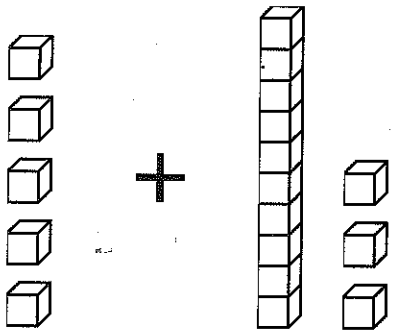
Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1. Sara has 5 stuffed animals.
   Her sister has 13 stuffed animals.



How many stuffed animals do they have together?

_____
- - - - - - - - -
_____

2. Twelve frogs swim in the pond. Eight frogs jump out of the pond. How many frogs are in the pond now?

Write a number sentence to match the story.
Use ? for the unknown.

_____ ◯ _____ ◯ _____

Solve the number sentence you wrote.

_____
- - - - - - - - -
_____



3. Fifteen dogs run in the dog park in the morning.
Nine dogs run in the dog park in the afternoon.
How many more dogs run in the dog park in the morning than in the afternoon?

Draw a model to show the story.

Write a number sentence to match the model.

Solve the number sentence you wrote.

_____

\- - - - - - - - -

_____

4. Chloe has 8 balloons.
Salma gives her 5 more balloons.
How many balloons does Chloe have now?

Ⓐ 3 Ⓒ 13

Ⓑ 10 Ⓓ 15



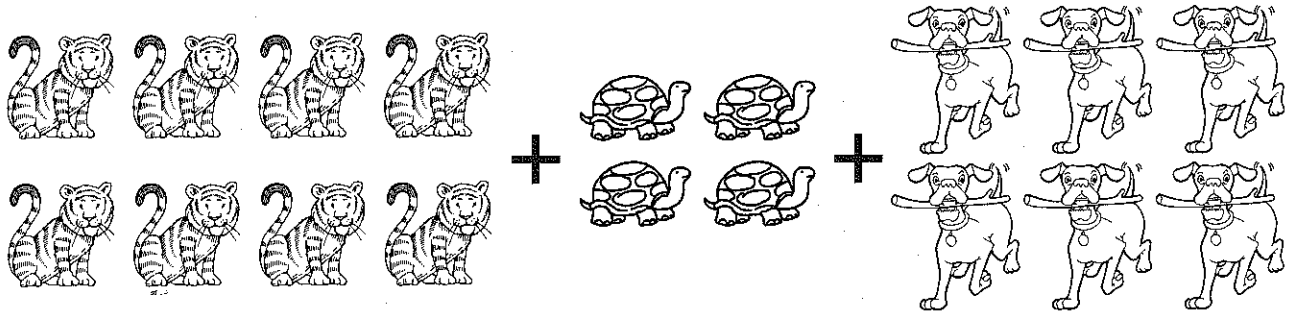
 

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**1.** Lia has 8 tiger stickers, 4 turtle stickers, and 6 dog stickers.



How many animal stickers does Lia have in all?

_____

- - - - - - - - -

_____

**2.** Five children are playing at the park.
Eight more children join them.
Later, four more children come.

Draw a model to show the story.

How many children are at the park now?

_____

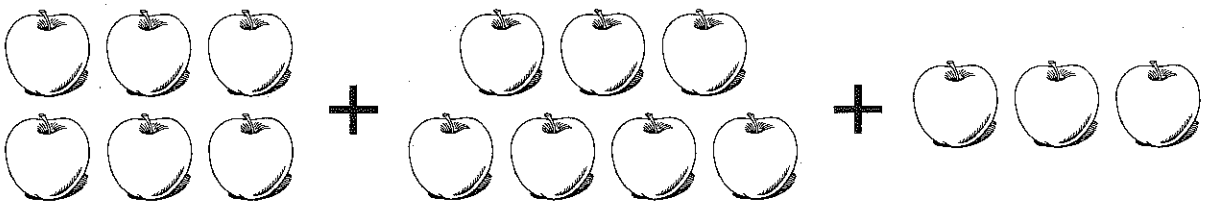
- - - - - - - - -

_____



**3.** Maya has 6 apples. Tristan has 7 apples. Colin has 3 apples.

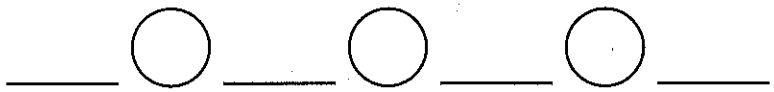


How many apples do they have altogether?

_____
- - - - - - - -
_____

**4.** Maria has 7 red marbles, 9 blue marbles, and 4 white marbles.

Write a number sentence to match the story. Use ? for the unknown.



Solve the number sentence you wrote.

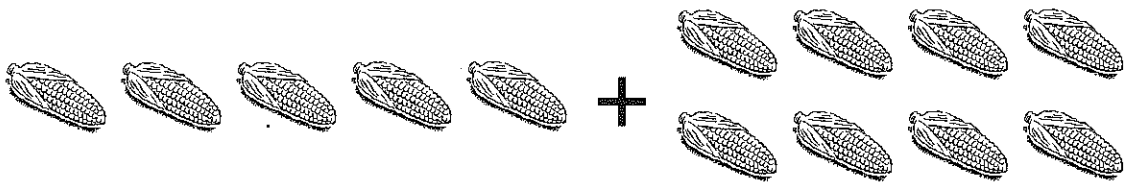
_____
- - - - - - - -
_____

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.3** Apply properties of operations as strategies to add and subtract.

**1.** Ava picks 8 ears of corn.
Marta picks 5 ears of corn.



How many ears of corn do they pick in all?

_____
- - - - - - - - -
_____

**2.** David writes 4 + 7 = 11 another way.
Which shows what David writes?

Ⓐ 4 + 11 = 7

Ⓑ 11 + 4 = 7

Ⓒ 4 + 4 = 8

Ⓓ 7 + 4 = 11



**3.** Which shows another way to write $5 + 3 + 5 = 13$?

Ⓐ $5 + 5 + 3 = 13$

Ⓑ $5 + 5 + 5 = 13$

Ⓒ $5 + 3 + 3 = 13$

Ⓓ $3 + 3 + 3 = 13$

**4.** Jada sees 12 snails on the sidewalk.
Then 3 snails move into the grass.

How many snails are left on the sidewalk?

_____

_____

**5.** Vincent has 14 feathers.
He gives 8 feathers to Josh.
How many feathers does Vincent have left?

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.4** Understand subtraction as an unknown-addend problem.

**1.** Which addition fact can you use to solve 13 − 7?

Ⓐ 13 + 6 = 19

Ⓑ 7 + 6 = 13

Ⓒ 7 + 5 = 12

Ⓓ 7 + 13 = 20

**2.** Ella has 9 buttons.
She sews some buttons on a pillow.
She has 2 buttons left.
She writes this subtraction sentence.

9 − ☐ = 2

How can she write the sentence as an addition sentence?

_____ + ☐ = _____

**3.** There are 14 frogs near a pond.
Then 6 frogs hop away.
Which addition fact helps you find how many frogs are left?

Ⓐ $14 + 6 = 20$

Ⓑ $6 + 9 = 15$

Ⓒ $6 + 8 = 14$

Ⓓ $6 + 6 = 12$

---

**4.** Moshe has 11 pears.
He gives 5 pears to his sister.

Write a subtraction sentence to match the problem.

____ − ____ = ☐

Write an addition sentence that Moshe can use.

____ + ☐ = ____

How many pears does he have now?

Moshe has ____ pears.

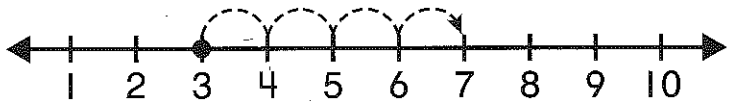


Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1. 

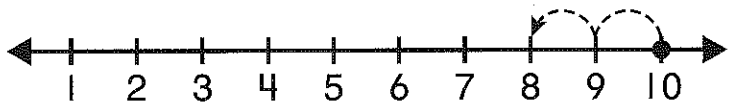

Which matches the model?

Ⓐ $6 + 7$

Ⓑ $4 + 5$

Ⓒ $3 + 3$

Ⓓ $3 + 4$

2. 


Which matches the model?

Ⓐ $10 - 8$

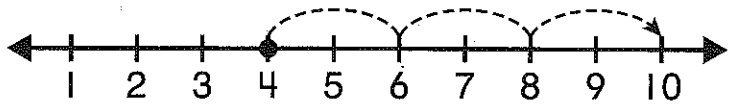
Ⓑ $10 - 2$

Ⓒ $8 - 2$

Ⓓ $8 + 10$



3. 

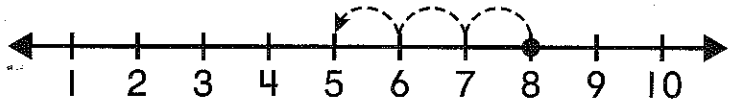

Which matches the model?

Ⓐ $6 - 2 - 2 = 2$

Ⓑ $4 + 2 + 2 + 2 = 10$

Ⓒ $4 + 1 + 1 + 1 = 7$

Ⓓ $10 - 2 - 2 - 2 = 4$

4. 

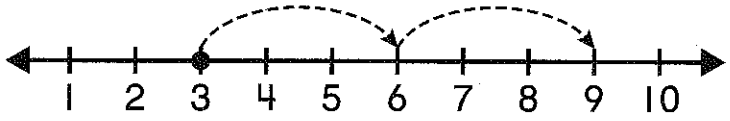

Which matches the model?

Ⓐ $8 + 3$

Ⓑ $8 - 3$

Ⓒ $8 - 7$

Ⓓ $7 - 5$

5. 


Write an addition sentence that matches the model.

____ ◯ ____ ◯ ____ ◯ ____



Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1. Raul will add $8 + 7$.

   Which can help Raul to find the sum?

   Ⓐ $7 + 7 + 1$ Ⓒ $7 + 8 + 1$

   Ⓑ $8 + 6 + 1$ Ⓓ $6 + 6 + 1$

2. Find the sum.

   $4 + 6 =$ _____

3. Here is a subtraction problem.

   $14 - 8 =$ _____

   Which addition sentence can be used to help solve the problem?

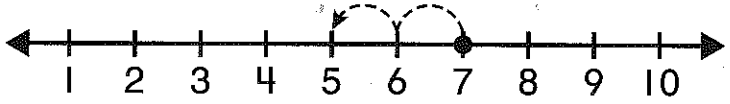
   Ⓐ $4 + 10 = 14$ Ⓒ $6 + 8 = 14$

   Ⓑ $5 + 9 = 14$ Ⓓ $7 + 7 = 14$

**4.** Find the difference.

$9 - 3 = \square$

**5.** Look at the number line.




Write a number sentence to match the number line.

____ ◯ ____ ◯ ____

**6.** Ama will find the difference.

$16 - 7 = \square$

Which can help Ama find the difference?

Ⓐ $10 - 6 - 7$

Ⓑ $16 - 6 - 1$

Ⓒ $16 - 8 + 1$

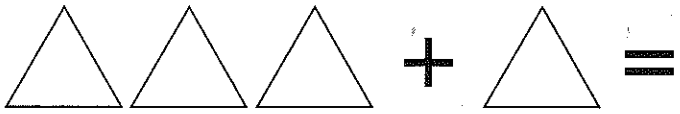
Ⓓ $16 - 7 - 1$

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

**1.** Look at the picture below.



Draw triangles to the right of the equal sign to make the sentence true.

Write a number sentence to match the picture.

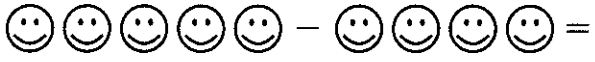
_____ ◯ _____ ◯ _____

**2.** Circle the number sentences that are true.

$2 + 2 = 4$ $5 - 2 = 4$

$16 + 2 = 17$ $18 - 9 = 9$

**3.** Look at the picture below.



Draw faces to the right of the equal sign to make the sentence true.

Write a number sentence to match the picture.

_____ ◯ _____ ◯ _____



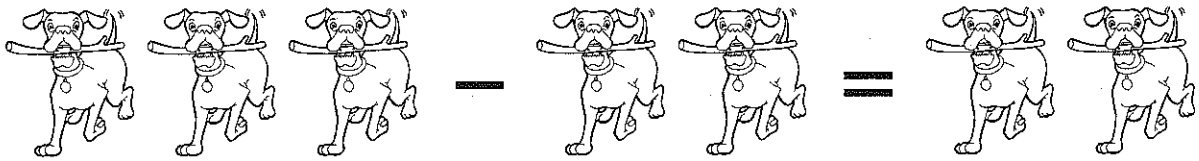
 

**4.** Look at the addition sentence below.

Is this sentence true or false? _____

Explain how you know.

**5.** Look at the subtraction sentence below.



Is this sentence true or false? _____

Explain how you know.

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

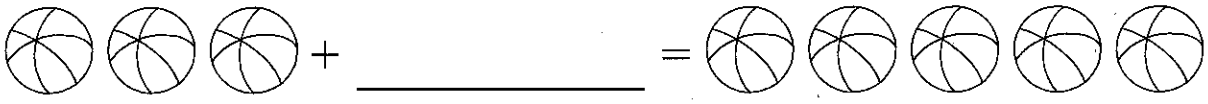
**1.** Fill in the missing number to make each sentence true.

6 + _____ = 7

_____ + 4 = 9

_____ + 1 = 11

**2.** Look at the picture below.



Draw balls to make the sentence true.

Write a number sentence to describe the picture.

_____ ◯ _____ ◯ _____

**3.** What number belongs in the box below?

6 + ☐ = 12

Ⓐ 0 Ⓑ 3 Ⓒ 6 Ⓓ 12



**4.** Fill in the missing number to make each sentence true.

$8 + \square = 9$

$\square + 5 = 10$

$6 + \square = 12$

**5.** Find the sum. Draw a model to match the number sentence.

$4 + 6 = \square$

**6.** What number belongs in the box?

$\square - 8 = 6$

Ⓐ 6

Ⓑ 8

Ⓒ 10

Ⓓ 14

Name _____

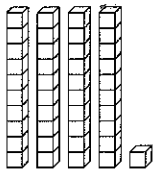
# Common Core Georgia Performance Standards Practice

**MCC1.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.** What comes next? Write the next three numbers.

57, 58, 59, _____, _____, _____

**2.** How many cubes are there? Write the number.



_____

_____

**3.** Julie has 34 counters. Show 34 counters.



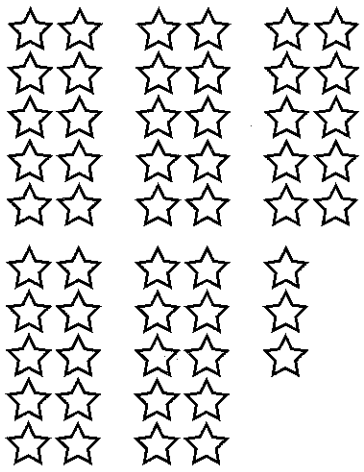
**4.** What number comes next? Write the next three numbers.

81, 82, 83, _____, _____, _____

**5.** Bill has 26 squares. Show 26 squares.

**6.** How many stars are there? Count the stars. Write the number.

_____





Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones—called a "ten."; The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; 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.** Laura writes the number 35.

How many tens?

_____

- - - - - - - - -

_____

How many ones?

_____

- - - - - - - - -

_____

**2.** What is the value of the digit 1 in this number?

**21**

Ⓐ 1 Ⓑ 2 Ⓒ 10 Ⓓ 20

**3.** Priya writes the number 46.

How many tens?

_____

- - - - - - - - -

_____

How many ones?

_____

- - - - - - - - -

_____

4. Andrew writes the number 19.

How many tens? _____

How many ones? _____

5. What is the value of the digit 9 in this number?

**92**

Ⓐ 9

Ⓑ 20

Ⓒ 90

Ⓓ 92

6. A number has a 7 in the tens place.
A number has a 2 in the ones place.
What is the number?

_____

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1. Insert < , > , or = between the numbers.

23 _____ 50

35 _____ 25

54 _____ 53

99 _____ 99

2. Lilly compared 24 and 16

24 [ < ] 16

Is Lilly correct?

Yes No

How do you know?



**3.** Oscar has three number cards.

| 4 | 2 | 8 |
|---|---|---|

Write the greatest two-digit number Oscar can make. _____

Write the least two-digit number Oscar can make. _____

Use $<$, $>$, or $=$ to compare the two numbers.

---

**4.** Nick compared two numbers.

86 $\boxed{<}$ 83

Is Nick correct?

Yes No

How do you know?

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.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.

**1.** Which number belongs in the box?

$$\begin{array}{r} 38 \\ +\ 9 \\ \hline \square \end{array}$$

Ⓐ 29

Ⓑ 37

Ⓒ 47

Ⓓ 108

**2.** Maya will add these two numbers.

| | Tens | Ones |
|---|---|---|
| | 3 | 1 |
| + | | 7 |
| | | |

Why does she add 7 and 1?

Why doesn't she add 3 and 7?



**3.** Add:

$$\begin{array}{r} 63 \\ +\ 10 \\ \hline \square \end{array}$$

**4.** What number belongs in the box?

$$\begin{array}{r} 87 \\ +\ 4 \\ \hline \square \end{array}$$

Ⓐ 20

Ⓑ 91

Ⓒ 111

Ⓓ 174

**5.** Jamie adds these two numbers

$$\begin{array}{r} 58 \\ +\ 20 \\ \hline \end{array}$$

Why does she add 5 and 2? _____

Why doesn't she add 8 and 2? _____

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1. What number is 10 more than 44?

_____

_____

2. What number is 10 less than 73?

_____

_____

Explain your answer using words or drawings.



**3.** What number is 10 less than 96?

_____

- - - - - - - - -

_____

Explain your answer using words or drawings.

**4.** What number is 10 more than 49?

_____

- - - - - - - - -

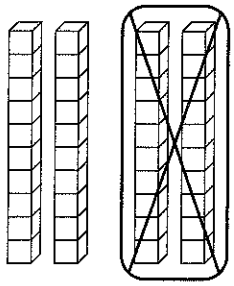
_____

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), 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.

**1.**



Write a number sentence that matches the model.

_____ ◯ _____ ◯ _____

**2.** Solve.

80 − 10 = _____

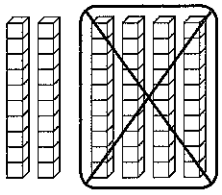
Draw or write to explain your answer.

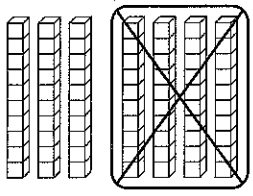


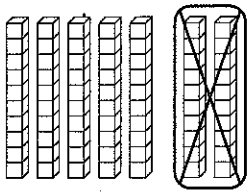
 

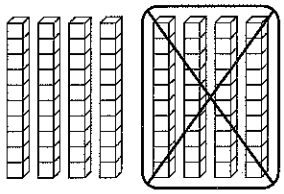
**3.** Which model matches this subtraction sentence?

$70 - 40 = 30$

Ⓐ 

Ⓒ 

Ⓑ 

Ⓓ 

**4.** Abby has 30 cards. Sam has 20 cards. How many more cards does Abby have?

Draw or write to explain your answer.

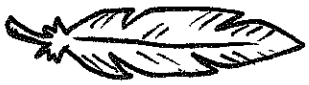
Name _____

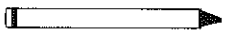
# Common Core Georgia Performance Standards Practice

**MCC1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1. Look at the pencils.
   Put a circle around the shortest pencil.
   Put an X on the longest pencil.

2. Which is longer? Circle it.

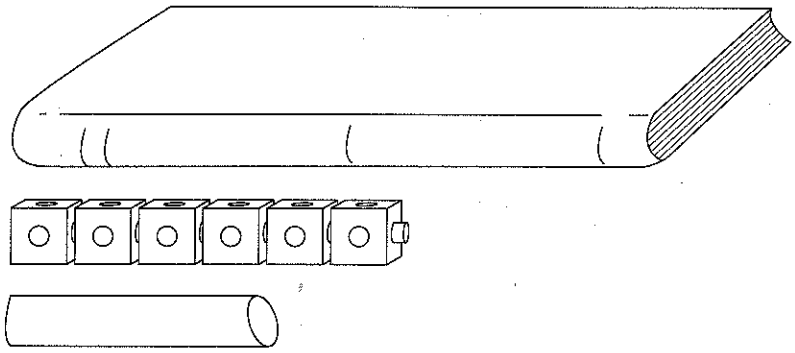




Write **shorter** or **longer** to complete the sentence.

The crayon is _____ than the feather.

**3.** Look at the objects.



Which sentence is true?

Ⓐ The book is shorter than the chalk.

Ⓑ The chalk is longer than the cube train.

Ⓒ The chalk is shorter than the book.

Ⓓ The book is shorter than the cube train.

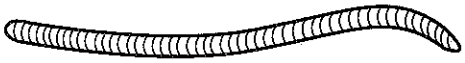
**4.** Draw a thick line and a thin line. Make the thick line longer.

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.MD.2** Express the length of an object as a whole number of length units, by laying multiples copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

1. Evan has a piece of string.



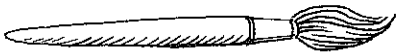
How many squares long is Evan's string?

_____

- - - - - - - - -

_____

2. How many squares long is the paintbrush?



_____

- - - - - - - - -

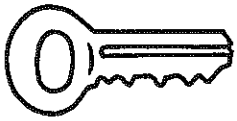
_____

Explain how you measured.



3. How many squares long is the key?



☐

4. How many squares long is the crayon?

☐

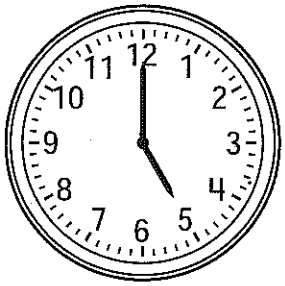
Explain how you measured.

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.

1. What time does the clock show?



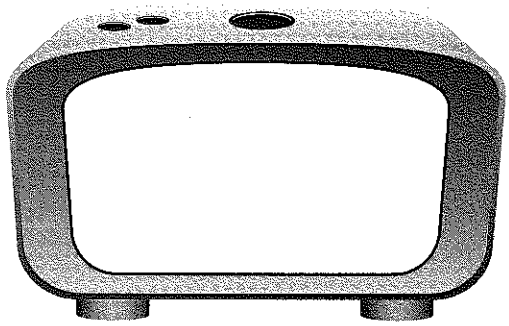

Ⓐ 4:00

Ⓑ 4:30

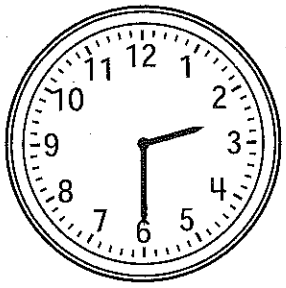
Ⓒ 5:00

Ⓓ 5:30

2. Mary has soccer practice at four-thirty. Write this time in the clock below.

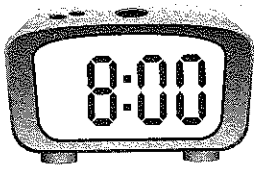


3. What time does the clock show? Write the time below.




_____ : _____

4. What time does the clock show?




Ⓐ seven-thirty

Ⓑ seven o'clock

Ⓒ eight-thirty

Ⓓ eight o'clock

Name _____

# Common Core Georgia Performance Standards Practice

**MCC1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Brad asks his friends to name their favorite color.

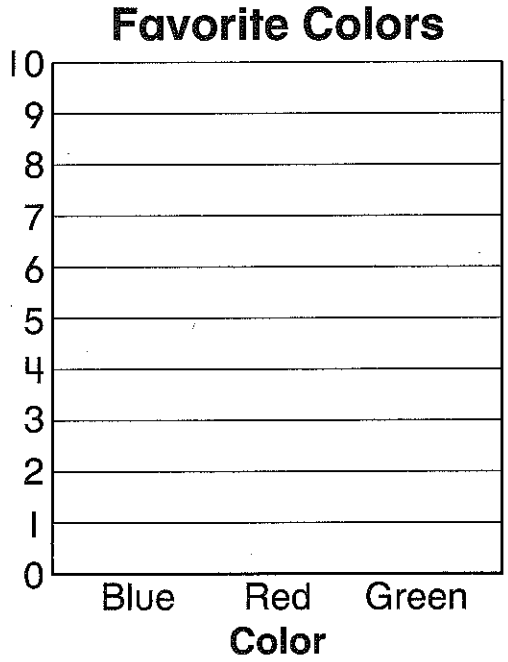
Five friends say blue.
Six friends say red.
Four friends say green.

**1.** Complete the tally chart to show the results.

**Favorite Colors**

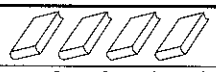
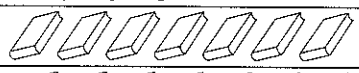
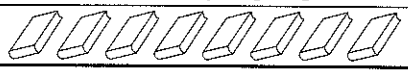
| | |
|---|---|
| Blue | |
| Red | |
| Green | |

**2.** Use the tally chart to make a bar graph.



Use the picture graph to answer the questions.

**Books Read**

| | |
|---|---|
| Emily |  |
| Mason |  |
| Delia |  |

 = 1 book.

**3.** How many books did Mason read? _____

**4.** How many more books did Delia read than Emily? Write a number sentence to solve.

_____ ◯ _____ ◯ _____ _____

Solve the number sentence. _____

**5.** How many books did Emily, Mason, and Delia read altogether? Show your work.

_____ ◯ _____ ◯ _____ ◯ _____