

**BALLSTON SPA CENTRAL SCHOOL DISTRICT**  
The Common Core State Standards in Our Schools

**First Grade Mathematics**

Standard	In school, I am learning to...
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>	
<i>Extend the counting sequence</i>	
<b>1.NBT.1.</b> 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.	<ul style="list-style-type: none"> <li>Count to 120 starting at any number less than 120.</li> <li>Read and write numbers to 120 using numbers and objects.</li> </ul>
<i>Understand place value</i>	
<p><b>1.NBT.2.</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>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).</p> <p><b>1.NBT.3.</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<ul style="list-style-type: none"> <li>Identify base ten blocks.</li> <li>Use base ten blocks and ones cubes.</li> <li>Identify place value of two-digit numbers using tens and ones cubes.</li> <li>Skip county by 10’s using tens sticks.</li> <li>Recognize greater than (<math>&gt;</math>), less than (<math>&lt;</math>) and equal to (<math>=</math>) symbols.</li> <li>Compare 2 digit numbers using the symbols.</li> </ul>
<i>Use place value understandings and properties of operations to add and subtract</i>	
<p><b>1.NBT.4.</b> 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.</p> <p><b>1.NBT.5.</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>1.NBT.6.</b> 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.</p>	<ul style="list-style-type: none"> <li>Add a two-digit number to a one-digit number with concrete models or drawings without regrouping.</li> <li>Add a two-digit number to a one-digit number with concrete models or drawings with regrouping.</li> <li>Identify properties of operations.</li> <li>Understand inverse operations.</li> <li>Explain addition strategies in writing.</li> <li>Add two-digit numbers to a multiple with regrouping</li> <li>Add two-digit numbers to a multiple without regrouping.</li> <li>Understand to add the one place before the tens place.</li> <li>Understand place value.</li> <li>Use hundreds chart to add and subtract 10 from a number.</li> <li>Mentally add or subtract 10 or more or 10 less than a two-digit number.</li> <li>Subtract multiples of ten with positive or zero differences.</li> </ul>

Standard	In school, I am learning to...
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	
<b><i>Represent and solve problems involving addition and subtraction</i></b>	
<p><b>1.OA.1.</b> 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.</p> <p><b>1.OA.2.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Model/show addition of numbers less than 20 with manipulatives.</li> <li>• Model subtraction of numbers less than 20 with manipulatives.</li> <li>• Add two numbers less than 20 in an equation with a symbol or missing addend for the unknown number in all positions.</li> <li>• Subtract two numbers less than 20 in an equation with a symbol or unknown number in all positions.</li> <li>• Create a drawing to show the addition of three whole numbers less than 20.</li> <li>• Write an equation to explain may drawing</li> </ul>
<b><i>Understand and apply properties of operations and the relationship between addition and subtraction</i></b>	
<p><b>1.OA.3.</b> Apply properties of operations as strategies to add and subtract.<sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><b>1.OA.4.</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. Add and subtract within 20.</i></p>	<ul style="list-style-type: none"> <li>• Use properties of operations to add and subtract.</li> <li>• Understand the meaning of an unknown addend.</li> <li>• Use subtraction to find the unknown addend.</li> </ul>
<b><i>Add and subtract within 20</i></b>	
<p><b>1.OA.5.</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>1.OA.6.</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<ul style="list-style-type: none"> <li>• Count by different units to add.</li> <li>• County by different units.</li> <li>• Add two numbers less than 20 using multiple representations.</li> <li>• Subtract two numbers less than 20 using multiple representations.</li> <li>• Demonstrate fluency in addition</li> <li>• Demonstrate fluency in subtraction</li> </ul>

<b>Work with addition and subtraction equations</b>	
<p><b>1.OA.7.</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p><b>1.OA.8.</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>	<ul style="list-style-type: none"> <li>• Locate the equal sign.</li> <li>• Tell in my own words the meaning of the equal sign.</li> <li>• Decide if addition and subtraction equations are true or false.</li> <li>• I can solve equations to determine the unknown number that makes the equation true.</li> </ul>
Standard	In school, I am learning to...
MEASUREMENT AND DATA	
<b>Measure lengths indirectly and by iterating length units</b>	
<p><b>1.MD.1.</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>1.MD.2.</b> 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; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<ul style="list-style-type: none"> <li>• Order 3 objects by lengths.</li> <li>• Compare 3 objects with different lengths.</li> <li>• Use measure an object using standard and non-standard units to a whole number.</li> </ul>
<b>Tell and write time</b>	
<p><b>1.MD.3.</b> Tell and write time in hours and half-hours using analog and digital clocks.</p>	<ul style="list-style-type: none"> <li>• Identify the parts of a clock.</li> <li>• Tell time to the hour using analog and digital clocks.</li> <li>• Tell time to the half-hour using analog and digital clocks.</li> <li>• Write time correctly in hours and half-hours using the colon, etc. correctly.</li> </ul>
<b>Represent and interpret data</b>	
<p><b>1.MD.4.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Create a bar graph and picture graph with up to 3 categories.</li> <li>• Analyze graphs using mathematical language such as more than, less than, etc.</li> </ul>

Standard	In school, I am learning to...
<b>GEOMETRY</b>	
<i>Reason with shapes and their attributes</i>	
<p><b>1.G.1.</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.</p> <p><b>1.G.2.</b> 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.</p> <p><b>1.G.3.</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<ul style="list-style-type: none"> <li>• Identify defining attributes of two and three dimensional shapes.</li> <li>• Identify non-defining attributes of two and three dimensional shapes.</li> <li>• Illustrate two and three dimensional shapes showing attributes.</li> <li>• Identify two-dimensional shapes.</li> <li>• Identify three-dimensional shapes.</li> <li>• Use shapes to compose and decompose.</li> <li>• Divide circles and rectangles into halves, fourths, and quarters.</li> <li>• Identify equal shares</li> <li>• Explain the part/whole relationship.</li> <li>• Understand that decomposing creates smaller shares.</li> </ul>