VersaTiles Math Scope & Sequence, Grade 1

84650 Number and Operations: Counting and Place Value

Objective		Page	Title
Name a number for a given group of objects.	1.NBT.A.1	1	Fun with Numbers
Name a number for a given group of objects.	1.NBT.A.1	2–3	More Fun with Numbers
Name a number for a given group of objects.	1.NBT.B.2a	2–3	More Fun with Numbers
Name a number for a given group of objects.	1.NBT.B.2b	2–3	More Fun with Numbers
Name a number for a given group of objects.	1.NBT.B.2c	2–3	More Fun with Numbers
Compare two numbers to 100.	1.NBT.B.3	4–5	More or Less?
Name a number using single objects and containers of 10 objects.	1.NBT.A.1	6–7	Count Marbles
Name a number using single objects and containers of 10 objects.	1.NBT.B.2a	6–7	Count Marbles
Name a number using single objects and containers of 10 objects.	1.NBT.B.2b	6–7	Count Marbles
Name a number using single objects and containers of 10 objects.	1.NBT.B.2c	6–7	Count Marbles
Identify models that represent a number to 50.	1.NBT.A.1	8	What's My Name?
Identify models that represent a number to 50.	1.NBT.B.2a	8	What's My Name?
Identify models that represent a number to 50.	1.NBT.B.2b	8	What's My Name?
Identify models that represent a number to 50.	1.NBT.B.2c	8	What's My Name?
Name the number to 50 that is just before or just after a given number.	1.NBT.A.1	9	Where Does It Belong?
Find missing numbers in the counting sequence to 120.	1.NBT.A.1	10–11	Counting to 120
Name the number to 50 that is between two given numbers.	1.NBT.A.1	12	In the Middle
Name the number to 120 that is between two given numbers.	1.NBT.A.1	13	Numbers in the Middle
Count the number of tens and ones using place-value models.	1.NBT.A.1	14–15	Let's Count
Count the number of tens and ones using place-value models.	1.NBT.B.2a	14–15	Let's Count
Name the number to 120 that is just before or just after a given number.	1.NBT.A.1	16	Before and After
Identify the number that comes next.	1.NBT.A.1	17	The Next Number
Name a number to 12 using place-value models.	1.NBT.A.1	18	Counting Tens and Ones
Name a number to 12 using place-value models.	1.NBT.B.2a	18	Counting Tens and Ones
Name a number to 12 using place-value models.	1.NBT.B.2b	18	Counting Tens and Ones
Name a number for tens using place-value models.	1.NBT.B.2c	19	How Many Tens?
Compare two numbers to 100.	1.NBT.B.3	20–21	Dare to Compare
Name a number to 20 using place-value models.	1.NBT.B.2b	22	Name That Number
Count the number of tens using place-value models.	1.NBT.B.2a	23	Make a Ten
Name the number of tens and ones to 100 using place-value models.	1.NBT.A.1	24–25	Names for Numbers
Name the number of tens and ones to 100 using place-value models.	1.NBT.B.2a	24–25	Names for Numbers
Name the number of tens and ones to 100 using place-value models.	1.NBT.B.2b	24–25	Names for Numbers
Name the number of tens and ones to 100 using place-value models.	1.NBT.B.2c	24–25	Names for Numbers
Compare two numbers using symbols <, >, = to 50.	1.NBT.B.3	26–27	Compare Numbers
Name a number to 50 using place-value models.	1.NBT.A.1	28	What's Your Name?
Name a number to 50 using place-value models.	1.NBT.B.2a	28	What's Your Name?
Name a number to 50 using place-value models.	1.NBT.B.2b	28	What's Your Name?
Name a number to 50 using place-value models.	1.NBT.B.2c	28	What's Your Name?
Name a number to 120 using place-value models.	1.NBT.A.1	29	Numbers to 120
Name a number to 120 using place-value models.	1.NBT.B.2a	29	Numbers to 120
Name a number to 120 using place-value models.	1.NBT.B.2b	29	Numbers to 120
Name a number to 120 using place-value models.	1.NBT.B.2c	29	Numbers to 120
Compare two numbers using symbols <, >, = to 100.	1.NBT.B.3	30–31	The Symbol Says It
Compare two numbers to 100.	1.NBT.B.3	32	Which Number Fits?

84651 Addition and Subtraction: Properties and Situations

Objective		Page	Title
Find an addition sentence to solve a problem.	1.OA.A.1	1	It's a Fact
Find an addition sentence to solve a problem.	1.OA.A.1	2–3	Addition Sentences
Find a subtraction sentence to solve a problem.	1.OA.A.1	4–5	Subtraction Sentences
Add by putting together and subtract by taking apart.	1.OA.A.1	6–7	Work It Out
Add by putting together and subtract by taking apart.	1.OA.A.1	8–9	Score!
Solve word problems involving the ideas of more and fewer.	1.OA.A.1	10–11	More and Fewer

Objective		Page	Title
Solve word problems involving the ideas of more and fewer.	1.OA.A.1	12–13	Let's Compare
Solve word problems using addition of three numbers.	1.OA.A.1	14–15	Add All Three
Solve word problems using addition of three numbers.	1.OA.A.2	14–15	Add All Three
Solve word problems using addition of three numbers.	1.OA.A.1	16–17	Sum of Three
Solve word problems using addition of three numbers.	1.OA.A.2	16–17	Sum of Three
Find the sum of three numbers by first making 10.	1.OA.A.2	18–19	Let's Find 10
Find the sum of three numbers by first making 10.	1.OA.B.3	18–19	Let's Find 10
Find the sum of three numbers by first adding doubles.	1.OA.A.2	20–21	On the Lookout
Find the sum of three numbers by first adding doubles.	1.OA.B.3	20–21	On the Lookout
Use a related addition fact to find a sum.	1.OA.B.3	22–23	What's Your Sum?
Use a related subtraction fact to find a difference.	1.OA.B.3	24–25	Let's Relate Subtraction
Add three numbers.	1.OA.B.3	26	Do It with Ten
Add or subtract using a make-a-ten strategy.	1.OA.B.3	27	Make 10 to Add or Subtract
Use an addition fact to find a difference.	1.OA.B.3	28	What Do You Know?
Use a related addition fact to subtract.	1.OA.B.3	29	We're Related
Use a related addition fact to subtract.	1.OA.B.3	30–31	Add and Subtract Facts
Use an addition fact to find a difference.	1.OA.B.3	32	Just the Facts

84652 Addition and Subtraction: Strategies and Equations

Objective		Page	Title
Find the sum by counting on 0 or 1.	1.OA.C.5	1	Keep on Counting
Count on or back to find a sum or difference.	1.OA.C.5	2–3	Count On, Count Back
Count back to subtract.	1.OA.C.5	4–5	Three Times a Charm
Use a part-part-whole organizer to subtract.	1.OA.C.6	6–7	Read It!
Find a missing addend in an addition equation.	1.OA.C.5	8	Missing in Action
Find a missing addend in an addition equation.	1.OA.D.8	8	Missing in Action
Use doubles as a strategy for addition.	1.OA.C.6	9	Seeing Double
Use related addition facts as a strategy for subtraction.	1.OA.C.6	10–11	Use Addition to Subtract
Subtract within 20.	1.OA.B.4	12–13	Read the Signs!
Subtract within 20.	1.OA.C.6	12–13	Read the Signs!
Subtract within 20.	1.OA.D.8	12–13	Read the Signs!
Use doubles as a strategy for fi nding subtraction facts.	1.OA.C.6	14–15	Use Doubles to Subtract
Use a given subtraction fact to fi nd a near difference.	1.OA.C.6	16–17	Facts on Facts
Use making a ten as a strategy to add or subtract.	1.OA.C.6	18–19	Think Ten
Use making a ten as a strategy to add or subtract.	1.OA.D.8	18–19	Think Ten
Use doubles to find a sum or difference.	1.OA.C.6	20–21	More Than Doubles!
Determine the number that must be added to make 10.	1.OA.C.6	22–23	Make It 10!
Determine if an equation is true or false.	1.OA.D.7	24–25	True or False?
Determine if an equation is true or false.	1.OA.D.7	26–27	It's True
Use a part-part-whole organizer to subtract.	1.OA.C.6	28–29	Take It Away
Use a part-part-whole organizer to subtract.	1.OA.D.8	28–29	Take It Away
Determine the value of an unknown in a subtraction sentence.	1.OA.B.4	30–31	It's Unknown
Determine the value of an unknown in a subtraction sentence.	1.OA.C.6	30–31	It's Unknown
Determine the value of an unknown in a subtraction sentence.	1.OA.D.8	30–31	It's Unknown
Find an unknown addend in an addition sentence.	1.OA.D.8	32	Looking for Numbers

84653 Addition and Subtraction: Beyond 20

Objective		Page	Title
Find the sum of a 2-digit number and a 1-digit number without regrouping.	1.NBT.C.4	1	Addition Fun!
Find the sum of a 2-digit number and a 1-digit number.	1.NBT.C.4	2–3	Let's Add
Find the sum of a 2-digit number and a 1-digit number.	1.NBT.C.4	4–5	Adding Up
Find the sum of a 2-digit number and a 1-digit number including composing a ten.	1.NBT.C.4	6–7	Make Tens

Objective		Page	Title
Find the sum of a 2-digit and a 1-digit number including composing a ten.	1.NBT.C.4	8–9	Find a Ten
Find the sum of a 2-digit and a 1-digit number including composing a ten.	1.NBT.C.4	10–11	Adding Tens and Ones
Find the sum of a 2-digit number and a 1-digit number including composing a ten.	1.NBT.C.4	12–13	Sum It Up
Find the sum of a 2-digit number and a 1-digit number including composing a ten.	1.NBT.C.4	14–15	Additional Fun
Add 2-digit numbers with multiples of 10 within 100.	1.NBT.C.4	16–17	Adding with Multiples of Ten
Add 2-digit numbers with multiples of 10 within 100.	1.NBT.C.4	18–19	More Multiples
Add 10 to 1-digit and 2-digit numbers.	1.NBT.C.5	20	Ten More
Name a number that is 10 more than a given number.	1.NBT.C.5	21	Add Ten
Name the number that is 10 more or 10 less than a given number.	1.NBT.C.5	22–23	Looking for 10 More or 10 Less
Find 10 less than a given number.	1.NBT.C.5	24	10 Less
Add or subtract 10 from a given number.	1.NBT.C.5	25	More or Less
Add or subtract 10 from a given number.	1.NBT.C.6	25	More or Less
Subtract multiples of ten from multiples of ten.	1.NBT.C.6	26–27	Subtracting Multiples of Ten
Subtract multiples of ten from multiples of ten using the relationship between addition and subtraction.	1.NBT.C.6	28–29	Add to Subtract
Subtract multiples of ten by relating it to place value.	1.NBT.C.6	30–31	Ones and Tens
Subtract multiples of 10 from multiples of 10.	1.NBT.C.6	32	Tens Minus Tens

84654 Measurement and Data: Length, Time, and Analysis

Objective		Page	Title
Identify the shortest object.	1.MD.A.1	1	Can You See the Shortest?
Identify the shorter object.	1.MD.A.1	2–3	Am I Shorter?
Identify the longer object.	1.MD.A.1	4	Am I Longer?
Count nonstandard units to find the length of an object.	1.MD.A.2	5	Measuring Length
Identify the longest object.	1.MD.A.1	6–7	Looking for the Longest
Count nonstandard units to find the length of an object.	1.MD.A.2	8	How Long?
Tell time to the hour using an analog clock.	1.MD.B.3	9	Let's Tell Time
Tell time to the hour using an analog clock.	1.MD.B.3	10	More Time
Tell time to the hour using a digital clock.	1.MD.B.3	11	Time Flies!
Tell time to the half-hour using an analog clock.	1.MD.B.3	12–13	What Time Is It?
Tell time to the half-hour using an analog clock.	1.MD.B.3	14–15	Half Past the Hour
Tell time to the half-hour using a digital clock.	1.MD.B.3	16	Another Half-Hour
Match time on an analog clock to the hour and the half-hour to time on a digital clock.	1.MD.B.3	17	Let's Match!
Read and interpret data given in a table.	1.MD.C.4	18–19	How Many Students?
Solve a problem by reading and interpreting a pictograph.	1.MD.C.4	20–21	Read a Pictograph
Read and interpret data given in a table.	1.MD.C.4	22	Who Is the Winner?
Read and interpret a pictograph.	1.MD.C.4	23	Trip Talk
Read and interpret a pictograph.	1.MD.C.4	24–25	Stickers Everywhere!
Read and interpret a vertical bar graph.	1.MD.C.4	26–27	Favorite Pets
Read and interpret a horizontal bar graph.	1.MD.C.4	28–29	Summer Reading
Read and interpret a horizontal bar graph.	1.MD.C.4	30–31	Collecting Cans
Read and interpret a vertical bar graph.	1.MD.C.4	32	World of Colors

84655 Geometry: Shapes and Attributes

Objective		Page	Title
Describe a 2-dimensional figure by defining attributes.	1.G.A.1	1	Down to Details
Identify shapes based on defining attributes.	1.G.A.1	2–3	One After Another
Describe a shape by a defining attribute.	1.G.A.1	4–5	What's the Shape?

VersaTiles Math Scope & Sequence, Grade 1

Objective		Page	Title
Identify defining attributes of 3-dimensional shapes.	1.G.A.1	6–7	A Cube
Identify the shape that is different based on attributes.	1.G.A.1	8–9	Telling Which Is Different
Identify defining attributes of 3-dimensional shapes.	1.G.A.1	10–11	What Shape Is the Face?
Combine 2-dimensional shapes to create a new shape.	1.G.A.2	12–13	Make-a-Shape
Combine shapes to make larger shapes.	1.G.A.2	14–15	Make a 3-D Shape
Identify defining attributes of 2-dimensional shapes.	1.G.A.1	16–17	Taking Shape
Identify shapes within larger shapes.	1.G.A.2	18–19	Shapes in Shapes
Decompose shapes into composite shapes.	1.G.A.2	20–21	All Together
Identify shapes combined to make a new shape.	1.G.A.2	22–23	Put It All Together
Identify rectangles and circles partitioned into halves.	1.G.A.3	24–25	Halves
Identify rectangles and circles partitioned into fourths.	1.G.A.3	26–27	Four Parts
Identify if parts are equal or unequal.	1.G.A.3	28–29	Equal or Unequal Parts?
Identify rectangles and circles that are partitioned into 2 or 4 equal parts.	1.G.A.3	30–31	Equal Parts
Identify halves or fourths.	1.G.A.3	32	More Equal Parts