

1st Grade Math Learning Targets

Algebra:

1.A.2.1. Students are able to use the concepts and language of more, less, and equal (greater than and less than) to compare numbers and sets (0-20). - Comprehension

- I can say which group of objects has more than the other set. (1.A.2.1)
- I can say which group of objects has less than the other set. (1.A.2.1)
- I can say which groups of objects are equal or the same. (1.A.2.1)
- I can say “greater than” correctly when comparing two numbers (0-20). (1.A.2.1)
- I can say “less than” correctly when comparing two numbers (0-20). (1.A.2.1)
- I can say “equal to” correctly when comparing two numbers (0-20). (1.A.2.1)

1.A.2.2. Students are able to solve open addition and subtraction sentences with one unknown (\square) using numbers equal to or less than 10. – Application

- I can find the missing unknown (\square) in an addition sentence. (unknown addend = 0 to 10, sums up to 20) (1.A.2.2)
 - Example: $3 + 1 = \square / \square = 3 + 1$
 - Example: $3 + \square = 4 / \square + 1 = 4$
 - Example: $4 = 3 + \square / 4 = \square + 1$
 - Example: $\square + 2 = 4 + 1$
- I can find the missing unknown (\square) in a subtraction sentence. (unknown minuend 20 or less) (1.A.2.2)
 - Example: $3 - 1 = \square / \square = 3 - 1$
 - Example: $3 - \square = 2 / \square - 1 = 2$
 - Example: $2 = 3 - \square / 2 = \square - 1$
 - Example: $\square - 5 = 6 - 4$

1.A.3.1 Students are able to write number sentences from problem situations using “+” or “-”, and “=” with numbers to ten. - Application

- I can write a number sentence / equation for an addition word problem. (addends = 1-10) (1.A.3.1)
- I can write a number sentence / equation for a subtraction word problem. (minuend = 20 or less) (1.A.3.1)

1.A.4.1 Students are able to identify and extend repeating patterns containing multiple elements using objects and pictures. - Comprehension

- I can recognize a pattern unit. (1.A.4.1)
- I can show what comes next in a pattern. (1.A.4.1)

1.A.4.2 Students are able to determine common attributes in a given group and identify those objects that do not belong. - Comprehension

- I can find objects in a group that do not belong. (1.A.4.2)
- I can tell why the objects that don't belong are different from the others. (1.A.4.2)

Geometry:

1.G.1.1 Students are able to describe characteristics of plane figures. - Comprehension

- I can identify a circle by telling about its sides and corners. (telling = writing or speaking) (1.G.1.1)
- I can identify a triangle by telling about its sides and corners. (1.G.1.1)
- I can identify a square by telling about its sides and corners. (1.G.1.1)
- I can identify a rectangle by telling about its sides and corners. (1.G.1.1)
- I can identify a pentagon by telling about its sides and corners. (1.G.1.1)
- I can identify a hexagon by telling about its sides and corners. (1.G.1.1)
- I can identify an octagon by telling about its sides and corners. (1.G.1.1)

1.G.1.2 Students are able to sort basic three-dimensional objects. - Comprehension

- I can sort solid figures into groups (sphere, cube, pyramid, cylinder, cone). (1.G.1.2)
 - Sort by like shape
 - Sort by those that roll, stack, and slide
 - Sort by corners and edges
 - Sort by flat sides

1.G.2.1 Students are able to describe proximity of objects in space. - Comprehension

- I can tell where one object is compared to another object. (1.G.2.1)
 - Near / far / up / down / below / beside / inside / under / next to / right / left / etc

Measurement:

Time:

1.M.1.1 Students are able to tell time to the half-hour using analog and digital clocks and order a sequence of events with respect to time. - Knowledge

- I can identify an analog clock. (1.M.1.1)
- I can identify a digital clock. (1.M.1.1)
- I can tell time to the hour. (1.M.1.1)
- I can tell time to thirty minutes after the hour. (1.M.1.1)
- I can put pictures of events in time order. (1.M.1.1)

1.M.1.2 Students are able to find a date on the calendar. - Application

- I can find the date on the calendar. (1.M.1.2)

Money:

1.M.1.3 Students are able to use different combinations of pennies, nickels, and dimes to represent money amounts to 25 cents. - Application

- I can identify a penny.
- I can tell what a penny is worth.
- I can identify a nickel.
- I can tell what a nickel is worth.
- I can identify a dime.
- I can tell what a dime is worth.
- I can use different combinations of coins to make up to 25 cents.

U.S. Customary (inches / pounds / gallon / degree):

1.M.1.4 Students are able to estimate weight using non-standard units of measure. - Comprehension

- I can estimate how many objects it would take to balance the weight of something I am weighing. (1.M.1.4)

1.M.1.5 Students are able to identify appropriate measuring tools for length, weight, capacity, and temperature. - Knowledge

- I know what measuring tool to use when measuring length. (1.M.1.5)
 - Ruler / yardstick / tape measure
 - I can measure objects to the nearest inch with a ruler.
- I know what measuring tool to use when measuring weight. (1.M.1.5)
 - Scale
- I know what measuring tool to use when measuring capacity. (1.M.1.5)
 - Cup / pint / quart / gallon
- I know what measuring tool to use when measuring temperature. (1.M.1.5)
 - Thermometer

1.M.1.6 Students are able to compare and order concrete objects by temperature and capacity. - Comprehension

- I can put objects in order by hot, hotter, hottest. (1.M.1.6)
- I can put objects in order by cold, colder, coldest. (1.M.1.6)
- I can put objects in order by what holds less, what holds more, what holds most. (1.M.1.6)

Number Sense:

1.N.1.1 Students are able to read, write, count and order numerals to 50. - Comprehension

- I can count to 50. (1.N.1.1)
- I can read numbers to 50. (1.N.1.1)
- I can write numbers to 50. (1.N.1.1)
- I can order numbers to 50. (1.N.1.1)
- I can identify ordinal positions using 1st – 20th. (1.N.1.1)

1.N.1.2 Students are able to use unit fraction models to create parts of a whole. -

Knowledge

- I can show $\frac{1}{2}$ of an object. (1.N.1.2)
- I can show $\frac{1}{3}$ of an object. (1.N.1.2)
- I can show $\frac{1}{4}$ of an object. (1.N.1.2)

1.N.2.1 Students are able to solve addition and subtraction problems with numbers 0 to 20 written in horizontal and vertical formats using a variety of strategies (math facts). -

Application

- I can solve addition problems using vertical format.
- I can solve addition problems using horizontal format.
- I can solve subtraction problems using vertical format.
- I can solve subtraction problems using horizontal format.

1.N.3.1 Students are able to solve addition and subtraction problems up to 20 in context (in word problems). - Application

- I can solve addition word problems.
- I can solve subtraction word problems.

Statistics and Probability:

1.S.1.1 Students are able to display data in simple picture graphs with units of one and bar graphs with intervals of one. - Application

- I can put information in a picture graph (1 ☺ = 1). (1.S.1.1)
- I can put information in a bar graph. (1.S.1.1)

1.S.1.2 Students are able to answer questions from organized data. - Comprehension

- I can answer questions about information in a picture graph. (1.S.1.2)
- I can answer questions about information in a bar graph. (1.S.1.2)

1.S.2.1 Students are able to recognize whether the outcome of a simple event is possible or impossible. - Comprehension

- I can say if a prediction is possible. (1.S.2.1)
- I can say if a prediction is impossible. (1.S.2.1)
 - I can say if a prediction is certain.