

**Jackson Area Catholic Schools**  
**Mathematics Academic Standards**  
**for**  
**First Grade**

**Numbers and Operations**

**A. Count, write and order numbers**

- N.ME.01.01 The student will count to 120 by 1's, 2's, 5's and 10's, starting from any number in sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence (e.g., 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>).
- N.ME.01.02 The student will read and write numbers to 120 and relate them to the quantities they represent.
- N.ME.01.03 The student will order numbers to 120; compare using phrases such as "equal", "more than", "greater than", "fewer than"; use = symbol. Arrange small sets of numbers in increasing or decreasing order (e.g., write the following from smallest to largest: 21, 16, 35, 8).
- N.ME.01.04 The student will identify one more than, one less than, 10 more than, and 10 less than for any number up to 120.
- N.ME.01.05 The student will understand that a number to the right of another number on the number line is bigger up to 120.
- N.ME.01.06 The student will count backward by 1's starting from any number between 1 and 120.
- N.ME.01.07 The student will compose and decompose numbers through 120, including using bundles of tens and units (e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones).
- N.ME.01.08 The student will understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

**B. Add and subtract whole numbers**

- N.MR.01.09 The student will list number facts (partners inside of numbers) for 2 through 10 (e.g.,  $8 = 7+1 = 6+2 = 5+3 = 4+4$ ;  $10 = 8+2 = 2+8$ ).
- N.MR.01.10 The student will compare two or more sets in terms of the difference in number of elements.
- N.MR.01.11 The student will model addition and subtraction for numbers through 100 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.
- N.FL.01.12 The student will understand the inverse relationship between addition and subtraction (e.g., subtraction “undoes” addition: if  $3+5 = 8$ , we know that  $8-3 = 5$  and  $8-5 = 3$ ); recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.
- N.MR.01.13 The student will know all the addition facts up to  $9+9$ , and solve the related subtraction problems fluently.
- N.FL.01.14 The student will apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as:  $2+ \_ = 7$  and  $10- \_ = 6$ .
- N.FL.01.15 The student will add three one-digit numbers.
- N.FL.01.16 The student will calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10 up to 100.
- N.FL.01.17 The student will compute sums and differences through 30 using number facts and various strategies.

**Measurement**

**A. Estimate and measure length**

M.UN.01.01 The student will measure the lengths of objects in non-standard units (e.g., pencil lengths, shoe lengths) to the nearest whole unit.

M.UN.01.02 The student will compare measured lengths using the words shorter, shortest, longer, longest, taller, and tallest, etc.

**B. Tell time**

M.UN.01.03 The student will tell and write time in hours and half-hours using analog and digital clocks.

**C. Work with money**

M.UN.01.04 The student will identify the different denominations of coins and bills.

M.UN.01.05 The student will match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations (e.g., 1 quarter = 2 dimes and 1 nickel).

M.UN.01.06 The student will tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.

M.UN.01.07 The student will add and subtract money in dollars only or in cents only.

**D. Solve problems**

M.PS.01.08 The student will solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units.

**Geometry**

**A. Create and describe shapes**

- G.GS.01.01 The student will create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color, shape, and symmetry.
- G.LO.01.02 The student will partition circles and rectangles into two, three, and four equal shares and will recognize and write a fraction.
- G.SR.01.03 The student will create and describe patterns involving geometric objects.
- G.SR.01.04 The student will create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.
- G.SR.01.05 The student will distinguish between repeating and growing patterns.
- G.SR.01.06 The student will predict the next element in a simple repeating pattern.
- G.SR.01.07 The student will describe ways to get to the next element in simple repeating patterns.
- G.TR.01.08 The student will recognize that shapes that have been slid, turned, or flipped are the same shape (congruent), (e.g., a square rotated  $45^\circ$  is still a square).

**Data and Probability**

**A. Use pictographs**

- D.RE.01.01 The student will collect and organize up to three categories of data to use in pictographs.
- D.RE.01.02 The student will read and interpret pictographs.
- D.RE.01.03 The student will make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations.