#First Grade: #1st Math

1. How can we use counting to compare objects in a set?
2. How do we know if a set has more or less? How can tally marks represent a set?
3. How can I use a ten frame to represent a number? How can tally marks help us organize our counting?
4. How can we use tally marks to help represent data in a table or chart? How do tables and charts help us organize our thinking?
5. How can we represent a number using tens and ones?
6. How can I use a number line to help me count? Or count on? How can we collect data?
7. How can number benchmarks build our understanding of numbers? How can large quantities be counted efficiently?
8. What do less than, greater than, and equal to mean?
9. How can patterns help us understand numbers?
10. How can we organize and display the data we collected into three categories to create a graph?
11. How can we represent a number with tens and ones?
12. How can we use counting to compare objects in a set?
13. How can we use tally marks to help represent data in a table or chart?
14. How do we know if a set has more or less?
15. How do we know where a number lies on a number line?
16. How does a graph help us better understand the data collected?
17. What do the numerals represent in a two or three digit number?
18. What is an effective way of counting a large quantity of objects?
19. What patterns can be found on the 0-99 chart?
20. What strategies can be used to find a missing number?
21. What strategy can we use to efficiently count a large quantity of objects?
22. What is estimating and when can you use it?
23. What do a 0-99 chart and number line have in common?
24. What is the value of a dime? What is the value of a penny?
25. How can we represent a set of objects using numerals?
26. What happens when we join two quantities or take one from another?
27. How can we find the total when we join two quantities?
28. How can we find what is left when we take one quantity from another?
29. How can we find the difference when we compare one quantity to another?
30. How can we represent problem situations?
31. What happens when we change the order of numbers when we add (or subtract)? Why?
32. How can we show that addition and subtraction are related through fact families?
33. How can we use different combinations of numbers and operations to represent the same quantity?
34. How can we represent a number in a variety of ways?
35. How can we measure the length of an object?
36. What can we use to measure objects?
37. How can we tell which of two objects is longer than the other?
38. How can we order a group of objects by their length?
39. How does using an object help us when measuring another object?
40. Why are the measurements of classmates different?
41. Why would an estimate be helpful when measuring?
42. When is an estimate good enough? When should I measure instead of using an estimate?
43. How can we compare the length of a set of objects?
44. How are objects used to measure other objects?
45. How are measuring units selected?
46. How do measurements help compare objects?
47. Why is telling time important?
48. How do you use time in your daily life?
49. How can we measure time?
50. What does the hour hand on a clock tell us?
51. Why is it important to know the difference between the two hands?
52. Why do we need to be able to tell time?
53. How do we show our thinking with pictures and words?
54. How does time impact my day?
55. What does the minute hand on a clock tell us?
56. What do I know about time?
57. Why do people collect data?
58. Are there different ways to display data?
59. What can we learn from our data?
60. What is the largest digit we can use when representing amounts?
61. How do represent a collection larger than 9?
62. How does using 10 as a benchmark help us compose numbers?
63. How do we represent a collection of objects using tens and ones?
64. How can making equal groups of ten objects deepen my understanding of the base 10 number system?
65. How can large quantities be counted efficiently?
66. How can words be used to illustrate the comparison of numbers?
67. How can benchmark numbers build our understanding of numbers?
68. How can I represent addition and subtraction?
69. What are some strategies that help me count efficiently?
70. How can different combinations of numbers and operations be used to represent the same quantity?
71. How are the operations of addition and subtraction alike and different?
72. What strategies can we use to locate numbers on a 99 chart?
73. How can number benchmarks build our understanding of numbers?
74. What is an efficient way to count pennies and dimes?
75. What are attributes?
76. How can shapes be sorted?
77. How are shapes used in our world?
78. What makes shapes different from each other?
79. How can I create a shape?
80. How do shapes fit together and come apart?
81. Where can we find shapes in the real world?
82. What is a 2-dimensional shape?
83. What is a 3-dimensional shape?
84. How are shapes alike and different?
85. How can we divide shapes into equal parts?
86. How do we know when parts are equal?
87. How can we divide shapes into equal parts?