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Nentu	Connections Crede 1		
	Connections Grade		
		Lesson Plan Page (located in Teacher Resource Manual) & Student Activity Book Page	Skill Builder Page & Daily Oral Review (DOR) (located in Teacher Resource Manual)
	OPERATIONS AND ALGEBRAIC THINKING		
	Cluster: Represent and solve problems using addition and subtraction.		
KY-1.0A.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.	61, 63-67, 69-71, 91-100, 107, 109, 186, 188, 201- 203, 205, 206, 209-213, 240, 241, 245, 247, 249	39-1, 40-1, 41-1 DOR pg 124 Obj 39; pg 125 Obj 40, 41 (no money); pg 126 Obj 42
KY-1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings and equations with a symbol for one unknown number to represent the problem.	251, 253	
	Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.		
KY-1.OA.3	Apply properties of operations as strategies to add and subtract.	71, 72, 78, 204, 213	26-1, 27-1
KY-1.0A.4	Understand subtraction as an unknown-addend problem.		
	Cluster: Add and subtract within 20.		
KY-1.OA.5	Relate counting to addition and subtraction.	63, 64, 77, 103- 105, 108, 110, 118, 202, 204, 210, 212	26-3, 27-1, 28-3
KY-1.OA.6	Add and subtract within 20.		
a.	Fluently add and subtract within 10.	38, 42, 44, 54, 64, 69-84, 92-98, 102- 106, 110, 112, 116, 239	6-1, 26-1 to 26-5, 28-1, 28-5, 42-1 DOR pg 118 Obj 26; pg 119 Obj 28

		Lesson Plan Page (located in Teacher Resource Manual) & Student Activity Book Page	Skill Builder Page & Daily Oral Review (DOR) (located in Teacher Resource Manual)
Ь.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums.	63-67, 69-84, 92- 116, 119, 124, 185-187, 202- 216, 239, 242- 247, 250, 252-254	26-4, 26-5, 27-1 to 27-3, 28-1 to 28-4, 29-1 to 29-3, 29-5, 33-2, 39-1, 42-1 DOR pg 118 Obj 27; pg 119 Obj 29; pg 121 Obj 33
	Cluster: Work with addition and subtraction equations.		
KY-1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	66, 72, 95	
KY-1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	248	33-1
	NUMBER AND OPERATIONS IN BASE TEN		
	Cluster: Extend the counting sequence.		
KY-1.NBT.1	Count and represent numbers.		
a.	Count forward to and backward from 120, starting at any number less than 120.	7, 48, 123, 134- 138, 140-142	5-1, 9-1 DOR pg 107 Obj 5; pg 109 Obj 8
b.	In this range, read and write numerals and represent a number of objects with a written numeral.	35-47, 52-54, 57, 62, 124, 132	4-2, 4-3, 6-1 DOR pg 107 Obj 4
	Cluster: Understand place value.		
KY-1.NBT.2	Understand the two-digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	143-146	11-1 to 11-3 DOR pg 110 Obj 11
a.	10 can be thought of as a bundle of ten ones — called a "ten."	125, 126, 128, 133, 143	11-1
b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.	51, 52, 125-130	11-2
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).	135, 139, 140	
KY-1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	131, 133, 147, 148	6-2, 8-1 DOR pg 108 Obj 6
	Cluster: Use place value understanding and properties of operations to add and subtract.		
KY-1.NBT.4	Add within 100 including adding a two-digit number and a one-digit number. Add a two-digit number and a multiple of 10.		

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а.	 Add within 100 using concrete models or drawings; strategies based on place value; properties of operations; the relationship between addition and subtraction. 	176-178, 182, 183, 189, 190	30-1, 31-1, 34-1 DOR pg 120 Obj 30, 31 (no money)
b.	Relate the addition 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.	178, 182, 183, 190	
KY-1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		
KY-1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences).		
a.	Subtract using: • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction	193, 194	35-1, 39-2 DOR pg 122 Obj 35 (no money)
b.	Relate the subtraction strategy to a written method and explain the reasoning used.	193, 194	39-2
	MEASUREMENT AND DATA		
	Cluster: Measure lengths indirectly and by iterating length units.		
NY-1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	4, 14	16-1 DOR pg 113 Obj 16
NY-1.MD.1	Express the length of an object as a whole number of samesize length units, by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps.	165, 168	
	Cluster: Work with time and money.		
NY-1.MD.3	Assign values to time and money.		
a.	I ell and write time in hours and half-hours using analog and digital clocks.	153, 155, 156	18-1, 18-2 DOR pg 114 Obj 18
b.	Identify the coins by values (penny, nickel, dime, quarter).	55, 157, 159, 161	22-1, 24-1 DOR pg 116 Obj 22, 23
	Cluster: Understand and apply the statistics process.		
NY-1.MD.4	Investigate questions involving categorical data.		
a.	Pose a question that can be answered by gathering data.	17, 38, 58, 120, 175, 186	38-1, 38-2 DOR pg 124 Obj

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b.	Determine strategy for gathering data from peers.	17, 38, 58, 68, 120, 175, 186	38
с.	Organize and represent data in a table/chart with up to three categories.	8, 17, 38, 58, 68, 120, 175, 186	
d.	Interpret data to answer questions about the table/chart that connects to the question posed, including total number of data points, how many in each category and how many more or less are in one category than in another.	8, 17, 38, 58, 68, 120, 175, 186	
	GEOMETRY		
	Cluster: Reason with shapes and their attributes.	00.05.07.00	
KT-1.G.1	defining attributes; build and draw shapes to possess defining attributes.	20-25, 27-29	13-1, 14-1 DOR pg 111 Obj 13; pg 112 Obj 14, 15
KY-1.G.2	Compose shapes.		
a.	Compose two-dimensional shapes to create rectangles, squares, trapezoids, triangles, half-circles, quarter-circles and composite shapes to compose new shapes from the composite shapes.	21-23, 36, 37, 41, 43, 45, 51, 169	13-2
b.	Use 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 shapes.	29	15-1
KY-1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth</i> <i>of</i> and <i>quarter of</i> . Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	224-228, 230 (omit thirds)	25-1, 25-2 DOR pg 117, Obj 25