

@ Home Math ideas

Geometric Shapes

- Practice sliding, flipping, and turning objects, like toothbrushes and books.
- Look for two- and three-dimensional figures. Talk about the numbers of sides, corners, edges, and faces.

Addition and Subtraction Concepts

- Place 5 crayons, markers, or spoons in front of your child. Remove 2. Ask your child to tell how many are left. Replace the 2 items and choose another amount to remove. Again ask your child to tell how many are left.
- Ask your child to add with objects. For example, pick out 2 oranges and then pick out 3 more oranges. Ask how many oranges are there altogether?
- Ask your child to subtract with objects. Start with 7 apples. Put 2 back in the basket. How many apples do we have now?
- Count the number of pictures on each page of the newspaper. How many more pictures would their need to be to reach 10?
- Place up to 7 items on the table for your child to count. Take away one item. Ask how many are there now. Take away two more items. Ask how many are left.

Estimation

- Ask your child to guess numbers of items. For example, ask about how many peas are on the plate, how many socks are in the laundry basket, or how many petals are on the flower.
- Help your child find objects that differ in length such as pencils, crayons, shoe laces, and silverware. Have your child choose two objects and decide which one is longer. Find objects of differing weight. Have your child choose two objects and decide which one is lighter.

www.aMathsDictionaryforKids.com

An animated, interactive dictionary for students which explains over 600 common mathematical terms in simple language.



Layout Design & Collaboration

Janis Heigl
janis@esnorthwest.com

Charlotte Hartman
chartman@iinet.com

Updated October 5, 2013

Source Documents:

Based on Common Core State Standards for Mathematics, June 25, 2010

Adapted from North Dakota Content Standards: "I Can" Statements

Adapted from Arizona Department of Education Mathematics Standards, 2010

No part of this document may be reproduced without written permission from the authors.

For permission to reproduce please contact Educational Solutions Northwest.

The graphic features the text "Grade 1 CCSS Math Expectations Checklist" in large blue letters. Below the text is a wooden signpost with five directional signs: "Operation and Algebraic Thinking" (yellow), "Number and Operations in Base 10" (red), "Measurement and Data" (blue), "Geometry" (green), and "Mathematical Practices" (purple). A large blue number "1" is positioned to the right of the signpost. At the bottom left is a cartoon owl wearing a graduation cap and holding a stack of books. At the bottom right is the logo for the "COMMON CORE STATE STANDARDS INITIATIVE" with the tagline "PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER".

Making Sense of Numbers

- Write fifteen different numbers that are less than 100 on separate pieces of paper. Put the numbers in a sack. Both of you draw a number. Ask your child to tell who has the greater number.
- Call out a number between 1 and 9. Have your child do double that number of jumping jacks and count aloud.
- Talk about different combinations of numbers that have the same sum or total.
- When you see a two-digit number (for example, a house number), ask how many tens and ones it has.
- Go on a treasure hunt to find the number of shoes and books in your home. How many groups of 10 can you make? How many are left over?
- Look around the house to find objects that show equal parts. Count how many equal parts there are in each object.
- Visit your local library with your child. Write out 000-099, 100-199, 200-299, etc. up to 999 on separate pieces of paper. Walk through the non-fiction children's area and find the subject of the books within each range of numbers. Find an interesting book in each section and write down its name and number.

Data & Graphing

- Make a tally chart showing the number of light bulbs in each room of your home.
- Make a bar graph of the number of letters in each family member's name.
- Make a picture graph showing the number of items in a collection, such as the number of different stuffed animals or toy cars.
- Have your child create a picture graph of all of the doors, windows, bathrooms, and beds in your house. Now make it a tally chart and bar graph.



My checklist of what I can do in 1st grade math

I understand that it is important to apply the mathematical practices (identified on the inside cover) on a regular basis.

Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction: (1.OA.1, 1.OA.2)

- I can solve addition and subtraction word problems (within 20).
- I can add three numbers to solve word problems (within 20).

Understand and apply properties of operations and the relationship between addition and subtraction: (1.OA.3, 1.OA.4)

- I can add numbers in any order and get the same answer.
- I can group numbers together to find the answer.
- I can use addition to help me solve subtraction problems.

Add and subtract within 20: (1.OA.5, 1.OA.6)

- I can count to add and subtract.
- I can add and subtract numbers to 20.
- I can fluently add and subtract numbers to 10.

Work with addition and subtraction equations: (1.OA.7, 1.OA.8)

- I can decide if equations are true or false.
- I can solve equations with missing numbers.

Number & Operations in Base 10

Extend the counting sequence: (1.NBT.1)

- I can start at any number and count to 120.
- I can read and write numerals to 120.
- I can write the numeral for the number of objects I counted.

Understand place value: (1.NBT.2, 1.NBT.3)

- I can explain two digit numbers using tens and ones.
- I can bundle ones into groups of ten.
- I can explain how the numbers 11-19 are made of ten ones and more ones.
- I can represent the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as tens and ones. For example, 40 can be represented as 4 tens and 0 ones.
- I can compare two-digit numbers using symbols.

Use place value understanding and properties of operations to add and subtract: (1.NBT.4, 1.NBT.5, 1.NBT.6)

- I can show and explain how to add one-digit and two-digit numbers up to 100.
- I can find ten more or 10 less than a number in my head.
- I can explain how I found ten more or 10 less than a number.
- I can subtract multiples of 10 in the range of 10-90 from larger (or same) multiples of 10 in the range of 10-90.
- I can explain how I subtract multiples of 10 in the range of 10-90 from larger (or same) multiples of 10 in the range of 10-90.

Measurement and Data

Measure lengths indirectly and by iterating length units: (1.MD.1, 1.MD.2)

- I can put three objects in order by length.
- I can use an object to compare the length of two other objects.
- I can use an object to measure the length of another object.

Tell and write time: (1.MD.3)

- I can tell time to the nearest hour and half-hour.
- I can write time to the nearest hour and half-hour.

Represent and interpret data: (1.MD.4)

- I can create a graph or table.
- I can ask and answer questions about data.

Geometry

Reason with shapes and their attributes: (1.G.1, 1.G.2, 1.G.3)

- I can tell the difference between attributes that make a shape and those that do not.
- I can build and draw shapes.
- I can put shapes together to make other shapes.
- I can divide circles and rectangles into equal parts.
- I can describe equal parts as part of a whole.

How to use checklist:

- Show the date of when you were able to do the math expectation.
- Show an example of what you did in a journal.