Grade 1 Math

Unit 2: Make a Ten

Dear Families,

We want to make sure that you understand the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit 2.

Each standard is in bold print, and below each one is an explanation with examples. Please let your teacher know if you have any questions. We appreciate your partnership and support.

1.NR.1.1: Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral. (*Count within 100 in Unit 2).

Students should be able to…

- understand as the counting sequence increases, the value of each number increases by one.
- understand as the counting sequence decreases, the value of each number decreases by one.
- Count forward and backward within 100.

Examples:

Fill in the missing numbers:

1.

70		72			75	76	77		79

2.

59	58		56				52		50

Answers:

1. 71, 73, 74, 78
2. 57, 55, 54, 53, 51

1.NR.2.4: Fluently add and subtract within 10 using a variety of strategies.

Students should be able to…

- solve problems involving addition and subtraction using a variety of advanced counting and part-whole strategies related to everyday life. Problems can include word problems that are meaningful to a student's real environment.
- fluently add within 10 using strategies such as making 5 or making 10.

Examples:

1. There are 6 ducks in the pond. 4 more join. How many are there in all?
2. There are 10 frogs on a log. 5 hopped off. How many are there now?
3. Find the sum:

   3 +7=_____

   6+ 4=_____

Answers:

1. 6 + 4 =10 ducks
2. 10 - 5 = 5 frogs
3. 10, 10

1.NR.2.5*: Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false. (*Only recognizing equal sets within 10 in Unit 2).

Students should be able to…

- explore and explain the relationship of the equal sign to quantities.
- orally justify if equations involving addition and subtraction are "true" (equal) or "false" (not equal).

Example:

Which answer choice is NOT a sum of 10?

A. 2 + 8
B. 3 + 7
C. 6 + 3
D. 4 + 6

Answer:

C.

1.PAR.3.1: Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string.

Students should be able to…

- investigate repeating patterns to make predictions.
- continue given number patterns.

Examples:

1. 1, 2, 3, 1, 2, 3, 1, ____, ____
2. 7, 8, 9, 7, ___, ____

Answers:

1. 2, 3
2. 8, 9