Grade One

Number bonds

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.*

1.NBT.2: *Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:*
  a. 10 can be thought of as a bundle of ten ones—called a "ten."

  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
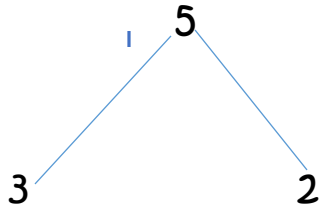 *c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).*

1.NBT.4: *Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.*

Rationale: Students need to develop a deeper understanding of numbers and how they can be broken down. This skill is essential for all future math development.

Step by step directions

-Use number bonds to break apart numbers

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        5
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      /   \
     /     \
    3       2
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-Set up a number bond and cover up various numbers. See if your child can solve for the missing number.

-When using double digit numbers, pull out the tens and ones.

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       17
      /  \
     /    \
    10     7
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