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Missouri Mathematics Learning Goals Correlated to *Moving with Math Primary Connections Grade 1*

		Student Book	Skill Builders
	CORE CONTENT A: WHOLE NUMBER RELATIONSHIPS		
1.	Understand and explain the relative magnitude of numbers to100.		
a.	Represent two-digit numbers in a variety of ways and make connections between and among these representations using objects, diagrams, number lines, words, and numerals.	125-130, 143-146	11-2, 11-3
b.	Read, write, compare and order numbers through 100 by using decades as benchmarks (e.g., 27 is between 20 and 30).	136-138, 147	
c.	Group and count objects by 2s, 5s, and 10s.	139-141	10-1
d.	Identify numbers missing from a well-defined counting sequence (e.g., 0, 2, 4, ___, 8, 10,…).	138, 141, 142	
2.	Understand the values of the digits in two-digit numbers.		
a.	Determine the place value (tens, ones) and value of each digit in a number (e.g., the 6 in 63 represents 6 tens or 60 ones).	143-146	
b.	Translate between and among different numerical representations of a number (e.g., 63 is 6 tens plus 3 ones or 5 tens plus 13 ones or 4 tens plus 23 ones).		
c.	Identify one more, one less, 10 more, and 10 less than a given number for numbers up to 100.	48, 190, 194	6-1
3.	Understand the properties of odd and even numbers.		
a.	Classify a number as odd or even and explain why it is odd or even.		
	CORE CONTENT B: ADDITION & SUBTRACTION: OPERATIONS & BEGINNING BASIC FACTS		
1.	Understand and explain the meaning of addition and subtraction.		
a.	Make connections among a variety of representations, including objects, length-based models (e.g., lengths of connecting cubes), number lines, ten frames, diagrams, words, and number sentences, in order to explain addition and subtraction situations (combining, missing addend, separating, comparing, and relating parts with wholes).	63, 75, 77, 94, 97	
b.	Explain and justify methods of adding and subtracting numbers on the basis of properties of operations (identity, commutative, associative), place value, and/or the inverse relationship between addition and subtraction.	69, 71	26-1

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2.	Use a variety of strategies to represent and compute single-digit addition and related subtraction facts.		
a.	Interpret the equal sign as a relational symbol indicating "the same quantity as."	66	
b.	Use informal strategies to find the unknown quantity in a variety of equations that involve addition and subtraction (e.g., 3 + 4 = ___; 7 - ___ = 3; and ___ = 5 -2).	114	
c.	Compare solution strategies in order to relate addition and subtraction as inverse operations (e.g., missing addend situations).	114, 247, 248	28-2, 28-4, 29-2
d.	Apply and justify the use of a variety of strategies, including known facts and derived facts (e.g., counting on or counting back, doubling plus one, doubling minus one, making ten), to solve problems.	77, 79, 80, 103, 104	26-3, 27-1, 28-3
e.	Create contextual problems for a variety of mathematical situations (combining, missing addend, separating, comparing, and relating parts with wholes) involving numbers for which any one of the quantities is unknown.	95, 98	
f.	Solve contextual problems involving a variety of mathematical situations (combining, missing addend, separating, comparing, and relating parts with wholes) for which any one of the quantities is unknown.	95, 248	
	CORE CONTENT C: GEOMETRIC RELATIONSHIPS		
1.	Understand part-whole relationships and attributes of plane and solid figures.		
a.	Name, create, and sort 2-dimensional shapes, including circles, triangles, rectangles, squares, rhombi, trapezoids, and hexagons.	19-23, 25	13-1
b.	Sort 3-dimensional shapes including pyramids, rectangular prisms, cubes, cones, cylinders, and spheres.	27, 28	14-1
c.	Compose (combine) and decompose (separate) two- and three-dimensional shapes to make other shapes.		13-2
d.	Predict the number of congruent shapes that will cover a region without gaps, then test and verify predictions with models		
e.	Identify two-dimensional shapes that have line (mirror) symmetry and draw line(s) of symmetry.		