Math Teachers Press, Inc.
4850 Park Glen Road, Minneapolis, MN 55416
phone (800) 852-2435 fax (952) 546-7502

Nebraska College and Career Ready Standards for 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)
	NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
1.N.1	**Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.**		
1.N.1.a	Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g.," I saw 16." "How did you know?" "I saw 10 and 6, that is 16").		
1.N.2	**Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.**		
1.N.2.a	Count verbally by ones and tens within 120 starting at any given number.	134-141	
1.N.2.b	Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and cou	17, 48, 134-141, 202	6-1, 9-1, 10-1 DOR pg 107 Obj 5; pg 108 Obj 8, 9
1.N.2.c	Write numerals to match a representation of a given set of objects for numbers up to 120.	7, 35-46, 51-53, 57, 62, 124, 126, 128, 130	4-1, 4-2 DOR pg 107 Obj 4
1.N.2.d	Understand patterns of skip counting by 2s, 5s, and 10s.	17, 120, 139-142, 164	9-2, 10-1 DOR pg 109 Obj 9; pg 110 Obj 10
1.N.3	**Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.**		
1.N.3.a	Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.	51, 125-130, 133, 136, 139, 143-148	11-1 to 3, 24-4 DOR pg 110 Obj 11

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1.N.3.b	Compare two, two-digit numbers using words greater than, less than, equal to, and symbols , =. Justify comparisons based on the number of tens and ones.	53, 54, 131, 133, 147, 148	6-2, 8-1 DOR pg 108 Obj 7
1.N.4	**Number and Operations: Students will compute using addition and subtraction.**		
1.N.4.a	Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.	63-67, 69-87, 91-119, 124, 185, 186, 204-219, 239, 242-248, 250, 252, 254	26-1 to 5, 27-1 to 3, 28-1 to 4, 29-1 to 5, 39-1, 42-1 DOR pg 118 Obj 26, 27; pg 119 Obj 28, 29
1.N.4.b	Efficiently, flexibly, and accurately add and subtract within 10.	38, 42, 44, 74-84, 98, 102-106, 108-112, 116	26-1 to 5, 28-2 to 5 DOR pg 118 Obj 26; pg 119 Obj 29
1.N.4.c	Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.	193, 194	35-1
1.N.4.d	Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.		
1.N.4.e	Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition an	176-178, 183, 189, 190	30-1, 31-1 DOR pg 120 Obj 30, 31
1.N.4.f	Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.	189, 190	31-1
1.N.4.g	Subtract multiples of ten from two-digit numbers (positive orzero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operation	193, 194	35-1 DOR pg 122 Obj 35
1.N.5	**Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.**		
1.N.5.a	Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., 4 = 4, 6 = 7 – 1, 6 + 3 = 3 + 6, 7 + 2 = 5 + 4).		
1.N.5.b	Use the relationship of addition and subtraction to solve subtraction problems (e.g., find 12 – 9 = , using the addition fact 9 + 3 = 12).	112-114, 213, 247, 250	28-4, 29-2

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1.N.5.c	Determine the unknown whole number in an addition or subtraction equation (e.g., 7 + ? = 13).	88, 248	
1.N.5.d	Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See other flexible strategies in 1.N.4.a).	71-73, 244	26-1, 29-5
1.N.5.e	Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.	187, 251, 254	33-1, 33-2 DOR pg 121 Obj 33
1.N.5.f	Solve authentic 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 by using objects, drawings, and	61, 63-67, 69, 70, 91-96, 100, 101, 106, 107, 119, 201, 202, 209, 211, 240, 241, 246, 247, 251	39-1, 40-1, 41-1, 42-1 DOR pg 124 Obj 39; pg 125 Obj 40, 41; pg 126 Obj 42
1.N.5.g	Create an authentic problem to represent a given equation involving addition and subtraction within 20.	67, 70, 81, 94, 95, 98, 205	
	ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
	SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (1.N.5)		
	GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
1.G.1	**Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.**		
1.G.1.a	Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).	18, 20-25	13-1, 13-2 DOR pg 111 Obj 13
1.G.1.b	Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.	27-29	14-1, 15-1, 38-1 DOR pg 112 Obj 14, 15
1.G.1.c	Describe lines and sides of shapes as parallel or non-parallel.		
1.G.1.d	Partition circles and rectangles into two and four equal parts using the language halves and fourths.	224-228	25-1, 25-2 DOR pg 117 Obj 25
1.G.2	**Measurement: Students will measure and compare lengths.**		

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1.G.2.a	Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.	165, 168	DOR pg 114 Obj 19
1.G.2.b	Order three objects by directly comparing their lengths or indirectly by using a third object.	4, 13, 14	16-1 DOR pg 113 Obj 16
1.G.3	**Time and Money: Students will solve problems with coins and tell time to the half hour.**		
1.G.3.a	Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.	55, 157, 159	24-4 DOR pg 116 Obj 22
1.G.3.b	Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.	55, 56, 157	24-1 DOR pg 117 Obj 24 (modify to match NE standard)
1.G.3.c	Tell and write time to the half hour and hour using analog and digital clocks.	153, 155, 156	18-1, 18-2 DOR pg 114 Obj 18
	DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
1.D.1	**Data Collection: Students will formulate questions to collect, organize, and represent data.**		
1.D.1.a	Collect, organize, and represent a data set with up to three categories using a picture graph.	8, 17, 30, 58, 68, 120, 175, 186	38-1, 38-2 DOR pg 124 Obj 38
1.D.2	**Analyze Data and Interpret Results: Students will analyze the data and interpret the results.**		
1.D.2.a	Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.	8, 17, 30, 58, 120, 175, 186	38-2