The Key Concepts and Skills for each content strand are presented by month. For more information, refer to the Key Concepts and Skills table in the Unit Organizer of the *Teacher's Lesson Guide*.

Grade 1 *Everyday Mathematics*® Content by Strand

	August/September Lessons 1•1–2•3	October Lessons 2•4–3•4	November Lessons 3•5–4•3	December Lessons 4•4–5•3	January Lessons 5•4–6•3	February Lessons 6•4–7•2	March Lessons 7•3–8•2	April Lessons 8•3–9•4	May/June Lessons 9•5–10•8
Number and Numeration	Count forward and backward by 1s. [Goal 1; Lesson 1•1] Find numbers that are larger than and smaller than a given number. [Goal 7; Lesson 1•2] Describe numbers using comparison vocabulary, such as *more than*, *smaller than*, *bigger than*, and *less than*. [Goal 7; Lesson 1•3] Count objects by 1s. [Goal 2; Lessons 1•3, 1•5, 2•3] Recognize dot patterns on dice as representations of numbers. [Goal 6; Lesson 1•3] Compare quantities using *more* and *fewer*. [Goal 7; Lesson 1•3] Write numbers to represent quantities. [Goal 3; Lesson 1•4] Draw pictures to represent the numbers 1 and 2. [Goal 3; Lesson 1•4] Name the numbers before and after a given number. [Goal 7; Lesson 1•4] Locate numbers on a number line. [Goal 7; Lesson 1•5] Read whole numbers. [Goal 3; Lesson 1•6] Order whole numbers from smallest to largest. [Goal 7; Lesson 1•6] Compare pairs of whole numbers. [Goal 7; Lessons 1•6, 1•10] Count forward by 1s and 5s. [Goal 1; Lesson 1•7] Represent numbers using tally marks. [Goal 6; Lessons 1•7, 1•8] Count forward by 1s. [Goal 1; Lesson 1•8] Order whole numbers. [Goal 7; Lesson 1•9] Count objects by 1s and 5s. [Goal 2; Lesson 1•10] Identify base-10 blocks. [Goal 3; Lesson 1•11] Count forward by 2s and 10s. [Goal 1; Lesson 1•12] Count forward and backward by 1s from a given number. [Goal 1; Lesson 2•1] Read and locate numbers on a number line and a number grid. [Goal 7; Lesson 2•1] Read and write numbers. [Goal 3; Lesson 2•2] Give equivalent names for 10; represent numbers with counters on a ten frame. [Goal 6; Lesson 2•3] Compare pairs of whole numbers. [Goal 7; Lesson 2•3]	Count forward by 1s, labeling numbers with unit labels. [Goal 1; Lesson 2•4] Count objects by 1s, labeling numbers with unit labels. [Goal 2; Lesson 2•4] Use a calculator to represent numbers. [Goal 6; Lesson 2•4] Read whole numbers. [Goal 3; Lesson 2•5] Count forward by 1s. [Goal 1; Lesson 2•6] Count forward by 2s. [Goal 1; Lesson 2•7] Recognize dot patterns on dominoes as representations of numbers. [Goal 6; Lesson 2•7] Estimate and count the number of objects in a group. [Goal 2; Lesson 2•8] Compare quantities and determine which quantity is more. [Goal 7; Lesson 2•8] Count forward by 1s and 5s from a given number. [Goal 1; Lesson 2•9] Count forward by 5s and then on by 1s. [Goal 1; Lesson 2•10] Count forward by 1s from a given number. [Goal 1; Lesson 2•11] Count backward by 1s from a given number. [Goal 1; Lesson 2•12] Count forward and backward by 1s from a given number. [Goal 1; Lesson 2•13] Count objects by 1s and 2s. [Goal 2; Lesson 3•1] Count forward by even and odd numbers. [Goal 1; Lesson 3•2] Write numbers to represent quantities. [Goal 3; Lesson 3•2] Use manipulatives to identify numbers as odd or even. [Goal 5; Lesson 3•2] Count forward by 2s, 5s, and 10s. [Goal 1; Lesson 3•3] Identify the digit in the ones place. [Goal 3; Lesson 3•3] Identify even and odd numbers. [Goal 5; Lesson 3•4]	Count forward by 2s, 3s, 5s, and 10s. [Goal 1; Lesson 3•5] Count forward and backward by 1s from a given number. [Goal 1; Lessons 3•5, 3•6] Count forward and backward by 1s, 2s, 3s, 5s, and 10s from a given number. [Goal 1; Lessons 3•5, 3•9] Count forward and backward by 1s, 2s, and 5s from a given number. [Goal 1; Lesson 3•10] Read numbers and symbols on a calculator. [Goal 3; Lesson 3•10] Count forward by 1s, 5s, and 10s from a given number. [Goal 1; Lessons 3•11, 3•12] Compare whole numbers. [Goal 7; Lesson 3•13] Estimate whether quantities are more than 10, less than 10, or equal to 10. [Goal 2; Lesson 3•14] Order dominoes according to dot patterns. [Goal 7; Lesson 3•14] Sort dominoes by even and odd numbers. [Goal 5; Lesson 3•14] Count forward by 2s from a multiple of 10. [Goal 1; Lesson 4•1] Count forward by 1s. [Goal 1; Lesson 4•2]	Count forward by 1s. [Goal 1; Lessons 4•4, 4•6, 4•10] Count and record the number of flats, longs, and cubes. [Goal 3; Lesson 4•7] Count forward by 5s. [Goal 1; Lesson 4•8] Order events on a timeline. [Goal 7; Lesson 4•9] Order numbers through 100 or more. [Goal 7; Lesson 4•10] Compare sums. [Goal 7; Lesson 4•12] Count objects by 1s. [Goal 2; Lesson 5•1] Use base-10 blocks to model whole numbers less than 100. [Goal 3; Lesson 5•1] Name whole numbers less than 100 modeled by base-10 blocks. [Goal 3; Lesson 5•1] Exchange base-10 cubes and longs to show different representations of the same number. [Goal 3; Lesson 5•1] Count forward by 1s and 10s on a calculator. [Goal 1; Lesson 5•2] Use base-10 blocks to model whole numbers; name whole numbers modeled by base-10 blocks. [Goal 3; Lesson 5•2] Exchange base-10 cubes, longs, and flats to show different representations of the same number. [Goal 3; Lesson 5•2] Compare whole numbers using <, >, and =. [Goal 7; Lesson 5•3]	Count objects by 1s. [Goal 2; Lesson 5•4] Estimate and count objects. [Goal 2; Lesson 5•4] Use base-10 blocks to model 2- and 3-digit whole numbers. [Goal 3; Lesson 5•5] Exchange base-10 longs and cubes to show different representations of the same number. [Goal 3; Lesson 5•5] Compare pairs of 2-digit numbers based on meanings of the tens and ones digits. [Goal 7; Lesson 5•6] Count collections of objects by 1s. [Goal 2; Lesson 5•7] Compare groups of objects. [Goal 7; Lesson 5•7] Order 1- and 2-digit whole numbers. [Goal 7; Lesson 5•8] Count forward and backward from a given number. [Goal 1; Lessons 5•12, 5•13] Compare sums of whole numbers. [Goal 7; Lesson 6•1] Find different sets of 2 or more addends with the same sum. [Goal 6; Lesson 6•2] Use dominoes, drawings, tally marks, base-10 blocks, and manipulatives to give equivalent names for numbers. [Goal 6; Lesson 6•2]	Count forward by 1s. [Goal 1; Lesson 6•6] Count pattern blocks. [Goal 2; Lesson 6•7] Identify even and odd numbers. [Goal 5; Lesson 6•7] Count forward and backward by 1s. [Goal 1; Lesson 6•8] Count forward by 25s. [Goal 1; Lesson 6•9] Count forward by 1s and 5s. [Goal 1; Lesson 6•10] Find numbers in a sequence. [Goal 7; Lesson 6•11] Count forward by 1s on a calculator. [Goal 1; Lesson 6•12] Compare and order whole numbers. [Goal 7; Lesson 6•12]	Count the sides and corners on plane shapes. [Goal 2; Lesson 7•3, 7•4] Count the flat faces and corners on solid figures. [Goal 2; Lessons 7•5, 7•6] Express amounts of money using dollars-and-cents notation. [Goal 3; Lesson 8•2]	Count collections of objects. [Goal 2; Lesson 8•3] Read and write whole numbers modeled with base-10 blocks. [Goal 3; Lesson 8•3] Express amounts of money using dollars-and-cents notation. [Goal 3; Lesson 8•4] Count equal parts of wholes. [Goal 2; Lessons 8•5, 9•7] Divide shapes into halves, thirds, and fourths. [Goal 4; Lesson 8•6] Find objects divided into equal parts. [Goal 4; Lesson 8•6] Identify shapes divided into halves, thirds, and fourths. [Goal 4; Lesson 8•7] Record the number of equal parts in a whole and label each part with a fraction. [Goal 4; Lesson 8•7] Count by halves, thirds, fourths, and sixths to 1. [Goal 1; Lesson 8•8] Find fractional parts of sets. [Goal 4; Lesson 8•8] Use fractions to relate smaller shapes to larger shapes. [Goal 4; Lesson 8•9] Divide shapes into equal parts and label the parts. [Goal 4; Lesson 8•9] Count forward and backward by 1s and 10s using a number grid. [Goal 1; Lessons 9•1, 9•2, 9•3] Name missing numbers on a number grid. [Goal 7; Lesson 9•1] Identify the values of digits in a 2-digit number. [Goal 3; Lesson 9•3]	Divide shapes into fractional parts. [Goal 4; Lesson 9•6] Model fractional parts of a region. [Goal 4; Lesson 9•6] Identify halves and fourths. [Goal 4; Lesson 9•6] Identify equivalent names for fractional parts of a region. [Goal 4; Lesson 9•6] Compare fractional parts. [Goal 4; Lesson 9•7] Label fractional parts using fractional notation. [Goal 4; Lesson 9•7] Identify halves, thirds, fourths, sixths, and eighths. [Goal 4; Lesson 9•7] Identify and explain the meanings of *numerator* and *denominator*. [Goal 4; Lesson 9•7] Use manipulatives to model equivalent fractions. [Goal 4; Lesson 9•8] Count forward by 5s and then by 1s. [Goal 1; Lesson 10•2] Count forward by 25s, 10s, and 5s. [Goal 1; Lessons 10•3, 10•4] Compare quantities. [Goal 7; Lesson 10•4] Count forward by 10s or 100s from a 2- or 3-digit number. [Goal 1; Lesson 10•7] Read, write, and model with base-10 blocks multidigit whole numbers through hundreds. [Goal 3; Lesson 10•7] Express the value of digits in a multidigit number. [Goal 3; Lesson 10•7]
Operations and Computation	Count up from a smaller number to a larger number. [Goal 2; Lesson 1•2] Name numbers that are one more and one less than a given number. [Goal 1; Lessons 1•5, 1•6] Use a number line to solve number stories. [Goal 1; Lesson 1•5] Use a number line to solve number-line problems. [Goal 1; Lesson 1•11] Tell simple number stories using up to 10 counters and a variety of strategies. [Goal 4; Lesson 1•13] Solve number stories. [Goal 4; Lesson 1•13] Count on a number line and a number grid to solve problems. [Goal 1; Lesson 2•1] Find pairs of numbers with sums of 10. [Goal 1; Lesson 2•3]	Count combinations of pennies and nickels. [Goal 2; Lesson 2•9] Express the value of groups of pennies and nickels using cent notation. [Goal 2; Lesson 2•10] Solve 1-digit by 1-digit change-to-more stories. [Goal 1; Lesson 2•11] Solve 1-digit by 1-digit change-to-less stories. [Goal 1; Lesson 2•12] Solve 1-digit by 1-digit addition and subtraction number stories. [Goal 1; Lesson 2•13] Find sums of three 1-digit whole numbers. [Goal 2; Lesson 2•13]	Model and solve addition and subtraction number stories. [Goal 1; Lesson 3•6] Complete number models for addition and subtraction number stories. [Goal 1; Lesson 3•6] Find the values of combinations of dimes, nickels, and pennies. [Goal 2; Lesson 3•12] Estimate sums. [Goal 3; Lesson 3•14] Find totals using the parts-and-total diagram. [Goal 4; Lesson 3•14]	Find sums for addition facts; find sums for dice rolls. [Goal 1; Lesson 4•11] Solve facts with +10 and −10. [Goal 1; Lesson 4•11] Recite easy addition facts; use ten frames and counters to solve addition facts; solve +8 and +9 addition facts by making ten. [Goal 1; Lesson 4•12]	Use base-10 blocks to find sums of 2- and 3-digit numbers. [Goal 2; Lesson 5•5] Model parts-and-total diagrams for addition number stories. [Goal 4; Lesson 5•5] Use base-10 blocks to model and solve addition problems. [Goal 2; Lesson 5•6] Use number grids, base-10 blocks, and other strategies to add and subtract. [Goal 2; Lesson 5•9] Solve number stories. [Goal 4; Lesson 5•8] Count up from the larger number to solve addition problems. [Goal 1; Lesson 5•9] Develop and practice strategies for addition that use doubles facts. [Goal 1; Lesson 5•10] Use a variety of addition fact strategies for solving multi-addend addition problems. [Goals 1 and 2; Lesson 5•10] Recite addition facts; use strategies to solve addition facts; find sums of addition facts with and without a calculator. [Goal 1; Lesson 5•11] Use addition and subtraction to solve "What's My Rule?" problems. [Goal 2; Lessons 5•12, 5•13] Find sums of whole numbers. [Goal 1; Lesson 6•1] Use the Addition/Subtraction Facts Table to find sums of 1-digit whole numbers. [Goal 1; Lesson 6•1] Write parts-and-total number models. [Goal 4; Lesson 6•3]	Find sums of 1-digit numbers with and without a calculator. [Goal 1; Lesson 6•4] Use the Addition/Subtraction Facts Table to find sums and differences. [Goal 1; Lesson 6•4] Use subtraction fact strategies to find differences. [Goal 1; Lesson 6•5] Find sums of randomly generated whole numbers. [Goal 1; Lesson 6•7] Calculate the value of combinations of quarters, dimes, nickels, and pennies. [Goal 2; Lesson 6•8] Calculate the value of combinations of coins. [Goal 2; Lesson 6•11] Solve addition problems. [Goal 1; Lesson 7•2]	Express the value of combinations of coins. [Goal 2; Lesson 8•1]	Use a variety of strategies to add and subtract with 2-digit numbers. [Goal 2; Lesson 8•4] Make up, solve, and record money number stories and discuss solution strategies. [Goal 4; Lesson 8•4] Make change by counting up. [Goal 2; Lesson 8•5] Make up and solve number stories. [Goal 4; Lesson 8•5] Recognize and sort doubles facts and near-doubles facts. [Goal 1; Lesson 9•3] Add and subtract 1s and 10s from 2-digit numbers. [Goal 2; Lesson 9•2] Solve addition and subtraction problems with and without manipulatives and tools. [Goal 2; Lesson 9•2] Explain strategies used to solve problems involving the addition and subtraction of 2-digit by 2-digit numbers. [Goal 2; Lesson 9•4] Add and subtract 2-digit numbers using strategies based on place value and the relationship between addition and subtraction. [Goal 2; Lesson 9•4] Tell, write, and solve number stories. [Goal 4; Lesson 9•4]	Calculate the difference between two heights. [Goal 2; Lesson 10•1] Solve a change-to-more problem. [Goal 4; Lesson 10•1] Tell, write, and solve number stories. [Goal 4; Lesson 10•3] Show amounts of money using combinations of quarters, dimes, and nickels. [Goal 2; Lesson 10•3] Use a variety of strategies to add and subtract 2-digit numbers. [Goal 2; Lesson 10•5] Add and subtract multiples of 10 using base-10 blocks. [Goal 2; Lesson 10•5] Solve comparison number stories. [Goal 4; Lesson 10•5] Estimate differences between pairs of 2-digit numbers. [Goal 2; Lesson 10•6] Solve problems involving the addition or subtraction of 2-digit whole numbers. [Goal 2; Lesson 10•6]
Data and Chance	Use a tally chart to collect data. [Goal 1; Lesson 1•2] Create a tally chart to organize data. [Goal 1; Lessons 1•7, 1•8, 1•12, 2•2] Make predictions based on data organized in a tally chart. [Goal 2; Lessons 1•7] Answer questions and make predictions based on data organized in a tally chart. [Goal 2; Lesson 1•8] Make predictions about the outcomes of dice rolls. [Goal 3; Lesson 1•8] Answer questions about data. [Goal 2; Lesson 2•2] Make predictions and check outcomes. [Goal 3; Lesson 2•3]		Create a tally chart. [Goal 1; Lesson 3•13] Create a line plot. [Goal 1; Lesson 3•13] Answer simple questions about data in a line plot. [Goal 2; Lesson 3•13]	Create a line plot and a bar graph to organize data. [Goal 1; Lesson 4•7] Answer questions about data collected using a bar graph; find typical value in a data set. [Goal 2; Lesson 4•7]	Create and use a tally chart to represent data. [Goal 1; Lesson 5•6] Draw conclusions about the probability of dice rolls. [Goal 3; Lesson 5•6]	Use a tally chart to organize data. [Goal 1; Lesson 6•7] Create a tally chart and a bar graph to organize data. [Goal 1; Lesson 6•12] Find landmarks; ask and answer questions about a data set. [Goal 2; Lesson 6•12]				Use a line plot and a table to organize data. [Goal 1; Lesson 10•1] Find the mode and median of a data set. [Goal 2; Lesson 10•1]
Measurement and Reference Frames	Use a calendar to answer questions about days, weeks, months, and dates. [Goal 4; Lesson 1•9] Read temperature ranges on a Fahrenheit thermometer. [Goal 3; Lesson 1•12]	Compare the functions of the hands on a clock. [Goal 4; Lesson 2•5] Estimate time on an analog clock, using only the hour hand. [Goal 4; Lesson 2•5] Use language of approximation to describe times on an analog clock. [Goal 4; Lessons 2•5, 2•6] Show a given time on an analog clock. [Goal 4; Lesson 2•6] Read and record times shown on an analog clock. [Goal 4; Lesson 2•6] Compare the lengths of objects to a 6-inch ruler. [Goal 1; Lesson 2•7] Identify a penny and know its value. [Goal 2; Lesson 2•8] Name the value of a group of pennies using cent notation. [Goal 2; Lesson 2•8] Identify a nickel and know its value. [Goal 2; Lesson 2•8] Exchange pennies for nickels. [Goal 2; Lessons 2•9, 2•10] Identify and know the values of a penny and a nickel. [Goal 2; Lesson 2•10] Show amounts of money using pennies and nickels and make exchanges between them. [Goal 2; Lesson 2•13]	Estimate time on an analog clock using only the hour hand. [Goal 4; Lesson 3•7] Show a given time to the hour and half-hour on an analog clock. [Goal 4; Lesson 3•7] Tell and record times shown on an analog clock to the hour and half-hour. [Goal 4; Lesson 3•7] Use language of approximation to describe times on an analog clock. [Goal 4; Lesson 3•7] Identify a dime and know its value. [Goal 2; Lesson 3•11] Show equivalent amounts of money. [Goal 2; Lesson 3•11] Exchange pennies for nickels and dimes. [Goal 2; Lesson 3•11] Exchange nickels for dimes, and pennies for nickels and dimes. [Goal 2; Lesson 3•12] Show amounts of money with fewest number of dimes, nickels, and pennies. [Goal 2; Lesson 3•12] Read temperature to the nearest 10° on a thermometer. [Goal 3; Lesson 4•1] Read temperature to the nearest 2° on a thermometer. [Goal 3; Lesson 4•1] Compare heights. [Goal 1; Lesson 4•2] Measure lengths in nonstandard units and compare lengths. [Goal 1; Lesson 4•2] Choose and label measurement units. [Goal 1; Lesson 4•2] Use language of approximation when measuring. [Goal 1; Lesson 4•3] Measure length with nonstandard units. [Goal 1; Lesson 4•3] Measure length to the nearest foot. [Goal 1; Lesson 4•3]	Use language of approximation when measuring. [Goal 1; Lesson 4•4] Measure length to the nearest inch. [Goal 1; Lessons 4•4, 4•5, 4•6] Compare standard units of measure and lengths of objects. [Goal 1; Lesson 4•4] Use reference objects to estimate length. [Goal 1; Lesson 4•5] Measure and draw line segments to the nearest inch. [Goal 1; Lesson 4•5] Identify inch and centimeter scales. [Goal 1; Lesson 4•6] Estimate and measure height to the nearest inch. [Goal 1; Lesson 4•7] Show time on an analog clock to the nearest half-hour and quarter-hour. [Goal 4; Lesson 4•8] Tell and record times on an analog clock to the nearest half-hour and quarter-hour. [Goal 4; Lesson 4•8] Use language of approximation to describe times on an analog clock. [Goal 4; Lesson 4•8] Create a simple timeline. [Goal 4; Lesson 4•9]	Compare weights of pairs of objects. [Goal 1; Lesson 5•4] Exchange pennies for nickels and dimes. [Goal 2; Lesson 5•6]	Estimate length to the nearest centimeter. [Goal 1; Lesson 6•6] Measure and draw line segments to the nearest centimeter. [Goal 1; Lesson 6•6] Measure lengths in nonstandard units and compare lengths. [Goal 1; Lesson 6•6] Identify a quarter and know its value. [Goal 2; Lesson 6•8] Make exchanges between coins. [Goal 2; Lesson 6•8] Tell time on a digital clock given the time on an analog clock. [Goal 4; Lesson 6•10] Tell time on an analog clock given the time on a digital clock. [Goal 4; Lesson 6•10] Tell time to the quarter-hour in digital notation. [Goal 4; Lesson 6•10]	Show amounts of money with the fewest number of coins. [Goal 2; Lesson 8•1] Identify a dollar and know its value. [Goal 2; Lesson 8•2] Make exchanges between coins. [Goal 2; Lesson 8•2]	Show amounts of money with the fewest number of coins. [Goal 2; Lesson 8•4] Identify the values of coins. [Goal 2; Lesson 8•5]	Use standard measuring tools to measure length to the nearest inch. [Goal 1; Lesson 9•5] Use non-standard tools to estimate capacity. [Goal 1; Lesson 9•5] Tell and show time to the nearest 5 minutes and to the nearest minute on an analog clock. [Goal 4; Lesson 10•2] Identify money equivalencies. [Goal 2; Lesson 10•4] Read temperatures and relate them to hot, warm, or cold events. [Goal 3; Lesson 10•6]
Geometry	Identify plane and solid figures. [Goal 1; Lesson 1•1] Name and draw plane figures using the Pattern-Block Template. [Goal 1; Lesson 1•3] Identify geoboards and the plane shapes of pattern blocks. [Goal 1; Lesson 1•11]	Use plane shapes for patterning. [Goal 1; Lesson 3•4]		Create plane shapes and designs on a geoboard. [Goal 1; Lesson 4•7]		Model triangles. [Goal 1; Lesson 6•7] Find and draw plane shapes. [Goal 1; Lesson 6•11] Identify and describe plane shapes. [Goal 1; Lesson 7•1] Create designs using plane shapes. [Goal 1; Lesson 7•2]	Identify, describe, and compare plane shapes. [Goal 1; Lesson 7•3] Compose plane shapes. [Goal 1; Lesson 7•3] Model polygons, identifying their sides and corners; compare polygon models. [Goal 1; Lesson 7•4] Compose plane shapes. [Goal 1; Lesson 7•4] Identify and describe solid figures; identify the flat faces and corners on solid figures. [Goal 1; Lesson 7•5] Identify and describe solid figures. [Goal 1; Lesson 7•6] Compose solid shapes. [Goal 1; Lessons 7•5, 7•6] Identify the flat faces and corners on solid figures. [Goal 1; Lesson 7•5] Compare and contrast solid figures. [Goal 1; Lesson 7•5] Identify shapes having line symmetry. [Goal 2; Lesson 7•7] Create line-symmetric shapes. [Goal 2; Lesson 7•7]		Draw plane shapes. [Goal 1; Lesson 9•5] Complete line-symmetric designs. [Goal 2; Lesson 9•5] Name, model, and describe plane shapes using straws and twist-ties. [Goal 1; Lesson 10•5] Name, model, and describe solid figures. [Goal 1; Lesson 10•5] Identify and describe attributes of plane shapes and solid figures. [Goal 1; Lesson 10•5]
Patterns, Functions, and Algebra	Identify patterns. [Goal 1; Lesson 1•1] Create designs using the plane shapes of pattern blocks. [Goal 1; Lesson 1•11]	Write number models for 1-digit by 1-digit change-to-more stories using the symbols + and =. [Goal 2; Lesson 2•11] Write number models for 1-digit by 1-digit change-to-less stories using the symbols − and =. [Goal 2; Lesson 2•12] Add three numbers in different combinations using the Associative Property of Addition. [Goal 3; Lesson 2•13] Recognize, describe, and create visual patterns. [Goal 1; Lesson 3•1] Identify the pattern rule in a visual pattern. [Goal 1; Lesson 3•1] Use a pattern rule to extend a visual pattern. [Goal 1; Lesson 3•1] Identify and describe even and odd number patterns. [Goal 1; Lesson 3•2] Describe and compare number patterns. [Goal 1; Lesson 3•3] Create visual patterns. [Goal 1; Lesson 3•4] Sort dominoes. [Goal 1; Lesson 3•4]	Create skip-counting patterns. [Goal 1; Lesson 3•5] Use the symbols +, −, and = to complete number models. [Goal 2; Lesson 3•6] Find the missing numbers in a Frames-and-Arrows problem given the rule. [Goal 1; Lessons 3•5, 3•9] Identify rules in Frames-and-Arrows problems. [Goal 1; Lesson 3•9] Create Frames-and-Arrows problems. [Goal 1; Lesson 3•9] Use the +, −, and = symbols to count forward and backward on a calculator. [Goal 2; Lesson 3•10]	Identify and use patterns on a number grid. [Goal 1; Lesson 4•10] Identify and discuss patterns for easy facts. [Goal 1; Lesson 4•11] Identify pairs of turn-around addition facts. [Goal 3; Lesson 4•11] Use numeric patterns to find +8 and +9 shortcuts. [Goal 1; Lesson 4•12] Recognize patterns on a number grid. [Goal 1; Lesson 5•2] Calculate and compare money amounts using <, >, and =. [Goal 2; Lesson 5•3]	Write number models using > and <. [Goal 2; Lesson 5•4] Write number models to match solution strategies. [Goal 2; Lesson 5•7] Generate and record number models to match solution strategies. [Goal 2; Lesson 5•8] Discuss patterns in addition facts. [Goal 1; Lesson 5•11] Identify and explain turn-around facts. [Goal 3; Lesson 5•11] Find and describe rules in "What's My Rule?" problems. [Goal 1; Lesson 5•12] Continue patterns in "What's My Rule?" problems. [Goal 1; Lesson 5•13] Find the rule in "What's My Rule?" problems. [Goal 1; Lesson 5•13] Identify and describe simple numerical patterns. [Goal 1; Lesson 6•1] Write number sentences to express equivalencies. [Goal 2; Lesson 6•2] Write addition and subtraction number models using +, −, and 5. [Goal 2; Lesson 6•3] Generate fact families. [Goal 3; Lesson 6•3]	Write addition and subtraction number models using +, −, and =. [Goal 2; Lesson 6•4] Generate fact families. [Goal 3; Lesson 6•4] Use addition to check answers for subtraction facts. [Goal 3; Lesson 6•5] Find the missing input and output numbers in "What's My Rule?" problems. [Goal 1; Lesson 6•6] Sort plane shapes by size, shape, and color. [Goal 1; Lesson 7•1] Identify and apply rules to extend patterns. [Goal 1; Lesson 7•2] Identify rules by which plane shapes are sorted. [Goal 1; lesson 7•2]	Write number sentences using the symbols +, −, and =. [Goal 2; Lesson 8•1]	Write number sentences to match solution strategies. [Goal 2; Lesson 8•4] Extend patterns on a number grid. [Goal 1; Lesson 9•1] Use number-grid patterns to solve addition and subtraction problems. [Goal 1; Lesson 9•2] Extend patterns on a number grid. [Goal 1; Lesson 9•3] Solve number-grid puzzles. [Goal 1; Lesson 9•3] Write addition and subtraction number sentences using +, −, and =. [Goal 2; Lesson 9•4] Use the properties of operations to add and subtract 2-digit numbers. [Goal 3; Lesson 9•4]	Use = to describe the relationship between fractions. [Goal 2; Lesson 9•8] Write addition and subtraction number sentences using +, −, and =. [Goal 2; Lesson 10•3] Create and solve number-grid puzzles. [Goal 1; Lesson 10•7]
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6	Assessment 7	Assessment 8	Assessment 9/10

ISBN: 978-0-07-657707-1
MHID: 0-07-657707-4
1 2 3 4 5 6 7 8 9 QST 17 16 15 14 13 12 11

Mc Graw Hill Education

The University of Chicago School Mathematics Project

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The McGraw-Hill Companies

ISBN 9780076577077-1
MHID 0076577074-4

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Grade 1 *Everyday Mathematics*® Grade-Level Goals

Number and Numeration

Understand the meanings, uses, and representations of numbers.

Goal 1: Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators.

Goal 2: Count collections of objects accurately and reliably; estimate the number of objects in a collection.

Goal 3: Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits in those places.

Goal 4: Use manipulatives and drawings to model halves, thirds, and fourths as equal parts of a region or a collection; describe the model.

Goal 5: Use manipulatives to identify and model odd and even numbers.

Understand equivalent names for numbers.

Goal 6: Use manipulatives, drawings, tally marks, and numerical expressions involving addition and subtraction of 1- or 2-digit numbers to give equivalent names for whole numbers up to 100.

Understand common numerical relations.

Goal 7: Compare and order whole numbers up to 1,000.

Operations and Computation

Compute accurately.

Goal 1: Demonstrate appropriate fluency with addition and subtraction facts through $10 + 10$.

Goal 2: Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit whole numbers with 2-digit whole numbers; calculate and compare the values of combinations of coins.

Make reasonable estimates.

Goal 3: Estimate reasonableness of answers to basic fact problems (e.g., Will $7 + 8$ be more or less than 10?).

Understand meanings of operations.

Goal 4: Identify change-to-more, change-to-less, comparison, and parts-and-total situations.

Data and Chance

Select and create appropriate graphical representations of collected or given data.

Goal 1: Collect and organize data to create tally charts, tables, bar graphs, and line plots.

Analyze and interpret data.

Goal 2: Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set.

Understand and apply basic concepts of probability.

Goal 3: Describe events using *certain*, *likely*, *unlikely*, *impossible* and other basic probability terms.

Measurement and Reference Frames

Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.

Goal 1: Use nonstandard tools and techniques to estimate and compare weight and length; measure length with standard measuring tools.

Goal 2: Know and compare the value of pennies, nickels, dimes, quarters, and dollar bills; make exchanges between coins.

Use and understand reference frames.

Goal 3: Identify a thermometer as a tool for measuring temperature; read temperatures on Fahrenheit and Celsius thermometers to the nearest 10°.

Goal 4: Use a calendar to identify days, weeks, months, and dates; tell and show time to the nearest half and quarter hour on an analog clock.

Geometry

Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.

Goal 1: Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.

Apply transformations and symmetry in geometric situations.

Goal 2: Identify shapes having line symmetry; complete line-symmetric shapes or designs.

Patterns, Functions, and Algebra

Understand patterns and functions.

Goal 1: Extend, describe, and create numeric, visual, and concrete patterns; solve problems involving function machines, "What's My Rule?" tables, and Frames-and-Arrows diagrams.

Use algebraic notation to represent and analyze situations and structures.

Goal 2: Read, write, and explain expressions and number sentences using the symbols $+$, $-$, and $=$ and the symbols $>$ and $<$ with cues; solve equations involving addition and subtraction.

Goal 3: Apply the Commutative and Associative Properties of Addition and the Additive Identity to basic addition fact problems.

McGraw Hill Education

ISBN: 978-0-07-657707-1
MHID: 0-07-657707-4
1 2 3 4 5 6 7 8 9 QST 17 16 15 14 13 12 11

The University of Chicago School Mathematics Project

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The McGraw-Hill Companies

ISBN 978007657707-1
MHID 007657707-4

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Program: **EM3cu**	Component: **CBS Poster**	**PDF Pages**
Vendor: **STET**	Grade: **1**	

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