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Common Core State Standards Grade 1 Correlated to *Moving with Math* CONNECTIONS Grade 1

		Lesson Plan Page <i>(located in Teacher Resource Manual)</i> & Student Activity Book Page	Skill Builder Page & Daily Oral Review (DOR) <i>(located in Teacher Resource Manual)</i>
1.OA	OPERATIONS AND ALGEBRAIC THINKING		
	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.	61, 63-67, 69-71, 86, 91-97, 100-102, 107, 109, 111, 117, 119, 181, 185, 186, 188, 201-203, 205, 206, 209, 211, 240, 241, 245, 246, 249, 251	28-1, 39-1, 40-1, 40-2, 41-1, 42-1 DOR pg 124 Obj 39; pg 125 Obj 40, 41; pg 126 Obj 42,
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.	187, 253	
	Understand and apply properties of operations and the relationship between addition and subtraction.		
3.	Apply properties of operations as strategies to add and subtract.	71-73, 103, 113, 114, 212, 213, 247, 250	26-1, 28-2, 28-4, 29-2, 29-5, 39-1
4.	Understand subtraction as an unknown-addend problem.	110, 114, 213, 247, 250	28-4, 29-5
	Add and subtract within 20.		
5.	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	47, 63, 64, 76-78, 87, 104, 107, 108, 110, 118, 204, 210, 212, 244-246	26-3, 27-1, 28-3

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6.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use 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 $6 + 6 + 1 = 12 + 1 = 13$).	38, 42, 44-47, 53, 58, 63-67, 69-88, 91-119, 124, 185, 186, 201-218, 239, 242-247, 250-254	26-2 to 26-5, 27-1 to 27-3, 28-1 to 28-5, 29-1 to 29-4, 33-1, 33-2, 39-1, 42-1 DOR pg 118 Obj 26, 27; pg 119 Obj 28, 29; pg 121 Obj 33
	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.	66, 95	
8.	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	76, 88, 94, 105, 110, 114 187, 215, 248	33-1 DOR pg 121 Obj 33
1.NBT	NUMBER AND OPERATIONS IN BASE TEN		
	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.	7, 35-46, 51-56, 62, 64, 123, 124, 126, 128, 134-139, 141, 142, 145, 146	4-1 to 4-3, 6-1, 9-1, 11-3, 24-1 DOR pg 107 Obj 4,5; pg 109 Obj 8, 9, pg 110 Obj 10
	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:	125-130, 135, 136, 143-147	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."	125-129, 135, 140, 143	24-4
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	24-4
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).	7, 127-130, 135, 136, 139, 140	
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, 134, 147, 148	6-2, 8-1 DOR pg 108 Obj 6
	Use place value understanding and properties of operations to add and subtract.		

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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.	176-178, 183, 189-192	30-1, 31-1, 32-1, 32-2 DOR pg 120 Obj 30, 31; pg 121 Obj 32
5.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	190, 194	
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.	193, 194	35-1 DOR pg 122 Obj 35
1.MD	MEASUREMENT AND DATA		
	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.	14	
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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	151, 165, 168	19-2
	Tell and write time.		
3.	Tell 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
	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.	8, 17, 30, 38, 58, 68, 120, 175	38-1, 38-2 DOR pg 124 Obj 38
1.G	GEOMETRY		
	Reason with shapes and their attributes.		

		Lesson Plan Page (<i>located in Teacher Resource Manual</i>) & Student Activity Book Page	Skill Builder Page & Daily Oral Review (DOR) (<i>located in Teacher Resource Manual</i>)
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 to possess defining attributes.	2, 20-29, 33-34	1-1, 13-1, 14-1, 14-2, 38-2 DOR pg 105 Obj 1; pg 111 Obj 13; pg 112 Obj 14, 15
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.	29, 169	13-2, 15-1
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 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	25-1, 25-2 DOR pg 117 Obj 25