Hundreds Board

The hundreds board is a useful tool when working with addition and subtraction.

1	2	3	4	5
11	12	13	14	15
21	22	23	24	25
31	32	33	34	35
41	42	43	44	45

12 + 20 = 32
This section of the hundreds chart shows how a student started at 12 and added a multiple of 10.

Partial Sums Strategy

After students understand concrete models they move to written form. Partial Sums strategy allows students to add one place-value column at a time, then add all the partial sums to find the final sum.

64+ 9 =
60 + (4+9)=
60 + 13 = 73

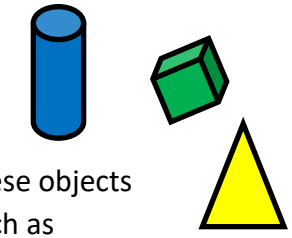
OR

$$\begin{array}{r} 64 \\ \underline{+\ 9} \\ 13 \\ \underline{+60} \\ 73 \end{array}$$

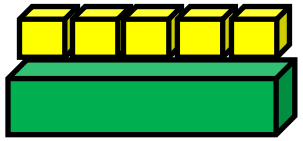
Geometry & Measurement

Students work with two-dimensional and solid figures, identifying and describing squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres in their environment. Students compose simple shapes to form larger shapes.

Students describe relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.



Students order three objects by length, comparing the lengths of two objects indirectly by using a third object. They also express the length of an object by laying multiple copies of a shorter object end to end.



1 green block =

5 yellow blocks

College and Career Ready Standards for Mathematics

Grade 1

Key Concepts

- Addition and Subtraction to 20
- Place Value and Counting up to 120
- Geometry
- Informal Measurement

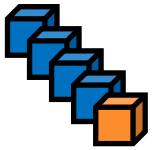
View Grade 1 CCRSM Standards using the short URL or QR Code below.
https://goo.gl/zdbJzy

Addition & Subtraction Strategies

By the end of 1st grade, students should be able to fluently add and subtract within 10.

Commutative Property

Studentsrecognize that changing the order of the addends does not change the sum. For example, students may have four blue cubes, then add one orange cube. The addition sentence would be 4 + 1 = 5.



If you ask them to change the order and start with the orange cube, the addition sentence changes to 1 + 4 = 5.

Finding Doubles

Research has shown that many students remember doubles facts more easily than other facts. Using doubles can help build fluency and find sums more efficiently.

6 + 7 =

Break apart the 7 as 6 + 1

6 + 6 + 1 =

Solve the doubles fact 6 + 6.

12 + 1 = 13

So, 6 + 7 = 13

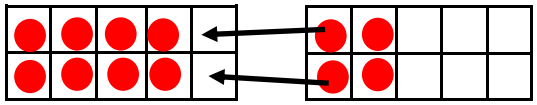
Making a Ten

The goal for students is to make a ten. In the example, the student moves two dots from the second ten-frame to completely fill the first ten-frame, making a whole ten. Two dots were left over. After practicing with the tens-frame, the written model should be included.

8 + 4 =

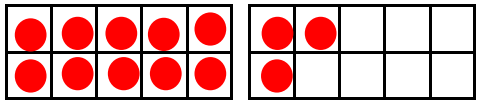
8 + 2 + 2 =

10 + 2 = 12



Break to a Ten

The goal in this case is to break apart



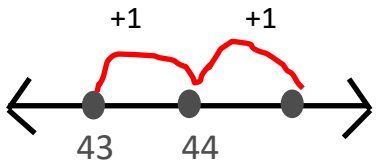
13 - 5 =

13 - 3 - 2 =

10 - 2 = 8

In this example, students will break the 5 into 3 ones and 2 ones. The 3 ones can easily be subtracted from 13 to make 10. Then, the 2 can easily be taken away from the 10 to make 8.

Open Number Line

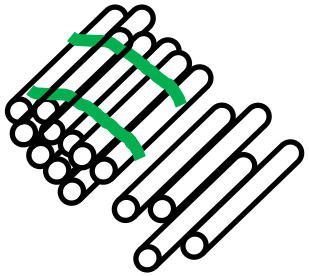


43 + 3 = 45

Students learn to use an open number line for solving addition and subtraction problems.

Building Representations

Students build representations of numbers by making a bundle of ten ones called a ten. This picture shows one ten and four more ones to make 14.



Students may also use base-ten blocks to show numbers and to solve addition and subtraction problems.