



First Grade Math  
Unit:  
Count and Model  
Numbers



**Common Core Standards Addressed**

\*CC.1.NBT.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.

\*CC.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

Understand the following as special cases:

CC.1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."

CC.1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CC.1.NBT.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).

**Tips to Help Your Child  
At Home**

\*Group items into bundles of ten and count those bundles by 10

\*Read these books with your child:

\*Cheerios Count to 100

\*From One to One Hundred

\*The Cheerios Counting Book

\*Millions of Cats

**Unit Goals**

\*Counting by ones to extend a counting sequence up to 120

\*Counting by tens from any number to extend a counting sequence up to 120

\*Using models and writing to represent equivalent forms of tens and ones

\*Using objects, pictures, and numbers to represent a ten and some ones

\*Using objects, pictures, and numbers to represent tens

\*Grouping objects to show numbers to 50 as tens and ones

\*Grouping numbers to show numbers to 100 as tens and ones

\*Solving problems using the strategy make a model

\*Reading and writing numerals to represent a number of 100 to 110 objects

\*Reading and writing numerals to represent a number of 110 to 120 objects

\*Solving word problems by choosing a strategy and solving it

\*Building fluency for addition and subtraction

