

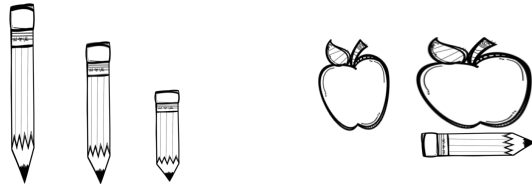
# COMMON CORE STANDARDS

## At a Glance

### 1st Grade Math Measurement & Data, Geometry

1.MD.A.1

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



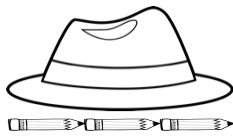
1.G.A.1

Distinguish between defining attributes (e.g., triangles are closed and three-sided) vs non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.



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 (the length unit) end to end.

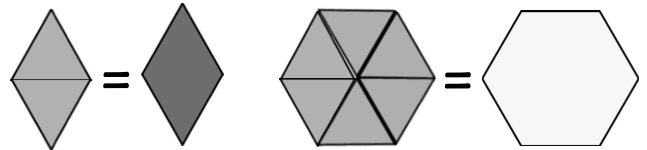


The hat is 3 pencils long.

(Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)

1.G.A.2

Compose 2D shapes or 3D shapes to create a composite shape, and compose new shapes from the composite shape.

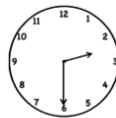


1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.



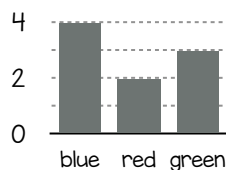
2:00  
two o'clock



2:30  
two thirty

1.MD.C.4

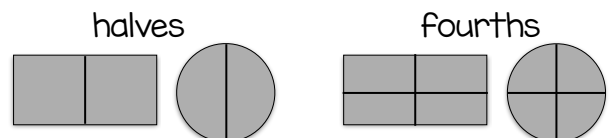
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



Total? 8  
How many in each? 4, 2, 3  
How many more B than R? 2  
How many less G than B? 1

1.G.A.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.



# COMMON CORE STANDARDS

## At a Glance

### 1st Grade Math

## Operations and Algebraic Thinking

1.OA.A.1

Use addition and subtraction within 20 to solve word problems including:

- adding to/putting together
- taking from/taking apart
- comparing

...with unknowns in all positions.

$$15 - 4 = (?) \quad 6 + (?) = 11$$

The boy had 5 flowers, then he got 3 more. How many does he have now?

$$5 + 3 = (?)$$

1.OA.A.2

Solve word problems that call for addition of three whole numbers with a sum of 20 or less.

The girl has 3 blue cars, 7 pink cars, and 5 yellow cars. How many cars does she have?

Use objects, drawings, and equations to represent the problem.



1.OA.B.3

Apply properties of operations as strategies to add and subtract.

Commutative property of addition  
If  $8 + 3 = 11$ , then  $3 + 8 = 11$

Associative property of addition  
 $2 + 6 + 4 = 12$   $\longleftrightarrow$   $2 + 10 = 12$

1.OA.B.4

Understand subtraction as an unknown-addend problem.

$$10 - 8$$



$8 + \underline{2} = 10$   
so...  
 $10 - 8 = \underline{2}$

1.OA.C.5

Relate counting to addition and subtraction.

Counting On

$$3 + 6 =$$

3... 4, 5, 6, 7, 8, 9

Counting Back

$$8 - 5 =$$

8... 7, 6, 5, 4, 3

1.OA.C.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

Decomposing a #  
leading to a 10

$$13 - 4$$

Counting On  
 $3 + 6 =$   
3... 4, 5, 6, 7, 8, 9

$$13 - 3 = 10$$
  
 $10 - 1 = 9$

Using known/easier  
sums

$$6 + 7$$

+ and -  
relationships

$$8 + 4 = 12$$

so

$$12 - 8 = 4$$

if  $6 + 6 = 12$   
then  $6 + 7 = 13$

1.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

$$7 = 8 - 1$$

TRUE

$$4 + 1 = 5 + 2$$

FALSE

1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

$$8 + ? = 11$$

$$? - 3 = 5$$

$$6 + 6 = ?$$

# COMMON CORE STANDARDS

## At a Glance

### 1st Grade Math

## Number and Operations in Base Ten

#### I.NBT.A.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	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

#### I.NBT.B.2

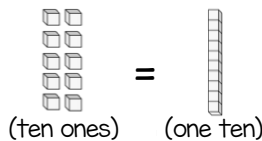
Understand that the two digits of a two-digit number represent amounts of tens and ones.

$\begin{array}{c} 17 \\ \hline \text{tens ones} \end{array}$

Understand the following as special cases (below):

#### I.NBT.B.2.A

10 can be thought of as a bundle of ten ones - called a "ten".



#### I.NBT.B.2.B

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

$\begin{array}{c} 17 \\ \wedge \\ 10 \quad 7 \end{array}$   
(one ten) (seven ones)

#### I.NBT.B.2.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).

$\begin{array}{c} 40 \\ \wedge \\ \text{Four tens} \quad \text{(zero ones)} \end{array}$

#### I.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

$$24 < 56 \quad 34 = 34 \quad 75 > 43$$

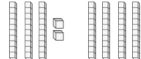
#### I.NBT.C.4

Add within 100 (2-digit number + 1-digit number, and 2-digit number + 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. Explain the reasoning used. Understanding that in adding 2-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

$$32 + 4 = 36$$



$$32 + 40 = 72$$



#### I.NBT.C.5

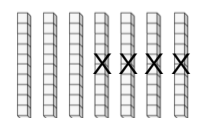
Given a 2-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

ten less      ten more  
65      75      85

#### I.NBT.C.6

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Explain the reasoning used.

$$70 - 40 =$$



30