Math Teachers Press, Inc.
4850 Park Glen Road, Minneapolis, MN 55416
phone (800) 852-2435 fax (952) 546-7502

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NEW YORK STATE LEARNING STANDARDS FOR MATHEMATICS CORRELATED TO *MOVING WITH MATH® EXTENSIONS GRADE 1*

		Student Book	Skill Builders
	PROBLEM SOLVING		
	Students will build new mathematical knowledge through problem solving.		
1.PS.1	Explore, examine, and make observations about a social problem or mathematical situation	10, 11, 15, 17, 51-54, 58, 59	15-1, 27-1, 28-1, 28-2, 29-1
1.PS.2	Interpret information correctly identify the problem, and generate possible solutions	10, 11, 15, 17, 51-54, 58, 59	15-1, 27-1, 28-1, 28-2, 29-1
	Students will solve problems that arise in mathematics and in other contexts.		
1.PS.3	Act out or model with manipulatives activities involving mathematical content from literature and/or story telling	10, 11	15-1
1.PS.4	Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class or using the calendar to teach counting)	10, 11, 15, 17	15-1
	Students will apply and adapt a variety of appropriate strategies to solve problems		
1.PS.5	Use informal counting strategies to find solutions	10, 11, 15, 17	15-1
1.PS.6	Experience teacher-directed questioning process to understand problems		
1.PS.7	Compare and discuss ideas for solving a problem with a teacher and/or students to justify their thinking	10, 11, 15, 17, 51-54, 58, 59	15-1, 27-1, 28-1, 28-2, 29-1
1.PS.8	Use manipulatives (e.g., tiles, blocks) to model the action in problems	11	15-1
1.PS.9	Use drawings/pictures to model the action in problems	10, 11, 15, 17, 51-54, 58, 59	15-1, 27-1, 28-1, 28-2, 29-1
	Students will monitor and reflect on the process of mathematical problem solving.		

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1.PS.10	Explain to others how a problem was solved, giving strategies and justifications		
	REASONING AND PROOF		
	Students will recognize reasoning and proof as fundamental aspects of mathematics.		
1.RP.1	Understand that mathematical statements can be true or false		
1.RP.2	Recognize that mathematical ideas need to be supported by evidence		
	Students will make and investigate mathematical conjectures.		
1.RP.3	Investigate the use of knowledgeable guessing as a mathematical tool		
1.RP.4	Explore guesses, using a variety of objects and manipulatives		
	Students will develop and evaluate mathematical arguments and proofs.		
1.RP.5	Justify general claims, using manipulatives		
1.RP.6	Develop and explain an argument verbally or with objects.		
1.RP.7	Listen to and discuss claims other students make		
	Students will select and use various types of reasoning and methods of proof.		
1.RP.8	Use trial and error strategies to verify claims		
	COMMUNICATION		
	Students will organize and consolidate their mathematical thinking through communication.		
1.CM.1	Understand how to organize their though processes with teacher guidance.		
1.CM.2	Verbally support their reasoning and answer		
	Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.		
1.CM.3	Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations	63	

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	Students will analyze and evaluate the mathematical thinking and strategies of others.		
1.CM.4	Listen to solutions shared by other students		
1.CM.5	Formulate mathematically relevant questions		
	Students will use the language of mathematics to express mathematical ideas precisely.		
1.CM.6	Use appropriate mathematical terms, vocabulary, and language		
	CONNECTIONS		
	Students will recognize and use connections among mathematical ideas.		
1.CN.1	Recognize the connections of patterns in their everyday experiences to mathematical ideas		
1.CN.2	Understand the connections between numbers and the quantities they represent		
1.CN.3	Compare the similarities and differences of mathematical ideas		
	Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.		
1.CN.4	Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas	10, 11	15-1
1.CN.5	Understand meanings of operations and how they relate to one another		
1.CN.6	Understand how mathematical models represent quantitative relationships		
	Students will recognize and apply mathematics sin contexts outside of mathematics.		
1.CN.7	Recognize the presence of mathematics in their daily lives	60, 63	48-1, 50-2, 50-3
1.CN.8	Recognize and apply mathematics to solve problems		
1.CN.9	Recognize and apply mathematics to objects, pictures, and symbols		
	REPRESENTATION		

		Student Book	Skill Builders
	Students will create and use representations to organize, record, and communicate mathematical ideas.		
1.R.1	Use multiple representations including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations		
1.R.2	Share mental images of mathematical ideas and understandings		
1.R.3	Use standard and nonstandard representations		
	Students will select, apply, and translate among mathematical representations to solve problems.		
1.R.4	Connect mathematical representations with problem solving	10, 11, 15, 17, 51-54, 58, 59	15-1, 27-1, 28-1, 28-2, 29-1
	Students will use representations to model and interpret physical, social, and mathematical phenomena.		
1.R.5	Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)		
1.R.6	Use mathematics to show and understand social phenomena (e.g., count and represent sharing cookies between friends)		
1.R.7	Use mathematics to show and understand mathematical phenomena (e.g., draw pictures to show a story problem, show number value using fingers on your hand)		
	NUMBER SENSE AND OPERATIONS		
	Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.		
1.N.1	Count the item in a collection and know the last counting word tells how many items are in the collection (1 to 100)		
1.N.2	Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten	29, 35, 37-39	4-1 to 4-3, 31-1
1.N.3	Quickly see and label with a number, collections of 1 to 10	1, 29	1-1, 7-1, 8-1

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1.N.4	Count by 1's to 100	1, 25, 26, 30, 32-34, 37, 38	1-1, 4-1, 4-2, 6-1, 6-2, 7-1, 8-1, 9-2, 31-1
1.N.5	Skip count by 10's to 100	35, 36	30-1
1.N.6	Skip count by 5's to 50	36	30-1
1.N.7	Skip count by 2's to 20	36	30-1
1.N.8	Verbally count from a number other than by 1's	26	
1.N.9	Count backwards from 20 by 1's	20, 26	16-2
1.N.10	Draw pictures or other informal symbols to represent a spoken number up to 20	1, 25, 26, 30	1-1, 7-1, 8-1
1.N.11	Identify that spacing of the same number of objects does not affect the quantity (conversation)		
1.N.12	Arrange objects in size order (increasing and deceasing)		
1.N.13	Write numbers to 100	1, 25, 30, 32-35	1-1, 6-1, 6-2, 7-1, 8-1, 9-2
1.N.14	Read the number words *one, two, three...ten*	1	1-1, 7-1, 8-1
1.N.15	Explore and use place value		
1.N.16	Compare and order whole numbers up to 100	2, 4, 5, 31	2-1, 3-1, 10-1, 11-1, 12-1
1.N.17	Develop an initial understanding of the base ten system:		
	• 10 ones = 1 ten	29, 35, 37-39	4-1 to 4-3, 31-1
	• 10 tens = 1 hundred	35	
1.N.18	Use a variety of strategies to compose and decompose one-digit numbers		
1.N.19	Understand the commutative property of addition	13, 16	15-2
1.N.20	Name the number before and the number after a given number, and name the number (s) between two given numbers up to100 (with and without the use of a number line or a hundreds chart)	3, 20, 34	6-1, 6-2, 16-2
1.N.21	Use before, after, or between to order numbers to 100 (with or without the use of a number line)	3, 34	6-1, 6-2
1.N.22	Use the words higher, lower, greater, and less to compare two numbers		
1.N.23	Use and understand verbal ordinal terms, first to twentieth	7	13-1

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	Students will understand meanings of operations and procedures, and how they relate to one another.		
1.N.24	Develop and use strategies to solve addition and subtraction word problems	10-12, 14, 16-19, 21-24, 27, 28, 42-51, 55-57	15-1, 16-1, 16-3, 17-1, 18-1 to 18-3, 19-1 to 19-3, 20-1, 21-1, 22-1 to 22-3, 25-1 to 25-3, 27-1
1.N.25	Represent addition and subtraction word problems and their solutions as number sentences	10-12, 14, 16-19, 21-24, 27, 28, 42-51, 55-57	15-1, 16-1, 16-3, 17-1, 18-1 to 18-3, 19-1 to 19-3, 20-1, 21-1, 22-1 to 22-3, 25-1 to 25-3, 27-1
1.N.26	Create problem situations that represent a given number sentence	42	
1.N.27	Use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping	10-12, 14, 16-19, 21-24, 27, 28, 42-51, 55-57	15-1, 16-1, 16-3, 17-1, 18-1 to 18-3, 19-1 to 19-3, 20-1, 21-1, 22-1 to 22-3, 25-1 to 25-3, 27-1
1.N.28	Demonstrate fluency and apply addition and subtraction facts to and including 10	10-12, 14, 16-19, 21-24, 27, 28, 42-51, 55-57	15-1, 16-1, 16-3, 17-1, 18-1 to 18-3, 19-1 to 19-3, 20-1, 21-1, 22-1 to 22-3, 25-1 to 25-3, 27-1
1.N.29	Understand that different parts can be added to get the same whole	13, 16	15-2
	Students will compute accurately and make reasonable estimates.		
1.N.30	Estimate the number in a collection to 50 and then compare by counting the actual items in the collection		
	ALGEBRA		
	Students will recognize, use, and represent algebraically patterns, relations and functions.		

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1.A.1	Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects)	6	9-1, 14-1
	GEOMETRY		
	Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes		
1.G.1	Match shapes and parts of shapes to justify congruency		
1.G.2	Recognize, name, describe, create, sort, and compare two -dimensional and three-dimensional shapes		
	Students will apply transformations and symmetry to analyze problem solving situations.		
1.G.3	Experiment with slides, flips, and turns of two-dimensional shapes		
1.G.4	Identify symmetry in two-dimensional shapes		
	Students will apply coordinate geometry to analyze problem solving situations		
1.G.5	Recognize geometric shapes and structures in the environment		
	MEASUREMENT		
	Students will determine what can be measured and how, using appropriate methods and formulas.		
1.M.1	Recognize length as an attribute that can be measured	61	50-1
1.M.2	Use non-standard units (including finger lengths, paper clips, students' feet and paces) to measure both vertical and horizontal lengths		
1.M.3	Informally explore the standard unit of measure, inch	61	50-1
	Students will use units to give meaning to measurements.		
1.M.4	Know vocabulary and recognize coins (penny, nickel, dime, quarter)	8, 9, 40, 41, 60	46-1, 46-2, 47-1, 48-1
1.M.5	Recognize the cent notation as ¢	8, 9, 40, 41, 60	46-1, 46-2, 47-1, 48-1

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1.M.6	Use different combinations of coins to make money amounts up to 25 cents	8, 9, 40, 41, 60	46-1, 46-2, 47-1, 48-1
1.M.7	Recognize specific times (morning, noon, afternoon, evening)	62	49-1 to 49-3
1.M.8	Tell time to the hour, using both digital and analog clocks	62	49-1 to 49-3
1.M.9	Know the days of the week and months of the year in sequence		
1.M.10	Classify months and connect to seasons and other events		
	Students will develop strategies for estimating measurements.		
1.M.11	Select and use non-standard units to estimate measurements		
	STATISTICS AND PROBABILITY		
	Student will collect, organize, display, and analyze data.		
1.S.1	Pose questions bout themselves and their surrounding	63	50-2, 50-3
1.S.2	Collect and record data related to a question	63	50-2, 50-3
1.S.3	Display data in simple pictographs for quantities up to 20 with units of one		
1.S.4	Display data in bar graphs using concrete objects with intervals of one	63	50-2, 50-3
1.S.5	Use Venn diagrams to sort and describe data		
1.S.6	Interpret data in terms of the words: most, least, greater than, less than, or equal to		
1.S.7	Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories)		
	Students wiil make predictions that are based upon data analysis.		
1.S.8	Discuss conclusions and make predictions in terms of the words likely and unlikely		
1.S.9	Construct a question that can be answered by using information from a graph		