

Math Grades 1 & 2

Knows addition and subtraction facts.

F1 Fluently add and subtract within 10. (1.OA.6)	F2 Know from memory all sums of two one-digit numbers. (2.OA.2)
--	---

Can explain or show reasoning of place value and number concepts.

<p>U1 Understand subtraction as an unknown-addend problem. (1.OA.4)</p> <p>U2 Understand meaning of the equal sign. (1.OA.7)</p> <p>U3 Determine if equations involving addition and subtraction are true or false. (1.OA.7)</p> <p>U4 10 can be thought of as a bundle of ten ones, called a “ten”. (1.NBT.2a)</p> <p>U5 Understand that the two digits of a two-digit number represent tens and ones. (1.NBT.2b)</p> <p>U1 Apply properties of operations as strategies to add and subtract. (1.OA.3)</p> <p>U2 Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers. (1.OA.8)</p> <p>U3 Understand the numbers 10, 20, 30, etc, refer to one, two, three...tens. (1.NBT.2c)</p> <p>U4 Recognize, build and draw shapes according to their defining attributes. (1.G.1)</p> <p>U5 Compose and combine 2-D shapes or 3-D shapes to create a composite shape. (1.G.2)</p> <p>U1 Apply properties of operations as strategies to add and subtract. (1.OA.3)</p> <p>U2 Compare two two-digit numbers. (1.NBT.3)</p> <p>U3 Record the results of comparisons with the symbols $>$, $=$, and $<$. (1.NBT.3)</p> <p>U4 Given a two-digit number, mentally find 10 more or 10 less than the number/explain reasoning. (1.NBT.5)</p>	<p>U1 Determine whether a group of objects has an odd or even number of members; write an equation to express an even number as a sum of two equal addends. (2.OA.3)</p> <p>U2 100 can be thought of as a bundle of ten tens, called a “hundred”. (2.NBT.1a)</p> <p>U3 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <p>U4 Describe how two measurements relate to the size of unit chosen. (2.MD.2)</p> <p>U5 Recognize and draw shapes having specified attributes. (2.G.1)</p> <p>U6 Partition a rectangle into rows and columns of the same-sized squares and count them to find the total. (2.G.2)</p> <p>U1 Understand that in adding or subtracting three-digit numbers sometimes it is necessary to compose and decompose tens or hundreds. (2.NBT.7)</p> <p>U2 The numbers 100, 200, 300, etc., refer to one, two, three, etc. hundreds. (2.NBT.1b)</p> <p>U3 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$. (2.NBT.4)</p> <p>U4 Add and subtract within 1000, using concrete models and drawings. (2.NBT.7)</p> <p>U5 Explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.9)</p>
--	--

<p>U5 Subtract multiples of 10 from multiples of 10 using models or drawings. (1.NBT.6)</p> <p>U6 Add within 100 (explain) 2-digit and 1-digit: 2-digit and multiple of 10 (1.NBT.4)</p> <p>U2 Apply properties of operations as strategies to add and subtract. (1.OA.3)</p> <p>U7 Understand that the measurement of the length of an object is the number of same-size units that span it with no gaps or overlaps. (1.MD.2)</p> <p>U1 Add within 100; relate the strategy to a written method and explain the reasoning used. (1.NBT.4)</p> <p>U2 Apply properties of operations as strategies to add and subtract. (1.OA.3)</p> <p>U3 Subtract multiples of 10 from multiples of 10 using models or drawings, relate to written method/explain reasoning. (1.NBT.6)</p> <p>U4 Divide circles & rectangles into 2 and 4 equal shares, (1.G.3)</p> <p>U5 Describe shares using the words halves, fourths, & quarters. (1.G.3)</p>	<p>U6 Divide circles & rectangles into 2,3, and 4 equal shares. (2. G.3)</p> <p>U1 Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones, and ones; and sometimes it is necessary to compose and decompose tens or hundreds. (2.NBT.7)</p> <p>U2 Explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.9)</p> <p>U3 Estimate lengths using units of inches, feet. (2.MD.3)</p> <p>U1 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to five columns; write an equation to express the total as a sum of equal addends. (2.OA.4)</p> <p>U2 Estimate lengths using units of inches, feet, centimeters and meters. (2.MD.3)</p> <p>U3 Represent whole numbers as lengths from 0 to 120 on a number line diagram. (2.MD.6)</p> <p>U4 Represent whole-number sums and differences within 100 on a number line. (2.MD.6)</p> <p>U5 Partition circles, and rectangles into two, three, or four equal squares; describe the shares using the words halves, etc. and describe the wholes as 2 halves, three thirds, etc.. Recognize that equal shares of identical wholes need not have same shape. (2.G.3)</p>
--	--

Can use addition and subtraction to solve real-world math problems.

<p>A1 Use addition and subtraction within 20 to solve word problems. (1.OA.1)</p> <p>A2 Write equations with a symbol for the unknown number to represent the word problem. (1.OA.1)</p> <p>A2 Relate counting to addition and subtraction. (1.OA.5)</p>	<p>A1 Use addition and subtraction within 100 to solve word problems (2.OA.1)</p> <p>A2 Measure the length of an object using the appropriate tools. (2.MD.1)</p> <p>A2 Write numbers to 1000 using numerals, number names. (2.NBT.3)</p>
--	---

<p>A3 Order three objects by length (1.MD.1)</p> <p>A4 Compare the lengths of two objects indirectly by using a third object. (1.MD.1)</p> <p>A2 solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings (1.OA.2)</p> <p>A3 Tell time to the hour (1.MD.3)</p> <p>A4 Organize, represent, and interpret data with up to three categories; (1.MD.4)</p> <p>A5 Express the length of an object as a unit. (1.MD.2)</p> <p>A2 Tell time to the hour and half hour (1.MD.3)</p> <p>A3 Organize, represent, and interpret data with up to three categories; ask and answer questions relating to data organized into categories (1.MD.4)</p>	<p>A3 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4)</p> <p>A1 Write numbers to 1000 using numerals, number names, and expanded form. (2.NBT.3)</p> <p>A2 Solve word problems involving money. (2.MD.8)</p> <p>A3 Draw a picture graph & a bar graph to show up to four categories. (2.MD.10)</p> <p>A4 Use addition and subtraction within 100 to solve word problems involving length. (2.MD.5)</p> <p>A5 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. (2.MD.9)</p> <p>A1 Add up to four 2-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)</p> <p>A2 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. & p.m. (2.MD.7)</p> <p>A3 Make a line plot to show results of measuring the lengths of several items to the nearest whole length. (2.MD.9)</p> <p>A4 Solve problems using information on above graphs. (2.MD.10)</p> <p>A5 Solve word problems involving money including symbols. (2.MD.8)</p>
--	---

Can apply procedures when working with numbers.

<p>P1 Add and subtract within 20 by making 10. (1.OA.1)</p> <p>P1 Add and subtract by making 10, decomposing, addition/subtraction relationship, creating equivalent sums. (1.OA.3,4)</p>	<p>P1 Add and subtract within 100 by using strategies based on place value, properties of operations, +/- relationship (2.NBT.7)</p> <p>P1 Add and subtract within 1000 by using strategies based on place value. (2.NBT.7)</p>
---	---

P1 Add and subtract by making 10, decomposing, addition/subtraction relationship, creating equivalent sums.(1.OA.3,4)

P1 Add and subtract within 1000 by using strategies based on place value, properties of operations. (2.NBT.7)

P1 Add and subtract within 1000 by using strategies based on place value, properties of operations, addition/subtraction relationship (2.NBT.7)