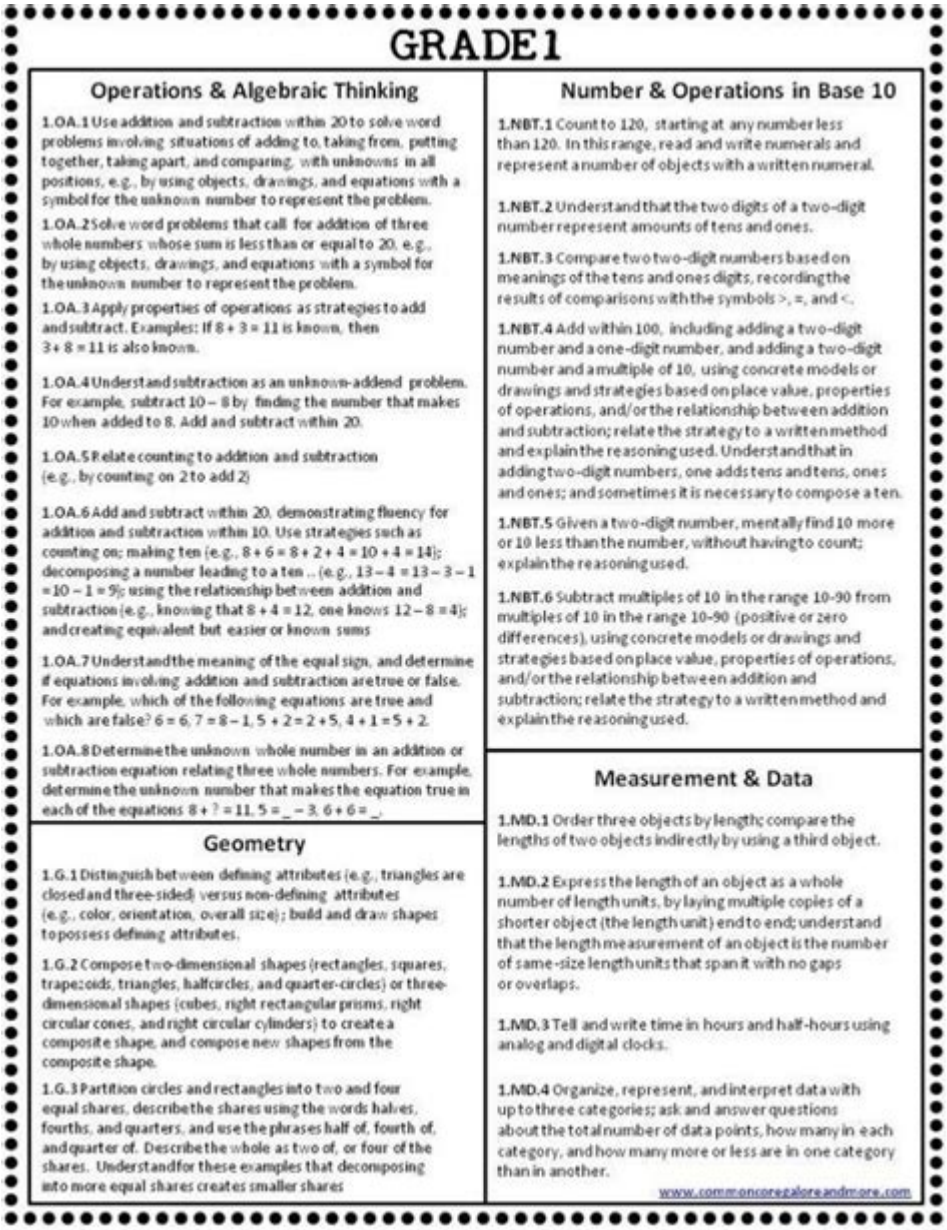
First Grade Common Core Math Standards



GRADE1

Operations & Algebraic Thinking

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.

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.

1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known.

1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)

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., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten .. (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.

Geometry

1.G.1 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.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, 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.3 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

Number & Operations in Base 10

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.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

1.NBT.3 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.4 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.5 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.6 Subtract multiples of 10 in the range 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.

Measurement & Data

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 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.3 Tell and write time in hours and half-hours using analog and digital clocks.

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.

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First grade common core math standards are a set of educational benchmarks designed to provide a clear understanding of what students should learn in math during their first year of formal education. These standards, part of the Common Core State Standards (CCSS) initiative, aim to ensure that all students across the United States acquire the skills necessary for success in later grades and in real-world applications. This article will delve into the components of the first grade common core math standards, their significance, and how they are implemented in classrooms.

Overview of Common Core Standards

The Common Core State Standards were developed to establish a consistent

framework for education across different states. These standards focus on preparing students for college and career readiness, emphasizing critical thinking, problem-solving, and analytical skills. In math, the standards are divided into two main categories:

1. Mathematical Content Standards: These outline the specific knowledge and skills that students should acquire at each grade level.
2. Mathematical Practice Standards: These describe the habits of mind and approaches that students should develop to engage with mathematical content effectively.

First Grade Math Content Standards

In first grade, the math content standards focus on several key areas, including:

1. Operations and Algebraic Thinking

Students begin to understand the concept of addition and subtraction, which is foundational for later mathematical learning. The standards encourage students to:

- Use addition and subtraction within 20 to solve problems.
- Understand the relationship between addition and subtraction, recognizing that they are inverse operations.
- Solve word problems that involve adding to, taking from, putting together, and taking apart.

2. Number and Operations in Base Ten

First graders learn to work with numbers and understand place value concepts. The key objectives include:

- Counting to 120, starting at any number less than 120.
- Understanding place value, recognizing that the two digits of a two-digit number represent amounts of tens and ones.
- Adding and subtracting within 100, using strategies based on place value.

3. Measurement and Data

In this area, students begin to explore measurement concepts and data representation. They should:

- Measure lengths using non-standard units (e.g., paper clips, blocks).
- Tell and write time in hours and half-hours using analog and digital clocks.
- Organize, represent, and interpret data with up to three categories.

4. Geometry

First grade geometry standards focus on understanding shapes and their attributes. Students will:

- Identify and describe shapes (e.g., circles, triangles, squares).
- Analyze and compare two-dimensional and three-dimensional shapes.
- Understand the concept of spatial relationships, such as above, below, beside, and in front of.

Mathematical Practice Standards

In addition to the content standards, first graders are expected to develop mathematical practices that help them engage with math in a meaningful way. These practices include:

1. Problem Solving

Students learn to solve problems by:

- Understanding the problem and identifying relevant information.
- Choosing appropriate strategies to find solutions.
- Reflecting on their answers and considering if they make sense.

2. Reasoning and Proof

First graders begin to develop reasoning skills by:

- Justifying their answers with logical reasoning.
- Explaining their thinking to peers and teachers.
- Recognizing patterns and relationships in numbers.

3. Communication

Effective communication in math involves:

- Using mathematical vocabulary accurately.
- Explaining their thinking verbally and in writing.
- Listening to and discussing ideas with classmates.

4. Connections

Students are encouraged to make connections by:

- Relating math concepts to real-world situations.
- Seeing the relationships between different areas of mathematics (e.g., how addition and subtraction are related).
- Applying math skills across various subjects.

5. Representation

Lastly, students learn to represent mathematical ideas by:

- Using objects, drawings, and symbols to express their understanding.
- Creating models to solve problems.
- Using tools (like number lines and counters) to help visualize concepts.

Implementation of Common Core Standards in Classrooms

Successfully implementing the first grade common core math standards requires a collaborative effort among teachers, administrators, and parents. Here are some strategies for effective implementation:

1. Professional Development for Teachers

Educators need ongoing training to understand the standards deeply. Professional development can include:

- Workshops on best practices for teaching math.
- Collaborative planning sessions with colleagues.
- Access to resources that support the standards.

2. Engaging Curriculum and Resources

Schools should provide a curriculum that aligns with the common core standards. This can involve:

- Selecting textbooks and materials that specifically address the standards.
- Incorporating technology and interactive tools to enhance learning.
- Offering hands-on activities that allow students to explore mathematical concepts.

3. Assessment and Feedback

Regular assessments are crucial to monitor student progress. Effective practices include:

- Using formative assessments to gauge understanding and adjust instruction.
- Providing feedback that helps students reflect on their learning.
- Involving students in self-assessment to encourage ownership of their progress.

4. Family and Community Engagement

Parents and the community play an essential role in supporting students' math learning. Schools can:

- Provide resources and workshops for parents to help them understand the standards and how to support their children at home.
- Encourage family involvement in math-related activities and events.
- Foster partnerships with local organizations to create real-world math learning experiences.

Conclusion

The **first grade common core math standards** represent a comprehensive framework that guides young learners in acquiring essential mathematical skills. By focusing on operations, number sense, measurement, and geometry, these standards lay the groundwork for future academic success. Additionally, the emphasis on mathematical practices ensures that students not only learn math content but also develop critical thinking and problem-solving skills that are vital for their overall education. Through effective implementation and support from teachers, families, and communities, first graders can thrive in their mathematical journey, preparing them for the challenges and opportunities that lie ahead.

Frequently Asked Questions

What are the main areas of focus in first grade Common Core math standards?

The main areas of focus include operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry.

How does the Common Core standard for addition and subtraction in first grade differ from previous standards?

The Common Core emphasizes understanding the concepts of addition and subtraction through strategies such as using number lines, manipulatives, and drawing pictures, rather than just memorizing facts.

What is the importance of fluency in first grade math according to Common Core standards?

Fluency in first grade math is important because it helps students solve problems efficiently and accurately, laying a strong foundation for more complex mathematical concepts in later grades.

How are word problems integrated into the first grade Common Core math curriculum?

Word problems are integrated to help students apply their mathematical skills to real-world situations, encouraging critical thinking and problem-solving abilities.

What specific skills should first graders demonstrate in geometry according to Common Core?

First graders should be able to identify and describe shapes, understand the concept of attributes, and analyze how shapes can be combined or divided, as per the geometry standards.

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first name 是名；last name 是姓。比如说中国人“张三”，其中“张”是last name，“三”是first name。外国人的人名是“姓在后，名在前” 以Jim Green为例，其中格林是姓，吉姆 是名，那 ...

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1st、2nd、3rd、...10th 都是什么的缩写？怎么读？10th之后的缩 ...

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Explore the essential first grade Common Core math standards to help your child succeed. Discover how these benchmarks enhance learning and foster skills.

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