

## Mathematics Benchmarks - Grade 1

The Newton Public Schools has fully transitioned to the 2011 *Massachusetts Mathematics Curriculum Frameworks, incorporating the Common Core State Standards*. The new standards, developed by education officials from 48 states, address the ongoing concerns at the national level about the focus and coherence of mathematics education, and about the depth of understanding of mathematics among students in the United States.

The focus of the new frameworks requires that we change the content of our curriculum by decreasing the number of topics to be taught each year, and by deliberately building concepts step-by-step from grade to grade. Increasing the depth of student understanding of mathematics requires changing some of our traditional instructional strategies.

With the transition, we adjusted mathematical content and our mathematical practices simultaneously. We continue to use *Everyday Mathematics* as our core text, eliminating topics that are no longer content expectations in first grade, adding materials that deepen the instruction on topics defined as critical areas for first grade, and adding materials that address topics not included in first grade *Everyday Math*.

In addition to providing new content, our new materials define a management structure to help teachers engage all children in the mathematics they are learning: in reasoning, problem solving, communicating their mathematical thinking and critiquing the reasoning of others - all mathematical practices identified in the Common Core State Standards.

It is our firm belief that the 2011 *Massachusetts Mathematics Curriculum Frameworks, incorporating the Common Core State Standards* - built on a foundation of mathematical practices and instructional strategies that deliberately and specifically promote student engagement with mathematics - will further the system-wide core value of Respect for Human Differences. With these frameworks as a structure, teachers will have additional tools for developing students' skills in:

- listening respectfully to different points of view.
- working cooperatively with people of different backgrounds and experiences

The complete text of the new frameworks can be downloaded from the Massachusetts Department of Elementary and Secondary Education website: [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html). Further information about the Common Core State Standards Initiative can be found at [www.corestandards.org](http://www.corestandards.org)

## Mathematical Practices - Grade 1

Mathematical practices students will use in first grade include:

1. Making sense of problems and persevering in solving them.  
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?”
2. Reasoning abstractly and quantitatively.  
Mathematically proficient students make sense of the quantities and their relationships in problem situations. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meanings of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
3. Constructing viable arguments and critiquing the reasoning of others.  
Mathematically proficient justify their conclusions, communicate them to others, and respond to the arguments of others. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
4. Modeling with mathematics.  
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense.
5. Using appropriate tools strategically.  
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a calculator. Proficient students are sufficiently familiar with tools appropriate for their grade to make sound decisions about when each of these tools might be helpful.
6. Attending to precision.  
Mathematically proficient students try to communicate precisely to others. In the elementary grades, students give carefully formulated explanations to each other.
7. Looking for and making use of structure.  
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.

8. Looking for and expressing regularity in repeated reasoning.  
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

## Mathematical Content - Grade 1

### Critical Areas:

Instructional time in first grade will concentrate on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

- (1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
- (2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
- (3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.<sup>1</sup>
- (4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as

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<sup>1</sup> Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

## Content Standards - Grade 1

### **Operations and Algebraic Thinking**

### **1.OA**

#### **Represent and solve problems involving addition and subtraction.**

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

#### **Understand and apply properties of operations and the relationship between addition and subtraction.**

3. Apply properties of operations as strategies to add and subtract.<sup>2</sup> *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

#### **Add and subtract within 20.**

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

#### **Work with addition and subtraction equations.**

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \square$ .*

<sup>2</sup> Students need not use formal terms for these properties.

MA.9. Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.

## **Number and Operations in Base Ten**

**1.NBT**

### **Extend the counting sequence.**

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

### **Understand place value.**

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - a. 10 can be thought of as a bundle of ten ones—called a “ten.”
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

### **Use place value understanding and properties of operations to add and subtract.**

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## **Measurement and Data**

**1.MD**

### **Measure lengths indirectly and by iterating length units.**

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

### **Tell and write time.**

3. Tell and write time in hours and half-hours using analog and digital clocks.

### **Represent and interpret data.**

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### **Work with money.**

MA.5. Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to 5 pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems.

## **Geometry**

**1.G**

### **Reason with shapes and their attributes.**

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>3</sup>
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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<sup>3</sup> Students do not need to learn formal names such as “right rectangular prism.”

**TABLE 1.** Common addition and subtraction situations.<sup>4</sup>

|  | <b>Result Unknown</b>  | <b>Change Unknown</b>  | <b>Start Unknown</b>   |
|--|--|--|--|
| <b>Add to</b>                                    | Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?<br>$2 + 3 = ?$   | Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two?<br>$2 + ? = 5$   | Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before?<br>$? + 3 = 5$   |
| <b>Take from</b>                                 | Five apples were on the table. I ate two apples. How many apples are on the table now?<br>$5 - 2 = ?$  | Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?<br>$5 - ? = 3$  | Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before?<br>$? - 2 = 3$  |
|  | <b>Total Unknown</b>   | <b>Addend Unknown</b>  | <b>Both Addends Unknown</b> <sup>5</sup>   |
| <b>Put Together/<br/>Take Apart</b> <sup>6</sup> | Three red apples and two green apples are on the table. How many apples are on the table?<br>$3 + 2 = ?$   | Five apples are on the table. Three are red and the rest are green. How many apples are green?<br>$3 + ? = 5, 5 - 3 = ?$   | Grandma has five flowers. How many can she put in her red vase and how many in her blue vase?<br>$5 = 0 + 5, 5 = 5 + 0$<br>$5 = 1 + 4, 5 = 4 + 1$<br>$5 = 2 + 3, 5 = 3 + 2$  |
|  | <b>Difference Unknown</b>  | <b>Bigger Unknown</b>  | <b>Smaller Unknown</b>   |
| <b>Compare</b> <sup>7</sup>                      | (“How many more?” version):<br>Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?<br><br>(“How many fewer?” version):<br>Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie?<br>$2 + ? = 5, 5 - 2 = ?$ | (Version with “more”):<br>Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?<br><br>(Version with “fewer”):<br>Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have?<br>$2 + 3 = ?, 3 + 2 = ?$ | (Version with “more”):<br>Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?<br><br>(Version with “fewer”):<br>Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have?<br>$5 - 3 = ?, ? + 3 = 5$ |

<sup>4</sup> Adapted from Boxes 2–4 of *Mathematics Learning in Early Childhood*, National Research Council (2009, pp. 32–33).

<sup>5</sup> These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results in* but always does mean *is the same number as*.

<sup>6</sup> Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

<sup>7</sup> For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.