

# Grade 1

Students demonstrate increasingly complex understanding of number sense.

## Number and Operations in Base 10

- 1.a Count by ones to 30. [EE.1.NBT.1.A](#)
  - 1.b Count as many as 10 objects and represent the quantity with the corresponding numeral. [EE.1.NBT.1.B](#)
  - 2 Create sets of 10. [EE.1.NBT.2](#)
  - 3 Compare two groups of 10 or fewer items when the number of items in each group is similar. [EE.1.NBT.3](#)
  - 4 Compose numbers less than or equal to five in more than one way. [EE.1.NBT.4](#)
  - 6 Decompose numbers less than or equal to five in more than one way. [EE.1.NBT.6](#)
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Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

## Geometry

- 1 Identify the relative position of objects that are on, off, in, and out. [EE.1.G.1](#)
  - 2 Sort shapes of same size and orientation (circle, square, rectangle, triangle). [EE.1.G.2](#)
  - 3 Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle). [EE.1.G.3](#)
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Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

## Using Measurement and Data

- 1-2 Compare lengths to identify which is longer/shorter, taller/shorter. [EE.1.MD.1-2](#)
  - 3.a Demonstrate an understanding of the terms tomorrow, yesterday, and today. [EE.1.MD.3.A](#)
  - 3.b Demonstrate an understanding of the terms morning, afternoon, day, and night. [EE.1.MD.3.B](#)
  - 3.c Identify activities that come before, next, and after. [EE.1.MD.3.C](#)
  - 3.d Demonstrate an understanding that telling time is the same every day. [EE.1.MD.3.D](#)
  - 4 Organize data into categories by sorting.
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**Students solve increasingly complex mathematical problems, making productive use of algebra and functions.**

### **Problem Solving**

- 1.a Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations. **EE.1.OA.1.A**
- 1.b Recognize two groups that have the same or equal quantity. **EE.1.OA.1.B**
- 2 Use “putting together” to solve problems with two sets. **EE.1.OA.2**
- 5.a Use manipulatives or visual representations to indicate the number that results when adding one more. **EE.1.OA.5.A**
- 5.b Apply knowledge of “one less” to subtract one from a number. **EE.1.OA.5.B**