

Eads Elementary School Math Standards 1st Grade

MATH STANDARD #1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Ref.	Expectation	P	PP	NI	US
1.1.a.	Using objects and pictures, represent whole numbers from 0 to 100 in a variety of ways.				
1.1.b.	Using objects, demonstrate the meanings of equal, less than, and greater than with the whole numbers 0 to 100.				
1.1.c.	Apply equalities using the '=' symbol.				
1.1.d.	Using concrete materials, demonstrate the meanings of halves, thirds, and fourths of sets and wholes.				
1.1.e.	Demonstrate the value of nickels, dimes, quarters, and dollars in terms of pennies (eg: 25 pennies = 1 quarter).				
1.1.f.	Read and write numerals from 0 to 100 in meaningful contexts.				
1.1.g.	Read the number of words for zero to ten.				
1.1.h.	Group objects by ones and tens.				
1.1.i.	Order according to place value (eg: given 9 ones and 2 tens, the student can write the number 29; given the number 29 the student can show 2 tens and 9 ones.)				
1.1.j.	Write one- and two-digit whole numbers in expanded form.				
1.1.k.	Count from 1 to 20 by 2's.				
1.1.l.	Count from 1 to 100 by 1's, 5's, and 10's.				
1.1.m.	Starting with any whole number less than 100, count forward to 100.				
1.1.n.	Use ordinal positions for first through twentieth.				
1.1.o.	Sequence selected whole numbers from 0 to 100.				
1.1.p.	Know the commutative property of addition of whole numbers.				
1.1.q.	Verify the addition and subtraction properties of zero with whole numbers.				
1.1.r.	Estimate a reasonable quantity for a given number of objects from 0 to 100.				

MATH STANDARD #2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Ref.	Expectation	P	PP	NI	US
1.2.a.	Create and extend patterns using concrete materials such as pattern blocks.				
1.2.b.	Continue the pattern given in a table of data using numbers and/or concrete materials.				
1.2.c.	Continue a pattern from a table and verbally describe the pattern.				
1.2.d.	Using concrete or pictorial patterns, determine how the change in one variable affects the change in another (eg: how changing the number of bicycles changes the number of wheels.)				

MATH STANDARD #3:

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes using in solving these problems

Ref.	Expectations	P	PP	NI	US
1.3.a.	Gather data about recurring and quantifiable events (eg: daily temperature for attendance).				
1.3.b.	Display and explain data from a bar graph or tallies.				
1.3.c.	Using a bar graph, interpret data for “more” and “fewer” or “most,” “same,” and “fewest.”				
1.3.d.	Use survey data to make a prediction displayed on a bar graph.				
1.3.e.	Spin a spinner such as to generate and record results.				
1.3.f.	Analyze the results from flipping a two-colored counter or coin.				
1.3.g.	Determine the number of outcomes when flipping a coin.				
1.3.h.	Using manipulatives or pictures, determine the possible combinations of matching a set containing one element with a set containing two elements.				

MATH STANDARD #4:

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Ref.	Expectation	P	PP	NI	US
1.4.a.	Recognize two-dimensional congruent figures in different positions.				
1.4.b.	Create simple designs using concrete materials such as tangrams and pattern blocks.				
1.4.c.	Describe the number of sides in triangles and in quadrilaterals such as squares and rectangles.				
1.4.d.	Draw triangles, squares, rectangles, and circles.				
1.4.e.	Measure the lengths of the sides of triangles, squares, rectangles to the nearest inch and centimeter.				
1.4.f.	Draw a picture or diagram to solve a problem (eg: use a circle to create a clock face; fold a rectangle to show one half).				
1.4.g.	Manipulate pattern blocks to form a variety of geometric shapes.				

MATH STANDARD #5:

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

Ref.	Expectations	P	PP	NI	US
1.5.a.	Tell time to the nearest hour and half-hour, using an analog and digital clock.				
1.5.b.	Name the days of the week in order.				
1.5.c.	Estimate and measures the length of objects to the nearest inch, foot, and centimeter.				
1.5.d.	Estimate and measure the capacity of a container in cups.				
1.5.e.	Estimate and weigh an object on a balance with a non-standard unit.				
1.5.f.	Measure temperature to the nearest 10 F.				
1.5.g.	Describe the units for measuring time, length, capacity, and temperature.				
1.5.h.	Tell the number of minutes in an hour, days in a week, pennies in a nickel, dime, quarter, and dollar.				

1.5.i.	Compare objects according to the measurable attributes of length, capacity, weight, and temperature.				
1.5.j.	Order objects according to the measurable attributes of length, capacity, weight, and temperature.				
1.5.k.	Compare and order various times.				
1.5.l.	Use familiar objects as referents for measurement.				
1.5.m.	Select the appropriate units of measurement of time, length, capacity, and temperatures.				

MATH STANDARD #6:

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems

Ref.	Expectations	P	PP	NI	US
1.6.a.	Demonstrate the operations of addition and subtraction of whole numbers with concrete materials.				
1.6.b.	Link the operations of addition and subtraction, and equality with mathematical terms and mathematical symbols.				
1.6.c.	Using concrete materials or pictures, add and subtract halves and fourths.				
1.6.d.	Demonstrate understanding of basic addition sums to 20 and subtraction differences to 10.				
1.6.e.	Demonstrate the operations of addition and subtraction of whole numbers with concrete materials.				
1.6.f.	Link the operations of addition and subtraction, and equality with mathematical terms and mathematical symbols.				
1.6.g.	Using paper-and-pencil, demonstrate simple single-digit addition and subtraction.				
1.6.h.	Given a real-world problem-solving situation, use the correct operation and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem.				

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