

School District U-46
First Grade Mathematics

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
101	<p>I can read, write, and compare whole numbers.</p> <p>I can skip count.</p> <p>I can identify simple fractions.</p>	<p>6.A Demonstrate knowledge and use of numbers and their many representations in a broad range of theoretical and practical settings.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Speaking 3</i> <i>3.Writing 2-3</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • count with understanding, including skip counting by 2s, 5s, and 10s from zero, • recognize cardinality of sets of objects (“how many”), • demonstrate group recognition of amounts in sets, • demonstrate the concept of odd and even using manipulatives, • use manipulatives to develop initial understanding of place value and the base-ten number system, • describe relationships between numbers using appropriate vocabulary (greater than, less than, equal to), • differentiate between cardinal (total number in a set) and ordinal numbers (first, second, third, . . .) in quantifying and ordering numbers, • connect number words and numerals to the quantities they represent, and • describe parts of a whole using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>3</p>	<p>Everyday Mathematics Teacher’s Assessment Assistant CD</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When Whole Group Instruction Small Group Partners</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • Manipulatives • Pennies • Slates / Dry Erase Boards • Dice • Number Cards • Number Line • Number Grid • See Glossary/Index in Teacher’s Manual

**School District U-46
First Grade Mathematics**

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
103	I know different strategies for solving addition and subtraction problems.	6.C Compute and estimate using mental mathematics, paper-pencil methods, calculators and computers. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 3-4</i> <i>3.Speaking 3</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • develop and use strategies for whole number computations, with a focus on addition and subtraction up to 12, • use mental math counting strategies, • make reasonable estimates of quantity (“Does this answer make sense?”), and • use the calculator for counting patterns. 	1(late) 2 2 2	Everyday Mathematics Teacher’s Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Calculators • Number Line • Number Grid • Manipulatives • Dominoes • Dice • See Glossary/Index in Teacher’s Manual
104	I can compare sets to solve problems.	6.D Solve problems using comparison of quantities, ratios, proportions and percents. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Speaking 3-4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • compare two or more sets, using manipulatives, to solve problems, • use the symbols $<$, $>$, $=$, $+$, and $-$, • divide and label equal parts of a whole into halves and fourths. 	1 2 3	Everyday Mathematics Teacher’s Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Number Grid • Number Line • Dominoes • Manipulatives • Balance Scale • See Glossary/Index in Teacher’s Manual

**School District U-46
First Grade Mathematics**

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
105	<p>I can measure with rulers, clocks, thermometers, and scales.</p> <p>I can solve problems with money.</p>	<p>7.A Measure and compare quantities using appropriate units, instruments and methods.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 3-4</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • determine the attributes of an object that are measurable (e.g., length and weight are; color and texture are not), • compare and order objects according to measurable attributes, • read and write time to the hour and half hour, both digital and analog, • know the value of pennies, nickels, dimes, and quarters and their equivalencies (e.g., 2 nickels equal a dime, 5 pennies equal a nickel), • count mixed coins up to a dollar using pennies, nickels, and dimes, • measure with a ruler starting at the zero mark, • order objects according to height, weight, and length, and • read daily temperature. 	<p>2</p> <p>2</p> <p>1</p> <p>1-2</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When Whole Group Instruction Small Group Partners</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • Clocks • Coins • Rulers • Tape Measures • Thermometer (class) • Scale • Balance Scale • Manipulatives • See Glossary/Index in Teacher's Manual

School District U-46
First Grade Mathematics

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
106	I can estimate, measure, and check.	7.B Estimate measurements and determine acceptable levels of accuracy. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 3-4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • estimate nonstandard measurements of length, weight, and capacity, and • estimate standard measurements of length and weight. 	1 (late) 2	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Ruler • Tape Measure • See Glossary/Index in Teacher's Manual
107	I can select different types of measurement I need to solve a problem.	7.C Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate findings. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • know when to use a ruler and thermometer. 	1 (late)	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Ruler • Tape Measure • Thermometer • See Glossary/Index in Teacher's Manual

**School District U-46
First Grade Mathematics**

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
108	I can make and extend patterns. I can explain repeat patterns.	8.A Describe numerical relationships using variables and patterns. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Reading 3-4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • describe common and uncommon attributes (all, some, none) in a set, • recognize, describe, and extend patterns such as sequences of sounds, motions, shapes, or simple numeric patterns and translate from one representation to another (e.g., red-blue-red-blue translates to snap-clap-snap-clap), • match letters to describe given patterns, and • analyze repeating patterns. 	1 - continuous reinforcement 1 - continuous reinforcement 1 - continuous reinforcement 1 - continuous reinforcement	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Illuminations http://illuminations.nctm.org/ • Pattern Blocks • Pattern on Calendar • Manipulatives • Template • See Glossary/Index in Teacher's Manual
109	I can use tables and graphs to solve problems.	8.B Interpret and describe numerical relationships using tables, graphs, and symbols. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Listening 4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • describe and compare qualitative change (e.g., student grows taller). 	1 - continuous reinforcement	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Integrate with Health • See Glossary/Index in Teacher's Manual

**School District U-46
First Grade Mathematics**

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
113	I can compare and sort geometric shapes.	9.B Identify, describe, classify and compare relationships using points, lines, planes and solids. *** English Language Proficiency Standards <i>Grade level Cluster K-2</i> <i>3.Listening 2-3</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • identify and describe objects that are the same shape (similar), and • compare and sort two and three dimensional objects. 	3 3	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Attribute Blocks • 3-D Shapes • See Glossary/Index in Teacher's Manual
114	I can recognize and explain geometric patterns.	9.C Construct convincing arguments and proofs to solve problems. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 4-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • recognize and explain a geometric pattern. (Play "I Spy" using attributes of shapes on shape riddles.) 	3	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Attribute Blocks • 3-D Geometric Shapes • See Glossary/Index in Teacher's Manual

School District U-46
First Grade Mathematics

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
115	I can use tally marks to collect and record data.	10.A. Organize, describe and make predictions from existing data. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 3-4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • use tally marks to collect and record data. 	1	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • See Glossary/Index in Teacher's Manual
116	I can make and read graphs.	10.B Formulate questions, design data collection methods, gather and analyze data and communicate findings. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 4-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • construct pictographs and bar graphs using one to one correspondence, • draw conclusions and answer questions using data from pictographs and bar graphs. 	1 – continuous reinforcement 1 – continuous reinforcement	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Carol Hurst's Children's Literature Site http://www.carolhurst.com/subjects/math/datagather.html • Data Gathering • See Glossary/Index in Teacher's Manual

**School District U-46
First Grade Mathematics**

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
117	I can predict what might happen in a given situation.	10.C. Determine, describe, and apply the probabilities of events. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 3-4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • predict probability of an event as being likely, unlikely or impossible (e.g., choosing a red crayon from a bag of green crayons). 	1 - continuous reinforcement	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources See Glossary/Index in Teacher's Manual