

## Grade 1 Unpacked Math Standards - Number Sense

**1.N.1.1.** Students are able to read, write, count, and order numerals to 50.

**Webb Level: 1**

**Bloom: Comprehension**

**Verbs Defined:**

Order: to arrange according to a rule

Count: use one-to-one correspondence to find the total number of objects

**Key terms defined:**

**Teacher Speak:**

Students are able to read, write, count (use one-to-one correspondence to find the total number of objects), and sequence (arrange in ascending and descending order) the numerals 0 – 50.

**Student Speak:**

I can...

- Say the numbers in order from 0 to 50.
  - Say the numbers in order from 50 to 0.
  - Say the number before and after each numeral from 0 to 50.
  - Count 50 objects one by one and tell how many.
  - Write the numerals in order from 0 to 50.
  - Write the numerals in order from 50 to 0.
  - Match number words I hear to numerals 0 to 50.
  - Look at a group of things in order and tell which is 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, ... 20<sup>th</sup>.
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**1.N.1.2.** Students are able to use unit fraction models to create parts of a whole.

**Webb Level: 2**

**Bloom: Knowledge**

**Verbs Defined:**

Use: to manipulate

Create: produce or make

**Key terms defined:**

Unit fraction: a fraction whose numerator is one (e.g.,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{1}{5}$ , etc.)

Fraction models: objects that can be divided into equal parts (i.e. cookie, paper strip, etc.)

**Teacher Speak:**

Students are able to use (manipulate) unit fraction ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ) models (objects that can be divided into equal parts) to create (produce or make) parts of a whole.

**Student Speak:**

I can show  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  of an object.

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**1.N.2.1.** Students are able to solve addition and subtraction problems with numbers 0 to 20 written in horizontal and vertical formats using **a variety of strategies**.

**Webb Level: 1****Bloom: Application****Verbs Defined:**

Solve: to find a solution for; to work out a problem to find the answer

**Key terms defined:**

Variety of strategies – for example:

- Counting on
- Doubles  $4+4=8$
- Near Doubles  $3+3=6$  so  $3+4=7$
- One more, one less
- Making tens

**Teacher Speak:**

Students are able to solve (find a solution for) addition and subtraction problems with numbers 0 to 20 written in horizontal and vertical formats using a variety of strategies (see above).

**Student Speak:**

I can solve addition problems using different strategies when given in horizontal format.

I can solve subtraction problems using different strategies when given in horizontal format.

I can solve addition problems using different strategies when given in vertical format.

I can solve subtraction problems using different strategies when given in vertical format.

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**1.N.3.1.** Students are able to solve addition and subtraction problems **up to 20 in context**.

**Webb Level: 1****Bloom: Application**

**Verbs Defined:**

Solve: to find a solution for; to work out a problem to find the answer

**Key terms defined:**

Up to 20 - neither addends nor total will be greater than 20.

In context – from a story problem

**Teacher Speak:**

Students are able to solve (find an answer for) addition and subtraction problems up to 20 in context (story problem).

**Student Speak:**

I can solve addition story problems with numbers between 0 and 20.

I can solve subtraction story problems with numbers between 0 and 20.

Working Document