

Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

Math:Grade 1– Age 6

Using manipulatives/ equipment, your child will be introduced to:

EALRs	Skinner Elementary Montessori
<p>EALR 1. The student understands and applies the concepts and operations/ procedures of mathematics Component 1.1: understand and apply concepts and procedures from number sense 1.1.1 understand different representations of whole numbers to at least 100 1.1.2 Understand sequential relationships among whole numbers to at least 100 1.1.5 Understand the meaning of subtraction. 1.1.6 Use computational procedures for addition of whole numbers to 12. 1.1.7 Apply appropriate strategies and use tools for adding whole numbers. 1.1.8 Understand and apply estimation strategies involving addition of whole numbers to predict or determine the reasonableness of answers in situations.</p> <p>Component 1.2: Understand and apply concepts and procedures from measurement. 1.2.1 Understand that measurement is the comparison of an attribute of an object with a unit that has the same attribute, using non-standard units. 1.2.4 Understand and use a procedure to measure length, weight, capacity, time and temperature with non-standard units.</p> <p>Component 1.3: Understand and apply concepts and procedures from geometric sense 1.3.1 Recognize the properties of 2-dimensional figures. 1.3.2 Use the properties of 2-dimensional figures. 1.3.3 Recognize the locations of points on a positive number line.</p> <p>Component 1.4: Understand and apply concepts and procedures from probability and statistics. 1.4.3 Understand how data can be organized. 1.4.5 Understand how pictographs and bar graphs provide information.</p> <p>Component 1.5: Understand and apply concepts and procedures from algebraic sense. 1.5.1 Understand the concept of patterns. 1.5.3 Understand how to represent equality using words, pictures, and symbols.</p>	<p>Linear counting chains up to 1000</p> <p>Addition</p> <ul style="list-style-type: none"> • Adding numbers up to 9,999 plus-static/no carrying • Adding numbers up to 9,999 plus-dynamic/carrying <p>Subtraction</p> <ul style="list-style-type: none"> • Subtracting numbers up to 9,999 plus-static/no borrowing • Subtracting numbers up to 9,999 plus-dynamic/borrowing <p>Multiplication</p> <ul style="list-style-type: none"> • Long multiplication • Multiples (Pattern of numbers) • Common multiples • Lowest common multiples • Commutative law • Distributive law • Factors • Prime factors • Highest common factors <p>Division</p> <ul style="list-style-type: none"> • Short division (no remainders) • Long division with 1/2 digit divisor • Divisibility by 2, 5 <p>Fractions</p> <ul style="list-style-type: none"> • Numerator • Denominator /families • Equivalence • Operations with like denominators <p>Measurement</p> <ul style="list-style-type: none"> • Time • Money • Distance, time, and velocity

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<p>EALR 2: The student uses mathematics to define and solve problems Component 2.1: Define problems. 2.1.1 Identify questions to be answered to solve a problem in familiar situations. 2.1.2 Recognize when information is missing in familiar situations. 2.1.3 Identify what is known and unknown information with teacher guidance.</p> <p>Component 2.2: Construct solutions. 2.2.1 Understand how to use information to construct solutions with teacher guidance. 2.2.2 Select and use appropriate concepts and procedures from number sense or measurement to construct solutions. 2.2.3 Apply a variety of strategies to construct solutions. 2.2.4 Determine whether a solution is viable and mathematically correct.</p> <p>EALR 3: The student uses mathematical reasoning. Component 3.1: Analyze information. 3.1.1 Understand how to compare numerical, measurement, and geometric information presented in familiar situations.</p> <p>Component 3.2: Conclude. 3.2.1 Understand how to draw conclusions based on prior knowledge and the information given in a familiar situation with teacher guidance.</p> <p>Component 3.3: Verify results. 3.3.1 Understand how to justify results using evidence. 3.3.3 Understand how to validate thinking about numerical, measurement, and geometric ideas</p> <p>EALR 4: The student communicates knowledge and understanding in both everyday and mathematical language. Component 4.1: Gather information. 4.1.1 Understand how to follow a simple plan for collecting numerical, measurement and geometric information. 4.1.2 Understand how to extract numerical, measurement, and geometric information for a given purpose with teacher guidance.</p> <p>Component 4.2: Organize, represent, and share information. 4.2.1 Understand how to organize numerical, measurement, and geometric information to communicate for a given purpose with teacher guidance. 4.2.2 Understand how to represent numerical, measurement, and geometric information in graphs or other appropriate forms. 4.2.3 Use mathematical language to explain or describe numerical, measurement, and geometric ideas and information that are relevant to first grade students.</p>	<p>Geometry</p> <ul style="list-style-type: none"> • Plane shapes • Geometric solids • Congruency, similarity, equivalence • Polygons • Lines • Angles (Parts) • Position of two lines • Concept of area • Measurement of angles • Types of triangles <p>Algebra</p> <ul style="list-style-type: none"> • Binomial (2 terms) • Notation of squares <p>Story Problems</p> <ul style="list-style-type: none"> • Using more than two functions/operations to solve

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<p>EALR 5: The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-world situations.</p> <p>Component 5.1: Relate concepts and procedures within mathematics</p> <p>5.1.1 Understand how to use concepts and procedures from any two of the content strands, including number sense, measurement, geometric sense, statistics, and algebraic sense, in a given problem or situation.</p> <p>5.1.2 Understand how to represent a mathematical idea using equivalent mathematical models and representations.</p> <p>Component 5.2: Relate mathematical concepts and procedures to other disciplines.</p> <p>5.2.1 Understand and use mathematical thinking, modeling, patterns, and ideas in other disciplines</p> <p>5.2.2 Recognize the contributions of individuals and cultures to the development of mathematics</p> <p>Component 5.3: Relate mathematical concepts and procedures to real-world situations.</p> <p>5.3.1 Understand how mathematics is used in everyday life.</p> <p>5.3.2 Understand how to represent a mathematical idea using equivalent mathematical models and representations.</p>	