



# Mathematics

## First Grade

### 3rd Nine Weeks



This academic overview can be used to monitor and support your child's at-home learning progress

#### Unit 5: Representing and Relating Numbers to 120

##### Student Learning Targets

- I can use objects, pictures, expanded form, and standard form to represent numbers up to 120.
- I can use place value to compare numbers up to 120 using words and 100 using symbols ( $>$ ,  $<$ ,  $=$ ).
- I can make a number that is greater than or less than another number within 120.
- I can analyze data and ask questions about a graph.

##### Questions to Check for Unit Understanding

- How is a set of ten or hundred its own unit?
- How does the position of a digit determine its value?
- How can I represent numbers in different, but equivalent ways?
- How does place value help me compare and order numbers; analyze data?

##### Key Academic Vocabulary

- digit: any number from 0 to 9
- ones: a single thing
- tens: a group or unit of ten things
- hundred: a group or unit of 100 things (or ten tens)
- place value: the numerical value that a digit has by its position in a number

#### Unit 6/7: Two and Three Dimensional Shapes/Figures

##### Student Learning Targets

- I can identify and create two/three dimensional shapes/solids based on attributes.
- I can sort and classify two/three dimensional shapes/solids based on attributes.
- I can distinguish between attributes that define two and three dimensional shapes and those that do not.

##### Questions to Check for Unit Understanding

- How do shapes/solids define the world around us?
- How are 2D and 3D shapes similar and different; related?
- Is there a limit to the shapes/figures we can create?

##### Key Academic Vocabulary

- attributes: characteristics that describe polygons (sides, corners, vertices) and three-dimensional solids (edges, vertices, faces, flat/curved surfaces)
- classify: determine the name of a figure based on its attributes
- sort: put figures into groups based on attributes

#### Unit 8: Linear Measurement

##### Student Learning Targets

- I can efficiently and accurately measure the length of objects using nonstandard tools/units.
- I can describe how and why measurements are different depending on the units used.
- I can use a number and a unit to describe length.

##### Questions to Check for Unit Understanding

- Why would I need to measure something?
- How do I know if I am measuring something accurately?
- How can objects be compared and ordered using length?

##### Key Academic Vocabulary

- length/distance: the measurement of something end to end
- width: the measurement of something side to side
- unit: a quantity chosen as the standard