

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Number and Operations in Base Ten	<b>Cluster:</b>	Extend the counting sequence	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.CC.1 Count to 100 by ones and tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>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.</p>	<p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>

<b>Student Friendly Language:</b>
<p>I can start at any number and count to 120.</p> <p>I can read my numbers from 0 to 120.</p> <p>I can write my numbers from 0 to 120.</p> <p>I can count, tell, and write how many objects are in the group.</p>

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Numbers 0 to 120</li> <li>● one-to-one correspondence when counting</li> <li>● Sequencing of numbers</li> </ul>	<p>Written numbers can represent a quantity of objects.</p> <p>Numbers can be read.</p> <p>Numbers can be written.</p> <p>Numbers are in sequential order according to the representation of the number.</p>	<p>Start at any given number less than 120, count to 120.</p> <p>Read numbers from 0 to 120.</p> <p>Write numerals from 0 to 120.</p> <p>Identify and match objects using one-to-one correspondence with any given number from 0 to 120.</p>

<b>Key Vocabulary:</b>								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">number</td> <td style="width: 25%;">numeral</td> <td style="width: 25%;">quantity</td> <td style="width: 25%;">identify</td> </tr> <tr> <td>count on</td> <td>represent</td> <td>one-to-one correspondence</td> <td>sequential</td> </tr> </table>	number	numeral	quantity	identify	count on	represent	one-to-one correspondence	sequential
number	numeral	quantity	identify					
count on	represent	one-to-one correspondence	sequential					
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
<p>To be able to read, write, and/or count numbers in a variety of ways daily in the real world. (For example: finding page numbers in a book, bringing treats for a birthday means you have to have one treat for each student without missing anyone).</p>								

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Number and Operations in Base Ten	<b>Cluster:</b>	Understand place value	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.NBT.1 Compose and decompose numbers from 11-19 into tens and some further ones. e.g. by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <ul style="list-style-type: none"> <li>• a. 10 can be thought of as a bundle of ten ones — called a “ten.”</li> <li>• b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• 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).</li> </ul>	<p>2. NBT. 1 Understand that the three digits of a three-digit number represent amounts of hundred, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens – called a “hundred”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones).</p>

Student Friendly Language:
<p>I can tell/show the number of tens and ones in any two-digit number.                      I can tell what each digit means in a two-digit number.                      I can group objects into tens and ones and tell what number it represents.                      I can bundle ten ones and know it is called a “ten.”</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Place value of two-digit numbers</li> <li>• Tens and ones</li> </ul>	<ul style="list-style-type: none"> <li>• The two digits of a two-digit number represent amounts of tens and ones.</li> <li>• A bundle of ten ones is called a “ten.”</li> <li>• The numbers from 11 to 19 are 1 ten and the appropriate number of ones. (e.g. 11 is 1 ten and 1 one.)</li> <li>• The numbers ending in zero from 10 to 90 include the appropriate number of tens and zero ones. (e.g. 30 is 3 tens and 0 ones.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tens and ones in any two-digit number.</li> <li>• Create and explain a “ten.”</li> <li>• Show and explain tens and ones in any two-digit number.</li> <li>• Organize a group of objects into tens and ones and tell what number it represents.</li> </ul>

Key Vocabulary:
<p style="text-align: center;">place value                      tens and ones                      bundle                      two-digit number</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<ul style="list-style-type: none"> <li>• At school, a student could apply the relationship between place value and counting (days we’ve been in school, 100th day of school, counting larger groups).</li> </ul> <p>At home, a student could break numbers into tens and ones to solve any addition or subtraction problem. (If I’m saving allowance how much more do I need. 2 dimes is = to 20 pennies, different ways to make any number).</p> <p>In daily life, a student could plan the appropriate amount of supplies for their birthday party guests. (ex. needed number of packages of napkins, cups, and plates)</p>

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Number and Operations in Base Ten	<b>Cluster:</b>	Understand place value (November)	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	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 $<$ .	2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.

Student Friendly Language:
<p>I can compare two two-digit numbers based on the meaning of the ones digit.</p> <p>I can compare two two-digit numbers based on the meaning of the tens digits.</p> <p>I can record how two two-digit numbers compare using symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• numbers 0 – 99</li> <li>• place value</li> <li>• comparison</li> <li>• tens and ones</li> <li>• greater than (<math>&gt;</math>)</li> <li>• less than (<math>&lt;</math>)</li> <li>• equal (<math>=</math>)</li> </ul>	<ul style="list-style-type: none"> <li>• Every number has a different value.</li> <li>• A digit located in the tens place means that many groups of ten.</li> <li>• A digit located in the ones place means that many ones.</li> <li>• Numbers can be greater than, less than, or equal to each other.</li> <li>• Comparisons of numbers can be recorded using symbols.</li> <li>• <math>&gt;</math> means greater than.</li> <li>• <math>&lt;</math> means less than.</li> <li>• <math>=</math> means the same as or equal.</li> </ul>	<p>Compare two two-digit numbers.</p> <p>Explain a comparison of two two-digit numbers.</p> <p>Record the results with the appropriate symbol.</p>

Key Vocabulary:			
compare/comparison results	two-digit numbers greater than	tens and ones less than	record equal

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>In daily life, a student can compare the price of an item in a store with the amount of money he/she has.</p> <p>At school, a student can bring treats for their birthday knowing if they have enough for everyone in their class.</p> <p>When planting a garden, a student can determine the proper number of seeds suitable for the length of a row.</p>

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Number and Operations in Base Ten	<b>Cluster:</b>	Use place value understanding and properties of operations to add and subtract	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.NBT.1. Compose and decompose numbers from 11 -19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equations (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>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.</p>	<p>2.NBT.5 Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship of addition and subtraction.</p>

### Student Friendly Language:

I can use objects or drawings and explain how I solved a 2-digit addition problem.  
 I can add 10 to any 1- or 2-digit number.  
 I can subtract 10 from a 2-digit number.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Addition</li> <li>● Subtraction</li> <li>● Place value</li> <li>● Multiples of ten</li> <li>● Number sentence</li> </ul>	<p>Our number system is base ten.</p> <p>Numbers have place value.</p> <p>They can use a variety of strategies to solve addition and subtraction problems.</p> <p>Number sentences are used to show how numbers were added or subtracted.</p>	<p>Use a hundreds chart to add 10 to numbers 1 - 90.</p> <p>Use manipulatives to represent composing a new group of ten when necessary in addition.</p> <p>Use objects or drawings to explain strategies used to add.</p> <p>Write number sentences to show how numbers were added or subtracted.</p>

### Key Vocabulary:

addition digits	subtraction multiples of ten	place value properties of operation
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**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

To be able to add or subtract money when shopping.  
 To figure out if you have enough money to buy something.

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Number and Operations in Base Ten	<b>Cluster:</b>	Use place value understanding and properties of operations to add and subtract	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	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.	2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Student Friendly Language:
I can add ten to any number in my head.
I can subtract ten from any 2-digit number in my head.
I can explain my answer.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Multiples of ten</li> <li>• Place value</li> </ul>	The placement of the numeral determines its place value.	Compose and decompose numbers into tens and ones  Find the answer mentally when adding or subtracting ten  Explain how adding or subtracting ten only changes the number in the tens place  Apply place value to solve mental math problems

Key Vocabulary:		
place value less	two-digit numbers mentally	more reasoning
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
I can use mental addition and subtraction when buying items.		
I can make sure the correct change was given.		
I can track time by increments of ten.		
I can count groups of ten to organize a project.		

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<b>Domain:</b>	Number and Operations in Base Ten	<b>Cluster:</b>	Use place value understanding and properties of operations to add and subtract	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.NBT.1 Work with numbers 11 to 19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones.e.g. by using objects or drawings and record each composition or decomposition by a drawing or equations.</p>	<p>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.</p>	<p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>

Student Friendly Language:
<p>I can subtract 10 from any 2-digit number up to 90.</p> <p>I can use different items to show how I subtracted.</p> <p>I can draw to show how I subtracted.</p> <p>I can write a number sentence to show how I subtracted.</p> <p>I can explain why I used a strategy to solve a problem.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Subtraction</li> <li>● Addition</li> <li>● Place value</li> <li>● Multiples of 10</li> <li>● Number sentence</li> </ul>	<p>Our number system is base ten. Numbers have place value.</p> <p>They can use a variety of strategies to solve addition and subtraction problems.</p> <p>Number sentences are used to show how numbers were added or subtracted.</p>	<p>Use a hundreds chart to subtract 10 from numbers 10 - 100.</p> <p>Use objects or drawings to explain strategies used to subtract.</p> <p>Write number sentences to show how numbers were added or subtracted.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">subtract</td> <td style="width: 20%;">add</td> <td style="width: 20%;">place value</td> <td style="width: 20%;">properties of operations</td> <td style="width: 20%;">equations</td> </tr> <tr> <td>number sentences</td> <td>strategies</td> <td>manipulatives</td> <td>multiples</td> <td></td> </tr> </table>	subtract	add	place value	properties of operations	equations	number sentences	strategies	manipulatives	multiples	
subtract	add	place value	properties of operations	equations						
number sentences	strategies	manipulatives	multiples							
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>										
<p>Solve problems using money with different strategies..</p> <p>Answer questions about how they solved a problem quickly.</p> <p>Making change at a school store or concession stand.</p>										