

First Grade Report Card - Parent Support Math

Math	T1 (Ch 1-5)	T2 (Ch 7, 8, 9, 11, 12)	T3 (Ch 13, 15, 16, 17, 19)
Meets Marking Period Expectation (yes/no)			
Operations and Algebraic Thinking			
Represents and solves WORD problems involving addition and subtraction (standards 1OAA1, 1OAA2)	<ul style="list-style-type: none"> Represents and solves addition and subtraction stories with manipulatives, actions, drawings, and number sentences 	<ul style="list-style-type: none"> Uses 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. 	<ul style="list-style-type: none"> Solves 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.
Understands and applies properties of operations and the relationship between addition and subtraction (Standards 1OAB3, 1OAB4)	<ul style="list-style-type: none"> Applies properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.)</i> 	<ul style="list-style-type: none"> Applies properties of operations as strategies to add and subtract <i>Examples: To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> 	<ul style="list-style-type: none"> Understands subtraction as an unknown-addend problem. <i>For example subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>
Demonstrates multiple strategies to fluently add and subtract within 20 (Standards 1OAC5, 1OAC6)	<ul style="list-style-type: none"> Relates counting to addition and subtraction (e.g., by counting on 2 to add 2). 	<ul style="list-style-type: none"> Adds and subtracts within 20, demonstrating fluency for addition and subtraction within 10. 	<ul style="list-style-type: none"> Adds and subtracts within 100, demonstrating fluency for addition and subtraction within 10.

		<ul style="list-style-type: none"> • Uses strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); and using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); 	<ul style="list-style-type: none"> • Uses strategies such as: decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Solves +/- problems (Standards 1.OA.D.7, 1.OA.D.8)	<ul style="list-style-type: none"> • Understands the meaning of the equal sign • Models joining and separating sets 	<ul style="list-style-type: none"> • Uses +, -, and = to write number sentences for addition and subtraction sentences • Determines if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> 	<ul style="list-style-type: none"> • Determines the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>
Uses mental math to fluently add and subtract facts to 20	<ul style="list-style-type: none"> • Practices addition and subtraction in different contexts with words, models, fingers, and numerals 	<ul style="list-style-type: none"> • Adds and subtracts complements of 10 and doubles facts with good fluency 	<ul style="list-style-type: none"> • Adds and subtracts within 20 quickly with good fluency
Numbers and Operations in Base Ten			
Counts by 1's, 2's, 5's, and 10's (Standards 1.NBT.1)	<ul style="list-style-type: none"> • Counts by 1's, 2's, 5's to 20 and 10's to 100 	<ul style="list-style-type: none"> • Counts by 1's, 2's, 5's to 40 and 10's to 100 	<ul style="list-style-type: none"> • Counts by 1's, 2's, 5's, and 10's to 100
Understands place value (Standards 1.NBT.2, 1.NBT.4)	<ul style="list-style-type: none"> • Ten can be thought of as a bundle of ten ones called a "ten" 	<ul style="list-style-type: none"> • Composes and decomposes numbers from 11-19 into ten ones and some further ones and 20 as 2 tens • Understands that the 	<ul style="list-style-type: none"> • Explores numbers 21 to 100 as tens and ones • Uses place value models and place value charts to represent numbers to 120

		numbers 10-90 refer to one, two, three, four, five, six, seven, eight, or nine ones	
Compares numbers with the symbols $>$, $<$, and $=$ (Standards 1.NBT.3)	<ul style="list-style-type: none"> Compares and orders sets and numbers up to 20 using counting and matching strategies 	<ul style="list-style-type: none"> Compares and orders whole numbers to 20 Compares and orders using the terms some, more, fewer, greater than, less than, equal to, greatest, least 	<ul style="list-style-type: none"> Compares and orders whole numbers to 100 Compares and orders two numbers using the signs $<$, $>$, and $=$
Adds and subtracts multiples of 10 up to 100 (Standards 1.NBT.4, 1.NBT.5 and 1.NBT.6)	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Given a two digit number, mentally finds 10 more or 10 less than the number without having to count 	<ul style="list-style-type: none"> Adds numbers 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 learned strategies Subtracts multiples of 10 in the range 10-90 from multiples of ten in the range 10-90 using concrete models or drawings and learned strategies
Measurement and Data			
Measures the length of an object as a number of units (standards 1.MD.1 1.MD2)	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Compares and orders lengths (long, short, longer, shorter) Uses a start line to measure length Measures lengths using non-standard units Explains the need for equal lengths to measure 	<ul style="list-style-type: none"> Mastery expected by the end of second marking period

Tells and writes time to the hour and half hour using analog and digital clocks (Standards 1.MD.3)	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Compares duration of events 	<ul style="list-style-type: none"> • Tells time to the hour and half hour on digital and analog clocks
Organizes, represents, and interprets data with up to 3 categories (Standard 1.MD.4)	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Collects and organize data in different ways • Interprets data in picture graphs, tally charts, and bar graphs • Reads bar graphs with scales • Solves problems involving data 	<ul style="list-style-type: none"> • Mastery expected by the end of second marking period
Geometry			
Creates and names 2 and 3 dimensional objects (Standard 1.G.2)	<ul style="list-style-type: none"> • Describes compare and name two-dimensional shapes regardless of their orientations and overall sizes 	<ul style="list-style-type: none"> • Identifies real-world two-dimensional shapes 	<ul style="list-style-type: none"> • Mastery expected by the end of second marking period
Compares/contrasts shapes by attribute (Standard 1.G.1)	<ul style="list-style-type: none"> • Sorts and classifies 2 dimensional shapes 	<ul style="list-style-type: none"> • Identifies and describes attributes and properties of two-dimensional shapes • Sort and classify two-dimensional shapes based on attributes 	<ul style="list-style-type: none"> • Mastery expected by the end of second marking period
Divides shapes into equal parts (Standard 1.G.3)	<ul style="list-style-type: none"> • Combines simple shapes to form larger shapes and pictures 	<ul style="list-style-type: none"> • Partitions circles and rectangles into equal halves and fourths. Understand that decomposing into more equal shares will create smaller shares. 	<ul style="list-style-type: none"> • Mastery expected by the end of second marking period