

1st Grade Report Card Statements	3	2	1
Represents & solves word problems involving addition & subtraction to 20 1.OA.1 & 1.OA.2	• Uses addition & subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, & comparing, with unknowns in all positions. • 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, & equations with a symbol for the unknown number to represent the problem. <u>*Reference Common Core progressions.</u> 1st grade starts on pg 12.	• Uses addition & subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, & taking apart with unknowns in all positions. • Solve word problems that call for addition of 3 whole numbers whose sum is less than or equal to 20, (e.g., by using objects, drawings, & equations).	• Uses addition & subtraction within 10 to solve word problems involving situations of adding to & taking from with unknown totals. • Solve word problems that call for addition of 3 whole numbers whose sum is less than or equal to 10, (e.g., by using objects, drawings, &/or equations).
Understands & applies properties of operations. 1.OA.3 & 1.OA.4	• Apply properties of operations as strategies to add & subtract. • Understand subtraction as an unknown-addend problem.	• Apply commutative, identity, & associative properties of addition as strategies to add & subtract. • Begins to show an understanding of subtraction as an unknown-addend problem.	• Begins to apply commutative & identity properties of addition. • Shows no understanding of subtraction as an unknown-addend problem at this time.

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Understands place value through 120. 1.NBT.1 & 1.NBT.2a-c **Use of word problems (Multiplication & Measurement Division) builds base ten understanding.	- Count to 120, starting at any number less than 120. Read & write numerals & represent a number of objects with a written numeral up to 120. - Understand that the two digits of a two-digit number represent amounts of tens & ones. Understand the following as special cases: 10 can be thought of as a group of ten ones — called a “ten.” - The numbers from 11 to 19 are composed of a ten & one, two, three, four, five, six, seven, eight, or nine ones. - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (& 0 ones).	- Count to 100, starting at any number less than 100. Read & write numerals & represent a number of objects with a written numeral up to 100. - Understand two of the three following as special cases: 10 can be thought of as a group of ten ones — called a “ten.” - The numbers from 11 to 19 are composed of a ten & one, two, three, four, five, six, seven, eight, or nine ones. - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (& 0 ones).	- Count to 100, starting at any number less than 100. Read & write numerals & represent a number of objects with a written numeral up to 50. - Beginning to understand that 10 can be thought of as a group of ten ones — called a “ten.”

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Understands the meaning of the equal sign. 1.OA.7 & 1.OA.8 <u>Stages in Understanding of Equal Sign & Equality</u>	- Understand the meaning of the equal sign, & determine if equations involving addition & subtraction are true or false. (e.g., Which of the following equations are true & which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$) *For examples of problems & explanations http://illustrativemathematics.org/illustrations/466. - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. (e.g., $8+?=11$, $5=?-3$, $6+6=?$) *For examples & explanations: http://illustrativemathematics.org/illustrations/4	Student: Begins to use the equal sign meaningfully, Inconsistently determines if equations involving addition & subtraction are true or false. Inconsistently determines the unknown whole number in an addition or subtraction equation relating to three whole numbers.	- Student attempts to: - use the equal sign correctly. - determine if equations involving addition & subtraction are true or false. Begins to determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

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Uses place value & properties of operations to add & subtract. 1.NBT.4 – 1.NBT.6	Student has mastered all of the following standards: 1. Add within 100: a. adding a two-digit number & a one-digit number, b. adding a two-digit number & a multiple of 10, c. using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction. d. Relate the strategy to a written method & explain the reasoning used. e. Understand that in adding two-digit numbers, one adds tens & tens, ones & ones; & sometimes it is necessary to compose a ten. 2. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 3. 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 & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method & explain the reasoning used.	Student has mastered at least one of the standards within 100.	Student begins to: 1. Add within 25: a. adding a two-digit number & a one-digit number b. adding a two-digit number & a multiple of 10, using concrete models or drawings. c. Use strategies based on place value, properties of operations, &/or the relationship between addition & subtraction. d. Relate the strategy to a written method or explain the reasoning used. e. Understand that in adding two-digit numbers, one adds tens & tens, ones & ones; & sometimes it is necessary to compose a ten.

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Uses measurement to extend the understanding of number concepts 1.MD.1 - 1.MD.4 (Use Compare problems.)	Student has mastered all of the following standards: • Order three objects by length. Compare the lengths of two objects indirectly by using a third object. • 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 & write time in hours & half-hours using analog & digital clocks. • Organize, represent, & interpret data with up to three categories; ask & answer questions about the total number of data points, how many in each category, & how many more or less are in one category than in another.	Student has mastered at least one of the standards: • Order three objects by length. Compare the lengths of two objects indirectly by using a third object. • Student has misconceptions about: a. expressing the length of an object as a whole number of length units. b. <u>Iteration (Go to page 27).</u> Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. • Tell & write time in hours using analog & digital clocks. • Organize, represent, & interpret data with two categories; ask & answer questions about the total number of data points, how many in each category, & how many more or less are in one category than in another.	• Order two objects by length (Use vocabulary: longer/shorter). Begins to compare the lengths of two objects indirectly by using a third object. • Student consistently iterates with gaps or overlaps. • Student attempts to tell time to the hour. • Organize, represent, & interpret data with two categories; ask & answer questions about the total number of data points, & how many in each category.

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Reasons with shapes & their attributes 1.G.1 – 1.G.3	Student has mastered all of the following standards: • Distinguish between defining attributes (e.g., triangles are closed & three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Build & draw shapes to possess defining attributes. • Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, & quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, & right circular cylinders) to create a composite shape, & compose new shapes from the composite shape. • Partition circles & rectangles into two & four equal shares, describe the shares using the words halves, fourths, & quarters, & use the phrases half of, fourth of, & 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.	Student has mastered at least one of the standards.	Student begins to demonstrate understanding of any of the three standards.
Makes sense of problems & perseveres in solving them. See Process Standard below.	• Works hard to try to understand a problem. • Willing to try & fail & try again when solving challenging problems.(Student asks self: does this make sense?) • Willing to try multiple paths for solving problems. • Discuss, explain, & demonstrate solving a problem with multiple representations & multiple ways.	• Works hard to try to understand a problem. • Willing to try & fail & try again when solving challenging problems.	• Becomes frustrated while working.

1) Make Sense and Persevere in Solving Problems.

Mathematically proficient students in First Grade continue to develop the ability to focus attention, test hypotheses, take reasonable risks, remain flexible, try alternatives, exhibit self-regulation, and persevere (Copley, 2010). As the teacher uses thoughtful questioning and provides opportunities for students to share thinking, First Grade students become conscious of what they know and how they solve problems. They make sense of task-type problems, find an entry point or a way to begin the task, and are willing to try other approaches when solving the task. They ask themselves, "Does this make sense?" First Grade students' conceptual understanding builds from their experiences in Kindergarten as they continue to rely on concrete manipulatives and pictorial representations to solve a problem, eventually becoming fluent and flexible with mental math as a result of these experiences.