Michigan Alternative Content Standards - Mathematics

# Grade 1

**Students demonstrate increasingly complex understanding of number sense.**

**Number and Operations in Base 10**

1.a Count by ones to 30. EE.1.NBT.1.A

1.b Count as many as 10 objects and represent the quantity with the corresponding numeral. EE.1.NBT.1.B

2 Create sets of 10. EE.1.NBT.2

3 Compare two groups of 10 or fewer items when the number of items in each group is similar. EE.1.NBT.3

4 Compose numbers less than or equal to five in more than one way. EE.1.NBT.4

6 Decompose numbers less than or equal to five in more than one way. EE.1.NBT.6

**Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.**

**Geometry**

1 Identify the relative position of objects that are on, off, in, and out. EE.1.G.1

2 Sort shapes of same size and orientation (circle, square, rectangle, triangle). EE.1.G.2

3 Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle). EE.1.G.3

**Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.**

**Using Measurement and Data**

1-2 Compare lengths to identify which is longer/shorter, taller/shorter. EE.1.MD.1-2

3.a Demonstrate an understanding of the terms tomorrow, yesterday, and today. EE.1.MD.3.A

3.b Demonstrate an understanding of the terms morning, afternoon, day, and night. EE.1.MD.3.B

3.c Identify activities that come before, next, and after. EE.1.MD.3.C

3.d Demonstrate an understanding that telling time is the same every day. EE.1.MD.3.D

4 Organize data into categories by sorting.

**Students solve increasingly complex mathematical problems, making productive use of algebra and functions.**

**Problem Solving**

1.a Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations. EE.1.OA.1.A

1.b Recognize two groups that have the same or equal quantity. EE.1.OA.1.B

2 Use “putting together” to solve problems with two sets. EE.1.OA.2

5.a Use manipulatives or visual representations to indicate the number that results when adding one more. EE.1.OA.5.A

5.b Apply knowledge of “one less” to subtract one from a number. EE.1.OA.5.B