

# Hanover Schools

## Mathematics Curriculum Quick Reference Guide

### Grade 1

*(Note: This quick reference guide only lists mastery skills. Additionally, teachers should address developing skills as outlined in the Hanover Schools Mathematics Curriculum Document.)*

#### **TERM I:**

\_\_\_ 2.N.1 - Name and write (in numerals) whole numbers to 20, identify the place values of the digits, and order the numbers.

\_\_\_ 2.N.2 - Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.

\_\_\_ 2.M.1 - Identify parts of the day (e.g., morning, afternoon, evening) and days of the week.

#### **TERM II:**

\_\_\_ 2.N.1 - Name and write (in numerals) whole numbers to 100, identify the place values of the digits, and order the numbers.

\_\_\_ 2.M.1 - Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.

\_\_\_ 2.N.5 - Identify odd and even numbers up to 50 and determine whether a set of objects has an odd or even number of elements.

\_\_\_ 2.P.4 - Skip count by tens up to at least 50, starting at any ten.

\_\_\_ 2.P.5 - Construct and solve open sentences that have variables, (e.g.,  $g + 7 = 10$ ).

\_\_\_ 2.M.6 - Make and use estimates of time (e.g. how long it takes to complete an activity).

#### **TERM III:**

\_\_\_ 2.N.1 - Name and write (in numerals) whole numbers to 120, identify the place values of the digits, and order the numbers.

\_\_\_ 2.N.5 - Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.

\_\_\_ 2.N.7 - Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

\_\_\_ 2.N.8 - Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.

\_\_\_ 2.P.4 - Skip count by twos, fives, and tens up to at least 50, starting at any number.

\_\_\_ 2.P.5 - Construct and solve open sentences that have variables, (e.g.,  $g + 7 = 10$ ).

\_\_\_ 2.P.5 - Identify, describe, and draw two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.

\_\_\_ 2.P.5 - Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.

\_\_\_ 2.N.3 - Identify and represent a whole and  $1/2$  as parts of whole, parts of groups, and numbers on the number line.

\_\_\_ 2.N.4 - Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than ( $<$ ,  $=$ ,  $>$ ).

\_\_\_ 2.P.6 - Write number sentences using  $+$ ,  $-$ ,  $=$ , and/or  $>$  to represent mathematical relationships in everyday situations.

\_\_\_ 2.G.1 - Describe attributes and parts of two-dimensional shapes, e.g., length of sides, and number of corners, edges, and sides.