URBANDALE COMMUNITY SCHOOL DISTRICT

Course Title:	**First Grade Math**

Description: In first grade, content focuses on procedures, concepts, and applications in four critical areas:

- Understanding addition, subtraction, and strategies for addition and subtraction within 20.
- Understanding whole number relationships and place value, including grouping by tens and ones.
- Understanding linear measurement using non-standard units.
- Composing and decomposing geometric shapes and defining and explaining the attributes of shapes.

Number and Quantity

Reporting Topic	Grade Level Standards	Competency Statement
Number Names	• 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 (1.NBT.A.1)	Students will: • Read, write, and count numbers up to 120.
Place Value	• Understand that the two digits of a two-digit number represent amounts of tens and ones (1.NBT.B.2) • 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) • Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used (1.NBT.C.5)	Students will: • Understand place value using two digit numbers.

Operations and Algebra

Reporting Topic	Grade Level Standards	Competency Statement
	• 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. (1.OA.A.1) • Solve word problems that call for addition of three whole numbers whose sum is less	Students will: • Represent and solve problems involving addition and subtraction, and

Addition and Subtraction	than or equal to 20, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1.OA.A.2) • Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) (1.OA.C.5) • Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating (1.OA.C.6) • Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (1.OA.D.7) • Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (1.OA.D.8) • Add within 100, including adding a two digit number and a one digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten (1.NBT.C.4) • Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1.NBT.C.6) • Apply properties of operations as strategies to add and subtract (1.OA.B.3) • Understand subtraction as an unknown-addend problem. (1.OA.B.4)	understand and apply properties of operations including the relationship between addition and subtraction.

Geometry

Reporting Topic	Grade Level Standards	Competency Statement
Shapes	• Distinguish between defining attributes (e.g., triangles are closed and three sided versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes (1.G.A.1)	Students will: • Describe shapes using their defining attributes.
	• Compose two dimensional shapes (rectangles, squares, trapezoids, triangles,	Students will:

Compose and Decompose Shapes	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) • Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters*, and use the phrases *half of, fourth of,* and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. (1.G.A.3)	• Create new shapes from 2D/3D shapes, and, divide circles and rectangles and identify halves and fourths.
Measurement, Data, Statistics, and Probability		
Reporting Topics	**Grade Level Standards**	**Competency Statement**
Measurement	• Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.A.1) • 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)	Students will: • Measure a longer object with repeated shorter objects.
Represent and Interpret Data	• 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)	Students will: • Display and analyze information in a bar graph.
Time	• Tell and write time in hours and half–hours using analog and digital clocks. (1.MD.B.3)	Students will: • Tell and write time in hours and half–hours using analog and digital clocks