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Indiana Academic Standards Mathematics Correlated to
Moving with Math Connections Grade 1

		Lesson Plan Page *(located in Teacher Resource Manual)* & Student Activity Book Page	Skill Builder Page & Daily Oral Review (DOR) (located in Teacher Resource Manual)
Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an "E." The learning outcome statement for each domain immediately precedes each set of standards.			
Number Sense			
Learning Outcome: Students fluently count, read, and represent numbers up to 120 and apply place value concepts to two-digit numbers.			
1.NS.1	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. (E)	7, 17, 35-48, 51-54, 57, 62, 123-132, 135-137, 139-146	4-1 to 4-3, 5-1, 6-1, 9-1, 10-1, 30-2 DOR pg 107 Obj 4, 5; pg 109 Obj 8; pg 110 Obj 10
1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E)	51, 124-132, 140, 143-147	11-1 to 11-3 DOR pg 110 Obj 11
1.NS.3	Match the ordinal numbers (e.g., first, second, third) with an ordered set of up to 20 items.	49, 50	7-1 DOR pg 108, Obj 7
1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols > , = , and <. (E)	131, 133, 147, 148	6-2, 8-1
Computation and Algebraic Thinking			
Learning Outcome: Within the numbers 1-20, students demonstrate fluency and apply addition and subtraction strategies to solve real-world problems. Students apply place value and number sense to add numbers within 100 and investigate beginning algebra concepts through the growing number patterns within 100.			

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1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (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). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	38, 42, 44, 45, 64-67, 69-88, 93-119, 187, 202-210, 212-218, 239, 242-248, 250, 252-254	26-1 to 26-5, 27-1 to 27-3, 28-1 to 28-5, 29-1 to 29-5, 33-1, 33-2 DOR pg 118 Obj 26, 27; pg 119 Obj 28, 29; pg 121 Obj 33
1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). (E)	61, 63, 65-67, 69, 70, 86, 91-95, 98, 101, 106, 107, 109, 113, 117, 119, 158, 181, 185, 201-203, 205, 211, 240, 241, 249, 251	39-1, 40-1, 41-1, 42-1 DOR pg 124 Obj 39; pg 125 Obj 40, 41; pg 126 Obj 42
1.CA.3	Using number sense and place value strategies, 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. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E)	176-180, 182-184, 189, 190	30-1, 31-1, 34-1 DOR pg 120 Obj 30, 31
1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	134, 138, 164	9-2, 10-1 DOR pg 109 Obj 9
	**Geometry**		
	**Learning Outcome: Students make observations about a shape's defining attributes and utilize them to classify, draw, and compose two-dimensional or three-dimensional shapes. Students begin exploring fractional foundations through the partitioning of rectangles and circles.**		
1.G.1	Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	18-25, 27-29	14-1, 15-1 DOR pg 105 Obj 1, 2; pg 111 Obj 13; pg 112 Obj 14, 15

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1.G.2	Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. [In grade 1, students do not need to learn formal names such as "right rectangular prism."]	68, 169	13-2
1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	224-228	25-1, 25-2 DOR pg 117 Obj 25
Measurement			
Learning Outcome: Using standard and non-standard measurements, students compare and order objects, tell time to the hour and half-hour, and investigate beginning concepts of money.			
1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E)	4, 13, 14, 151, 165, 168, 170, 171	16-1, 20-1, 20-2 DOR pg 113 Obj 16; pg 115 Obj 20
1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	15, 153-156	18-1, 18-2 DOR pg 113 Obj 17; pg 114 Obj 18
1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes	55, 56, 157-160	22-1, 22-2, 24-1, 24-2 DOR pg 116 Obj 22; pg 117 Obj 24
Data Analysis			
Learning Outcome: Students collect, organize, and evaluate simple data using grade-level appropriate strategies.			
1.DA.1	With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies. (E)	8, 17, 30, 38, 58, 68, 120, 175	38-1, 38-2 DOR pg 124 Obj 38