

**SAU 50
Grade 1
Mathematics
Numbers and Operations in Base 10**

[Numbers in Base 10](#): counting and working with numbers up to 120; reading and writing numerals.

[Operations](#) in Base 10: understanding [place value](#) and [properties of operations](#) to add and subtract.

SAU 50 District Competency:

Students will independently use their learning to count, group, compare, order, estimate and represent amounts.

Essential Questions

- What is a number and what does it mean?
- How does the position of a digit affect its value?
- How do ones become a "ten" and tens become a "100"?

Acquisition

Students will demonstrate the following to meet the standards.

- I can count to 120, starting at any number less than 120.
- I can read and write numerals and represent a number of objects with a written numeral up to 120.
- I can demonstrate how many tens and ones are in a number up to 120.
- I can compose and decompose teen numbers into tens and ones.
- I can compare two 2-digit numbers to determine if a number is equal using tens and ones.
- I can use the symbols $>$, $<$, $=$ to compare two 2-digit numbers.
- I can add a 2-digit and a 1-digit number.
- I can add a 2-digit number and a multiple of ten.
- I can add two 2-digit numbers with/without regrouping.
- I can explain the steps, or the strategy to solve my problem.
- I can find 10 more and 10 less than a number without having to count.
- I can explain how to find 10 more and 10 less than a number.
- I can subtract a multiple of 10 from another multiple of 10 with numbers from 10-90.

Standards

NH College and Career Ready Standards

Key to Standard Notation:

1.NBT.1: 1 (*grade level*) **NBT** (*domain: Numbers and Operations in Base Ten*) **1** (*number of the standard*)

Numbers and Operations in Base Ten

Extend the counting sequence.

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.

Understand place value.

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

1.NBT.2.a: 10 can be thought of as a bundle of ten ones—called a “ten”.

1.NBT.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.

1.NBT.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).

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 $<$.

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

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.

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.

1.NBT.6: Subtract multiples of 10 in a 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.

[New Hampshire College and Career Ready Standards](#)

References:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core Standards for Mathematics* (United States, National Governors Association Center for Best Practices, Council of Chief State School Officers). Retrieved August 10, 2016, from http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Math is fun/definitions. (n.d.). Retrieved April 17, 2017, from <http://www.mathisfun.com/definitions>