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| Unit | <p style="text-align: center;"><b>1st: Unit 2- Addition and Subtraction</b><br/> <b>Math Investigations: How Many of Each?</b><br/> <b>Standards for Grade 1</b></p> <p style="text-align: center;"><u>UNIT 1</u>= Counting and Graphs <u>UNIT 2</u>= Addition and Subtraction <u>UNIT 3</u>= Counting and Shapes <u>UNIT 4</u>= Intro to Problem Solving <u>UNIT 5</u>= Measurement and Comparison <u>UNIT 6</u>= Problem Solving and Equations <u>UNIT 7</u>= Patterns <u>UNIT 8</u>= Place Value <u>UNIT 9</u>= Attributes of Shapes</p>   |
| 2    | <p><b>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.</b></p>   |
| 2    | <p><b>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</b></p>  |
| 2    | <p><b>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparison with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</b></p>   |
| 2    | <p><b>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.</b></p>  |
| 2    | <p><b>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.</b></p>  |
| 2    | <p><b>1.OA.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.) (Students need not use formal terms for these properties.)</i></b></p>  |
| 2    | <p><b>1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></b></p>   |
| 2    | <p><b>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</b></p>   |
| 2    | <p><b>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., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</b></p> |
| 2    | <p><b>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></b></p>  |