



## Teacher Learning Report Grade 1 Math

### Representation and Comparison of Whole Numbers

**1.2 Number and operations.** The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

Connected Knowledge and Skills 1.5

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

1.1(A) apply math in everyday situations ☉  
1.1(B) use problem-solving models ☉

connected 1.1(C)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Representation of Whole Numbers

1.2(C)\* use objects, pictures, and expanded and standard forms to represent numbers up to 120 ☉

1.2(A) recognize instantly the quantity of structured arrangements

1.2(B)\* use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones ☉

1.5(A) recite numbers forward and backward from any given number between 1 and 120

Unit	CHECKPOINT		
	1	2	3

#### Comparison of Whole Numbers

1.2(G)\* represent the comparison of two numbers to 100 using the symbols  $>$ ,  $<$ , or  $=$  ☉

1.2(D) generate a number that is greater than or less than a given whole number up to 120

1.2(E) use place value to compare whole numbers up to 120 using comparative language

1.2(F) order whole numbers up to 120 using place value and open number lines

1.5(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120


### Process (Ways to Show)

1.1(E) create representations  
1.1(F) analyze information ☉

connected 1.1(D), 1.1(G)

Unit	CHECKPOINT		
	1	2	3



## Teacher Learning Report Grade 1 Math

### >> Addition and Subtraction of Whole Numbers

- 1.3 Number and operations.** The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
- 1.5 Algebraic reasoning.** The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

- 1.1(A) apply math in everyday situations ☉
- 1.1(B) use problem-solving models ☉ *connected 1.1(C)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Strategies for Addition/Subtraction of Whole Numbers

- 1.5(G)\* apply properties of operations to add and subtract two or three numbers
- 1.3(A) use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99
- 1.3(C) compose 10 with two or more addends with and without concrete objects
- 1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10
- 1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences
- 1.5(B)\* skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set

Unit	CHECKPOINT		
	1	2	3

#### Application for Addition/Subtraction of Whole Numbers

- 1.3(F)\* generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20
- 1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences ☉
- 1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = \underline{\quad}$ ;  $3 + \underline{\quad} = 7$ ; and  $5 = \underline{\quad} - 3$  ☉
- 1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)
- 1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation




## Teacher Learning Report Grade 1 Math

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations 1.1(F) analyze information <sup>Ⓢ</sup>				

*connected 1.1(D), 1.1(G)*

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 1 Math

Fractions	Unit	CHECKPOINT		
		1	2	3
<b>1.6 Geometry and measurement.</b> The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations <sup>Ⓢ</sup> 1.1(B) use problem-solving models <sup>Ⓢ</sup> <i>connected 1.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Fractions</b>				
1.6(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words				
1.6(H) identify examples and non-examples of halves and fourths				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations 1.1(F) analyze information <sup>Ⓢ</sup> <i>connected 1.1(D), 1.1(G)</i>				



## Teacher Learning Report Grade 1 Math

### >> Geometry

**1.6 Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

1.1(A) apply math in everyday situations ☉  
1.1(B) use problem-solving models ☉ *connected 1.1(C)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Two-Dimensional

1.6(A)\* classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language ☉  
1.6(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language ☉  
1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape  
1.6(C) create two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons  
1.6(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible

Unit	CHECKPOINT		
	1	2	3

#### Three-Dimensional

1.6(E)\* identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language  
1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape


### Process (Ways to Show)

1.1(E) create representations  
1.1(F) analyze information ☉ *connected 1.1(D), 1.1(G)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 1 Math

### >> Measurement

**1.7 Geometry and measurement.** The student applies mathematical process standards to select and use units to describe length and time.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

1.1(A) apply math in everyday situations ③  
1.1(B) use problem-solving models ③

*connected 1.1(C)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Length

1.7(D)\* describe a length to the nearest whole unit using a number and a unit

1.7(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement

1.7(B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other

1.7(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ

Unit	CHECKPOINT		
	1	2	3

#### Time

1.7(E)\* tell time to the hour and half hour using analog and digital clocks


### Process (Ways to Show)

1.1(E) create representations  
1.1(F) analyze information ③

*connected 1.1(D), 1.1(G)*

Unit	CHECKPOINT		
	1	2	3


>> TEKS clusters typically requiring additional time and focus in the curriculum




## Teacher Learning Report Grade 1 Math

Data Analysis	Unit	CHECKPOINT		
		1	2	3
1.8 <b>Data analysis.</b> The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations ⑧				
1.1(B) use problem-solving models ⑧ <i>connected 1.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Data</b>				
1.8(A)* collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts				
1.8(B) use data to create picture and bar-type graphs				
 <b>Social Studies Integration</b> 1.16(B) sequence and categorize information				

Interpretation of Data	Unit	1	2	3
 <b>Social Studies Integration</b> 1.17(D) create and interpret visual and written material				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations				
1.1(F) analyze information ⑧ <i>connected 1.1(D), 1.1(G)</i>				




## Teacher Learning Report Grade 1 Math

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
<b>1.4 Number and operations.</b> The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.				
<b>1.9 Personal financial literacy.</b> The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations <sup>Ⓢ</sup>				
1.1(B) use problem-solving models <sup>Ⓢ</sup> <i>connected 1.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Money</b>				
1.4(C)* use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes				
1.4(A)* identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them				
1.4(B) write a number with the cent symbol to describe the value of a coin				

<b>Earning, Spending, and Saving</b>				
1.9(A) define money earned as income				
1.9(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs				
1.9(C) distinguish between spending and saving				
1.9(D) consider charitable giving				

 <b>Social Studies Integration</b>	1.6(A) describe ways that families meet basic human needs			
	1.6(B) describe similarities and differences in ways families meet basic human needs			
	1.7(A) identify examples of goods and services in the home, school, and community			
	1.7(B) identify ways people exchange goods and services			
	1.7(C) identify the role of markets in the exchange of goods and services			
	1.8(A) identify examples of people wanting more than they can have			
	1.8(B) explain why wanting more than they can have requires that people make choices			
	1.8(C) identify examples of choices families make when buying goods and services			
	1.9(A) describe the tools of various jobs and the characteristics of a job well performed			
	1.9(B) describe how various jobs contribute to the production of goods and services			

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations				





## Teacher Learning Report Grade 1 Math

1.1(F) analyze information <sup>Ⓢ</sup>

*connected 1.1(D), 1.1(G)*

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## Teacher Learning Report Grade 1 Math

PROCESS STANDARDS: MATHEMATICAL PROCESS STANDARDS		Unit	CHECKPOINT		
			1	2	3
1.1	The student uses mathematical processes to acquire and demonstrate mathematical understanding.	Tools to Know			
		Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
1.1(A)	apply mathematics to problems arising in everyday life, society, and the workplace ⑧				
1.1(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution ⑧				
1.1(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems				

WAYS TO SHOW		Unit	CHECKPOINT		
1.1(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate				
1.1(E)	create and use representations to organize, record, and communicate mathematical ideas				
1.1(F)	analyze mathematical relationships to connect and communicate mathematical ideas ⑧				
1.1(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication				



**CATHOLIC SCHOOLS**  
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