Math Teachers Press, Inc.

4850 Park Glen Road, Minneapolis, MN 55416
phone (800) 852-2435   fax (952) 546-7502

New York State Common Core Learning Standards for Mathematics Grade 1 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)
NY-1.OA	**OPERATIONS AND ALGEBRAIC THINKING**		
	Represent and solve problems involving addition and subtraction.		
1.	Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions. Note: Problems should be *represented* using objects, drawings, *and* equations with a symbol for the unknown number. Problems should be *solved* using objects *or* drawings, and equations.	61, 63-67, 69-71, 86, 91-102, 106, 107, 109, 111, 113, 117, 119, 181, 185, 186, 188, 201-203, 205, 206, 209-211, 240, 241, 245, 249, 251	39-1, 40-1, 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.		
NY-1.OA	**Understand and apply properties of operations and the relationship between addition and subtraction.**		
3.	Apply properties of operations as strategies to add and subtract. Note: Students need not use formal terms for these properties.	69, 71-73, 76, 78, 102, 111, 114, 187, 212, 213, 244, 247, 250, 253	26-1, 26-3, 28-2, 29-2, 33-1, 33-2
4.	Understand subtraction as an unknown-addend problem within 20.	88	29-2
NY-1.OA	**Add and subtract within 20.**		
5.	Relate counting to addition and subtraction.	64, 77, 78, 87, 103-105, 108, 110, 118, 202, 204, 210, 212, 244, 245	26-3, 28-3

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6a.	Add and subtract within 20. Use strategies such as: counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	33, 42, 44, 63-67, 69-88, 93-119, 124, 202-218, 239-254	26-2 to 5, 27-1 to 3, 28-1 to 5, 29-1 to 5, 33-1, 33-2, 42-1 DOR pg 118 Obj 26, 27; pg 119 Obj 28, 29; pg 121 Obj 33
6b.	Fluently add and subtract within 10.	44, 64, 75, 76, 78, 82-84, 98, 102-106, 108, 111, 116	26-5, 28-5 DOR pg 118 Obj 26; pg 119 Obj 28
NY-1.OA	**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, 67, 73, 95, 99, 209	
8.	Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.	88, 105, 248	
	NUMBER AND OPERATIONS IN BASE TEN		
NY-1.NBT	**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, 16, 17, 35-48, 51-54, 57, 62, 91, 123-128, 132, 134-142, 201, 202	4-1 to 3, 5-1, 6-1, 9-1, 9-2, 10-1, 17-1 DOR pg 107 Obj 4,5; pg 109 Obj 8, 9; pg 110 Obj 10; pg 111 Obj 12
NY-1.NBT	**Understand place value.**		

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2	Understand that the two digits of a two-digit number represent amounts of tens and ones. a. Understand 10 can be thought of as a bundle of ten ones, called a "ten". b. Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. Understand 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).	17, 51, 125-130, 133, 135, 136, 139, 140, 143-146	11-1 to 3 DOR pg 110 Obj 11
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
NY-1.NBT	**Use place value understanding and properties of operations to add and subtract.**		
4.	Add within 100, including • a two-digit number and a one-digit number, • a two-digit number and a multiple of 10. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written method and explain the reasoning used.	176-178, 183, 189, 190	30-1, 31-1 DOR pg 120 Obj 30, 31
5.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		
6.	Subtract multiples of 10 from multiples of 10 in the range 10-90 using • 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 used to a written representation and explain the reasoning.	193, 194	35-1 DOR pg 122 Obj 35
	MEASUREMENT AND DATA		

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NY-1.MD	**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.	13, 14	16-1 DOR pg 113, Obj 16
2.	Measure the length of an object using same-size "length units" placed end to end with no gaps or overlaps. Express the length of an object as a whole number of "length units."	165, 168	
NY-1.MD	**Tell and write time and money.**		
3a.	Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, *o'clock* and *half past* .	153, 155, 156	18-1, 18-2 DOR pg 114 Obj 18
3b.	Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.	55, 56, 157, 159, 161	24-1 DOR pg 116 Obj 22, 23
3c.	Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).		27-2, 24-4 DOR pg 117 Obj 24(modify to fit standard)
NY-1.MD	**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.	1, 8, 17, 30, 38, 58, 68, 120, 175, 186	38-1, 38-2 DOR pg 124 Obj 38
	GEOMETRY		
NY-1.G	**Reason with shapes and their attributes.**		
1.	Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.	18-25, 27, 28	13-1, 14-1 DOR pg 111 Obj 13; pg 112 Obj 14, pg 113 Obj 16
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. <u>Note</u>: Students do not need to learn formal names such as "right rectangular prism."	29, 41, 43, 45, 51, 169	13-2, 15-1 DOR pg 112, Obj 15
3.	Partition circles and rectangles into two and four equal shares, describe the shares 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 shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	224-228	25-1, 25-2 DOR pg 117 Obj 25