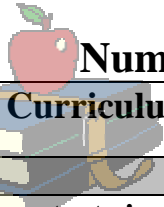


Grade 1 Expectations in Mathematics

Learning Standards from the MA Mathematics Curriculum Framework for the end of Grade 2 are numbered and printed in bold. The Franklin Public School System's grade level expectations for Grade 1 are bulleted below each learning standard. If there are no bulleted items after the MA Learning Standard, that standard is the grade level expectation. All students are expected to master all grade level expectations.

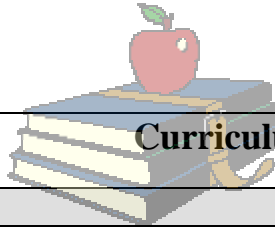
Number Sense and Operations

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
1. Compare whole numbers using terms and symbols, e.g., greater than, equal to, less than.	
<ul style="list-style-type: none"> Compare whole numbers using terms: greater than, equal to, less than. 	B
2. Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list) numbers, and numbers as labels and as measurements.	
<ul style="list-style-type: none"> Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one) numbers, and numbers as labels and as measurements up to 10. 	B: Use on-going discussions throughout all curricular areas to identify and distinguish ordinal numbers
3. Name and write (in numerals) whole numbers to 1000, identify the values of the digits, and order the numbers.	
<ul style="list-style-type: none"> Name and write in numerals whole numbers to at least 100. Order whole numbers to 100. Write whole numbers to at least twenty. 	S D S
4. Know addition facts (addends to 10) and related subtraction facts, and use them to solve problems.	
<ul style="list-style-type: none"> Know addition facts (addends to 10) and related subtraction facts. Use facts (addends to 5; related subtraction facts) to solve word problems. 	D: Play games 3x/week; Flash- cards; Daily homework S
5. Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.	
<ul style="list-style-type: none"> Demonstrate the ability to add and subtract two-digit numbers accurately and efficiently. 	B: Units 5,7,8,9,10



Number Sense and Operations Continued

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
<p>6. Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).</p>	
<ul style="list-style-type: none"> Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for addition (two 2-digit numbers) and subtraction (two 2-digit numbers). 	<p>B: Conventional algorithm not required for MCAS</p>
<p>7. Identify and represent common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as parts of wholes, parts of groups, and numbers on a number line.</p>	
<ul style="list-style-type: none"> Identify common fractions ($\frac{1}{2}$, $\frac{1}{4}$) as parts of wholes and parts of groups. 	<p>D</p>
<p>8. Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.</p>	<p>D</p>
<p>9. Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69c, \$1.35.</p> <ul style="list-style-type: none"> Identify the value of all U.S. coins. Find the value of a collection of coins. 	<p>D</p>

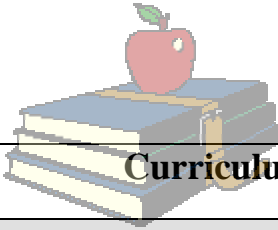


Patterns, Functions, and Algebra

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
1. Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.	D
2. Write number sentences using +,-,<=, and/or > to represent mathematical relationships in real-world situations.	S
<ul style="list-style-type: none"> Write number sentences using +,-, and = to represent mathematical relationships in real-world situations. 	
3. Skip count by twos, fives, and tens up to 100 starting at any number.	
<ul style="list-style-type: none"> Skip count by twos, fives, and tens up to 50. 	D

Geometry

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
1. Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.	Reference: Essay 5, Geometry Teacher's Reference Manual p. 124
<ul style="list-style-type: none"> Identify, describe, draw, and compare two-dimensional shapes: square, rectangle, triangle, and circles. 	D: Identify B: Describe B: Draw B: Compare
2. Describe attributes and parts of two- and three-dimensional shapes, e.g., number and length of sides, number of corners, edges, and faces.	
<ul style="list-style-type: none"> Describe attributes and parts of two- and three-dimensional shapes, e.g., number and length of sides, number of corners, edges, and faces given a model. 	B
3. Predict the results of putting shapes together and taking them apart.	
<ul style="list-style-type: none"> Predict the results of putting squares, rectangles, triangles and circles together and taking them apart. 	B: Unit 3



Geometry Continued

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
4. Identify symmetry in two-dimensional shapes.	Beginning: Units 7, 10
5. Identify shapes that have been rotated (turned), reflected (flipped), translated (slid) or enlarged. Describe direction of translations, e.g., left, right, up, down.	Beginning: Unit 7

Measurement

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
1. Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.	Refer to classroom calendar and daily agenda B: Months D: Calendar
2. Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.	
<ul style="list-style-type: none"> • Tell time at hour and half-hour intervals on analog and digital clocks using a.m. and p.m. 	S
3. Measure and compare common objects using metric and customary units of length measurement, e.g., centimeter, inch.	
<ul style="list-style-type: none"> • Measure common objects using customary units of length, e.g., inch. 	S
3. Compare the length, weight, area and volume of two or more objects by using direct comparison.	
<ul style="list-style-type: none"> • Compare the length of two or more objects by using direct comparison. 	D

 **Data Analysis, Statistics, and Probability**
Curriculum Framework Learning Standard

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
1. Use interviews, surveys, and observations to gather data about themselves and their surroundings.	Beginning: Units 1, 3, 4, 6, 7, 9, 10
2. Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.	
<ul style="list-style-type: none"> • Interpret tallies, charts, tables, bar graphs, pictographs, and Venn diagrams. 	B/D: Use Venn Diagrams where applicable when analyzing data Units 1,3,4,5,6,7,10