Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**First Grade Math OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

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| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 1.N.1.1 | Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements. |  |  |  |  |
| 1.N.1.2 | Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones. |  |  |  |  |
| 1.N.1.3 | Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. |  |  |  |  |
| 1.N.1.4 | Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s and 10s. |  |  |  |  |
| 1.N.1.5 | Find a number that is 10 more or 10 less than a given number up to 100. |  |  |  |  |
| 1.N.1.6 | Compare and order whole numbers from 0 to 100. |  |  |  |  |
| 1.N.1.7 | Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20. |  |  |  |  |
| 1.N.18 | Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to. |  |  |  |  |
| 1.N.2.1 | Represent and solve real-world and mathematical problems using addition and subtraction up to ten. |  |  |  |  |
| 1.N.2.2 | Determine if equations involving addition and subtraction are true. |  |  |  |  |
| 1.N.2.3 | Demonstrate fluency with basic addition facts and related subtraction facts up to 10. |  |  |  |  |
| 1.N.3.1 | Partition a regular polygon using physical models and recognize when those parts are equal. |  |  |  |  |
| 1.N.3.2 | Partition (fair share) sets of objects into equal groupings. |  |  |  |  |
| 1.N.4.1 | Identifying pennies, nickels, dimes, and quarters by name and value. |  |  |  |  |
| 1.N.4.2 | Write a number with the cent symbol to describe the value of a coin. |  |  |  |  |
| 1.N.4.3 | Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens. |  |  |  |  |
| 1.A.1.1 | Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts. |  |  |  |  |
| 1.GM.1.1 | Identify trapezoids and hexagons by pointing to the shape when given the name. |  |  |  |  |
| 1.GM.1.2 | Compose and decompose larger shapes using smaller two-dimensional shapes. |  |  |  |  |
| 1.GM.1.3 | Compose structures with three-dimensional shapes. |  |  |  |  |
| 1.GM.1.4 | Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres. |  |  |  |  |
|  |  |  |
| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 1.GM.2.1 | Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement. |  |  |  |  |
| 1.GM.2.2 | Illustrate that the length of an object is the number 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.GM.2.3 | Measure the same object/distance with units of two different lengths and describe how and why the measurements differ. |  |  |  |  |
| 1.GM.2.4 | Describe a length to the nearest whole unit using a number and a unit. |  |  |  |  |
| 1.GM.2.5 | Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount. |  |  |  |  |
| 1.GM.3.1 | Tell time to the hour and half-hour (analog and digital). |  |  |  |  |
| 1.D.1.1 | Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams). |  |  |  |  |
| 1.D.1.2 | Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence. |  |  |  |  |
| 1.D.1.3 | Draw conclusions from picture and bar-type graphs. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.