

## Grade 1 Unpacked Math Standards – Algebra

**1.A.2.1.** Students are able to use the concepts and language of more, less, and equal (greater than and less than) to **compare numbers and sets** (0 to 20).

**Webb Level: 1**

**Bloom: Comprehension**

**Verbs Defined:**

Compare: to determine difference in number (can be zero)

**Key terms defined:**

Number: a numeral from 0 through 20

Sets: group of objects that have something in common or follow a rule.

**Teacher Speak:**

Students are able to use the concepts and language of more, less, and equal (greater than and less than) to compare numbers and sets 0 to 20 (to determine difference).

**Student Speak:**

I can say “greater than, less than or is equal to” correctly when comparing two numbers or sets of objects.

**1.A.2.2.** Students are able to solve open addition and subtraction sentences with one unknown () using numbers equal to or less than 10.

**Webb Level 2**

**Bloom: Application**

**Verbs Defined:**

Solve: find the unknown value that makes the sentence true.

**Key terms defined:**

Addition – putting together two or more quantities

Subtraction - taking away one quantity from another or decreasing a quantity

Open Addition and Subtraction sentences: Number sentences in which one quantity is unknown.

**Teacher Speak:**

Students are able to solve (**find the unknown value of**) open addition and subtraction sentences with one unknown using numbers equal to or less than 10.

**Student Speak:**

I can find the missing number that makes an addition or subtraction sentence true using numbers 0 – 10.

**1.A.3.1.** Students are able to write number sentences from problem situations using “+” or “-”, and “=” with numbers to ten.

**Webb Level: 2**

**Bloom: Application**

**Verbs Defined:**

**Key terms defined:**

Number sentence: mathematical sentence containing numbers, operational symbols ( +, -, ), and a math verb (=).

Problem situations: Word problems

**Teacher Speak:**

**Students are able to write number sentences from problem situations using “+” or “-”, and “=” with numbers to ten.**

**Student Speak:**

I can write a number sentence (a mathematical sentence containing numbers) using + or -, =, and the numbers 0 – 10 to represent a problem situation ( word problem).

**1.A.4.1.** Students are able to **identify and extend** repeating patterns containing multiple elements using objects and pictures.

**Webb Level: 2**

**Bloom: Comprehension**

**Verbs Defined:**

Identify and extend: recognize and continue

**Key terms defined:**

Multiple: more than two

Elements: e.g., rhythms, colors, shapes.

Objects and pictures: includes sounds, words, and movements.

**Teacher Speak:**

Students are able to identify and extend (recognize and continue) repeating patterns containing multiple elements using objects and pictures.

**Student Speak:**

I can:

- recognize and continue (identify and extend) a repeating pattern that has more than two objects or pictures (multiple elements).
- show what will come next in the pattern.

**1.A.4.2.** Students are able to **determine** common attributes in a given group and **identify** those objects that do not belong.

**Webb Level: 2**

**Bloom: Comprehension**

**Verbs Defined:**

Determine: understand and be able to describe

Identify: tell or show

**Key terms defined:**

Common attributes: characteristics that are shared by all objects in the group.

**Teacher Speak:**

Students are able to determine (understand and describe) common attributes in a given group and identify (show or tell) those objects that do not belong.

**Student Speak:**

I can find objects in a group that do not belong and tell why they are different from the others.

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