

# Grade 1 Key Concepts by LearnZillion Unit

Key Concepts for each unit can provide instructional guidance around the main focus for student learning and the depth of exploration and mastery toward a standard. The final focus for each standard is indicated with **black outline**. A **+** indicates the focus of this standard is isolated to a single unit.

Standards for Math Practice(MP.#) have been listed for each Key Concept. While the curriculum highlights opportunities to elevate these in learning, it is essential that these standards be embedded into student learning when they occur regardless of the few called out in this document. For more information on the Standards for Math Practice, please visit: [Illustrative Math](#)

A few questions teams have asked while using this document:

- Where does the standard occur before it is **finalized?**
- To what depth is the current unit calling for? (range of numbers, strategies, use of abstraction like equations, concept awareness and flexibility, etc.)
- What “I can” or “I know” statements would make the Key Concepts clear to my learning community?
- How does the standard progress over the year?

Key Concepts (Term 1)	Content Standards	Practice Standards
<b>Unit 1 - Understanding ten ones make a ten</b>		
1. A ten is a bundle of ten ones.	<b>1.NBT.B.2.a+</b>	MP.2, MP.3, MP.7
2. The numbers from 11 to 19 are made of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9.	<b>1.NBT.B.2.b+</b>	MP.2, MP.3, MP.7
3. We can count on or make ten to add and subtract within 20, and the total or difference stays the same regardless of the strategy we use.	1.OA.A.1	MP.1, MP.2, MP.3, MP.7
<b>Unit 2 - Using data to add and subtract to 20</b>		
1. We can organize, represent, and interpret data to answer questions about situations.	1.MD.C.4	MP.1, MP.4
2. We can use counting to add because counting on n more is the same as adding on more.	1.OA.A.1, 1.OA.C.5, 1.MD.C.4	MP.1, MP.4, MP.6
3. We can use counting to subtract because figuring out how many to count on is the same as figuring out how many were added on.	1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.MD.C.4	MP.1, MP.4, MP.6
<b>Unit 3 - Ordering and comparing lengths</b>		
1. Comparing lengths of objects requires taking both endpoints into account.	<b>1.MD.A.1+</b>	MP.2, MP.3, MP.5, MP.6, MP.7
2. If object A is longer than object B and object B is longer than object C, then object A is longer than object C	<b>1.MD.A.1+</b>	MP.2, MP.3, MP.5, MP.7
<b>Unit 4 - Exploring quantities to 99</b>		
1. As we count by ones, the quantity represented by the number in the counting sequence increases by one because every whole number is one away from the whole number before or after it in the counting sequence.	1.NBT.A.1,	MP.4, MP.6, MP.7
2. As we count by tens, the quantity represented by the number in the counting sequence increases by tens.	1.NBT.A.1 1.NBT.B.2c	MP.4, MP.6, MP.7

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3. Quantities are conserved, regardless of how they are counted.	1.NBT.A.1	MP.6, MP.7
<b>Unit 5 - Telling and writing time to the hour</b>		
1. We can tell and write time to the hour using analog and digital clocks.	1.MD.B.3	MP.5, MP.6
<b>Unit 6 - Developing addition and subtraction strategies</b>		
1. The commutative property can be applied to addition.	1.OA.B.3, 1.OA.B.4	MP.3, MP.7
2. Subtraction can be thought of as an unknown-addend problem because of the inverse relationship between addition and subtraction.	1.OA.B.3, 1.OA.B.4	MP.3, MP.7
3. We can use strategies such as making ten, counting on, and the relationship between addition and subtraction to add and subtract within 20.	1.OA.B.3, 1.OA.B.4	MP.3, MP.7
<b>Unit 7 - Distinguishing attributes of shapes</b>		
1. Shapes have both defining (triangle are closed three-sided shapes) and non-defining (color, orientation, overall size) attributes	1.G.A.1	MP.3, MP.7
<b>Unit 8 - Using place value to read, write, represent, and compare numbers</b>		
1. When we count to 120, we use tens and ones in the same way as when we count to 20.	1.NBT.A.1	MP.2, MP.7
2. The first digit of a two-digit number tells us how many tens there are, and the second digit tells us how many ones there are.	1.NBT.B.2.c	MP.2, MP.7
3. Understanding the structure of the place value system allows us to determine whether one number within (100) is greater than, less than, or equal to another number.	1.NBT.B.2.c, 1.NBT.B.3	MP.2, MP.7
<b>Standards in Progress...</b>	<b>Standards Finalized (in Maintenance)</b>	<b>Standards Not Yet Taught</b>
1.OA.A.1 - Students can solve word problems within 20 using making a ten, counting on in both addition and subtraction ("think addition" such as $9-7=?$ as 7 and how many more to get to 9) 1.OA.B.3 & 1.OA.B.4 - Student begin to understand the addition properties of associative (composing in any order $2+4+6=2+10=12$ ) and commutative (moving the order of numbers $3+5=5+3$ ) within 20. Students begin to understand "think addition" (such as $9-7=?$ As 7 and how many more to get to 9) within 20 1.OA.C.5 - Students begin to understand the inverse relationship of addition and subtraction within 10 1.NBT.B.3 - Students compare numbers using "greater than, less than, equal to" not necessarily $>, <, =$ 1.MD.B.3 - Students can tell time to the hour with analog and digital 1.MD.C.4 - Students sort, organize, and ask questions about data, and answer how many in each category (up to 3 categories) and altogether 1.G.A.1 - Students have mostly finalized the standard here but reviewed in Unit 12 to use with 1.G.A.3	1.NBT.A.1 1.NBT.B.2.a 1.NBT.B.2b 1.NBT.B.2.c 1.MD.A.1	1.OA.A.2 1.OA.C.6 1.OA.D.7 1.OA.D.8 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.A.2 1.G.A.3
<b>Key Concepts (Term 2)</b>	<b>Content Standards</b>	<b>Practices Standards</b>
<b>Unit 9 - Extending strategies for solving addition and subtraction problems</b>		

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1. Objects and drawings can be used to represent and solve situational problems (add to, take from, put together, take apart, and comparing with unknowns in all positions) involving addition and subtraction.	1.OA.A.1	MP.1, MP.2, MP.3
2. We can use strategies such as making ten, counting on, decomposing a number leading to a ten and the relationship between addition and subtraction to add and subtract within 20.	1.OA.B.3, 1.OA.B.4, 1.OA.C.6	MP.1, MP.2, MP.4
3. The equal sign indicates balance and means that the expressions on either side have the same value.	1.OA.D.7	MP.1, MP.2, MP.4
4. We can organize, represent and interpret data (up to three categories) and make comparative statements about the values in the categories using our knowledge of numbers.	1.OA.A.1, 1.OA.C.6, 1.OA.D.7, 1.MD.C.4	MP.1, MP.2, MP.3
<b>Unit 10 - Telling and writing time to the half hour</b>		
1. We can tell and write time to the half hour using analog and digital clocks.	1.MD.B.3	MP.5, MP.6, MP.7
<b>Unit 11 - Adding multiples of ten</b>		
1. We can find 10 more than a two-digit number without having to count, by adding a ten.	1.NBT.C.5	MP.1, MP.5
2. We can add two-digit numbers by adding tens to tens and ones to ones.	1.NBT.C.4	MP.1, MP.5
3. When adding two-digit numbers, we can compose a new ten from ones.	1.NBT.C.4	MP.1, MP.5
<b>Unit 12 - Composing and drawing shapes</b>		
1. Shapes have attributes that are both defining (number of sides) and non-defining (size).	1.G.A.1	MP.2, MP.4
2. We can use two- and three-dimensional shapes to compose a composite shape.	1.G.A.1, 1.G.A.2+	MP.2, MP.4
<b>Unit 13 - Interpreting and using symbols in numeric expressions and comparisons</b>		
1. True equations show the same value on either side of the equals sign. (An equation says that the quantities on either side of the equals sign are the same. An equation is true if the quantities on either side of the equal sign are the same, and false if they are not.)	1.OA.D.7	MP.2, MP.4
2. The unknown number in an equation will make the equation true.	1.OA.D.8+	MP.2, MP.4
3. Symbols can be used to compare numbers. (We can use the < and > symbols to compare quantities that are not equal.)	1.NBT.B.3	MP.2, MP.4
<b>Unit 14 - Using understanding of place value to add and subtract</b>		
1. When adding two-digit numbers, we add tens with tens and ones with ones (sometimes composing a ten).	1.NBT.C.4	MP.6, MP.7, MP.8
2. We can find ten more or ten less without having to count.	1.NBT.C.5	MP.6, MP.7, MP.8
3. We can use our understanding of place value to add and subtract ten to/from multiples of ten.	1.NBT.C.6+	MP.6, MP.8

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### Unit 15 - Applying properties of operations to solve addition problems

1. We can add more than two numbers together.	1.OA.A.2, 1.OA.B.3	MP.2, MP.7, MP.8
2. When we are adding numbers together, it doesn't matter what order they are written in.	1.OA.A.2, 1.OA.B.3	MP.2, MP.7, MP.8
3. When we are adding numbers together, it doesn't matter how they are grouped.	1.OA.A.2, 1.OA.B.3	MP.1, MP.7, MP.8

### Unit 16 - Measuring lengths with non-standard units

1. Lengths can be measured indirectly by iterating length units.	1.MD.A.2	MP.2, MP.3, MP.5, MP.6
2. The length measurement is the number of same-size length units that span it with no gaps or overlaps.	1.MD.A.2	MP.2, MP.3, MP.5, MP.6
3. Length measurements are only accurate if the end of the length unit and the object being measured are aligned.	1.MD.A.2	MP.2, MP.3, MP.5, MP.6

### Unit 17 - Finding equal shares of shapes

1. Circles and rectangles can be partitioned into two smaller equal shares (use the terminology halves and half of) and describe the whole as two of the smaller equal shares.	1.G.A.3	MP.3
2. Circles and rectangles can be partitioned into four smaller equal shares (use the terminology fourths, quarters, fourth of, and quarter of) and describe the whole as four of the smaller equal shares.	1.G.A.3	MP.3

### (optional) Unit 18 - Demonstrating proficiency in addition and subtraction situations

1. The meaning of addition and subtraction do not change no matter which tools we are using.	1.OA.A.1, 1.OA.C.6	MP.3, MP.8
2. We can solve many kinds of problems using addition and subtraction.	1.OA.A.1, 1.OA.C.6	MP.3, MP.8
3. We can use addition and subtraction facts we already know to help us solve addition and subtraction problems we haven't seen before.	1.OA.A.1, 1.OA.C.6	MP.3, MP.8

\* **1.OA.C.6 - Add/Sub within 10:** Fluency is built all year within lessons, during Number Talks and through game play. Focus on efficiency and flexibility that lead to accuracy is key for this standard.

KEY:

Color by Domain	NF	OA	CC	GEO	NBT	MD
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