

Common Core Standards Alignment Chart • Grade 1

Units	1.OA.1	1.OA.2	1.OA.3	1.OA.4	1.OA.5	1.OA.6	1.OA.7	1.OA.8	1.NBT.1	1.NBT.2	1.NBT.3	1.NBT.4	1.NBT.5	1.NBT.6	1.MD.1	1.MD.2	1.MD.3	1.MD.4	1.G.1	1.G.2	1.G.3
Operations & Algebraic Thinking																					
Unit 1: Add To and Take From	✓			✓																	
Unit 2: Put Together and Take Apart	✓			✓																	
Unit 3: Add and Subtract to Compare	✓			✓																	
Unit 4: Add Three Numbers		✓																			
Unit 5: Use Properties of Addition to Add		✓	✓																		
Unit 6: Use Strategies to Add			✓		✓	✓															
Unit 7: Use Strategies to Subtract			✓	✓	✓	✓															
Unit 8: Find the Missing Number							✓	✓													
Numbers & Operations in Base Ten																					
Unit 9: Count, Read, and Write Numbers to 120									✓												
Unit 10: Tens and Ones										✓											
Unit 11: Compare Numbers										✓	✓										
Unit 12: Add Two-Digit and One-Digit Numbers												✓	✓	✓							
Unit 13: Ten More, Ten Less												✓	✓								
Unit 14: Add Multiples of Ten												✓									
Unit 15: Subtract Multiples of Ten														✓							
Measurement & Data																					
Unit 16: Compare and Order Lengths															✓	✓					
Unit 17: Measure Length with Non-Standard Units																✓					
Unit 18: Tell and Write Time																	✓				
Unit 19: Interpret Data																		✓			
Geometry																					
Unit 20: Use Plane Shapes																				✓	
Unit 21: Use Solid Shapes																					✓
Unit 22: Parts of Shapes																					✓

How Does Common Core Mathematics Help My Students?

- **Mini-lesson for each unit** introduces Common Core math skills and concepts.

Unit 8
Find the Missing Number

Standard **Operations and Algebraic Thinking**
Work with addition and subtraction equations.
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Model the Skill

• Write the following equations on the board.

$2 = 1 + 1$	$7 - 1 = 6$
$3 = 4 + 1$	$8 - 3 = 4$
$3 + 1 = 4$	$8 - 3 = 5$

• Explain that an equation shows two expressions, one on each side of an equal sign, that are equal. Say: Look at the equations. We will find which one is true and which one is false. Point to $2 = 1 + 1$. Instruct students to find the equal sign and then look at both sides of it.

• Ask: Do both sides show the same amount? (yes) If both sides have the same amount, it is true. Ask what other equations on the board are true.

• Have students look at $3 = 4 + 1$. Ask: Do both sides show the same amount? (no) If both sides do not have the same amount, it is false. Ask what other equations on the board are false.

• Assign students the appropriate practice page(s) to support their understanding of the skill. Point out that the equal sign can be in different places in an equation.

Assess the Skill

Use the following problems to pre-/post-assess students' understanding of the skill.

Tell whether the equation is true or false.

$12 = 12$	$7 + 6 = 6 + 7$
$5 + 6 = 12$	$9 - 4 = 3 + 3$

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Common Core Standard(s) covered in the unit


Mini-lesson introduces or refreshes target skills and concepts


Quick and easy ongoing assessment opportunities


- **Four practice pages** with three levels of differentiated practice, and word problems follow each mini-lesson.


Unit 8 • Find the Missing Number Name _____

Fill in the missing number.

① $7 + \underline{\quad} = 10$ 

② $11 - 2 = \underline{\quad}$ 

③ $7 = 3 + \underline{\quad}$ 

④ $5 = \underline{\quad} - 3$ 

...ers that also show $5 + 3 = 8$.

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Level 1: Students who need extra support can start at the first practice page, which offers the most on-page support. This page often includes illustrations or model drawing to support every question.

Level 1





Level 2: The second level of practice offers streamlined support features for the first few problems (illustrations, model drawing, or an algorithm reminder for support)

Unit 3 • Find the Missing Number

Name _____

Fill in the missing number.

1 $7 + 4 = \underline{\quad}$ 2 $11 = \underline{\quad} - 4$

3 $12 - 2 = \underline{\quad}$ 4 $8 + 2 = \square$

5 $7 = 3 + \underline{\quad}$ 6 $20 - \square = 19$

★ Tell how you solved Problem 5.

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Level 2



Level 3: The third practice page does not offer on-page support and depicts how students are expected to be able to perform at this grade level, whether in class or in testing.

Unit 3 • Find the Missing Number

Name _____

Fill in the missing number.

1 $3 + 4 = \underline{\quad}$ 2 $6 - 4 = \underline{\quad}$

3 $12 - \underline{\quad} = 9$ 4 $11 - \underline{\quad} = 7$

5 $\underline{\quad} + 7 = 15$ 6 $\underline{\quad} + 5 = 13$

7 $13 = 6 + \underline{\quad}$ 8 $3 = 6 - \underline{\quad}$

★ Tell how you could use subtraction to solve Problem 6.

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Level 3



Each practice page includes a bonus thinking-skills question so students can answer “How do you know?” to address Common Core Standards of Mathematical Practice and demonstrate their reasoning and understanding of the concept.



Tell how you could use subtraction to solve Problem 6.

Bonus Thinking Skills question on each practice page

Word Problems: Each unit ends with a page of short answer and multiple-choice word problems so students are challenged to marry their computation skills with their quantitative-reasoning and problem-solving skills and grow more familiar with the types of problems they will encounter on standardized tests.

Unit 3 • Word Problems • Find the Missing Number

Name _____

Fill in the missing number.

1 Jill has 6 blocks. Tyler has some blocks. They have 15 blocks in all. How many blocks does Tyler have?

$6 + \underline{\quad} = 15$

2 Linda has 12 jars. She breaks some. She has 9 left. How many jars broke?

$12 - \underline{\quad} = 9$

3 You and I have 14 trucks. You have 8 trucks. How many trucks do I have?

$8 + \underline{\quad} = 14$

4 There are 16 cupcakes. We eat some. Then there are 9 left. How many did we eat?

$16 - \underline{\quad} = 9$

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Word Problem Page

Common Core Mathematics

Practice at 3 Levels ●●●

Table of Contents

Using This Book	2
Operations & Algebraic Thinking	
Unit 1: Add To and Take From.	6
Unit 2: Put Together and Take Apart	11
Unit 3: Add and Subtract to Compare	16
Unit 4: Add Three Numbers	21
Unit 5: Use Properties of Addition to Add.	26
Unit 6: Use Strategies to Add	31
Unit 7: Use Strategies to Subtract	36
Unit 8: Find the Missing Number.	41
Number & Operations in Base Ten	
Unit 9: Count, Read, and Write Numbers to 120.	46
Unit 10: Tens and Ones.	51
Unit 11: Compare Numbers	56
Unit 12: Add a Two-Digit Number and a One-Digit Number.	61
Unit 13: Ten More, Ten Less.	66
Unit 14: Add Multiples of Ten.	71
Unit 15: Subtract Multiples of Ten.	76
Measurement & Data	
Unit 16: Compare and Order Lengths.	81
Unit 17: Measure Length with Non-Standard Units.	86
Unit 18: Tell and Write Time	91
Unit 19: Interpret Data	96
Geometry	
Unit 20: Use Plane Shapes.	101
Unit 21: Use Solid Shapes.	106
Unit 22: Parts of Shapes.	111
Math Fluency Practice	116
Math Resources	130
Answer Key	138

← **SAMPLE UNIT**

Unit 8

Find the Missing Number

Standard

Operations and Algebraic Thinking**Work with addition and subtraction equations.**

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Model the Skill

- ◆ Write the following equations on the board.

$$2 = 1 + 1$$

$$7 - 1 = 6$$

$$3 = 4 + 1$$

$$8 - 3 = 4$$

$$3 + 1 = 4$$

$$8 - 3 = 5$$

- ◆ Explain that an equation shows two expressions, one on each side of an equal sign, that are equal. **Say:** *Look at the equations. We will find which are true and which are false.* Point to $2 = 1 + 1$. Instruct students to find the equal sign and then look at both sides of it.
- ◆ **Ask:** *Do both sides show the same amount? (yes) If both sides have the same amount, it is true.* Ask what other equations on the board are true.
- ◆ Have students look at $3 = 4 + 1$. **Ask:** *Do both sides show the same amount? (no) If both sides do not have the same amount, it is false.* Ask what other equations on the board are false.
- ◆ Assign students the appropriate practice page(s) to support their understanding of the skill. Point out that the equal sign can be in different places in an equation.

Assess the Skill

Use the following problems to pre-/post-assess students' understanding of the skill.

- ◆ **Say:** *Look at each equation. Tell whether each one is true or false. Do both sides show the same amount?*

$$12 = 12$$

$$7 + 6 = 6 + 7$$

$$5 + 6 = 12$$


$$9 - 4 = 3 + 3$$

●○○ = full support


Unit 8 • Find the Missing Number Name _____

Fill in the missing number.


① $7 + \underline{\quad} = 10$




② $11 - 2 = \underline{\quad}$



③ $7 = 3 + \underline{\quad}$



④ $5 = \underline{\quad} - 3$



☆ Circle the counters that also show $5 + 3 = 8$.

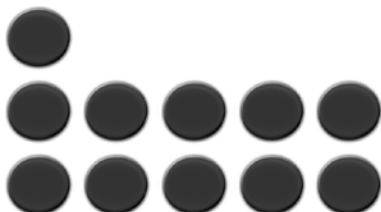
●●○ = partial support

Name _____

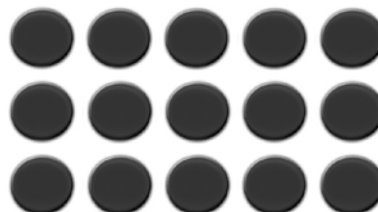
Unit 8 • Find the Missing Number

Fill in the missing number.

① $7 + 4 = \underline{\quad}$



② $11 = \underline{\quad} - 4$



③ $12 - 2 = \underline{\quad}$

④ $8 + 2 = \square$

⑤ $7 = 3 + \underline{\quad}$

⑥ $20 - \square = 19$



Tell how you solved Problem 5.

●●● = minimal support

Unit 8 • Find the Missing Number

Name _____

Fill in the missing number.

① $3 + 4 = \underline{\quad}$

② $6 - 4 = \underline{\quad}$

③ $12 - \underline{\quad} = 9$

④ $11 - \underline{\quad} = 7$

⑤ $\underline{\quad} + 7 = 15$

⑥ $\underline{\quad} + 5 = 13$

⑦ $13 = 6 + \underline{\quad}$

⑧ $3 = 6 - \underline{\quad}$



Tell how you could use subtraction to solve Problem 6.

Name _____

Unit 8 • Word Problems • Find the Missing Number

Fill in the missing number.

- ① Jill has 6 blocks.
Tyler has some blocks.
They have 15 blocks in all.
How many blocks does Tyler have?

$$6 + \underline{\quad} = 15$$

- ② Linda has 12 jars. She breaks some.
She has 9 left. How many jars broke?

$$12 - \underline{\quad} = 9$$

- ③ You and I have 14 trucks.
You have 8 trucks.
How many trucks do I have?

$$8 + \underline{\quad} = 14$$

- ④ There are 16 cupcakes.
We eat some. Then there are 9 left.
How many did we eat?

$$16 - \underline{\quad} = 9$$

Answers appear in Answer Key pp. 138–142 of book.