Correlation of Texas Essential Knowledge and Skills (TEKS) for Mathematics Correlated to 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)
1.1	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.**	*** **Journal Prompts and Informal Assessment Opportunities** found in daily lessons address the process standards. **Additional Reccomendation:** Keep a copy of your process standards near you while lesson planning to guide you in your questioning techniques.	
(A)	apply mathematics to problems arising in everyday life, society, and the workplace	*** 1-3, 117, 151-163, 170-172, 222, 223, 236,	7-1, 17-1, 37-1
(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	*** 119, 176, 179, 181-184, 188, 203, 240, 241, 249	DOR pg 124 Obj 39
(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	*** 57, 81, 107, 109, 115	
(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	*** 9-17	12-1, 17-1
(E)	create and use representations to organize, record, and communicate mathematical ideas	*** 120	
(F)	analyze mathematical relationships to connect and communicate mathematical ideas	***	
(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	***	

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1.2	**Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value**		
(A)	recognize instantly the quantity of structured arrangements	10, 11, 35-39, 41-43, 53, 54	4-1, 6-1 DOR pg 107, Obj 4
(B)	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones	38, 42, 44, 51, 52, 124-130, 135, 136, 140, 143-146	11-1 to 11-3
(C)	use objects, pictures, and expanded and standard forms to represent numbers up to 120	62, 120, 125-130, 135, 136, 143-146	4-3, 11-1 to 11-3 DOR pg 110, Obj 11
(D)	generate a number that is greater than or less than a given whole number up to 120	47	DOR pg 106, Obj 3
(E)	use place value to compare whole numbers up to 120 using comparative language	133	
(F)	order whole numbers up to 120 using place vale and open number lines	132, 134, 138	DOR pg 107, Obj 5
(G)	represent the comparison of two numbers to 100 using the symbols >, <, or =	131, 133, 147, 148	6-2, 8-1 DOR pg 108, Obj 6
1.3	**Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems**		
(A)	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99	177	
(B)	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 =[ ]; 3+ [ ] = 7; and 5 = [ ] -3	61, 63-67, 69-72, 91-95, 98, 113, 185, 186, 188, 201, 203, 205, 209, 211, 240, 241, 245, 251	26-2, 39-1, 40-1, 40-2, 41-1, 42-1 DOR pg 124, Obj 39; pg 125 Obj 40-42
(C)	compose 10 with two or more addends with and without concrete objects	42, 44, 77-80, 82-86, 187, 243	26-5, 27-3, 33-1, 33-2 DOR pg 118, Obj 26

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(D)	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10	76-86, 102-110, 112, 114-118, 204, 207, 208, 210, 212-218, 239, 242-247, 250, 252, 254	26-3 to 5, 27-1 to 3, 28-1 to 5, 29-1 to 3, 29-5 DOR pg 118, Obj 26-27; pg 119 Obj 28-29
(E)	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences;	63, 69-86, 88, 96-111, 114-118, 202, 204, 206-210, 212-218, 242-247, 250, 252, 254	24-1, 26-1, 26-3, 27-1, 27-3, 28-1 to 5, 29-1, 29-2, 29-4, 29-5
(F)	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	119, 205	39-1
1.4	**Numbers and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.**		
(A)	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them	55, 157, 159, 161	22-1, 22-2 DOR pg 116, Obj 22-23
(B)	write a number with the cent symbol to describe the value of a coin	55, 157, 159, 161	22-1
(C)	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels and/or dimes.	55, 157-163	22-1, 22-2, 23-1, 24-1, 24-2 DOR pg 117, Obj 24
1.5	**Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.**		
(A)	recite numbers forward and backward from any given number between 1 and 120	7, 17, 48, 87, 135-137, 202	6-1, 9-1, 9-2 DOR pg 104, Obj 5; pg 109, Obj 8
(B)	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set	139-142	10-1, 30-2 DOR pg 109, Obj 9; pg 110, Obj 10
(C)	use relationships to determine the number that is 10 more and 10 less than a given number up to 120		

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(D)	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	46, 64-67, 69-72, 91, 92, 95, 98, 113, 185, 186, 188, 203, 205, 209, 211, 251	39-1, 40-1, 40-2, 41-1, 42-1 DOR pg 124, Obj 39; pg 125, Obj 40-41; pg 126, Obj 42
(E)	understand that the equal sign represents a relationship where expressions on each side of equal sign represent the same value(s)	66	
(F)	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three of four terms in the equation	88, 95, 105, 248	
(G)	apply properties of operations to add and subtract two or three numbers	187, 244, 253	26-1, 33-1, 33-2 DOR pg 121, Obj 33
1.6	**Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.**		
(A)	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language	19-24, 26, 33, 34	13-1
(B)	distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape	20-23, 25, 27, 28	DOR pg 111, Obj 13
(C)	create two-dimensional figures, including circles, triangles, rectangles and squares, as special rectangles, rhombuses, and hexagons	21-23	
(D)	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language	20-23, 25	DOR pg 111, Obj 13
(E)	identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes) and triangular prisms, and describe their attributes using formal geometric language	27-29	14-1, 15-1 DOR pg 112, Obj 14-15
(F)	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible	169	13-2
(G)	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words	224-228, 230	25-1, 25-2 DOR pg 117, Obj 25

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(H)	identify examples and non-examples of halves and fourths	224, 225, 227	
1.7	**Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time.**		
(A)	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement	166	19-1 DOR pg 114, Obj 19
(B)	illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other	165	
(C)	measure the same object/distance with units of two different lengths and describe how and why the measurements differ	168	
(D)	describe a length to the nearest whole unit using a number and a unit	165, 166, 168	
(E)	tell time to the hour and half hour using analog and digital clocks	153, 155, 156	18-1, 18-2 DOR pg 114, Obj 18
1.8	**Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems**		
(A)	collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts	8, 17, 68, 120, 175, 186	38-1
(B)	use data to create picture and bar-type graphs	8, 17, 68, 120, 175, 186	38-1 DOR pg 124, Obj 38
(C)	draw conclusions and generate and answer questions using information from picture and bar-type graphs	30, 58, 120, 175	38-2 DOR pg 124, Obj 38
1.9	**Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.**		
(A)	define money earned as income		
(B)	identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs		
(C)	distinguish between spending and saving		

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(D)	consider charitable giving		
	AI: *Numeration*		
	AII: *Addition and Subtraction*		
	AIII: *Fractions, Geometry & Measurement*		