

Math TEKS for 1st Grade: 2013-2014

Primary Areas of Focus:							
A) Understand and Apply Place Value - Understand sequential order and their relative magnitude							
B) Addition and Subtraction - Extend their use of Add/Subtract to include comparing and combining to solve problems							
C) Use basic shapes & spatial reasoning to model objects & construct more complex shapes. Identify, name, and describe 2-D shapes & 3-D Solids							
Note: Statements that contain "including" reference content that must be mastered, while "such as" are intended as possible illustrative examples.							
PROCESS: Category 1: Underlying Processes & Mathematical Tools							
1.1A	Apply Math in Everyday Life Situations						
1.1B	Problem Solving Model - 1) Analyze Info, 2) Make a plan, 3) Solve, 4) Justify, & 5) Evaluate the process						
1.1C	Use Tools including real objects, manipulatives, technology, estimation, & mental math to solve problems						
1.1D	Communicate mathematical ideas using representations including symbols, diagrams, graphs, etc.						
1.1E	Create and use representations to organize, record, and communicate math ideas						
1.1F	Analyze mathematical relationships to connect and communicate math ideas						
1.1G	Display, explain, & justify math ideas and arguments using precise math language written and orally						
Category 2: Numbers & Operations							
Place Value							
CONTENT: (43 TEKS)		8-Week Periods:		1st	2nd	3rd	4th
1.2A	Recognize instantly the quantity of a structured arrangement						
1.2B	Use concrete/pictorial models to compose/decompose #s up to 120 (1s, 10s, 100s)						
1.2C	Use objects, pictures, & expanded & standard forms to represent #s up to 120						
Comparing Numbers and Models							
1.2D	Generate a number that is greater than/less than a number up to 120.						
1.2E	Use Place Value to compare whole numbers up to 120 using comparative language						
1.2F	Order whole numbers up to 120 using place values and open number lines						
1.2G	Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$						
Category 3: Numbers & Operations - Adding and Subtracting to Solve Problems							
1.3A	Use concrete/pictorial models to determine the sum of a multiple of 10 & a one-digit # in problems up to 99.						
1.3B	Use objects/pictorial models to solve word problems involving joining, separating, & comparing sets within 20 & unknowns such as $2+4 = ?$, $3+?= 7$,						
1.3C	Compose 10 with 2 or more addends with and without concrete objects.						
1.3D	Apply basic fact strategies to add/subtract within 20, including making 10, & decompose a # leading to a 10.						
1.3E	Explain strategies used to solve add/subtract problems using words/models/ # sentences.						
1.3F	Generate & solve word problems when given a # sentence involving add/subtract of #s within 20.						
Category 4: Number & Operations							
1.4A	Identify U.S. coins, (pennies, nickels, dimes, & quarters) by value & describe relationships						
1.4B	Write a number with the cent symbol to describe the value of a coin						
1.4C	Use relationships to count by 2s, 5s, & 10s to determine value of a collection of pennies, nickels, &/or dimes.						
Category 5: Algebraic Reasoning							
1.5A	Recite #s forward & backward from any given # between 1 and 120						
1.5B	Skip count by 2s, 5s, and 10s to determine the total # of objects up to 120 in a set						
1.5C	Use relationships to determine the # that is 10 more & 10 less than a given # up to 120						
1.5D	Represent word problems involving add/subtraction up to 20 using concrete/pictorial models & # sentences						
1.5E	Understand that the $=$ sign represents a relationship where expressions on each side are the same						
1.5F	Determine the unknown # in an add/subtract equation (see 1.3B for examples)						
1.5G	Apply properties of operations to add and subtract 2 or 3 numbers.						

8-Week Periods:		1st	2nd	3rd	4th
Category 6: 2-D & 3-D Geometry					
1.6A	Classify & sort regular & irregular 2-D shapes based on attributes using informal geometric language				
1.6B	Distinguish between attributes that define a 2-D or 3-D figure & attributes that do not define the shape				
1.6C	Create 2-D figures including circles, triangles, rectangles, & squares (as special rectangles, rhombuses, & hexagons)				
1.6D	Identify 2-D shapes (see 1.6C) and describe their attributes using formal geometric language				
1.6E	Identify 3-D solids, including spheres, cones, cylinders, rectangular prisms (including cubes), & triangular prisms (& describe their attributes using formal geometric language)				
1.6F	Compose 2-D shapes by joining 2, 3, or 4 figures to produce a target shape in more than 1 way if possible				
1.6G	Partition 2-D shapes into 2- & 4-fair shares or equal parts & describe the parts using words				
1.6H	Identify examples & non-examples of halves & fourths				
Category 7: Measurement - Length & Time					
1.7A	Use measuring tools to measure length of objects to reinforce the continuous nature of linear measurement				
1.7B	Illustrate that the length of an object is the # of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.				
1.7C	Measure same object/distance w/ units of 2 different lengths & describe how & why measurements differ				
1.7D	Describe a length to the nearest whole unit using a number & a unit				
1.7E	Tell time to the hour and half hour using analog and digital clocks				
Category 8: Data Analysis					
1.8A	Collect, sort, & organize data into 2-3 categories using models/representations (tally marks & T-charts)				
1.8B	Use data to create picture and bar-type graphs				
1.8C	Draw conclusions & generate & answer questions using info from pictures & bar-type graphs				
Category 9: Personal Financial Literacy					
1.9A	Define money as earned income				
1.9B	Identify income as a means of obtaining goods/services, oftentimes making choices b/t wants/needs.				
1.9C	Distinguish between spending and saving				
1.9D	Consider charitable giving				

Last Day of School: Friday, May 23