# Montezuma Community Schools

504 N 4th Street
Montezuma, IA 50171
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Common Core Standards: First Grade

Operations and Algebraic Thinking:

- 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.1}
- 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. {1.OA.2}
- 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 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums {e.g. 6 + 7 by creating 6+ 6 + 1 = 13} {1.OA.6}

Numbers and Operations in Base Ten

- 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.1}
- Understand that the two-digits of a two-digit number represent amounts of tens and ones. {1.NBT.2}
- Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results for comparisons with the symbols >, =, and <. {1.NBT.3}
- 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 the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. {1.NBT.4}
- Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning. {1.NBT.5}

Measurement and Data:

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

Geometry:

- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones and cylinders to create composite shape, and compose new shapes from the composite shape. {1.G.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. {1.G.3}

| Learning Targets: | Student *I Can* Statements: | Report Cards: |
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| • Students understand that addition is both pulling apart and adding together, subtraction is taking apart, taking from and comparisons and that mathematical problems can be solved using a variety of strategies models, and representations. {1.OA.1} | • I can explain how to solve addition and subtraction words problems within 20. {1.OA.1} | • Reasons well in story problems. {1.OA.1} |

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| Variables in the form of blanks, boxes, or letters represent unknown quantities when representing mathematical situations algebraically. {1.OA.1} | | |
| • Students understand that efficient application of representations and computations are based on the numbers in the problems. {1.OA.2} | • I can apply strategies for solving multiple addend problems.<br>• I can use symbols to represent unknown numbers in equations.<br>• I can accurately solve addition problems. {1.OA.2} | • Can add three numerals.<br>• Reasons well in story problems<br>• Can do addition and subtraction through 10 and 20. |
| • Students understand that when equal groups of objects or numbers are partitioned in different ways, the total amount stays the same, and the equal sign represents a relationship of balance between the numerical expressions rather than performing an operation. Equalities contain expressions that represent the same amount on each side of the equal side. {1.OA.6} | • I can use addition and subtraction strategies to solve problems. {1.OA.6} | • Can do addition and subtraction through 10 and 20. |
| • Students understand the numbers sequence contains an inherent pattern that repeats every decade and century and that quantities can be represented both physically and symbolically (numerals) {1.NBT.1} | • I can apply counting strategies.<br>• I can write numbers 0-120. {1.NBT.1} | • Can count and write to 120 starting at any number. |
| • Students understand that the two-digit of a two-digit number represent amounts of tens and ones and that ten things can be represented as one ten or as ten ones. {1.NBT.2} | • I can break down a 2 digit number into tens and ones. {1.NBT.2} | • Can tell number of tens and ones in a two-digit number. |

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| • Students understand that the digits of a two-digit number represent amounts of tens and ones which when taken together represent the value of the two-digit number. {1.NBT.3} | • I can compare 2-digit numbers using symbols (greater than, less than and equal). {1.NBT.3} | • Compares numbers using symbols. (<, >, =). |
| • Students understand the relationships between models of addition problems and symbolic recordings of those models can be used to justify solutions and two-digit numbers are made up of tens and ones. {1.NBT.4} | • I solve and explain the relationship between models and number representations of answers to addition problems. {1.NBT.4} | • Can add two-digit numbers.<br>• Can subtract two-digit numbers and can regroup. |
| • Students understand that the two-digits of a two-digit number represent amounts of tens and ones and the patterns in the place value system can be used to mentally compute sums and differences. {1.NBT.5} | • I can use understanding of place value to add or subtract a "ten"and explain the strategies used. {1.NBT.5} | • Can tell 10 more or 10 less than a given number. |
| • Students understand that analog and digital clocks represent the time at any particular moment and show the passage of tie with the movement of the hands or the changing of the digits. {1.MD.3} | • I can accurately read and write time to the hour and half hour from analog and digital clocks. {1.MD.3} | • Knows time to the half-hour.<br>• Knows time to the hour. |
| • Students understand visual characteristics of basic shapes (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles, cubes, right rectangular prisms, right circular cones, and right circular cylinders). {1.G.2} | • I can use shape manipulatives to create new shapes. {1.G.2} | • Can compose new shapes using basic 2-D and 3-D shapes. |

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| • Students understand strategies for decomposing shapes into equal shares (halves and fourths). {1.G.3} | • I can divide circles and rectangles into halves and fourths. {1.G.3}<br>• I can tell the number of equal parts in a given shape and use the appropriate fraction. {1.G.3 | • Can divide circles and rectangles in halves and fourths.<br>• Can identify fractions: ½, ⅓, ¼. |