Idaho Mathematics

Grade 1

Adopted 2022

Standards for Mathematical Practice

1. **Make sense of problems and persevere in solving them.** MP.1
2. **Reason abstractly and quantitatively.** MP.2
3. **Construct viable arguments and critique the reasoning of others.** MP.3
4. **Model with mathematics.** MP.4
5. **Use appropriate tools strategically.** MP.5
6. **Attend to precision.** MP.6
7. **Look for and make use of structure.** MP.7
8. **Look for and express regularity in repeated reasoning.** MP.8

Operations and Algebraic Thinking

A. Represent and solve problems involving addition and subtraction. 1.OA.A

1. Solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations. 1.OA.A.1
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using physical, visual, and symbolic representations. 1.OA.A.2

B. Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.B

3. Apply properties of operations to add. 1.OA.B.3
4. Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. 1.OA.B.4

C. Add and subtract within 20. 1.OA.C

5. Relate counting to addition and subtraction. 1.OA.C.5
6. Demonstrate fluency for addition and subtraction within ten, use strategies to add and subtract within 20. 1.OA.C.6

Work with addition and subtraction equations. 1.OA.D

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7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.D.7

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position. 1.OA.D.8

Number and Operations in Base Ten

A. Extend the counting sequence. 1.NBT.A

1. Starting at a given number, count forward and backwards within 120 by ones. Skip count by twos to 20, by fives to 100, and by tens to 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.A.1

B. Understand place value. 1.NBT.B

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand: 1.NBT.B.2
   a. 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.B.2.A
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.B.2.B
   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 zero ones). 1.NBT.B.2.C
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 1.NBT.B.3

C. Use place value understanding and properties of operations to add and subtract. 1.NBT.C

4. Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationship between addition and subtraction. 1.NBT.C.4
   a. Add a two-digit number and a one-digit number. 1.NBT.C.4.A
   b. Add a two-digit number and a multiple of ten. 1.NBT.C.4.B
   c. Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones, and sometimes it is necessary to compose a ten. 1.NBT.C.4.C
5. Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used. 1.NBT.C.5
6. Subtract multiples of ten in the range 10 – 90 from multiples of ten in the range 10 – 90 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 1.NBT.C.6

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Measure lengths indirectly and by iterating (repeating) length units. 1.MD.A

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.A.1

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 number of same-size length units that span it with no gaps or overlaps. 1.MD.A.2

B. Tell and write time. 1.MD.B

3. Tell and write time in hours and half-hours using analog and digital clocks. 1.MD.B.3

C. Represent and interpret data. 1.MD.C

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. 1.MD.C.4

D. Work with money. 1.MD.D

5. Identify quarters, dimes, and nickels and relate their values to pennies. Find equivalent values (e.g., a nickel is equivalent to five pennies). 1.MD.D.5

Geometry

A. Reason with shapes and their attributes. 1.G.A

1. Compare defining attributes and non-defining attributes of two- and three-dimensional shapes; build and draw shapes that possess defining attributes. 1.G.A.1
2. Compose two-dimensional (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. 1.G.A.2
3. Partition circles and rectangles into two and four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares. 1.G.A.3
    a. Describe the shares using the words "halves," "fourths," and "quarters," and use the phrases "half of," "a fourth of," and "a quarter of." 1.G.A.3.A
    b. Describe the whole as two of, or four of, the shares. 1.G.A.3.B