Let's Go Learn

Student: Steven Stewart
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Ohio Academic Standards: Mathematics

Adopted 2001

Grade 1

Number, Number Sense and Operations Standard

Number and Number Systems

1. Use ordinal numbers to order objects; e.g., first, second, third. ☑

2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by ?10 blocks,? full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother?s age. ☑

3. Read and write the numerals for numbers to 100. ☑

4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. ☑

5a. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example: Develop a system to group and count by twos, fives and tens. ☑

5c. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example: Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. ☑

6. Identify and state the value of a penny, nickel, dime, quarter and dollar. ☑

7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters. ☐

8. Show different combinations of coins that have the same value. ☐

Meaning of Operations

10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example:a. Model and explain addition using physical materials in contextual situations.b. Draw pictures to model addition.c. Write number sentences to represent addition. d. Explain that adding two whole numbers yields a larger whole number. ☑

11. Model, represent and explain subtraction as take-away and comparison. For example: a. Model and explain subtraction using physical materials in contextual situations. b. Draw pictures to model subtraction. c. Write number sentences to represent subtraction. d. Explain that subtraction of whole numbers yields an answer smaller than the original number. ☑

12. Use conventional symbols to represent the operations of addition and subtraction. ☑

13. Model and represent multiplication as repeated addition and rectangular arrays in contextual situations; e.g., four people will be at my party and if I want to give 3 balloons to each person, how many balloons will I need to buy? ☑

Computation and Estimation

15. Demonstrate that equal means ?the same as? using visual representations. ☑

16. Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more, two more; d. doubles; e. doubles plus or minus one; f. make ten; g. using tens frames; h. identity property (adding zero). ☑

17. Develop strategies for basic subtraction facts, such as: a. relating to addition (for example, think of 7 - 3 = ? as ?3 plus ? equals 7?); b. one less, two less; c. all but one (for example, 8 - 7, 5 - 4); d. using tens frames; e. missing addends. ☑

Measurement Standard

Measurement Units

2. Tell time to the hour and half hour on digital and analog (dial) timepieces. ☑

3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night. ☑

Use Measurement Techniques and Tools

5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet. ☑

Geometry and Spatial Sense Standard

Characteristics and Properties

1. Identify, compare and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon and hexagon. For example: a. Recognize and identify triangles and rhombuses independent of position, shape or size; b. Describe two-dimensional shapes using attributes such as number of sides and number of vertices (corners or angles). ☐

Patterns, Functions and Algebra Standard

Use Algebraic Representations

4. Solve open sentences by representing an expression in more than one way using the commutative property; e.g., 4 + 5 = 5 + 4 or the number of blue balls plus red balls is the same as the number of red balls plus blue balls (R + B = B + R). ☑

Data Analysis and Probability Standard

Statistical Methods

6. Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object. ☑

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