

Student: _____

Year: _____

Teacher: _____

**Indicates not taught this 9 weeks*

First Grade Math Checklist	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
Number and Operations				
<i>M1N1: Students will estimate, model, compare, order, and represent whole numbers up to 100.</i>				
a. Represent numbers up to 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using manipulatives and pictures.				
b. Correctly count and represent the number of objects in a set using numerals.				
c. Compare small sets using the terms greater than, less than, and equal to.				
d. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.				
e. Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters up to one dollar and count out a combination of coins needed to purchase items up to one dollar.	*	*		
f. Identify bills (\$1, \$5, \$10, \$20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills; count out a combination of bills needed to purchase items that total up to twenty dollars.	*	*		
<i>M1N2: Students will understand place value notation for the numbers 1 to 99.</i>				
a. Determine to which ten a given number is closest using tools such as a sequential number line or chart.	*			
b. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value.	*			
c. Decompose numbers from 10 to 99 as the appropriate number of tens and ones.	*			
<i>M1N3: Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.</i>				
a. Identify one more than, one less than, 10 more than, and 10 less than a given number.	*			
b. Skip-count by 2s, 5s, and 10s forward and backwards - to and from numbers up to 100.	*			
c. Compose/decompose numbers up to 10.				
d. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.				
e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles and making tens.				
f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency.				
g. Apply addition and subtraction to 2 digit numbers without regrouping. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures, and concrete models to interpret story problems and reflect the comb	*	*	*	
<i>M1N4: Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.</i>				
a. Use informal strategies to share objects equally between two to five people.	*			
b. Build number patterns, including concepts of even and odd, using various concrete presentations.	*			
c. Identify, label, and relate fractions (halves, fourths) as equal parts of a collection of objects or a whole using pictures and models.	*			
d. Understand halves and fourths as representations of equal parts of a whole.	*			
Measurement				
<i>M1M1: Students will compare and/or order the length, height, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.</i>				
a. Directly compare and/or order length, height, weight, and capacity of concrete objects.	*	*		
b. Estimate and measure using a non-standard unit that is smaller than the object to be measured.	*	*		
c. Measure with a tool by creating a "ruled" stick, tape, or container by marking off ten segments of the repeated single unit.	*	*		
<i>M1M2: Students will develop an understanding of the measurement of time.</i>				
a. Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand.	*			
b. Begin to understand the relationship of calendar time by knowing the number of days in a week and month in a year.	*			
c. Compare and/or order the sequence or duration of events.	*			

Student: _____

Year: _____

Teacher: _____

*Indicates not taught this 9 weeks

First Grade Math Checklist	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
Geometry				
<i>M1G1: Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them.</i>				
a. Build, draw, name, and describe triangles, rectangles, pentagons, and hexagons.	*			
b. Build, represent, name, and describe cylinders, cones, and rectangular prisms.	*			
c. Create pictures and designs using shapes, including overlapping shapes.	*			
<i>M1G2: Students will compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners.</i>	*			
<i>M1G3: Students will arrange and describe objects in space by proximity, position, and direction.</i>	*			
Data Analysis and Probability				
<i>M1D1: Students will create simple tables and graphs and interpret them.</i>				
a. Interpret tally marks, picture graphs, and bar graphs.				
b. Pose questions, collect, sort, organize and record data using objects, pictures, tally mark, picture graphs, and bar graphs.				
Process Skills				
<i>M1P1: Students will solve problems (using appropriate technology).</i>				
a. Build new mathematical knowledge through problem solving.				
b. Solve problems that arise in mathematics and in other contexts.				
c. Apply and adapt a variety of appropriate strategies to solve problems.				
d. Monitor and reflect on the process of mathematical problem solving.				
<i>M1P2: Students will reason and evaluate mathematical arguments.</i>				
a. Recognize reasoning and proof as fundamental aspects of mathematics.				
b. Make and investigate mathematical conjectures.				
c. Develop and evaluate mathematical arguments and proofs.				
d. Select and use various types of reasoning and methods of proof.				
<i>M1P3: Students will communicate mathematically.</i>				
a. Organize and consolidate their mathematical thinking through communication.				
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.				
c. Analyze and evaluate the mathematical thinking and strategies of others.				
d. Use the language of mathematics to express mathematical ideas precisely.				
<i>M1P4: Students will make connections among mathematical ideas and to other disciplines.</i>				
a. Recognize and use connections among mathematical ideas.				
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
c. Recognize and apply mathematics in contexts outside of mathematics.				
<i>M1P5: Students will represent mathematics in multiple ways.</i>				
a. Create and use representations to organize, record, and communicate mathematical ideas.				
b. Select, apply, and translate among mathematical representations to solve problems.				
c. Use representations to model and interpret physical, social, and mathematical phenomena.				