## Summary of Math Skills

## for Grades One through Eight

Commentary: Often parents worry that their child is behind. They can become alarmed if their child isn't proficient with a skill that is being covered in school. Part of the problem can be an assumption that students should learn every skill quickly, and then never forget it. In practice, however, the development of an important skill often follows a three-year progression from introduction to practice/review to mastery. Certainly, we want all of our students to have solid math skills for their future education and career. Waldorf students should have an advantage!

## Notes:

- This document shows when each particular skill is introduced, practiced and then mastered.
- There is much more to math class than what is shown with this summary of math skills.
- The examples are not grade specific (e.g., under "fractions" we are not saying when $31 / 2 \div 5$ is covered).

| Name of Skill | When is it Introduced? | When is it Practiced? | When is it Mastered? | Example of this Skill |
| :---: | :---: | :---: | :---: | :---: |
| Counting to 100 | Grade 1 | Grade 1-2 | Grade 2 | ...37, 38, 39, 40, 41.. |
| Times Tables | Grade 1 | Grade 1-3 | Grade 3 | $\begin{gathered} 2,4,6,8,10 \ldots \\ 7,14,21,28,35 \ldots \end{gathered}$ |
| Arithmetic Facts | Grade 1 | Grade 2-4 | Grade 4 | $\begin{gathered} 8 \times 7= \\ 13-8= \end{gathered}$ |
| Mental Arithmetic | Grade 1 | Grade 1-8 | Grade 2-8 | $\begin{array}{r} 62-55= \\ 480+30= \end{array}$ |
| Basic Measurement | Grade 3 | Grade 4-5 | Grade 5 | How tall is that tree? 4 feet $=$ $\qquad$ inches |
| Vertical Add. \& Subtr. <br> (a.k.a. Carrying/Borrowing) | Grade 3 | Grade 4-5 | Grade 5 | $\begin{array}{r} 607 \\ -438 \\ \hline \end{array}$ |
| Vertical (Long) Multipl. | Grade 3 | Grade 4-5 | Grade 5 | $\begin{array}{r} 538 \\ \times 357 \\ \hline \end{array}$ |
| Vertical (Long) Division | Grade 4 | Grade 5-6 | Grade 6 | $4 7 \longdiv { 7 9 9 0 }$ |
| Fractions | Grade 4 | Grade 5-6 | Grade 6 | $\begin{aligned} & 3 / 4+2 / 3 \\ & 31 / 2 \div 5 \end{aligned}$ |
| Decimals | Grade 5 | Grade 5-6 | Grade 6 | $\begin{gathered} 2.6-0.17 \\ 0.34 \times 2.83 \\ \hline \end{gathered}$ |
| Measurement Conversions | Grade 5 | Grade 6-8 | Grade 7-8 | 9 miles $=$ $\qquad$ feet $450 \mathrm{~cm}=$ $\qquad$ feet |
| Advanced Mental Math | Grade 5 | Grade 5-8 | Grade 7-8 | $\begin{gathered} 25 \times 18= \\ 15 \% \text { of } 260= \end{gathered}$ |
| Percents | Grade 6 | Grade 7-8 | Grade 8 | $\begin{gathered} 37 \% \text { of } 2000 \\ 25 \text { is what } \% \text { of } 60 ? \\ \hline \end{gathered}$ |
| Rates/Ratios/Proportions | Grade 6-7 | Grade 7-10 | Grade 8-10 | similar triangles miles per gallon |
| Areas \& Volumes | Grade 6 | Grade 7-10 | Grade 8-10 | area of a triangle volume of a sphere |
| Basic Equations | Grade 7 | Grade 7-9 | Grade 9 | $3 \mathrm{x}-7=8 \mathrm{x}+23$ |
| Signed Numbers | Grade 7 | Grade 7-9 | Grade 9 | $\begin{gathered} -5+9-3+10= \\ (-6)(-9)= \end{gathered}$ |

