

# Hickman County Schools

First Grade

Mathematics

## First Six Weeks

Checks for Understanding Numbers	Checks for Understanding Introduce Skill
<ul style="list-style-type: none"> <li>• 0106.2.1</li> <li>• 0106.2.2</li> <li>• 0106.2.3</li> <li>• 0106.2.4</li> <li>• 0106.2.5</li> <li>• 0106.2.6</li> <li>• 0106.2.7</li> <li>• 0106.2.8</li>   <li>• 0106.1.4</li> <li>• 0106.2.10</li>   <li>• 0106.2.12</li> <li>• 0106.2.13</li> <li>• 0106.4.1</li>   <li>• 0106.3.1</li> <li>• 0106.3.2</li> <li>• 0106.1.1</li> <li>• 0106.1.3</li> <li>• 0106.5.1</li>   <li>• 0106.5.2</li> <li>• 0106.2.16</li> <li>• 0106.2.17</li>   <li>• 0106.1.9</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write numerals up to 100.</li> <li>• Write numbers up to 10 in words.</li> <li>• Count forward and backward by ones beginning with any number less than 100.</li> <li>• Skip count by twos, fives, and tens.</li> <li>• Order and compare (less than, greater than, or equal to) whole numbers to 100.</li> <li>• Recognize the place value of numbers (tens, ones).</li> <li>• Develop fluency with addition and subtraction facts of sums through ten.</li> <li>• Relate “counting on” and “counting back” to addition and subtraction and understand them as inverse operations.</li> <li>• Count the value of a set of coins up to fifty cents.</li> <li>• Use models (such as discrete objects, connecting cubes, and number lines) to represent “part-whole,” “adding to,” “taking away from,” and “comparing to” situations to develop understanding of the meaning of addition and subtraction.</li> <li>• Use various models to develop strategies for solving arithmetic problems.</li> <li>• Solve problems that require addition and subtraction of numbers through 100 (though 10 in the first six weeks).</li> <li>• Recognize and describe similarities and differences between 2-dimensional figures (geometric attributes and properties).</li> <li>• Find repeating patterns on the number line, addition table, and hundreds chart.</li> <li>• Determine a reasonable next term in a given sequence and describe the rule.</li> <li>• Describe the relationship between days and months.</li> <li>• Compare units of time.</li> <li>• Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs.</li> <li>• Represent data in both horizontal and vertical form.</li> <li>• Represent whole numbers up to 100 on a number line.</li> <li>• Use the number line to create visual representations of sequences (such as even numbers, tens, multiples of five).</li> <li>• Use age-appropriate books, stories, and videos to convey ideas of mathematics.</li> </ul>

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Websites

[www.softschools.com](http://www.softschools.com)

[www.aaamath.com](http://www.aaamath.com)

[www.schoolbell.com](http://www.schoolbell.com)

[www.mrsnelsonsclass.com](http://www.mrsnelsonsclass.com)

[www.teachers.net](http://www.teachers.net)

[www.dupagechildrensmuseum.org](http://www.dupagechildrensmuseum.org)

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.unitedstreaming.com](http://www.unitedstreaming.com) Search the number crew

[www.quia.com](http://www.quia.com)

[www.ixl.com](http://www.ixl.com)

[www.bbc.co.uk/schools/laac/menu.shtml](http://www.bbc.co.uk/schools/laac/menu.shtml)