In an effort to keep parents and guardians informed of the expectations and content being covered in math class this year, this informational handout will be provided for each nine weeks. Its intent is to assist in guiding you in ways to support your child in deepening their mathematical understanding.

Each nine weeks we will spend time reviewing material taught in prior grades as it relates to the standards being taught in first grade. Our goal is to keep a balance of skill-based learning along with enhancing our student's ability to problem solve and think conceptually.

Scan the QR code to check out teaching strategies for this unit.

Review Material from Prior Grades
1) I can count to 100 by ones and tens. (K.CC.1)
2) I can represent and solve addition and subtraction problems to 20. (K.OA.1-2)
3) I can, for any number 1-9, find the number that makes 10 when added to a given number. (K.OA.4)
4) I can fluently add and subtract within 5. (K.OA.5)
5) I can correctly name two- and three-dimensional shapes. (K.G.2)

New Material for 1st Grade
1) I can count, read, write numerals, and represent a number of objects to 80. (1.NBT.1)
2) I can add within 100. I can use models, drawings, and strategies based on place value to add a two-digit number and a one-digit number and a two-digit number to a multiple of 10. (1.NBT.4)
3) I can mentally add 10 more/less to a given two-digit number; represent and explain reasoning used. (1.NBT.5)
4) I can represent and solve addition and subtraction problems to 15 with the unknown in all the positions by using objects, drawings, and equations. (1.OA.1)
5) I can solve word problems with addition of 3 whole numbers whose sum is less than or equal to 15. (1.OA.2)
6) I can apply the associative property of addition as it connects to objects, drawings, equations, and symbols. (1.OA.3)
7) I can subtract unknown addend problems within 20 using objects, pictures, equations, and symbols. (1.OA.4)
8) I can demonstrate fluency with addition and subtraction of 0 through 10, and use a strategy to add and subtract within 15. (1.OA.6)
9) I can understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false as it relates to different representations of objects, pictures, and equations within 20. (1.OA.7)

*Please note the list above highlights the main skills to be assessed. Teachers may include additional content to meet the needs of their students.

New Material for 1st Grade, Continued
10) I can determine the unknown number in an addition or subtraction equation relating 3 whole numbers within 10. (1.OA.8)
11) I can identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). I can use appropriate notation (e.g., 69¢). (1.MD.5)
12) I can compose two- and three-dimensional shapes to make composite shapes. (1.G.2)
End of Nine Week Expectations
1) Students will be assessed using various formative assessments including, but not limited to: observations, checklists, interviews, journals, independent practice, and exit tickets.

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Examples of Math Standards

1.NBT.1

Count to find the number of stars. Write the number and number word to represent number of stars.

* * * * * * * * * * * * * * * * * * * *
* * * * * * * * * * * * * * * * * *
* * * * * * * * * * * * * * * * *

Number: 60
Number Word: sixty

1.NBT.4

Students can decompose both addends into tens and ones. Then add by using place value.

25 + 4
20 + 5 + 4
20 + 9 = 29

25 + 40
20 + 5 + 40
20 + 40 = 60
60 + 5= 65

1.NBT.5

Students can mentally add 10 more or 10 less to any number.

$$60 + 10 = 70 \qquad 60 - 10 = 50$$

1.OA.1

Students can solve addition and subtraction word problems within 15.

Lucy saw 9 birds on Monday and 4 birds on Tuesday. How many birds did Lucy see in all?

$$9 + 4 = ? \qquad \text{Lucy saw } \underline{13} \text{ birds.}$$

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Examples of Math Standards

1.OA.2
Students can solve a word problem by adding three addends whose sum is less than or equal to 15.

Ryder saw 3 dogs, 1 cat, and 4 squirrels at the park today. How many animals did Ryder see at the park today?

$$3 + 1 + 4 =$$
$$5 + 3$$
$$= 8$$

Ryder saw **8** animals in the park today.

1.OA.3
Students can use the addition properties to solve problems more efficiently.

Associative Property:
$$4 + (5 + 5) \text{ is the same as } (4 + 5) + 5$$
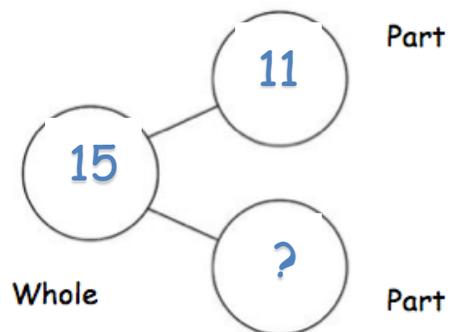$$4 + 10 = 9 + 5$$
$$14 = 14$$

1.OA.4
Students can identify the part(s) and/or the whole in an addition or subtraction problem.

Find the missing number.

When you have the whole and one part, subtract the two numbers to find the answer.

If the whole number is missing, add the two parts to find the missing number.
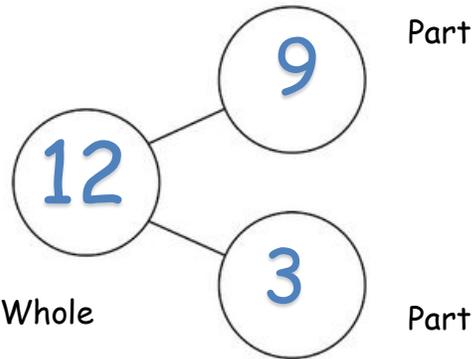
$$15 - 11 = ? \quad 11 + ? = 15$$

Part
11

15

Whole
?
Part

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Examples of Math Standards

1.OA.6

Students can fluently add and subtract within 10 and can use a strategy to add and subtract within 15.

9   Part

12

3

Whole   Part

Practice adding and subtracting:

6 – 2=

3 + 2=

9 – 5=

7 + 3=

1.OA.7

If the equation is TRUE, the values on both sides of the equal symbol are the same. Is this equation true or false?

$$7 + 2 = 4 + 3$$
$$9 \neq 7$$

(9 does not equal 7, so the equation is false.)

1.OA.8

Students can relate three whole numbers in an addition and subtraction equation.

How are the numbers 4, 6, and 10 related?

4 + 6 = 10   6 + 4 = 10

10 – 4 = 6   10 – 6 = 4

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Examples of Math Standards

1.MD.5

Students know the U.S. coins and their value and use appropriate notation.

A <u>penny</u> equals 1¢.

A <u>nickel</u> equals 5¢.

A <u>dime</u> equals 10¢.

A <u>quarter</u> equals 25¢.

1.G.2
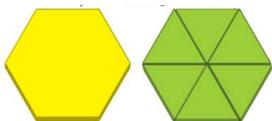
Students can use simple shapes to make larger shapes.
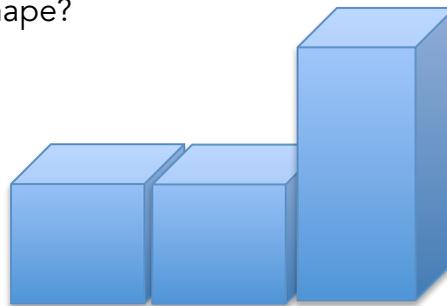
1 rhombus = 2 triangles

1 trapezoid = 3 triangles

1 hexagon = 6 triangles

Which figures make up this composite shape?

2 cubes and 1 rectangular prism

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