Parents, here are some necessary, beginning-midyear, Math skills that we will be working on here at ACA with your First Grader.

- Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. (End of year goal)

- Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (End of year goal)

- Match the ordinal numbers (e.g., first, second, third) with an ordered set of up to 20 items.

- Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols > , = , and <. (End of year goal)

- Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (End of year goal)

- Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.

- Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.

- With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies. (End of year goal)