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# CORRELATION OF COLORADO MODEL CONTENT STANDARD
## *MOVING WITH MATH® EXTENSIONS GRADE 1*

| | | Student Book |
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| 1.1 | Demonstrate meanings for whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5) and represent equivalent forms of the same number through the use of physical models, drawings, calculators, and computers. | 1-3, 25, 26, 30, 32, 33, 35, 38, 39 |
| 1.2 | Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping. | 1-5, 7 , 25, 26, 30-33, 35, 38, 39 |
| 1.3 | Use numbers to count, to measure, to label, and to indicate location. | 8, 9, 25, 26, 36, 40, 41, 60 |
| 1.4 | Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, 1/3, 1/4, 0.5. 0.75). | 13-15, 19, 22, 29, 30, 64 |
| 1.5 | Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75). | 37 |
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| 2.1 | Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles). | 6, 34, 36 |
| 2.2 | Describe patterns and other relationships using tables, graphs, and open sentences. | 6, 34, 36 |
| 2.3 | Recognize when a pattern exists and use that information to solve a problem. | 6, 34, 36 |
| 2.4 | Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels). | 15 |

| | | Student Book |
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| 3.1 | Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs. | 63 |
| 3.2 | Interpret data using the concepts of largest, smallest, most often and middle. | 63 |
| 3.3 | Generate, analyze, and make predictions based on data obtained from surveys and chance devices. | |
| 3.4 | Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts). | |
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| 4.1 | Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks). | |
| 4.2 | Identify, describe, draw, compare, classify, and build physical models of geometric figures. | |
| 4.3 | Relate geometric ideas to measurement and number sense. | 61 |
| 4.4 | Solve problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects). | |
| 4.5 | Recognize geometry in their world (for example, in art and in nature). | |
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| 5.1 | Know, use, describe, and estimate measures of length, perimeter, capacity, weight, time, and temperature. | 61, 62 |
| 5.2 | Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest). | |
| 5.3 | Demonstrate the process of measuring and explain the concepts related to units of measurement. | 61 |
| 5.4 | Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement. | 61 |
| 5.5 | Select and use appropriate standard and non-standard units of measurement in problem-solving situations. | |
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| 6.1 | Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division. | | 10-24, 27-29, 42-53 | |
| 6.2 | Add and subtract commonly-used fractions and decimals using physical models (for example, 1/3, 3/4, 0.5, 0.75). | | 64 | |
| 6.3 | Demonstrate fluency with basic addition, subtraction, multiplication, and division facts without the use of a calculator. | | 10- 24, 27-29, 37, 42-53 | |
| 6.4 | Construct, use, and explain procedures to compute and estimate with whole numbers. | | 10-24, 27-29, 42-53 | |
| 6.5 | Select and use appropriate algorithms for computing with whole numbers in problem-solving situations. | | 10-24, 27-29, 42-53 | |

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