



**enVisionMATH Common Core
Daily Common Core Review
with Corresponding
Common Core State Standard
for Mathematics
Grade 1**

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Introduction

This document lists the Common Core State Standards for Mathematics associated with the Daily Common Core Review at the beginning of each lesson in **enVisionMATH Common Core**.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent.

enVisionMATH Common Core teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The **enVisionMATH Common Core** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The **enVisionMATH Common Core** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in **enVisionMATH Common Core** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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Common Core State Standards for Mathematics
Grade 1 Domain Key

OA = Operations & Algebraic Thinking

NBT = Number & Operations in Base Ten

MD = Measurement & Data

G = Geometry

MP = Mathematical Practices

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Grade 1 Topic-Lesson Daily Common Core Review	Common Core State Standard for Mathematics Grade 1
Topic 1	
1-1 Spatial Patterns for Numbers to 10	
1. Write Numbers	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). MP6 Attend to precision.
2. Represent Quantities	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). MP7 Look for and make use of structure.
3. Addition Stories	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. MP2 Reason abstractly and quantitatively.
1-2 Making 6 and 7	
1. Apply Basic Facts	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). MP5 Use appropriate tools strategically.
2. Compare and Order Numbers	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. MP2 Reason abstractly and quantitatively.
3. Apply Basic Facts	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. MP2 Reason abstractly and quantitatively.

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1-3 Making 8	
1. Ways to Make a Number	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
2. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
1-4 Making 9	
1. Strategies for Addition and Subtraction	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Lengths of Objects	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP4 Model with mathematics.</p>

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3. Basic Facts	<p>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.</p> <p>MP4 Model with mathematics.</p>
1-5 Introducing Addition Expressions and Number Sentences	
1. Strategies for Addition and Subtraction	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Plane Shapes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>
3. Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
1-6 Stories About Joining	
1. Identify and Write Numbers	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP5 Use appropriate tools strategically.</p>

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2. Basic Facts	<p>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.</p> <p>MP6 Attend to precision.</p>
3. Compare and Order Numbers	<p>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.</p> <p>MP5 Use appropriate tools strategically.</p>
1-7 Adding in Any Order	
1. Addition Sentences	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Identify and Write Numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Compare and Order Numbers	<p>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 $<$.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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1-8 Problem Solving: Use Objects	
1. Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Compare and Order Numbers	<p>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.</p> <p>MP6 Attend to precision.</p>
3. Basic Facts / Logical Reasoning	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
Topic 2	
2-1 Finding Missing Parts of 6 and 7	
1. Compare Numbers (<i>Grade K</i>)	<p>(Grade K) K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>

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3. Order Numbers (<i>Grade K</i>)	<p>(Grade K) K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>MP7 Look for and make use of structure.</p>
2-2 Finding Missing Parts of 8	
1. Use the Commutative Property	<p>1.OA.B.3 Apply properties of operations as strategies to add and subtract.²<i>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></p> <p>MP7 Look for and make use of structure.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Use Part-Whole Concept	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP7 Look for and make use of structure.</p>

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2-3 Finding Missing Parts of 9	
1. Model Subtraction Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Use the Commutative Property	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
2-4 Introducing Subtraction Expressions and Number Sentences	
1. Model Subtraction Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>

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2-5 Stories About Taking Away	
1. Use Take Away Concepts	<p>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.</p> <p>MP4 Model with mathematics.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Write Addition Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2-6 Stories About Comparing	
1. Use Take Away Concepts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Compare Numbers (<i>Grade K</i>)	<p>(Grade K) K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2-7 Stories About Missing Parts	
1. Identify Shape (<i>Grade K</i>)	<p>(Grade K) K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>MP6 Attend to precision.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Find Parts of 8	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2-8 All Kinds of Subtraction Stories	
1. Identify Shapes (<i>Grade K</i>)	(Grade K) K.G.A.2 Correctly name shapes regardless of their orientations or overall size. MP6 Attend to precision.
2. Model Subtraction Situations	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. MP4 Model with mathematics.
3. Order Numbers (<i>Grade K</i>)	(Grade K) K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). MP7 Look for and make sense of structure.
2-9 Connecting Addition and Subtraction	
1. Model Subtraction Situations	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. MP4 Model with mathematics.
2. Model Addition Situations	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. MP4 Model with mathematics.
3. Order Numbers (<i>Grade K</i>)	(Grade K) K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). MP7 Look for and make sense of structure.

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2-10 Connecting Models and Symbols	
1. Write Numbers	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Model Subtraction Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
2-11 Problem Solving: Act It Out	
1. Order Numbers (Grade K)	<p>(Grade K) K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>MP7 Look for and make sense of structure.</p>
2. Model Addition Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>

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3. Write Number Sentences	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
Topic 3	
3-1 Representing Numbers on a Ten-Frame	
1. Model Basic Facts	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Model Basic Facts	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Write Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>4. Model Basic Facts</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3-2 Recognizing Numbers on a Ten-Frame</p>	
<p>1. Write Number Sentences</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Model Basic Facts</p>	<p>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.</p> <p>MP4 Model with mathematics.</p>
<p>3. Represent Quantities</p>	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>

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3-3 Parts of 10	
1. Write Number Sentences / Model Basic Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Apply Basic Facts	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>
3. Write Number Sentences	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>
3-4 Finding Missing Parts of 10	
1. Model Basic Facts	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Model Basic Facts	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP4 Model with mathematics.</p>
3. Apply Basic Facts	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>

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3-5 Problem Solving: Make a Table	
1. Apply Basic Facts	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Apply Basic Facts	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP4 Model with mathematics.</p>
3. Order Whole Numbers	<p>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.</p> <p>MP7 Look for and make sense of structure.</p>
Topic 4	
4-1 Adding with 0, 1, 2	
1. Order numbers to 10	<p>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.</p> <p>MP7 Look for and make sense of structure.</p>
2. Apply Basic Facts	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>
3. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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4-2 Doubles	
1. Addition Number Sentences / Apply Basic Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Measure Length	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP4 Model with mathematics.</p>
3. Counting on to Add	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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4-3 Near Doubles	
1. Addition Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
2. Addition Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
3. Compare Numbers / Apply Addition Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP6 Attend to precision.</p>

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4-4 Facts with 5 on a Ten-Frame	
1. Addition Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
2. Addition Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
3. Extend Patterns/ Adding Doubles	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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4-5 Making 10 on a Ten-Frame	
1. Apply Basic Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
2. Addition Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Addition Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>

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4-6 Subtracting with 0, 1, 2	
1. Apply Basic Facts	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
2. Apply Basic Facts	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>
3. Write Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
4-7 Thinking Addition	
1. Compare Numbers	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Model and Write Number Sentences</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP6 Attend to precision.</p>
<p>4-8 Thinking Addition to 8 to Subtract</p>	
<p>1. Identify and Use Related Facts</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Develop Strategies for Addition and Subtraction</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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3. Identify and Use Related Facts	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
4-9 Thinking Addition to 12 to Subtract	
1. Identify and Use Related Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Develop Strategies for Addition and Subtraction	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Model and Write Number Sentences / Use Concrete and Pictorial models	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP2 Reason abstractly and quantitatively.</p>

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4-10 Problem Solving: Draw a Picture and Write a Number Sentence	
1. Recognize Spatial Patterns for Numbers	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
2. Use Models to Add	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Write Number Sentences	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP4 Model with mathematics.</p>
Topic 5	
5-1 Doubles	
1. Ways to Make 7	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2. Addition Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
3. Find Missing Parts of Numbers	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
5-2 Doubles Plus 1	
1. Subtraction Stories	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Apply Subtraction Facts	<p>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.</p> <p>MP4 Model with mathematics.</p>

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<p>3. Number Sentences</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>5-3 Doubles Plus 2</p>	
<p>1. Use Models to Solve</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
<p>2. Use Doubles Facts</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP7 Look for and make use of structure.</p>

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3. Write Addition Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
5-4 Problem Solving: Two-Question Problems	
1. Doubles-Plus-One Strategy	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Addition Problems	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Use Doubles Facts	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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5-5 Making 10 to Add	
1. Know Addition Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP7 Look for and make use of structure.</p>
2. Write a Number Sentence / Addition and Subtraction Inverse Relationship	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Solve Two-Step Problem	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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5-6 Making 10 to Add 9	
1. Use Patterns for Addition	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
2. Find Missing Parts in Subtraction	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Write Number Sentences / Use Models	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP4 Model with mathematics.</p>

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5-7 Making 10 to Add 8	
1. Using Doubles-Plus-2 Strategy	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
2. Use Models for Addition	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
3. Solve Subtraction Story	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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5-8 Adding Three Numbers	
1. Use Doubles Facts for Addition / Use Models for Addition	<p>1.OA.B.3 Apply properties of operations as strategies to add and subtract.²<i>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></p> <p>MP7 Look for and make use of structure.</p>
2. Use Models for Addition	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
3. Addition Facts for Subtraction	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP6 Attend to precision.</p>
5-9 Word Problems with Three Addends	
1. Numbers on a Ten Frame	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>

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2. Subtraction Sentences	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Doubles Plus 1	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP7 Look for and make use of structure.</p>
Topic 6	
6-1 Making 10 to Subtract	
1. Make 10 to Add	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Use Doubles Plus 1 to Add	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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<p>3. Make 10 to Add</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
<p>4. Use Spatial Reasoning</p>	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP6 Attend to precision.</p>
<p>6-2 More with Making 10 to Subtract</p>	
<p>1. Make 10 to Add 9</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>

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2. Make 10 to Add 8	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
3. Add Three Numbers	<p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
4. Solve Subtraction Problems	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
6-3 Using Related Facts	
1. Model Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2. Basic Facts	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP6 Attend to precision.</p>
3. Write Number Sentences	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p>
6-4 Fact Families	
1. Use Concrete and Pictorial Models	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Model and Write Number Sentences	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP4 Model with mathematics.</p>
3. Make a Table	<p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MP5 Use appropriate tools strategically.</p>

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6-5 Using Addition to Subtract	
1. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Model Number Sentences / Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Model Number Sentences / Apply Basic Facts / Identify and Use Fact Families	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
6-6 Subtraction Facts	
1. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>2. Model Number Sentences</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Make Ten to Add</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>6-7 Problem Solving: Draw a Picture and Write a Number Sentence</p>	
<p>1. Model Subtraction Facts</p>	<p>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.</p> <p>MP4 Model with mathematics.</p>

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2. Solve Problems with Doubles	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Identify Fact Families	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
Topic 7	
7-1 Making Numbers 11 to 19	
1. Apply Addition Facts	<p>1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Basic Addition Facts	<p>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.</p> <p>MP4 Model with mathematics.</p>

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3. Compare Numbers / Describe Sets / Write Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
7-2 Using Numbers 11 to 19	
1. Basic Addition Facts	<p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Sets of Tens and Ones	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP7 Look for and make use of structure.</p>
3. Using Fact Families	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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7-3 Counting by 10's to 120	
1. Apply Basic Facts	<p>1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MP7 Look for and make use of structure.</p>
2. Apply Basic Facts	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Apply Basic Facts	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
7-4 Counting on a Hundred Chart	
1. Order Numbers (<i>Grade K</i>)	<p>(Grade K) K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>MP7 Look for and make sense of structure.</p>
2. Apply Basic Facts	<p>1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>MP7 Look for and make use of structure.</p>
3. Write Addition Sentences	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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4. Write Subtraction Sentences	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
7-5 Using Skip Counting	
1. Addition and Subtraction	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Use Doubles to Add	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Make 10 to Add	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
7-6 Problem Solving: Look for a Pattern	
1. Skip Count by 2's	<p>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.</p> <p>MP6 Attend to precision.</p>

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2. Use Near Doubles	<p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Apply Basic Facts	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
Topic 8	
8-1 Counting with Groups of 10 and Leftovers	
1. Apply Basic Facts / Use Objects	<p>1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Skip Count by 5’s	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
3. Identify 10 More Than	<p>1.NBT.B.2c 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).</p> <p>MP2 Reason abstractly and quantitatively.</p>
8-2 Numbers Made with Tens	
1. Skip Count by 2’s	<p>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.</p> <p>MP7 Look for and make use of structure.</p>

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2. Use Addition Models	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Use Addition Models	<p>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.</p> <p>MP5 Use appropriate tools strategically.</p>
8-3 Tens and Ones	
1. Count by Tens	<p>1.NBT.B.2c 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).</p> <p>MP7 Look for and make use of structure.</p>
2. Related Facts	<p>1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Create Sets of 10	<p>1.NBT.B.2c 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).</p> <p>MP7 Look for and make use of structure.</p>
8-4 Expanded Form	
1. Skip Count by 10's	<p>1.NBT.B.2c 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).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Apply Basic Facts	<p>1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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3. Use Sets of Tens and Ones	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. MP6 Attend to precision.
8-5 Ways to Make Numbers	
1. Count and Group Objects	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. MP7 Look for and make use of structure.
2. Count by 5's	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. MP7 Look for and make use of structure.
3. Write Number Sentences	1.OA.B.3 Apply properties of operations as strategies to add and subtract. ² <i>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> MP7 Look for and make use of structure.
8-6 Problem Solving: Make an Organized List	
1. Tens and Ones	1.NBT.B.2c 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). MP1 Make sense of problems and persevere in solving them.
2. Apply Basic Facts	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. MP6 Attend to precision.
3. Ways to Make Numbers	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. MP2 Reason abstractly and quantitatively.

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Topic 9	
9-1 1 More, 1 Less; 10 More, 10 Less	
1. Apply Basic Facts	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP6 Attend to precision.</p>
2. Tens and Ones	<p>1.NBT.B.2c 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).</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Write Number Sentences	<p>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.</p> <p>MP4 Model with mathematics.</p>
9-2 Making Numbers on a Hundred Chart	
1. Use Concrete and Pictorial Models	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
2. Subtract Ten	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP6 Attend to precision.</p>

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<p align="center">Grade 1 Topic-Lesson Daily Common Core Review</p>	<p align="center">Common Core State Standard for Mathematics Grade 1</p>
<p>3. Use Concrete and Pictorial Models / Use Sets of Tens and Ones</p>	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>9-3 Comparing Numbers with $>$, $<$, $=$</p>	
<p>1. Add One More</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Related Facts</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>

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3. Skip Count by 10's	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP6 Attend to precision.</p>
9-4 Ordering Three Numbers	
1. Compare and Order Numbers	<p>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 $<$.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
2. Subtract Tens	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Compare and Order Numbers	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>
9-5 Problem Solving: Make an Organized List	
1. Compare and Order Numbers	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Compare and Order Numbers	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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3. Make a Table	<p>1.NBT.B.2c 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).</p> <p>MP4 Model with mathematics.</p>
Topic 10	
10-1 Adding Groups of 10	
1. Model Basic Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>
2. Create Sets of Tens	<p>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.</p> <p>MP7 Look for and make use of structure.</p>

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<p>3. Create Sets of Tens</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>10-2 Adding Tens on a Hundred Chart</p>	
<p>1. Model Problem Situations</p>	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP4 Model with mathematics.</p>
<p>2. Order Whole Numbers / Find Patterns in Numbers</p>	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>3. Skip Count by Tens</p>	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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10-3 Adding Tens to Two-Digit Numbers	
1. Write Number Sentences	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Model Problem Situations	<p>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.</p> <p>MP5 Use appropriate tools strategically.</p>
3. Write Number Sentences / Use Patterns to Add	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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10-4 Using Mental Math to Add Tens	
1. Make an organized list to find a solution	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
2. Add tens using a hundred chart	<p>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.</p> <p>MP4 Model with mathematics.</p>
3. Adding tens to two-digit numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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10-5 Adding to a Two-Digit Number	
1. Add Two-Digit Numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Identify 10 More Than	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP7 Look for and make use of structure.</p>
3. Show Equivalence with Number Expressions	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
10-6 Problem Solving: Draw a Picture and Write a Number Sentence	
1. Order Whole Numbers	<p>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.</p> <p>MP6 Attend to precision.</p>

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2. Adding to a Two-Digit Number	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Represent Two-Digit Numbers	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
Topic 11	
11-1 Subtracting Groups of 10	
1. Subtraction	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2. Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Counting Groups of Ten	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
11-2 Subtracting Tens on a Hundred Chart	
1. Add Tens	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
2. Find Patterns in Numbers / Order Whole Numbers	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
3. Write Number Sentences	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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11-3 Subtracting Tens from Two-Digit Numbers	
1. Subtracting Tens	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
2. Subtracting Tens	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
3. Write Number Sentences/ Use Patterns to Subtract	<p>1.NBT.C.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>MP5 Use appropriate tools strategically.</p>

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11-4 Using Mental Math to Subtract Tens	
1. Add Two-Digit Numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Compare and Order Numbers	<p>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 $<$.</p> <p>MP6 Attend to precision.</p>
3. Identify Numbers	<p>1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>MP7 Look for and make use of structure.</p>
4. Add Two-Digit Numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
11-5 Subtracting from a Two-Digit Number	
1. Show Equivalent Forms	<p>1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2. Identify 10 Less	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>MP7 Look for and make use of structure.</p>
3. Show Equivalent Forms	<p>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 $<$.</p> <p>MP4 Model with mathematics.</p>
11-6 Problem Solving: Draw a Picture and Write a Number Sentence	
1. Compare and Order Numbers	<p>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 $<$.</p> <p>MP6 Attend to Precision.</p>
2. Subtract Tens	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
3. Subtract Tens	<p>1.NBT.C.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>MP1 Make sense of problems and persevere in solving them.</p>

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Topic 12	
12-1 Comparing and Ordering by Length	
1. Compare and Order Whole Numbers	<p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
2. Addition with 3 Addends	<p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Ways to Make Numbers	<p>1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MP5 Use appropriate tools strategically.</p>
12-2 Indirect Measurement	
1. Subtracting tens	<p>1.NBT.C.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>MP7 Look for and make use of structure.</p>
2. Compare and Order Lengths	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP4 Model with mathematics.</p>
3. Compare and Order Numbers	<p>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 $<$.</p> <p>MP6 Attend to precision.</p>

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12-3 Using Units to Estimate and Measure Length	
1. Order Objects by Length	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP4 Model with mathematics.</p>
2. Tens and Ones	<p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Compare and Order Numbers	<p>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 $<$.</p> <p>MP6 Attend to precision.</p>
12-4 More Measuring Length	
1. Subtraction	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
2. Estimate Length	<p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>MP5 Use appropriate tools strategically.</p>

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3. Compare Lengths	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP4 Model with mathematics.</p>
12-5 Problem Solving: Use Reasoning	
1. Subtraction	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
2. Estimate Length	<p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>MP5 Use appropriate tools strategically.</p>
3. Compare and Order Objects by Length	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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12-6 Measuring Using Different Units	
1. Measure Length	<p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>MP5 Use appropriate tools strategically.</p>
2. Compare and Order Lengths	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Write Subtraction Sentences	<p>1.NBT.C.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>MP4 Model with mathematics.</p>
Topic 13	
13-1 Understanding the Hour and Minute Hands	
1. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>2. Skip Count by Tens</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Model Parts of 10</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP7 Look for and make use of structure.</p>
<p>13-2 Telling and Writing Time to the Hour</p>	
<p>1. Apply Basic Facts</p>	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
<p>2. Time to the Hour</p>	<p>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</p> <p>MP6 Attend to precision.</p>

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3. Subtract Tens	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
13-3 Telling and Writing Time to the Half Hour	
1. Addition Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Length with Nonstandard Units	<p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>MP5 Use appropriate tools strategically.</p>
3. Time to the Hour	<p>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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13-4 Problem Solving: Use Data from a Table	
1. Time to the Half Hour	<p>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</p> <p>MP6 Attend to precision.</p>
2. Apply Basic Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Time to the Half Hour / Draw a Picture	<p>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</p> <p>MP4 Model with mathematics.</p>
Topic 14	
14-1 Using Data from Real Graphs	
1. Model Basic Addition Facts	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2. Identify Ways to Make Numbers	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Tell Time to the Half-Hour	<p>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</p> <p>MP6 Attend to precision.</p>
14-2 Using Data from Picture Graphs	
1. Compare Lengths	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Read Time to the Half Hour	<p>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</p> <p>MP6 Attend to precision.</p>
3. Write Number Sentences	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP4 Model with mathematics.</p>

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14-3 Using Data from Bar Graphs	
1. Compare Whole Numbers	<p>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 $<$.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
2. Identify and Use Fact Families	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Use Graphs	<p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MP5 Use appropriate tools strategically.</p>
14-4 Collecting Data Using Tally Marks	
1. Patterns in Related Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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2. Use Graphs	<p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MP5 Use appropriate tools strategically.</p>
3. Compare Numbers	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$</i></p> <p>MP2 Reason abstractly and quantitatively.</p>
14-5 Making Real Graphs	
1. Measure Length	<p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>MP5 Use appropriate tools strategically.</p>
2. Use Graphs	<p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Write Numbers	<p>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.</p> <p>MP6 Attend to precision.</p>

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14-6 Making Picture Graphs	
1. Apply Basic Facts	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
2. Adding Three Numbers	<p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Make and Use Charts	<p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MP6 Attend to precision.</p>
14-7 Problem Solving: Make a Graph	
1. Draw Conclusions Using Graphs	<p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MP7 Look for and make use of structure.</p>

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2. Solve Number Sentences	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
3. Apply Basic Facts	<p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
Topic 15	
15-1 Identifying Plane Shapes	
1. Compare and Order Numbers	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Solve Two-Digit Subtraction	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>

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3. Identify Inverse Operations	<p>1.OA.B.3 Apply properties of operations as strategies to add and subtract.²<i>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></p> <p>MP7 Look for and make use of structure.</p>
15-2 Problem Solving: Make an Organized List	
1. Model Part-Whole Concepts	<p>1.OA.B.3 Apply properties of operations as strategies to add and subtract.²<i>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></p> <p>MP7 Look for and make use of structure.</p>
2. Attributes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>
3. Make a Table	<p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MP5 Use appropriate tools strategically.</p>
15-3 Properties of Plane Shapes	
1. Use Skip Counting	<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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2. Identify Plane Shapes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>
3. Represent Two-Digit Numbers	<p>1.NBT.C.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>MP5 Use appropriate tools strategically.</p>
15-4 Building with Shapes	
1. Model Subtraction Situations	<p>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.</p> <p>MP4 Model with mathematics.</p>
2. Compare Objects Using Weight (<i>Grade K</i>)	<p>(<i>Grade K</i>) K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Solve Two-Digit Subtraction	<p>1.NBT.C.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>MP6 Attend to precision.</p>

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4. Use Doubles Facts	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP2 Reason abstractly and quantitatively.</p>
15-5 Making New Shapes from Shapes	
1. Solve Two-Digit Subtraction	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
2. Identify Plane Shapes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>
3. Compare Shape Attributes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
15-6 Identifying Solid Figures	
1. Represent Numbers on a Ten Frame	<p>1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>2. Apply Inverse Operations</p>	<p>1.OA.B.3 Apply properties of operations as strategies to add and subtract.²<i>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></p> <p>MP7 Look for and make use of structure.</p>
<p>3. Identify Shape Attributes</p>	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>
<p>15-7 Flat Surface and Vertices</p>	
<p>1. Use Diagrams to Solve</p>	<p>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.</p> <p>MP4 Model with mathematics.</p>
<p>2. Decompose Plane Shapes</p>	<p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>MP7 Look for and make use of structure.</p>

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3. Solve Two-Digit Subtraction	<p>1.NBT.C.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>MP2 Reason abstractly and quantitatively.</p>
15-8 Sorting Solid Figures	
1. Order Whole Numbers	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Compare Shape Attributes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>
3. Making 10 to Add	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP7 Look for and make use of structure.</p>

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15-9 Building with Solid Figures	
1. Decompose Solid Figures	<p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Compare Shape Attributes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>
3. Compose Plane Shapes	<p>1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>MP7 Look for and make use of structure.</p>
15-10 Problem Solving: Use Reasoning	
1. Order Whole Numbers	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Compare Shape Attributes	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP7 Look for and make use of structure.</p>

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3. Make New Shapes from Shapes	<p>1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>MP7 Look for and make use of structure.</p>
4. Use Counting Strategies	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>
Topic 16	
16-1 Making Equal Parts	
1. Identify Length	<p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>MP5 Use appropriate tools strategically.</p>
2. Write Number Sentences	<p>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.</p> <p>MP6 Attend to precision.</p>
3. Compare Whole Numbers	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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16-2 Describing Equal Parts of Whole Objects	
1. Apply Basic Facts	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Identify Time	<p>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</p> <p>MP6 Attend to precision.</p>
3. Identify Tens and Ones	<p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>MP7 Look for and make use of structure.</p>
16-3 Making Halves and Fourths of Rectangles and Circles	
1. Patterns	<p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
2. Addition	<p>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.</p> <p>MP6 Attend to precision.</p>

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3. Equal Parts	<p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>MP7 Look for and make use of structure.</p>
16-4 Problem Solving: Draw a Picture	
1. Determine Number Patterns	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Compare and Order Numbers	<p>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 $<$.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Make Equal Parts	<p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>MP7 Look for and make use of structure.</p>