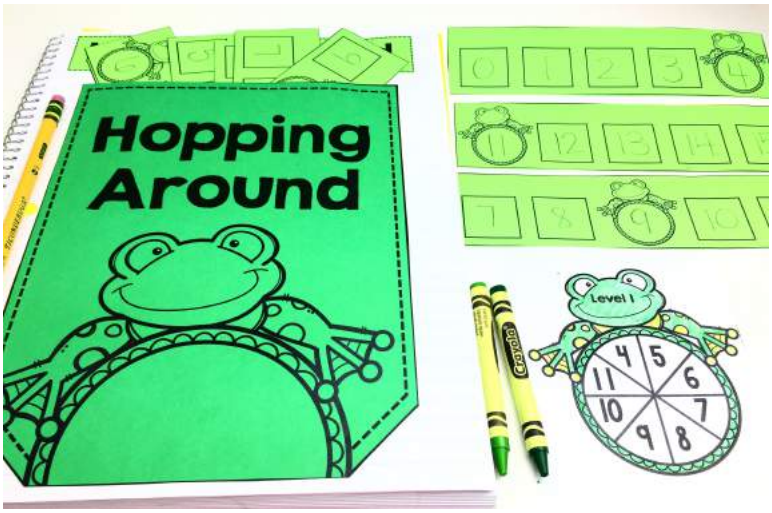
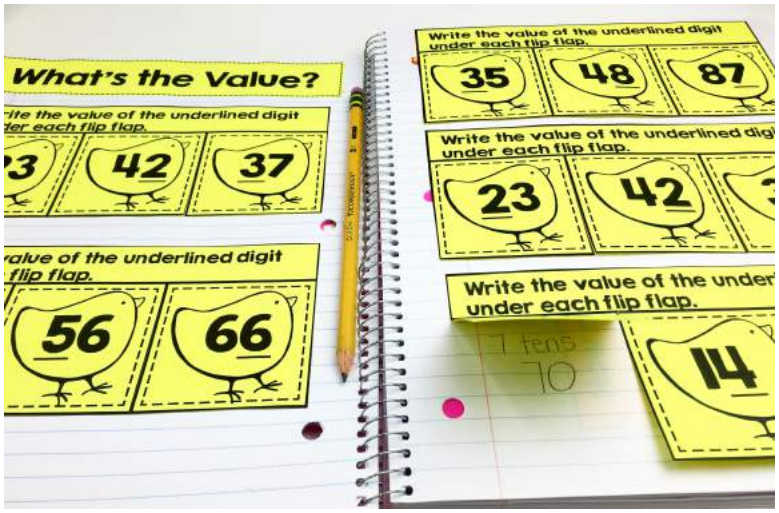
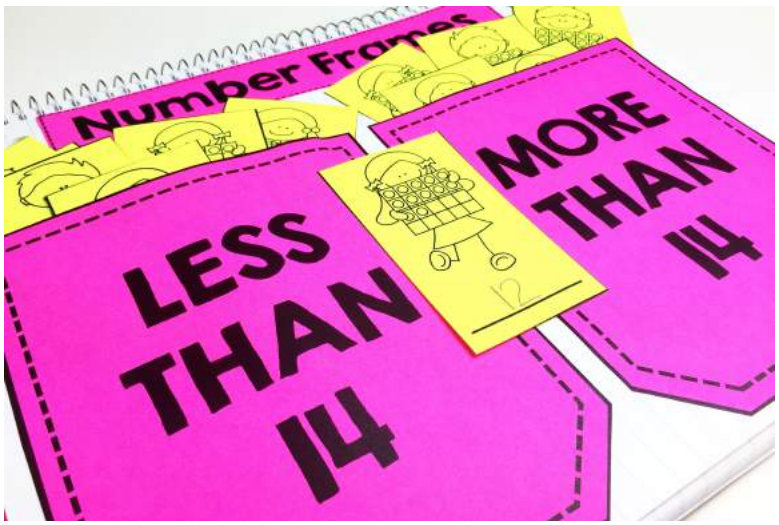
First Grade

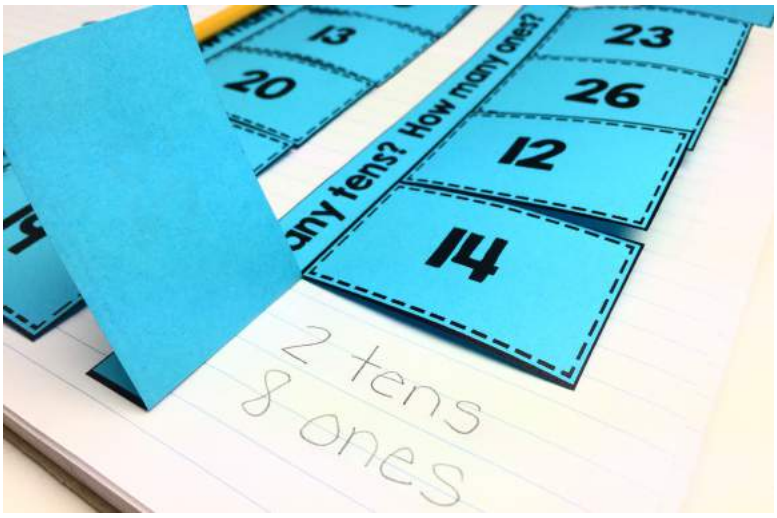
Numbers & Operations

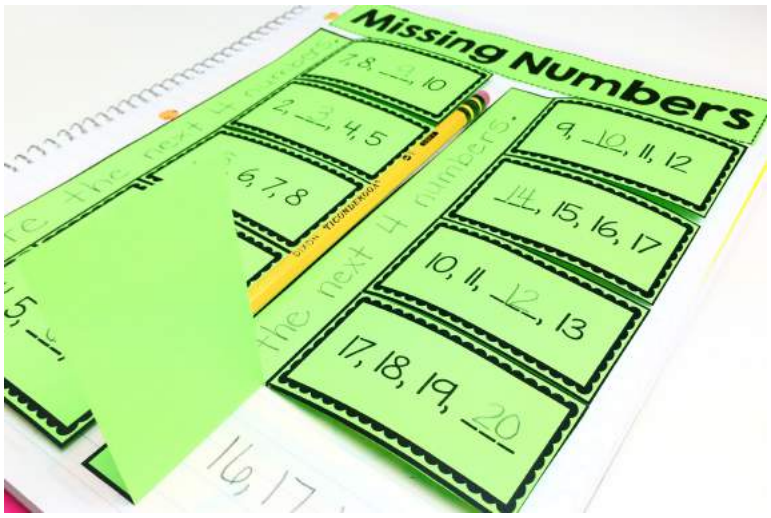
By: Angie Olson











61 pages of Numbers & Operations Resources!

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PREVIEW

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Grade One: Numbers & Operations in Base Ten

Standards in this domain:

CCSS.MATH.CONTENT.1.NBT.A.1 CCSS.MATH.CONTENT.1.NBT.B.2 CCSS.MATH.CONTENT.1.NBT.B.3
CCSS.MATH.CONTENT.1.NBT.C.4 CCSS.MATH.CONTENT.1.NBT.C.5 CCSS.MATH.CONTENT.1.NBT.C.6

Extend the counting sequence.

CCSS.MATH.CONTENT.1.NBT.A.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.

Extend the counting sequence.

CCSS.MATH.CONTENT.1.NBT.B.2
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

CCSS.MATH.CONTENT.1.NBT.B.2.A
10 can be thought of as a bundle of ten ones- called a "ten."

CCSS.MATH.CONTENT.1.NBT.B.2.B
The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.MATH.CONTENT.1.NBT.B.2.C
The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CCSS.MATH.CONTENT.1.NBT.B.3
Compare two two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

CCSS.MATH.CONTENT.1.NBT.C.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.

CCSS.MATH.CONTENT.1.NBT.C.5
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

CCSS.MATH.CONTENT.1.NBT.C.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.

PREVIEW

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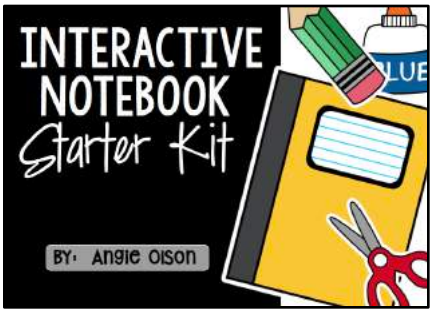
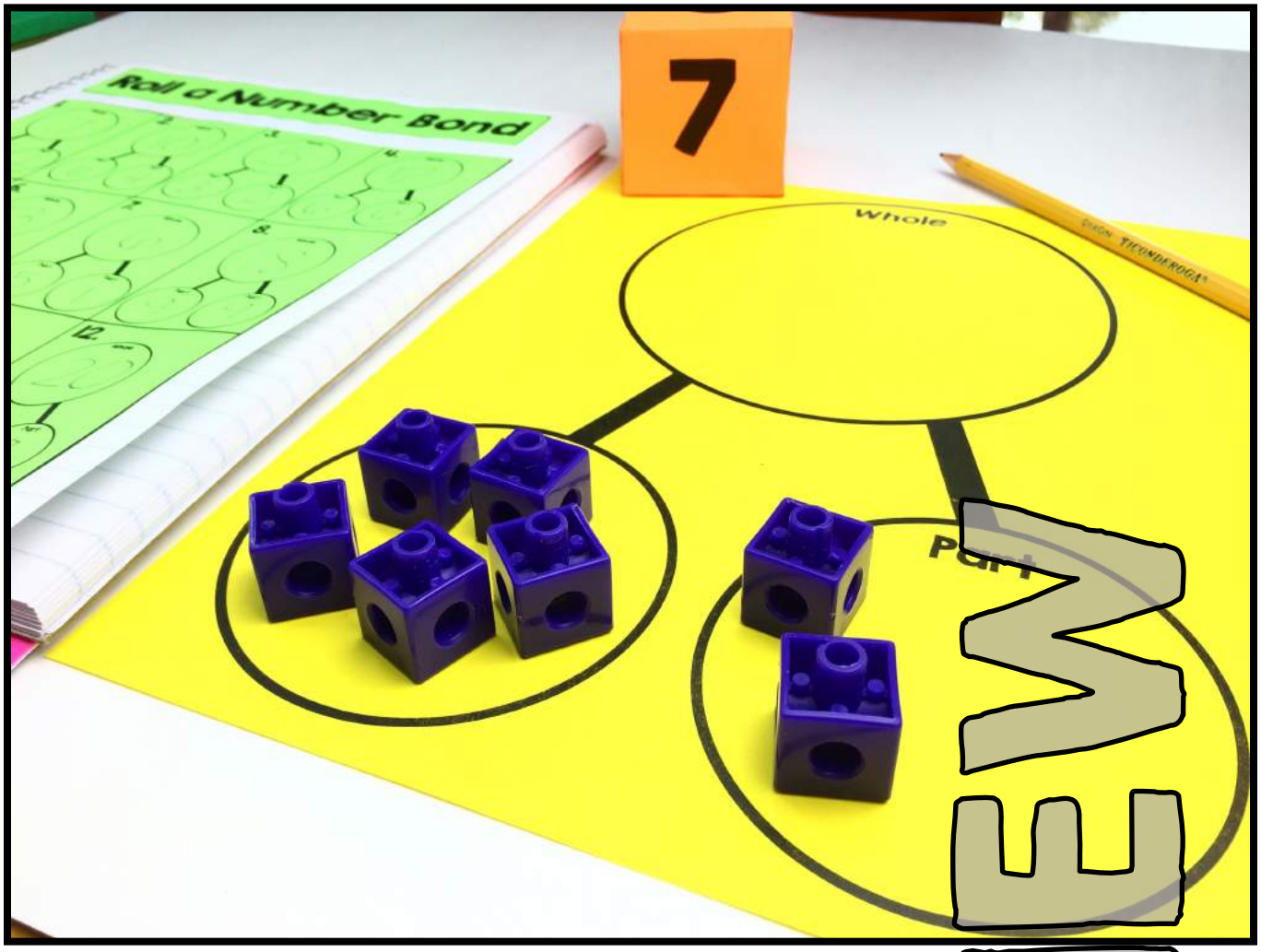
INTERACTIVE Resources

Hello! I created this FREE RESOURCE PAGE because I want to share with you some ways to help you make Interactive Notebooks successful in your classroom! They have changed the way that my students learn and apply math concepts and I want this to happen in your classroom too! Simply click on the image or scan the QR code for a direct link to the FREE RESOURCE!

Video Interview





ROLL A NUMBER BOND

- ☑ 12 different problems
- ☑ Number bond mat for hands on practice
- ☑ 2 optional dice templates

PREVIEW

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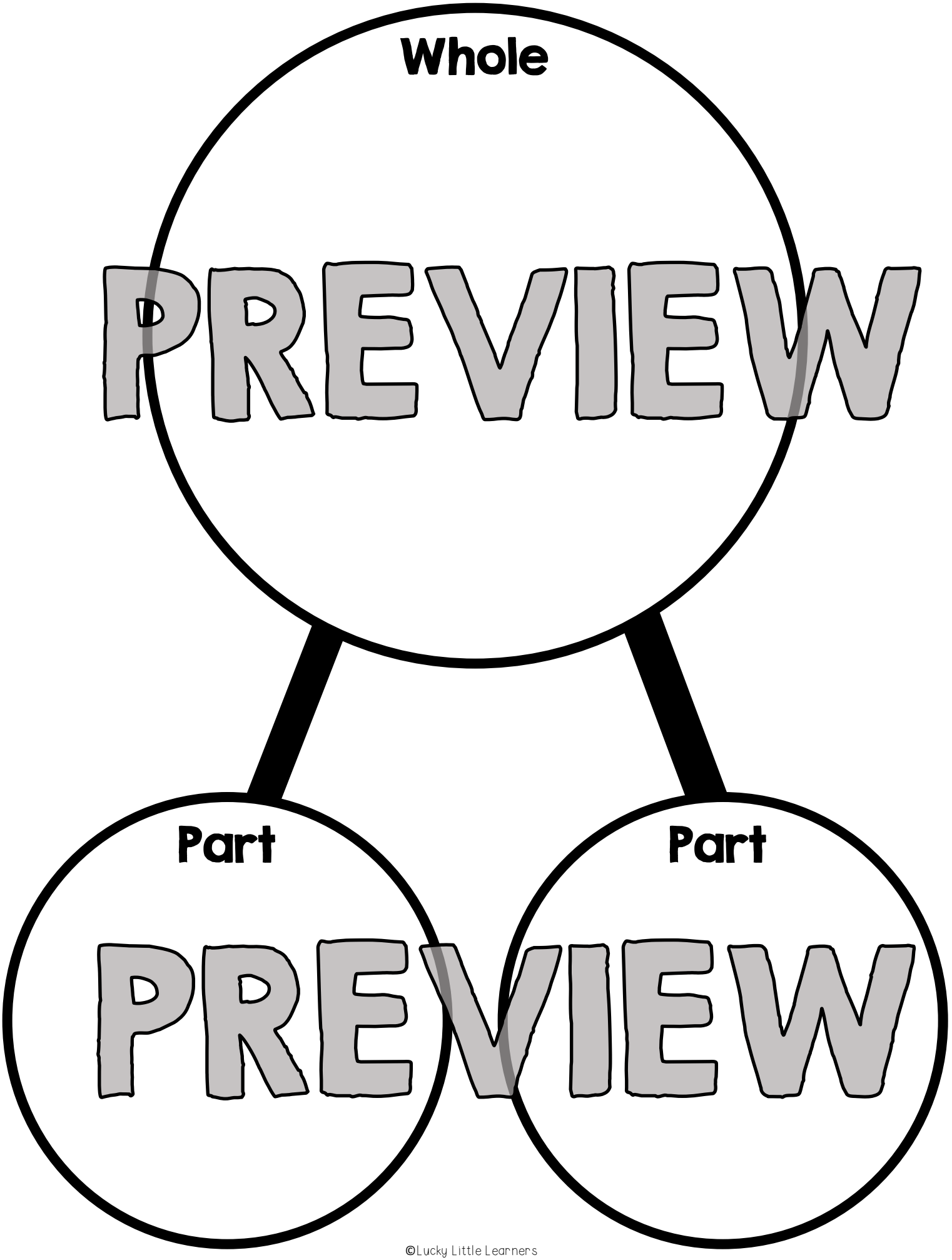

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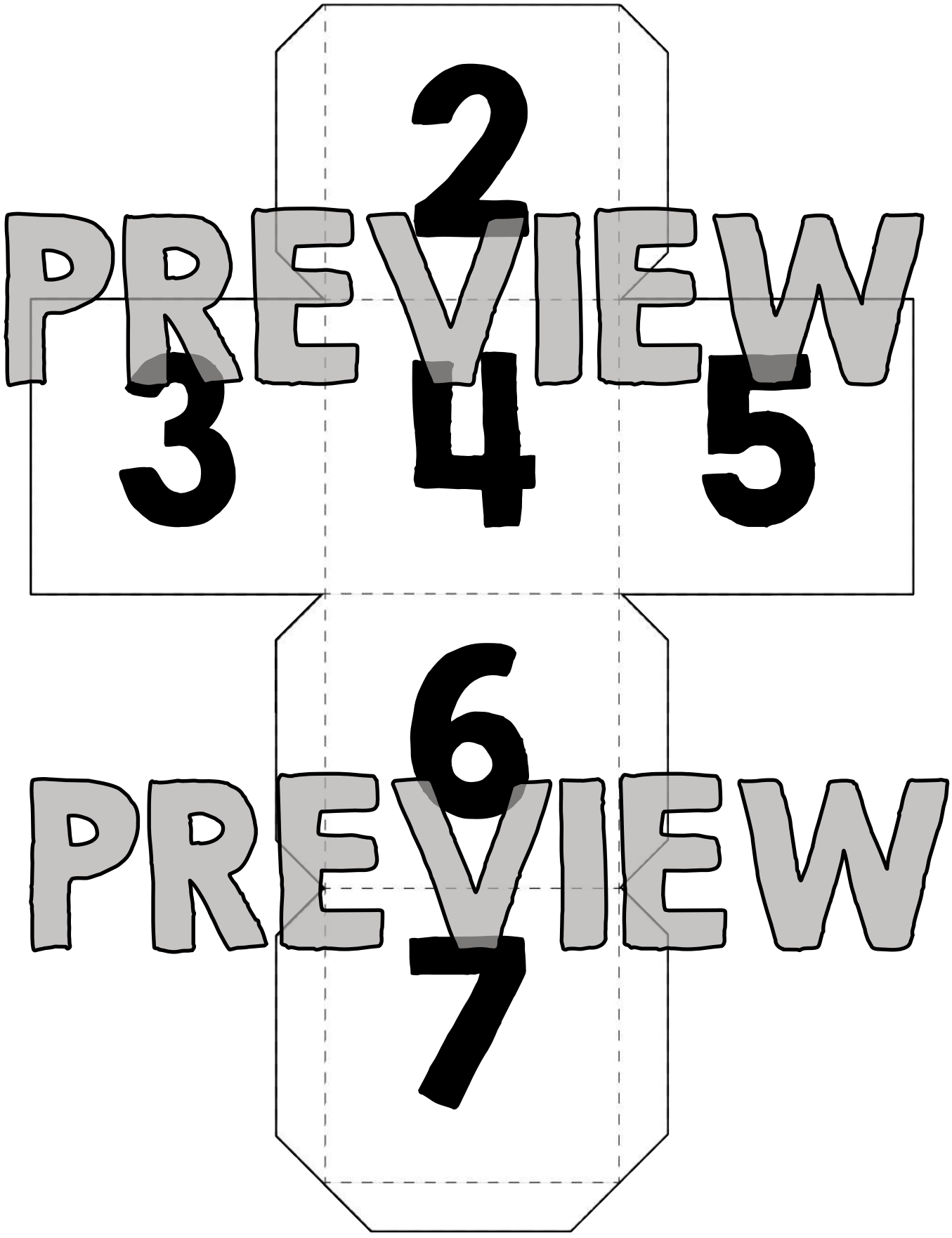

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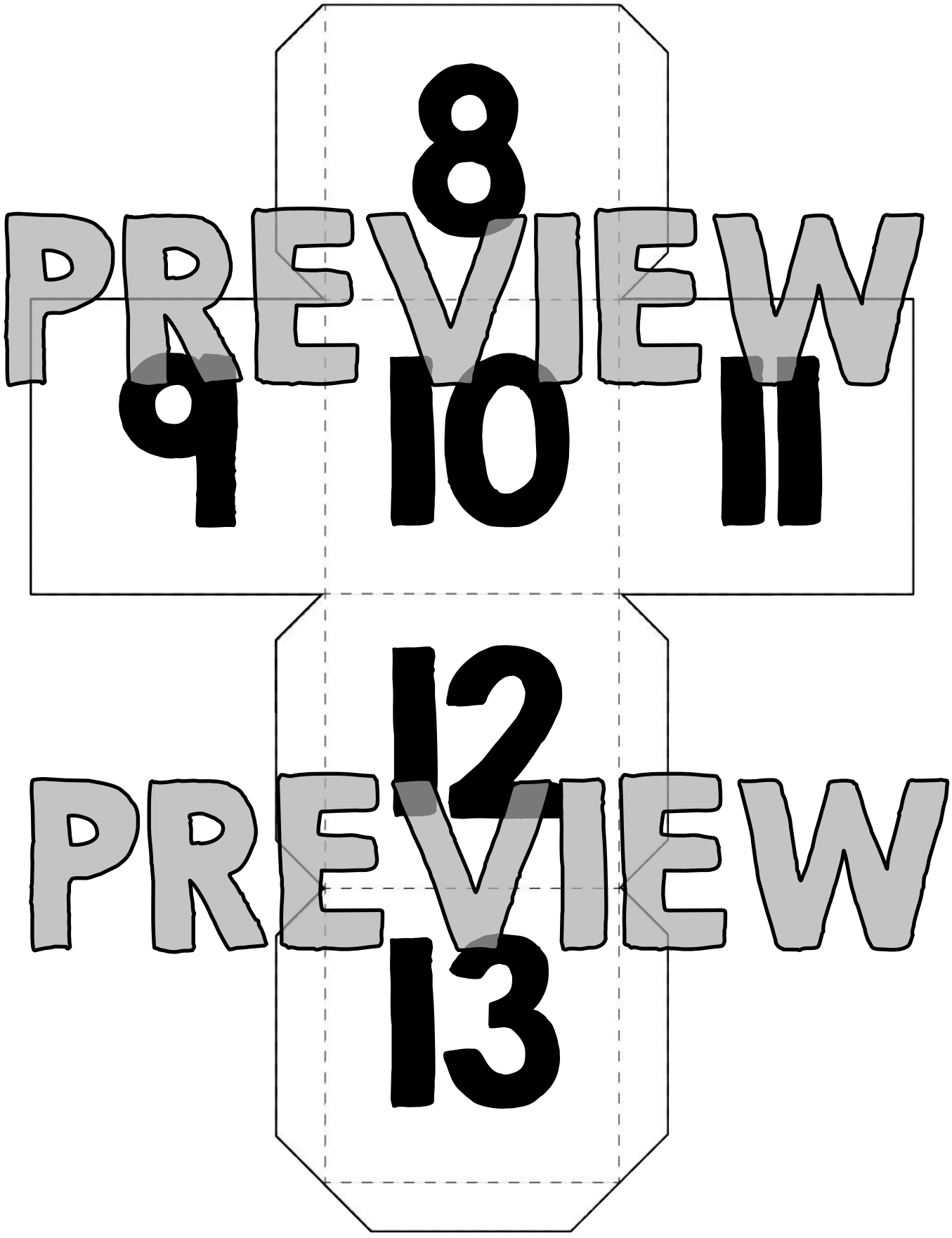

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Roll a Number Bond

Roll the dice and write the total on your number bond. Then fill in the rest of the number bond. Make sure you don't make the same number bond that you already have on your paper.

PREVIEW

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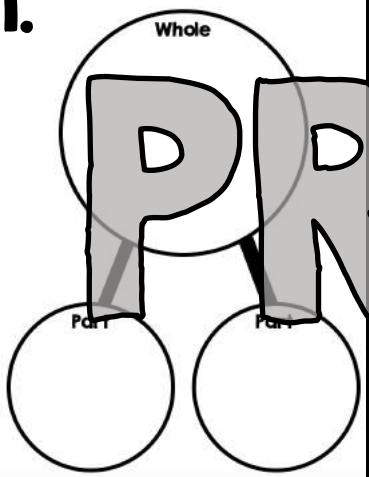

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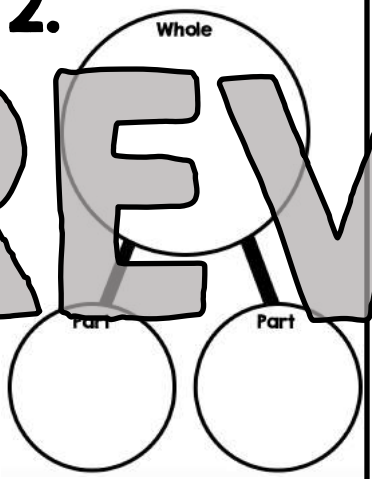

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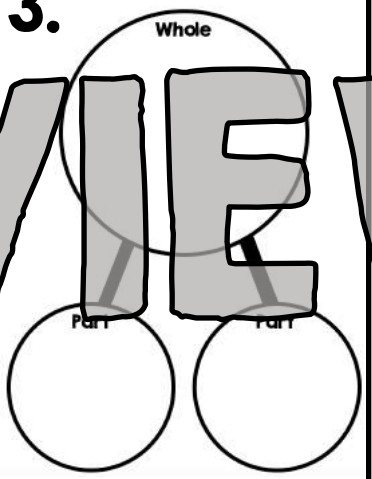

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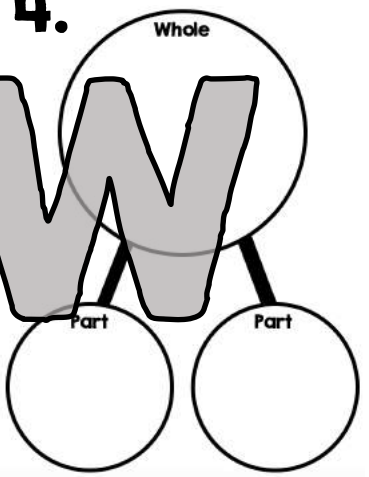

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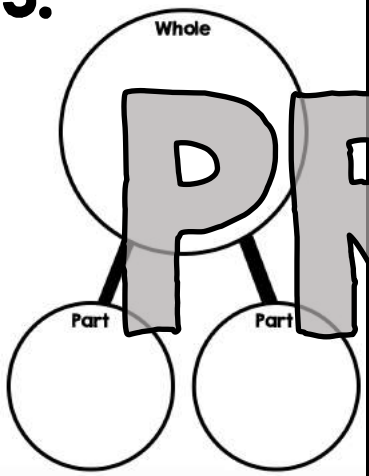

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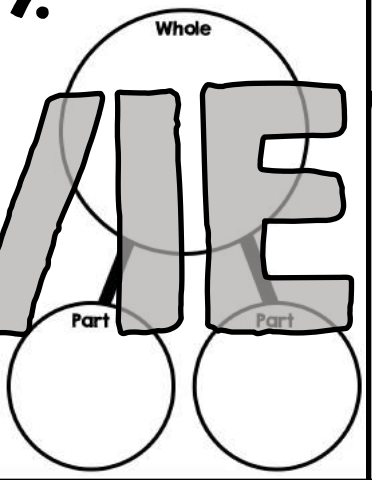

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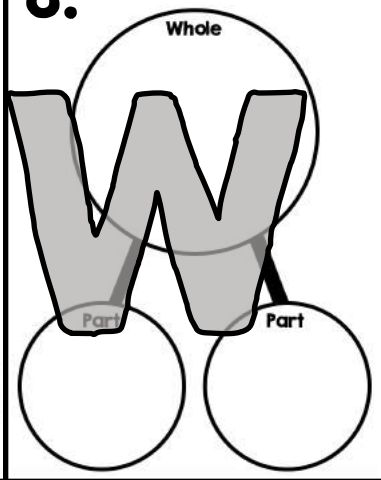

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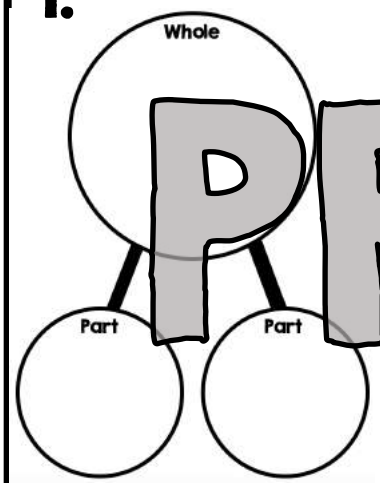

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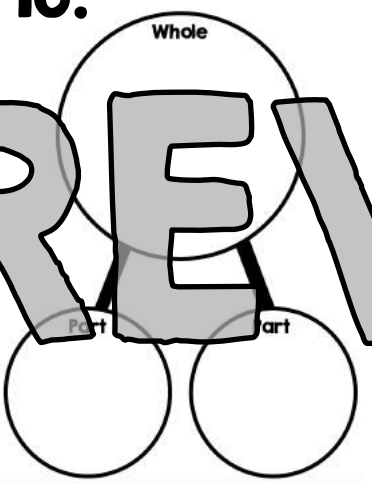

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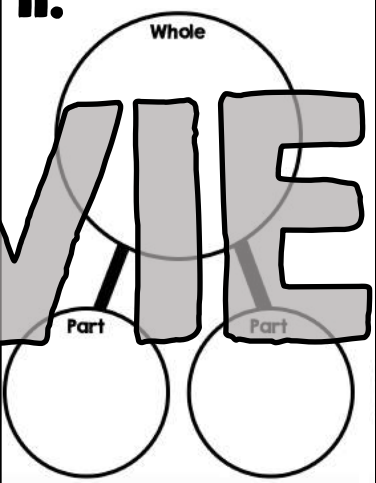

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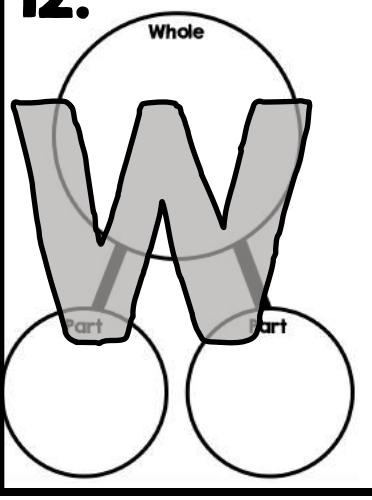

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