

1st Grade Math:

Operation & Algebraic Thinking

Understand addition and understand subtraction	
	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking away from, putting together, taking part, and comparing with unknowns in all positions by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
	1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
	1.OA.B.3 Apply properties of operations as strategies to add and subtract. I.e. if $8+3=11$ is known, then $3+8=11$ is also known.
	1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.
	1.OA.C.5 Relate counting to addition and subtraction.
	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making 10, decomposing a number leading to a ten, using relationship between addition and subtraction, and creating equivalent but easier or known sums.
	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
	1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

1st Grade Math: Number and Operations in Base 10

Work with numbers 11-19 to gain foundations for place value

	1.NBT.A.1 Count to 120, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral.
	1.NBT.B.2 Understand that 2 digits of a two-digit number represent amounts of tens and ones.
	1.NBT.B.2a 10 can be thought of as a bundle of ten ones – called a “ten”
	1.NBT.B.2b Numbers 11 to 19 are composed of a ten and one, two or more ones.
	1.NBT.B.2c Numbers 10, 20, 30, etc. refer to one, two, three, etc. tens and 0 ones.
	1.NBT.B.3 Compare two two-digit numbers bases on meaning of tens and ones digits, recording results with comparison symbols $>$, $=$, $<$
	1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations and relationship between addition and subtraction. 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.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number; without counting; explain reason.
	1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90, using concrete models or drawings and strategies based on place value, properties of operations and relationship between addition and subtraction

1st Grade Math: Measurement and Data

Measure lengths indirectly and by iterating length units.

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span.

Tell and write time

K.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data

1.MD.C.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 in one category than in another.

1st Grade

Math: Geometry

Reason with shapes and their attributes

1.G.A.1 Distinguish between defining attributes (triangles are closed) versus non-defining attributes (color, orientation); build and draw shapes to possess defining attributes.

1.G.A.2 Compose two-dimensional shapes or three-dimensional shapes to create composite shape and compose new shapes from composite shape.

1.G.A.3 Partition circles and rectangles into two and four equal shares, describe 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.