GRADE ONE

By the end of grade one, students learn to understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.
a. Write these as numbers:

forty-six \hspace{1cm} 46
seventeen \hspace{1cm} 17
fifteen \hspace{1cm} 15
sixty-four \hspace{1cm} 64
thirty-one \hspace{1cm} 31
ninety \hspace{1cm} 90

b. Write the numbers that you would say when you count forward from 63:

63 64 65 66 67 68 69 70 71
If the statement is true, circle true. If the statement is false, circle false.

- $4 < 3$ ....................true
- $5 > 4$ ....................true
- $19 = 19$ ....................true
- $19 < 14$ ....................true
- $23 > 18$ ....................true
- $45 > 28$ ....................true
- $92 < 84$ ....................true
a. Make up an addition or subtraction sentence that has 8 as the answer.

   _____  +  _____  =  8

b. Make up another math sentence that has 8 as the answer.

   _____  +  _____  =  8

Any of the following additions are correct: 0 + 8, 1 + 7, 2 + 6, 3 + 5, 4 + 4.

c. Make up another math sentence that has 8 as the answer.

   _____  -  _____  =  8

Any two numbers with a difference of 8 is a correct answer. For example, 9 - 1, 10 - 2, or 11 - 3.
There are 10 sticks in each bundle.

1) Write the number of sticks in group a.

2) Then write the number of sticks in group b.

a. \[ \begin{array}{ccc}
+++
++
++
\end{array} + | = 33 (3 \text{ tens} + 3 \text{ ones}) \]

b. \[ \begin{array}{cc}
++
++
\end{array} + \begin{array}{c}
|||
\end{array} = 26 (2 \text{ tens} + 6 \text{ ones}) \]
**Answer Key For The California Mathematics Standards**

**Grade 1**

**Number Sense 1.0**: Students understand and use numbers up to 100.

**NS 1.5**: Students identify and know the value of coins and show different combinations of coins that equal the same value.

- **a. Encircle a group of coins that will equal 35 cents:**
  - (10 cent coins)
  - (5 cent coins)
  - (1 cent coins)

- **b. Encircle a different group of coins that will equal 35 cents:**
  - (10 cent coins)
  - (5 cent coins)
  - (1 cent coins)

There are many correct answers. These are two examples.
Number Sense 2.0: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

NS 2.1: Students know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

Answer as many facts as you can in two minutes.

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**Number Sense 2.0**: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

**NS 2.1**: Students know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

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<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
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NS 2.2: Students use the inverse relationship between addition and subtraction to solve problems.

a. Use these numbers to make two correct number sentences using addition:

\[
\begin{align*}
5 &+ 2 = 7 \\
2 &+ 5 = 7
\end{align*}
\]

b. Use these numbers to make two correct number sentences using subtraction:

\[
\begin{align*}
7 &- 5 = 2 \\
7 &- 2 = 5
\end{align*}
\]
Number Sense 2.0: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

NS 2.3: Students identify one more than, one less than, 10 more than, and 10 less than a given number.

Write the answers:

a. One more than thirty-eight
   39
   \[+1\]
   \[39\]

b. Ten more than sixty
   70
   \[+10\]
   \[70\]

c. One less than twenty-seven
   26
   \[-1\]
   \[26\]

d. Ten less than forty-six
   36
   \[-10\]
   \[36\]
Answer Key For The California Mathematics Standards
Grade 1

**Number Sense 2.0:** Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

**NS 2.4:** Students count by 2s, 5s, and 10s to 100s.

a. **Count by twos:**
   
   2 \[ \begin{array}{cccccccccc}
   & 4 & 6 & 8 & 10 & 12 & 14 & 16 & 18 & 20 \\
   \end{array} \]

b. **Count by fives:**
   
   5 \[ \begin{array}{cccccccccc}
   10 & 15 & 20 & 25 & 30 & 35 & 40 & 45 & 50 \\
   \end{array} \]

c. **Count by tens:**
   
   10 \[ \begin{array}{cccccccccc}
   20 & 30 & 40 & 50 & 60 & 70 & 80 & 90 & 100 \\
   \end{array} \]
Answer Key For The California Mathematics Standards
Grade 1

**Number Sense 2.0:** Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

**NS 2.5:** Students show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

Write the answers:

a. I had 10 cupcakes, and I ate 3 of them. How many cupcakes do I have left?  
   
   \[
   \begin{array}{c}
   10 \\
   -3 \\
   \hline
   7 \\
   \end{array}
   \]
   7 cupcakes

b. Jerry had 8 pencils. His brother gave him 4 more pencils. How many pencils does Jerry have now?  
   
   \[
   \begin{array}{c}
   8 \\
   +4 \\
   \hline
   12 \\
   \end{array}
   \]
   12 pencils

c. Tim had 6 toy cars. Sam had 7 toy cars. How many cars did they have together?  
   
   \[
   \begin{array}{c}
   6 \\
   +7 \\
   \hline
   13 \\
   \end{array}
   \]
   13 toy cars

d. Ann read 12 books. Kelly read 4. How many more books than Kelly did Ann read?  
   
   \[
   \begin{array}{c}
   12 \\
   -4 \\
   \hline
   8 \\
   \end{array}
   \]
   8 books
Number Sense 2.0: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

NS 2.6: Students solve addition and subtraction with one- and two-digit numbers (e.g., 5 + 58 = ___).

Write the answers:

a. 34
   + 23
   ______
   57

d. 35
   - 3
   ___
   32

b. 57
   - 4
   ___
   53

e. 39
   - 8
   ___
   31

c. 16
   + 40
   ___
   56

f. 42
   + 4
   ___
   46
Write the answers:

a. 5 + 3 + 2 = 10

b. 6 + 4 + 3 = 3

Number Sense 2.0: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

NS 2.7: Students find the sum of three one-digit numbers.
Kim has 62 trading cards. Lou has 20 trading cards. About how many more cards does Kim have than Lou? Circle the closest answer.

80  60  40  20

Think of 62 as about 60. Subtract 20 from 60 to estimate the difference.
Write a number sentence to solve this problem.

Marie had 9 pencils. She gave away 4 of the pencils. How many does Marie have left?

\[9 - 4 = 5\]

AF 1.1: Students write and solve number sentences from problem situations that express relationships involving addition and subtraction.

Algebra and Functions 1.0: Students use number sentences with operational symbols and expressions to solve problems.
Fill in + or − to make the number sentence true:

a. 5 \[\text{+}\] 3 = 8

b. 5 \[\text{−}\] 3 = 2

c. 3 \[\text{+}\] 4 = 7
Measurement and Geometry 1.0: Students use direct comparison and nonstandard units to describe the measurements of objects.

MG 1.1: Students compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

a. About how many paper clips tall is the dog? 2

b. About how many paper clips tall is the elephant? 4
a. Is 10:30 a.m. before or after you eat lunch?  
**Before**

b. Is 2:30 p.m. before or after you eat lunch?  
**After**
**Measurement and Geometry 2.0:** Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

**MG 2.1:** Students identify, describe, and compare triangles, rectangles, squares and circles, including the faces of three-dimensional objects.

Write the letter of the correct answer next to the shape.

- D. square
- B. cube
- A. triangle
- C. cylinder
- E. rectangle that is not a square
- F. circle
Answer Key For The California Mathematics Standards
Grade 1

**Measurement and Geometry 1.0:** Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

**MG 2.2:** Students classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

Circle the object that is not a rectangle:

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
a. Write the letter A above the rectangle.
b. Write the letter B below the rectangle.
c. Write the letter C in the rectangle.
d. Write the letter D to the right of the rectangle.
S 1.1: Students sort objects and data by common attributes and describe the categories.

This graph shows how many sad faces there are. Draw a bar on the graph to show how many happy faces there are:
Statistics, Data Analysis, and Probability 1.0: Students organize, represent, and compare data by category on simple graphs and charts.

S 1.2: Students represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

This graph shows which fruits children like.

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>5</td>
</tr>
<tr>
<td>bananas</td>
<td>20</td>
</tr>
<tr>
<td>oranges</td>
<td>10</td>
</tr>
<tr>
<td>pears</td>
<td>15</td>
</tr>
<tr>
<td>pineapples</td>
<td>5</td>
</tr>
</tbody>
</table>

a. How many children like apples? 15
b. Which fruit do the most children like? bananas
c. Which fruit do the fewest children like? oranges
### Answer Key For The California Mathematics Standards

#### Grade 1

<table>
<thead>
<tr>
<th>Statistics, Data Analysis, and Probability 1.0: Students organize, represent, and compare data by category on simple graphs and charts.</th>
</tr>
</thead>
</table>

**S 1.2:** Students represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

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**[CONTINUED]**

Kim did a survey of her class to see which flavor ice cream students liked. The chart below shows her results. Read the chart and answer the questions.

<table>
<thead>
<tr>
<th>Flavors</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td></td>
</tr>
<tr>
<td>Vanilla</td>
<td></td>
</tr>
<tr>
<td>Strawberry</td>
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</tr>
</tbody>
</table>

a. Which ice cream flavor did students like the most?

- **chocolate**

b. How many students like vanilla?

- 7

c. How many more students chose chocolate than chose vanilla?

- 3
**Statistics, Data Analysis, and Probability 2.0:** Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.

S 2.1: Students describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Look at the pattern below determined by the first three objects. Draw the next shape in the blank.