

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## Standards for Mathematical Practice: First Grade

<p><b>1. Make sense of problems and persevere in solving them.</b></p> <ul style="list-style-type: none"><li>• Can find an entry point or way to start the task.</li><li>• Does my answer make sense?</li><li>• Can reexamine the task in a different way.</li></ul>	<p><b>2. Reason abstractly and quantitatively.</b></p> <ul style="list-style-type: none"><li>• Students make sense of quantities and relationships.</li><li>• Students reason as they look at ways 2 dimensional figures into halves and fourths.</li><li>• What does it mean when...</li></ul>
<p><b>3. Construct viable arguments and critique the reasoning of others.</b></p> <ul style="list-style-type: none"><li>• Students can accurately use definitions to construct arguments.</li><li>• Students can engage in discussions about problem solving strategies and can discuss the reasonableness of their classmates' strategies.</li><li>• What do you think about what ____ said?</li></ul>	<p><b>4. Model with mathematics.</b></p> <ul style="list-style-type: none"><li>• Students model real-life math situations with a number sentence or equation.</li><li>• Can create an appropriate problem situation from an equation.</li><li>• How can we use symbols to represent what's happening?</li></ul>
<p><b>5. Use appropriate tools strategically.</b></p> <ul style="list-style-type: none"><li>• Students have access and use appropriately the following tools: base ten blocks, calculators, virtual manipulatives that support higher order thinking skills.</li><li>• Students are able to determine their appropriate use</li><li>• How did using the tool help you solve the problem?</li></ul>	<p><b>6. Attend to precision</b></p> <ul style="list-style-type: none"><li>• Students are precise in their communication, calculations, and measurements.</li><li>• Use grade level vocabulary accurately.</li><li>• Students check their work for accuracy</li><li>• Can you tell me why that is true?</li></ul>
<p><b>7. Look for and make use of structure.</b></p> <ul style="list-style-type: none"><li>• Students look for patterns and structures in the number system</li><li>• Students realize that <math>1+4=5</math> and <math>4+1=5</math>: recognize the commutative property.</li><li>• How do you know your rule will work?</li></ul>	<p><b>8. Look for and express regularity in repeated reasoning.</b></p> <ul style="list-style-type: none"><li>• Students begin composing and decomposing numbers in different ways.</li><li>• There are 8 crayons in a box. Some are red and some are blue. How many of each could there be?</li></ul>