

Wyoming Public Schools 1st Grade Math Essential Standards

Math Essential Standard	Student Friendly Language	Family Friendly Language
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	I can solve adding and taking away problems within 20 by using objects, pictures, or numbers.	Your child is learning to solve addition and subtraction word problems with answers up to 20. These problems may involve adding to, taking from, putting together, taking apart, or comparing amounts. They use strategies like objects, drawings, or equations with a symbol for the unknown number to help solve the problem.
1.OA.B.3 Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	I can use math rules to help me add and subtract, like knowing numbers can be added in any order or adding numbers that make ten first.	Your child is learning to use properties of operations as strategies for addition and subtraction. For example, if they know that $8 + 3 = 11$, then they also know that $3 + 8 = 11$ (commutative property). They also learn that they can group numbers in a way that makes adding easier, like adding $6 + 4$ to make 10 before adding another number (associative property). These strategies help them solve problems more efficiently.
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	I can add and take away numbers up to 20, and I know my adding and taking away facts up to 10 quickly.	Your child is learning to add and subtract within 20, with the goal of knowing all facts within 10 fluently. They use strategies like counting on, making ten, breaking numbers apart to get to ten, using what they know about addition to solve subtraction, and changing problems into easier ones they already know. These strategies help them solve problems quickly and accurately.
1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving	I know the equal sign means 'the same as' and can tell if an addition or subtraction sentence	Your child is learning that the equal sign means both sides of an equation have the same

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addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	is true or false.	value. They practice looking at addition and subtraction equations to decide if they are true (both sides are the same) or false (the sides are different). This helps them understand equality in math, not just as an answer but as a balance.
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	I can find the missing number in an addition or subtraction problem to make it true.	Your child is learning to solve addition and subtraction equations where one number is missing. For example, they might solve problems like $8 + ? = 11$, $5 = _ - 3$, or $6 + 6 = _$. They use their understanding of how addition and subtraction are related to figure out the missing number.
1.NBT.A.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.	I can count, read, and write numbers up to 120, starting from any number less than 120. I can also match a number to the right amount of objects.	Your child is learning to count, read, and write numbers up to 120, beginning at any number under 120 (not just starting at 1). They also practice showing numbers with objects to demonstrate understanding—for example, showing 37 by counting out 37 blocks. This builds number sense and prepares them for more advanced math skills.
1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten." - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. - 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).	I know that in a two-digit number, one number tells the tens and the other tells the ones.	Your child is learning that two-digit numbers are made of tens and ones. For example, 10 is one group of ten ones. Numbers 11–19 are one group of ten plus some extra ones. Numbers like 20, 30, 40, and so on mean 2 tens, 3 tens, 4 tens, etc., with zero ones. This understanding helps build a strong foundation for place value and addition and subtraction.

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1.NBT.B.2.A 10 can be thought of as a bundle of ten ones — called a "ten."	I know that 10 is the same as one group of ten ones.	Your child is learning that the number 10 can be made by putting together 10 single ones. This group of ten ones is called a "ten." Understanding this idea is an important step toward learning place value and working with bigger numbers.
1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	I can compare two two-digit numbers by looking at the tens and ones and use the symbols $>$, $=$, and $<$ to show the comparison.	Your child is learning to compare numbers from 10 to 99 by understanding what the tens digit and the ones digit mean. They record the comparison using symbols: $>$ (greater than), $<$ (less than), and $=$ (equal to). For example, $47 > 35$ means 47 is greater than 35 because it has more tens.
1.NBT.C.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.	I can add numbers within 100 by adding the tens and the ones, and sometimes making a new ten.	Your child is learning to add numbers up to 100, including adding a two-digit number to a one-digit number and adding a two-digit number to a multiple of 10. They use tools like objects, drawings, and place value strategies to add tens with tens and ones with ones. Sometimes, when the ones add up to 10 or more, they compose a new ten. They also learn to explain their thinking and connect their strategy to the written equation.
1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of	I can measure how long something is by lining up same-size units with no gaps or overlaps and counting them.	Your child is learning to measure objects by using equal-sized units (like paperclips or blocks) placed end to end without gaps or overlaps. The number of units that fit along the object's length is the measurement. This skill builds understanding of measurement and prepares them for using rulers and standard units.

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length units with no gaps or overlaps.		
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