

Grade 1 Everyday Mathematics

Grade Level Goals

❖ Number and Numeration

Understand the meanings, uses, and representations of numbers.

GOAL 1: Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators.

GOAL 2: Count collections of objects accurately and reliably; estimate the number of objects in a collection.

GOAL 3: Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits in those places.

GOAL 4: Use manipulatives and drawings to model halves, thirds, and fourths as equal parts of a region or a collection; describe the model.

GOAL 5: Use manipulatives to identify and model odd and even numbers.

Understand equivalent names for numbers .

GOAL 6: Use manipulatives, drawings, tally marks, and numerical expressions involving addition and subtraction of 1- or 2-digit numbers to give equivalent names for whole numbers up to 100.

Understand common numerical relations.

GOAL 7: Compare and order whole numbers up to 1,000.

❖ Operations and Computations

Compute accurately.

GOAL 1: Demonstrate proficiency with $+/- 0$, $+/- 1$, doubles, and sum-equals-ten addition and subtraction facts such as $6+4= 10$ and $10-7= 3$.

GOAL 2: Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit whole numbers with 1- or 2-digit whole numbers; calculate and compare the values of combinations of coins.

Make reasonable estimates.

GOAL 3: Estimate reasonableness of answers to basic fact problems (e.g., Will $7 + 8$ be more or less than 10?)

Understand meaning of operations.

GOAL 4: Identify change-to-more, change-to-less, comparison, and parts-and-total situations.

❖ **Data and Chance**

Select and create appropriate graphical representations of collected or given data.

GOAL 1: Collect and organize data to create tally charts, tables, bar graphs, and line plots.

Analyze and interpret data.

GOAL 2: Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set.

Understand and apply basic concepts of probability.

GOAL 3: Describe events using *certain*, *likely*, *unlikely*, *impossible* and other basic probability terms.

❖ **Measurement and Reference Frames**

Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.

GOAL 1: Use nonstandard tools and techniques to estimate and compare weight and length; measure length with standard measuring tools.

GOAL 2: Know and compare the value of pennies, nickels, dimes, quarters, and

dollar bills; make exchanges between coins.

Use and understand reference frames.

GOAL 3: Identify a thermometer as a tool for measuring temperature; read temperatures on Fahrenheit and Celsius thermometers to the nearest 10 degrees.

GOAL 4: Use a calendar to identify days, weeks, months, and dates; tell and show time to the nearest half and quarter hour on an analog clock.

❖ **Geometry**

Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.

GOAL 1: Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.

Apply transformations and symmetry in geometric situations.

GOAL 2: Identify shapes having line symmetry; complete line-symmetric shapes or designs.

❖ **Patterns, Functions, and Algebra**

Understand patterns and functions.

GOAL 1: Extend, describe, and create numeric, visual, and concrete patterns; solve problems involving function machines, “What’s My Rule?” tables, and Frames-and-Arrows diagrams.

Use algebraic notation to represent and analyze situations and structures.

GOAL 2: Read, write, and explain expressions and number sentences using the symbols +, -, and \pm and the symbols $>$ and $<$ with cues; solve equations involving addition and subtraction.

GOAL 3: Apply the Commutative Property of Addition and the Additive Identity to basic addition fact problems.