Core Learning Standards for Mathematics Grade 1

	Operations and Algebraic Thinking
Use addition and subtraction within 20 to solve word problems.	**Mondays** p. 1 #2 p. 4 #2 p. 7 #2 p. 10 #2 p. 13 #2 p. 16 #2 p. 31 #2 p. 40 #2 p. 43 #2 p. 67 #1 p. 70 #1 **Fridays** p. 48 #3 p. 51 #3 p. 54 #3 **Brain Stretch** pp. 63, 66, 69, 72, 75, 78, 81
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	**Mondays** p. 49 #1–2 p. 52 #1–2 p. 61 #1–2
Apply properties of operations as strategies to add and subtract.	**Mondays** p. 19 #2 p. 22 #2 p. 31 #1 p. 37 #2 p. 55 #1 p. 61 #2
Understand subtraction as an unknown-addend problem.	**Mondays** p. 40 #2 p. 43 #2 **Brain Stretch** pp. 84, 87, 90
Relate counting to addition and subtraction.	**Mondays** p. 31 #2 p. 46 #2–4 p. 55 #2–5 p. 58 #1–2 p. 64 #2–5 p. 67 #1 p. 70 #1–5 p. 73 #1 p. 76 #1 p. 79 #1 p. 82 #1 p. 85 #1 p. 88 #1 **Tuesday** p. 34 #4 **Brain Stretch** pp. 48, 51
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	**Mondays** p. 1 #2 p. 4 #2 p. 7 #2 p. 10 #2 p. 13 #2 p. 16 #2 p. 22 #2 p. 25 #2 p. 28 #2 p. 46 #2–4 p. 49 #1–2 p. 52 #1–2 p. 55 #2–5 p. 58 #1–2 p. 64 #2–5 p. 70 #2–5 p. 73 #2–5 p. 79 #2–5 p. 82 #2–5 p. 85 #2–5 p. 88 #2–5 **Tuesdays** p. 13 #2 p. 16 #2 p. 19 #2 p. 22 #2 p. 25 #2 p. 28 #2 p. 31 #2 p. 34 #2, 4 p. 37 #2 p. 40 #2 p. 43 #2 p. 46 #2 p. 49 #2 p. 52 #2 p. 55 #2 p. 58 #2 p. 61 #2 p. 64 #2 p. 70 #2 p. 79 #2 p. 82 #2 p. 85 #2 **Fridays** p. 48 #3 p. 51 #3 p. 54 #3 **Brain Stretch** pp. 3, 9, 12, 30, 33, 36, 39, 42, 45, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	**Mondays** p. 37 #3 p. 43 #3
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	**Mondays** p. 58 #3–4 p. 67 #2–5 p. 76 #2–5
	Number and Operations in Base Ten
Count to 120, starting at any number less than 120, and read and write numerals.	**Mondays** p. 73 #1 p. 82 #1 p. 85 #1 p. 88 #1 **Tuesdays** p. 1 #1, 3 p. 4 #1, 3 p. 7 #1, 3 p. 10 #1, 3 p. 13 #1, 3 p. 16 #1, 3 p. 19 #1, 3 p. 22 #1, 3–4 p. 25 #1, 3–4 p. 28 #1, 3 p. 31 #1, 3 p. 34 #1, 4 p. 37 #1 p. 40 #1, 3 p. 43 #1, 3 p. 46 #1 p. 49 #1, 3 p. 52 #1, 3 p. 55 #1, 3 p. 58 #1, 3 p. 61 #1, 3 p. 64 #1, 3 p. 67 #1, 3 p. 70 #1, 3 p. 73 #1, 3 p. 76 #1, 3 p. 79 #1, 3 p. 82 #1, 3 p. 85 #1, 3 p. 88 #1–3 **Wednesdays** p. 29 #1 p. 41 #1 **Fridays** p. 3 #1 p. 6 #1 p. 9 #1 p. 12 #1 p. 15 #1 p. 18 #1 p. 21 #1 p. 24 #1 p. 27 #1 p. 30 #1 p. 33 #1 p. 36 #1 p. 42 #1 p. 45 #1 p. 48 #1 p. 51 #1–2 p. 54 #1–2 p. 57 #1 p. 60 #1 **Brain Stretch** pp. 18, 21, 24, 27, 54, 57, 60
Understand that the two digits of a two-digit number represent amounts of tens and ones.	**Tuesdays** p. 1 #1 p. 4 #1 p. 7 #1 p. 10 #1 p. 13 #1 p. 16 #1 p. 19 #1 p. 22 #1 p. 25 #1 p. 28 #4 p. 31 #4 p. 34 #3 p. 37 p. 40 p. 43 p. 46 p. 49 p. 52 p. 55 p. 58 p. 61 p. 64 p. 67 p. 70 p. 73 p. 76 p. 79 p. 82 p. 85 p. 88
Compare two two-digit numbers based on meanings of the tens and ones digits.	**Tuesdays** p. 37 #3 p. 40 #4 p. 43 #4

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Add within 100, using concrete models or drawings and strategies.	**Mondays** p. 64 #2, 4 p. 79 #2, 4 **Tuesdays** p. 46 #3 p. 49 #2, 4 p. 52 #2 p. 55 #2 p. 58 #2 p. 61 #2 p. 64 #2, 4 p. 85 #2 **Brain Stretch** pp. 54, 57, 60
Given a two-digit number, mentally find 10 more or 10 less than the number.	**Monday** p. 85 #1 **Tuesdays** p. 58 #4 p. 67 #2 p. 70 #2 p. 73 #2 p. 76 #2 p. 79 #2 p. 82 #2 p. 88 #4
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10–90.	**Tuesday** p. 73 #4
	Measurement and Data
Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Thursdays** p. 2 #3 p. 5 #3 p. 14 #2 p. 41 #2 p. 65 #2 p. 68 #2 p. 71 #2–3 p. 74 #2–3 p. 77 #3
Express the length of an object as a whole number of length units.	**Thursdays** p. 8 #3 p. 11 #3 p. 14 #3 p. 17 #3 p. 20 #3 p. 23 #3 p. 26 #3 p. 29 #3 p. 32 #3 p. 35 #3 p. 38 #3 p. 41 #3 p. 44 #3 p. 47 #3 p. 50 #3 p. 53 #3 p. 56 #3 p. 59 #3 p. 62 #3 p. 65 #3 p. 68 #3 p. 71 #3 p. 74 #3 p. 77 #3 p. 80 #3 p. 83 #3 p. 86 #3 p. 89 #3
Tell and write time in hours and half-hours using analog and digital clocks.	**Thursdays** p. 2 #1 p. 5 #1 p. 8 #1 p. 11 #1 p. 14 #1 p. 17 #1 p. 20 #1 p. 23 #1 p. 26 #1 p. 29 #1 p. 32 #1 p. 35 #1 p. 38 #1 p. 41 #1 p. 44 #1 p. 47 #1 p. 50 #1 p. 53 #1 p. 56 #1 p. 59 #1 p. 62 #1 p. 65 #1 p. 68 #1 p. 71 #1 p. 74 #1 p. 77 #1 p. 80 #1 p. 83 #1 p. 86 #1 p. 89 #1
Organize, represent, and interpret data with up to three categories.	**Fridays** p. 3 #1–3 p. 6 #1–3 p. 9 #1–3 p. 12 #1–3 p. 15 #1–3 p. 18 #1–3 p. 21 #1–3 p. 24 #1–3 p. 27 #1–3 p. 30 #1–2 p. 33 #1–2 p. 36 #1–2 p. 39 #1–2 p. 42 #1–3 p. 45 #1–3 p. 48 #1–3 p. 51 #1–3 p. 54 #1–3 p. 57 #1–2 p. 60 #1–2 p. 63 #1–3 p. 66 #1–3 p. 69 #1–3 p. 72 #1–3 p. 75 #1–3 p. 78 #1–3 p. 81 #1–3 p. 84 #1–3 p. 87 #1–3 p. 90 #1–3
	Geometry
Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.	**Wednesdays** p. 5 #1–4 p. 8 #1–4 p. 11 #1–4 p. 23 #1–3 p. 26 #1 p. 29 #1 p. 32 #1–2 p. 35 #1 p. 38 #1 p. 41 #1 p. 44 #1 p. 47 #1, 3 p. 50 #1, 3 p. 53 #1, 3 p. 56 #1–3 p. 59 #1, 3 p. 62 #1, 3 p. 65 #1, 3 p. 68 #1, 3 p. 71 #1, 3 p. 74 #1 p. 77 #4 p. 80 #3 p. 83 #3 p. 89 #2–3
Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.	**Wednesdays** p. 35 #2–3 p. 38 #2–3 p. 65 #2 p. 77 #1 p. 83 #1
Partition circles and rectangles into two and four equal shares; describe the shares.	**Tuesdays** p. 61 #4 p. 67 #4 p. 70 #4 p. 76 #4 p. 79 #4 p. 82 #4 p. 85 #4

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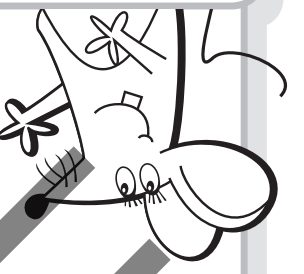
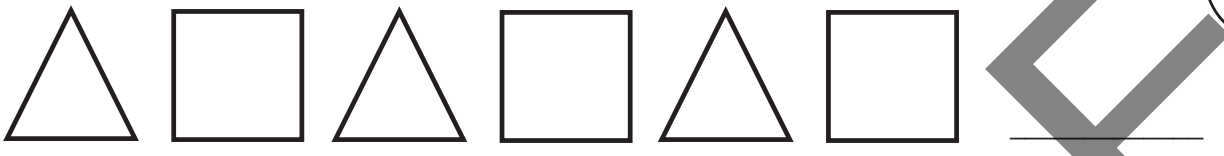
Student Assessment
Customize page 92 to reflect the standards you are working on. Simply write the standard numbers in the columns across the top.

MONDAY Patterning and Algebra



1. Draw the next shape in the pattern.
   Color the shapes to make another pattern.

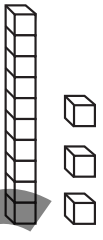


2. There were 3 bugs.
   2 more bugs came.
   How many bugs are there now?

3 plus 2 _____ in all

TUESDAY Number Sense and Operations

1. How many tens and ones?



tens _____

ones _____

2. What is the value of a penny?

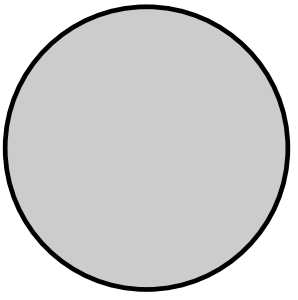
_____ ¢

3. How many?

_____

4. Circle the set that has more.

WEDNESDAY Geometry



1. Circle the name of this shape.

circle triangle

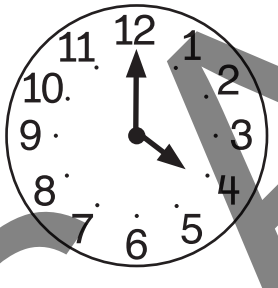
2. How many sides does it have? _____

3. How many vertices does it have? _____

4. Trace and then draw the shape.

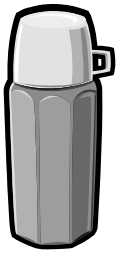
THURSDAY Measurement

1. What time is it?

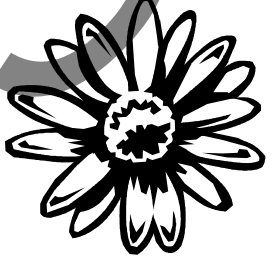


_____ o'clock

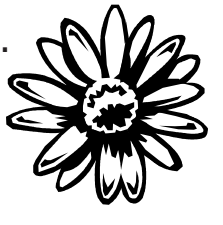
2. Circle the container that holds more.



3. Which flower is the biggest?

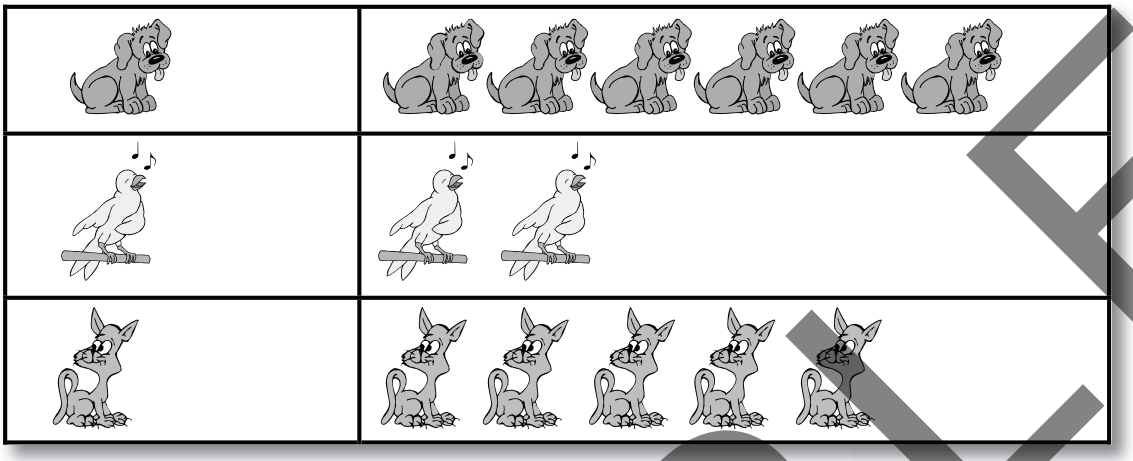
A. 

B. 

C. 

FRIDAY Data Management

Favorite Pets

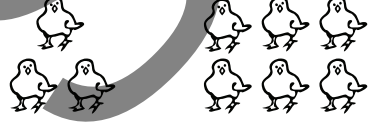


1. How many?  _____  _____  _____

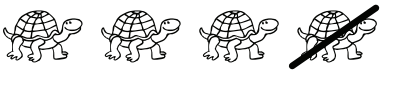
2. Circle the most popular pet. 

3. Circle the least popular pet. 

BRAIN STRETCH

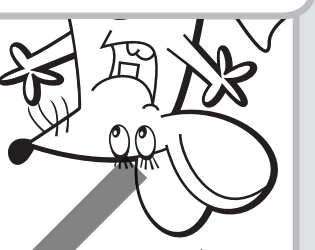
1. 

_____ + _____ = _____

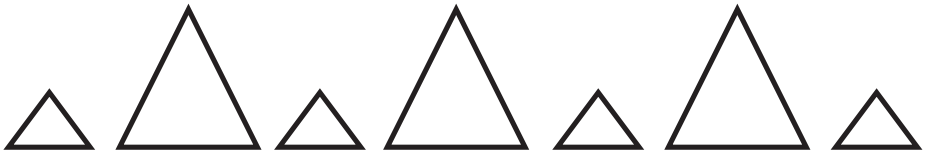
2. 

_____ − _____ = _____

MONDAY Patterning and Algebra

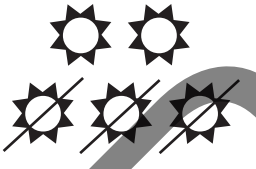


1. Draw the next shape in the pattern.
   Color the shapes to make another pattern.



_____

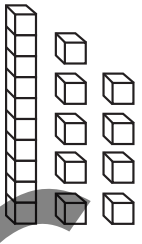
2. There were 5 stamps.
   Ellie used 3 stamps.
   How many are left?



5 take away 3 _____ are left

TUESDAY Number Sense and Operations

1. How many tens and ones?



tens _____

ones _____

2. What is the value of a nickel?

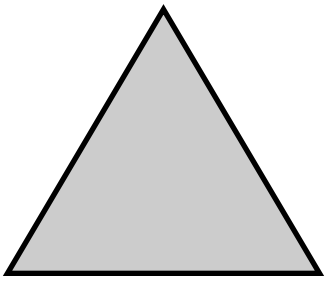
_____ ¢

3. Write the numeral.

one _____

4. Circle the set that has fewer.

WEDNESDAY Geometry



1. Circle the name of this shape.

circle triangle

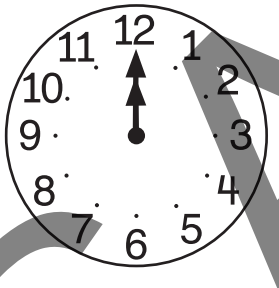
2. How many sides does it have? _____

3. How many vertices does it have? _____

4. Trace and then draw the shape.

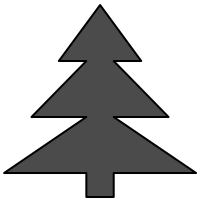
THURSDAY Measurement

1. What time is it?



_____ o'clock

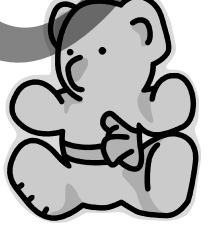
2. Which tree is shorter?



A.

B.

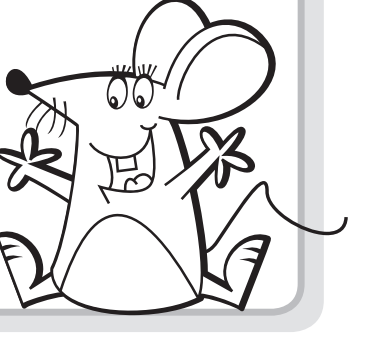
3. Which  is the tallest?



A.

B.

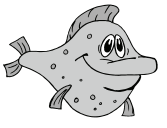
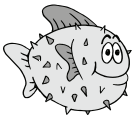
C.



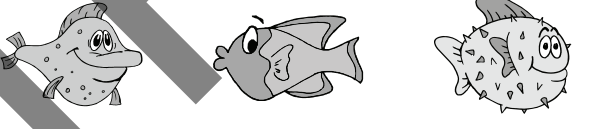
FRIDAY Data Management

1. Complete the tally chart.

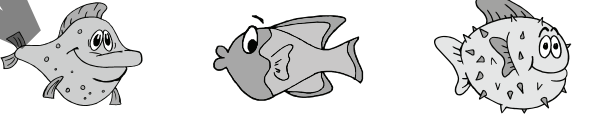
Favorite Fish

	Tally	Number
	𝍸 I	
	𝍸 𝍸	
	IIII	

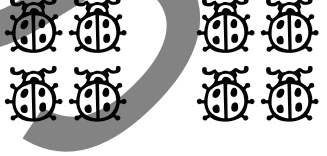
2. Circle the most popular fish.



3. Circle the least popular fish.



BRAIN STRETCH

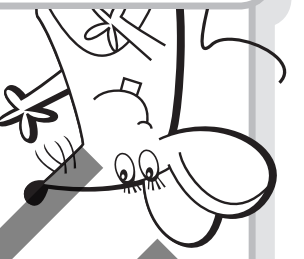
1. 

_____ + _____ = _____

2. 

_____ – _____ = _____

MONDAY Patterning and Algebra



1. Draw the next shape in the pattern.
   Color the shapes to make another pattern.

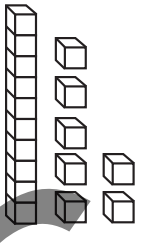
_____

2. Sam has 1 marble.
   He got 6 more marbles.
   How many marbles
   does Sam have now?

1 plus 6 _____ in all

TUESDAY Number Sense and Operations

1. How many tens and ones?



tens _____

ones _____

2. What is the value of a dime?

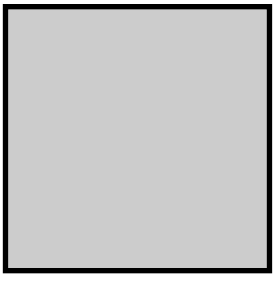
_____ ¢

3. How many?

_____

4. Circle the set that has more.

WEDNESDAY Geometry



1. Circle the name of this shape.

circle square

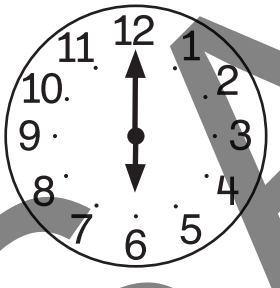
2. How many sides does it have? _____

3. How many vertices does it have? _____

4. Trace and then draw the shape.

THURSDAY Measurement

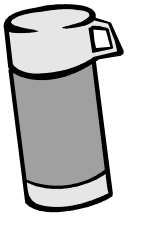
1. What time is it?



_____ : _____

2. Circle the container that holds less.

A. 

B. 

3. Measure the length of the line.

It is about _____  long.