.OA.8 Determine the unknown number in an addition or subtraction equation.

Add and Subtract within 100

- 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement & Geometry

- 1.MD.1 Order 3 objects by length; compare objects indirectly using a 3rd object.
- 1.MD.2 Express the length of an object using shorter and longer units.
- 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.