



# Math Teachers Press, Inc.

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## Arizona Mathematics Standards Correlated to *Moving with Math Primary Connections Grade 1*

		Student Book	Skill Builders
<b>STRAND 1: NUMBER AND OPERATIONS</b>			
<b>Concept 1: Number Sense</b>			
<b>PO.1</b>	Express whole numbers 0 to 100, in groups of tens and ones using and connecting multiple representations.	35-46, 126-130, 140	11-2, 11-3
<b>PO.2</b>	Count forward to 100 and backward from 100 by 1's and 10's using different starting points, and count forward to 100 by 2's and 5's.	136-142	10-1
<b>PO.3</b>	Identify numbers which are 10 more or less than a given number to 90.		
<b>PO.4</b>	Compare and order whole numbers through 100 by applying the concept of place value.	147, 148	
<b>PO.5</b>	Recognize and compare ordinal numbers, first through tenth.	49, 50	7-1
<b>Concept 2: Numerical Operations</b>			
<b>PO.1</b>	Solve contextual problems using multiple representations for addition and subtraction fact.	69, 71, 205	
<b>PO.2</b>	Demonstrate addition and subtraction of numbers that total less than 100 by using various representations that connect to place value concepts.	189-196	30-1, 31-1, 32-1, 34-1, 35-1, 36-1
<b>PO.3</b>	Develop and use multiple strategies for addition facts to $10 + 10$ and their related subtraction facts.	202-204, 206, 207, 209-213	26-1 to 26-3, 27-1, 28-1 to 28-4
<b>PO.4</b>	Create word problems based on addition and subtraction facts.	66, 96, 212	
<b>PO.5</b>	Apply properties to solve addition/subtraction problems		
•	identity property of addition/subtraction and	69, 102	
•	commutative property of addition.	71, 72	26-1
<b>Concept 3: Estimation</b>			
<b>PO.1</b>	Use estimation to determine if sums are more or less than 5, more or less than 10, or more or less than 20.	184	39-2

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<b>STRAND 2: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS</b>			
<b>Concept 1: Data Analysis (Statistics)</b>			
PO.1	Collect, record, organize, and display data using tally charts or pictographs.	8, 17	38-1
PO.2	Ask and answer questions by interpreting simple displays of data, including tally charts or pictographs.	30, 58, 120	38-2
<b>Concept 2: Probability</b>			
No performance objectives at this grade level.			
<b>Concept 3: Systematic Listing and Counting</b>			
PO.1	Use Venn diagrams to sort, classify, and count object and justify the sorting rule.		
<b>Concept 4: Vertex-Edge Graphs</b>			
No performance objectives at this grade level.			
<b>STAND 3: PATTERNS, ALGEBRA, AND FUNCTIONS</b>			
<b>Concept 1: Patterns</b>			
PO.1	Recognize, describe, extend, create, and record repeating patterns.	5, 12, 26	2-1
PO.2	Recognize, describe, extend, create, and record growing patterns.	164	9-2
<b>Concept 2: Function and Relationships</b>			
No performance objectives in this grade level.			
<b>Concept 3: Algebraic Representation</b>			
PO.1	Record equivalent forms of whole numbers to 100 by constructing models and using numbers.	215, 216, 252	
PO.2	Compare expressions using spoken words and the symbols = and $\neq$ .		
PO.3	Represent a word problem requiring addition or subtraction facts using an equation.	185, 186	39-1
<b>Concept 4: Analysis of Change</b>			
No performance objectives in this grade level			
<b>STRAND 4: GEOMETRY AND MEASUREMENT</b>			
<b>Concept 1 Geometric Properties</b>			
PO.1	Identify and draw 2-dimensional geometric figures based on given attributes regardless of size or orientation.	20-23	

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<b>PO.2</b>	Compare and sort basic 2-dimensional figures (including irregular figures) using attributes and explain the reasoning for the sorting.	24	13-1
<b>PO.3</b>	Describe the results of composing and decomposing 2-dimensional figures.	68, 169	
	<b>Concept 2: Transformation of Shapes</b>		
	No performance objectives at this grade level		
	<b>Concept 3: Coordinate Geometry</b>		
	No performance objectives at this grade level		
	<b>Concept 4: Measurement</b>		
<b>PO.1</b>	Compare and order objects according to length, capacity, and weight.	14, 170, 171	16-1, 20-1
<b>PO.2</b>	Measure and compare the length of objects using the benchmark of one inch.	166	19-1
<b>PO.3</b>	Sequence the days of the week and the months of the year.	17	
	<b>STRAND 5: STRUCTURE AND LOGIC</b>		
	<b>Concept 1: Algorithms and Algorithmic Thinking</b>		
	No performance objectives at this grade level.		
	<b>Concept 2: Logic, Reasoning, Problem Solving and Proof</b>		
<b>PO.1</b>	Identify the question(s) asked and any other questions that need to be answered in order to find a solution.	188	
<b>PO.2</b>	Identify the given information that can be used to find a solution.	188	
<b>PO.3</b>	Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.	185	
<b>PO.4</b>	Represent a problem situation using any combinations of words, numbers, pictures, physical objects, or symbols.	88	
<b>PO.5</b>	Explain and clarify mathematical thinking.	assessments throughout	
<b>PO.6</b>	Determine whether a solution is reasonable.	241	