



First Grade Priority Areas	
Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20 (OA)	First grade students will explore strategies for adding and subtracting whole numbers. They will utilize a variety of models to manipulate combinations and compare situations to develop meaning for the operations of addition and subtraction. They will understand increasingly complex strategies to approach number relationships while building the bridge between addition and subtraction relationships.
Developing understanding of whole number relationships and place value, including grouping in tens and ones (NBT)	Students will develop, discuss, and utilize methods to add within 100 and subtract multiples of 10. They will compare whole numbers to show understanding and solve problems involving their relative sizes. They will think of numbers between 10 and 100 in terms of tens and ones. Through activities that build number sense, they will understand the order of the counting numbers and their relative magnitudes.
Developing understanding of linear measurement and measuring lengths as iterating length units (MD)	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.
Reasoning about attributes of, and composing and decomposing geometric shapes (G)	Students will compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes. They will recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, building background knowledge for measurement and properties of congruence and symmetry.

Mathematical Practice Standards	
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Look for and express regularity in repeated reasoning. 	<ol style="list-style-type: none"> 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Model with mathematics.

Content Standards	
Operations and Algebraic Thinking (OA) <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 20 • Work with addition and subtraction equations 	Measurement and Data (MD) <ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units • Tell and write time • Represent and interpret data • Work with money
Geometry (G) <ul style="list-style-type: none"> • Reason with shapes and their attributes 	Number and Operations in Base Ten (NBT) <ul style="list-style-type: none"> • Extend the counting sequence • Understand place value • Use place value understanding and properties of operations to add and subtract

Pentucket Regional School District

Mathematics Curriculum Guide

Grade 1



PRSD Curriculum Tools and Resources - Grade 1

Eureka Module	Concept	Focus Standard	Focus Standard for Mathematical Practice
1	Sums and Differences to 10	Operations and Algebraic Thinking 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7 1.OA.8	MP.2 MP.6 MP.7 MP.8
2	Introduction to Place Value Through Addition and Subtraction Within 20	Operations and Algebraic Thinking 1.OA.1, 1.OA.2, 1.OA.3 1.OA.4, 1.OA.6 1.NBT.2	MP.2 MP.4 MP.7 MP.8
3	Ordering and Comparing Length Measurements as Numbers	Measurement and Data 1.OA.1, 1.MD.1, 1.MD.2 1.MD.4	MP.2 MP.3 MP.6 MP.7
4	Place Value, Comparison, Addition and Subtraction to 40	Number and Operations in Base Ten 1.OA.1, 1.NBT.1, 1.NBT.2, 1.NBT.3 1.NBT.4, 1.NBT.5 1.NBT.6	MP.3 MP.5 MP.6 MP.7
5	Identifying, Composing, and Partitioning Shapes	Geometry 1.MD.3, 1.G.1, 1.G.2 1.G.3	MP.1 MP.6 MP.7
6	Place Value, Comparison, Addition and Subtraction to 100	Number and Operations in Base Ten 1.OA.1, 1.NBT.1 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.3	MP.1 MP.3 MP.4 MP.5



A Multi-Tiered System of Support for Math (MTSS)

Pentucket's MTSS for Math is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is provided to all students. Math Instruction for First Grade occurs in a 70 minute block with a combination of whole class and flexible small group instruction. Eureka Math instruction is comprised of four critical components.

Fluency Practice: Supports student development and provides opportunities to gain confidence and motivation for continued learning.

Concept Development: Addresses new content through discussion and reflection.

Application Problem: Provides students an opportunity to apply their skills and understanding in new ways.

Student Debrief: Students share thinking, draw conclusions, and complete an exit ticket.

Tier 2 and Tier 3 Instruction occurs in the 70 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Title 1 teachers but also may occur in additional time, beyond the 70 minutes in small group pull-out sessions or WIN time. This instruction focuses on specific skills and needs that are behind and likely to hinder progress without focused intervention.

Benchmark assessments are given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.