1st Grade Common Core Simplifed Standards & Routines

Standard	Simplified Standard	Routines and Activities	Notes
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.	All word problems types •up to 20	word problems	
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.	3 digits addition word problems	word problems	
1.OA.3: Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	Commutative property of addition Associative property of addition	number talk # of the day Quick images dot cards ten frame cards t/f number sentences	
1.OA.4: Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	related facts minus as a plus	word problems-*strategy number talk fact families # of the day mental math open number line	

Standard	Vocabulary	Strategies/Activities	
1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	counting on, counting back	counting collections choral counting word problems-*strategy dot pattern/10 frame cards open number line part/part/whole math wall/math mat	
1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	counting on make 10 decompose to get 10 fact family addition and subtraction relationship doubles doubles plus 1 *Use the CGI Problem Solving Trajectory to help guide students	word problems-*strategies number talk/number strings # of the day dot pattern/10 frame cards t/f number sentences open number sentences mental math making 10 10 wands How many are hiding/bears in a cave	
1.OA.7: 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? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	know the meaning of the equal sign true false	number of the day t/f number sentences "=" is same as math wall/math mat	
1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.*	make it true	word problems number talk/number strings part/part/whole mats math wall/math mat	

1.NBT.1: Count to 120, starting at any number less than 120. In this range the range, read and write numerals and represent a number of objects with a written numeral.	count to 120 starting anywhere read, write, & represent	counting collections choral counting count around the circle math wall/ math mat hundreds chart # of the day base 10 or unifix cubes Guess My Number open number line	
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:	2 digit number as 10s and 1s	choral counting by 10's starting from different #s dot pattern/10 frame cards counting collections w/ larger #s 10 frame calendar	
a. 10 can be thought of as a bundle of ten ones — called a "ten."	bundle 10	choral counting by 10's starting from different #s dot pattern/10 frame cards counting collections w/ larger #s 10 frame calendar	
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	eleven to nineteen are composed of a ten 10+__=	number talk dot pattern/10 frame cards counting collections w/ larger #s 10 frame calendar	
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).	groups of 10 place value	Choral counting by 10's starting from different #s dot pattern/10 frame cards counting collections w/ larger #s 10 frame calendar	
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 >, =, and <.	compare <, >, =	counting collections t/f number sentences hundred chart base 10/unifix cubes Guess My Number math wall cards/mat	

Revised 7/28/14

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.	2 digit + 1 digit 2 digit+ multiple of ten using a strategy being able to show and explain your reasoning when adding 2 digit numbers add 10s and 10s ones and ones *might compose a ten	Counting Collections Word Problems mental math # of the day	
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.	10 more 10 less	Hundreds Chart Counting Collections Choral Counting # of the day math wall/math mat	
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.	subtract multiples of 10 from multiples of 10	Counting Collections Word Problems hundred chart choral counting math wall cards/mat # of the day	
1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Compare three lengths	BRASSY math wall cards/mat	
1.MD.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; understand that the length measurement of an object is the numberof same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	non-standard whole number	BRASSY math wall/mat	

1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.	time hour and to the half	BRASSY math wall/mat	
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.	graphs	BRASSY math wall/mat	
1.G.1: 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.	defining attributes of shapes build and draw	BRASSY One of These Is Not Like the Other	
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.	make 2D and 3D shapes make new shapes	BRASSY pattern blocks math wall/mat one of these things	
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.	halves and quarters	BRASSY One of These Things Is Not Like the Others whiteboards *use math vocab. During crafts/art projects	