

Mathematics Curriculum Outline First Grade Parent Copy

The ultimate goal for mathematics learners is number literacy. A successful mathematics learner is able to use mathematical processes and procedures in order to participate in our highly technical society. Mathematics is used on a daily basis in the real world. Using money, measurements, and cooking are only a few of the ways we use mathematics in our society. Your child will become fluent in the use of mathematic processes and procedures by learning the specific Grade Level Content Expectations at each grade level.

1:1 Count, write, and order numbers

- 1:A** The student will count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100s and 10s; use ordinals to identify position in sequence.
- 1:B** The student will read and write numbers to 110 and relate them to the quantities they represent.
- 1:C** The student will organize numbers to 110; compare using the phrases: same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order.
- 1:D** The student will identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.
- 1:E** The student will understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.
- 1:F** The student will count backward by 1's starting from any number between 1 and 100.

1:2 Explore place value

- 2:A** The student will compose and decompose numbers to 30 including using bundles of tens and units.

1:3 Add and subtract whole numbers

- 3:A** The student will list number facts for 2 through 10.
- 3:B** The student will compare two or more sets in terms of the difference in the number of elements.

- 3:C** The student will model addition and subtraction for numbers less than 20 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.
- 3:D** The student will understand the inverse relationship between addition and subtraction; recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.
- 3:E** The student will know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.
- 3:F** The student will apply knowledge of fact families to solve simple open sentences for addition and subtraction.
- 3:G** The student will add three one-digit numbers.
- 3:H** The student will calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.
- 3:I** The student will compute sums and differences up to two-digit numbers using number facts and strategies, but no formal algorithm.

1:4 Estimate and measure length

- 4:A** The student will measure the lengths of objects in non-standard units to the nearest whole unit.
- 4:B** The student will compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.

1:5 Tell time

- 5:A** The student will tell time on a twelve-hour clock face to the hour and half-hour.

1:6 Work with money

- 6:A** The student will identify different denominations of coins and bills.
- 6:B** The student will match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations.
- 6:C** The student will tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.

6:D The student will add and subtract money in dollars only or in cents only.

1:7 Solve problems

7:A The student will solve one-step word problems (using addition and subtraction) of length, money and time, including “how much more/less”, without mixing units.

1:8 Create and describe shapes

8:A The student will create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.

8:B The student will describe relative position of objects on a plane and in space, using words such as above, below, behind, and in front of.

1:9 Create and describe patterns involving geometric objects

9:A The student will create and describe patterns, such as repeating patterns, and growing patterns using number, shape, and size.

9:B The student will distinguish between repeating and growing patterns.

9:C The student will predict the next element in a simple repeating pattern.

9:D The student will describe ways to get to the next element in simple repeating patterns.

1:10 Use pictographs

10:A The student will collect and organize data to use in pictographs.

10:B The student will read and interpret pictographs.

10:C The student will make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations.