

Grade 1 Math

Count to 110 by 1s, 2s, 5s, and 10s, starting from any number in the sequence; count to 500 by 100s and 10s; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.

- Read and write numbers to 110 and relate them to the quantities they represent. Order numbers to 110; compare using phrases such as same as, more than, greater than, fewer than, and use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.
- Identify one more than, one less than, 10 more than and 10 less than for any number up to 100. Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.
- Count backward by 1s starting from any number between 1 and 100.
- Compose and decompose numbers to 30 using bundles of tens and some ones.

Add and subtract fluently with numbers up to 10 to solve problems.

- Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.
- List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.
- Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently. Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: $? + 2 = 7$ and $10 - ? = 6$.
- Add three one-digit numbers.
- Compare two or more sets in terms of the difference in number of elements.
- Understand the inverse relationship between addition and subtraction, e.g., subtraction “undoes” addition: because $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.
- Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.
- Compute sums and differences through 30 using number facts and strategies, but no formal algorithm. Formal algorithms for multi-digit addition and subtraction are developed in 2nd grade.

Solve one-step word problems involving addition and subtraction of length and money, including “how much more/less,” without mixing units.

- Measure the lengths of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.
- Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.
- Identify the different denominations of coins and bills.
- Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.
- Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.
- Add and subtract money in dollars only or in cents only.

Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.

- Distinguish between repeating and growing patterns.
- Predict the next element in a simple repeating pattern.
- Describe ways to get to the next element in simple repeating patterns.

Make pictographs to represent simple sets of data.

- Collect and organize data to use in pictographs.
- Read and interpret pictographs.
- Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., □ represents one child.

Also in 1st grade:

- Tell time on a twelve-hour clock face to the hour and half-hour. This topic is developed in second grade.
- Create and describe common two- and three-dimensional shapes. This geometry work started in K and continues in 2nd grade, building to a power standard in 3rd grade.
- Describe relative position of objects. This content expectation is further developed in science and social studies.