



# Math Teachers Press, Inc.

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## SOUTH CAROLINA ACADEMIC STANDARDS FOR MATHEMATICS CORRELATED TO *MOVING WITH MATH PRIMARY CONNECTIONS GRADE 1*

		Student Book	Skill Builders
<b>MATHEMATICAL PROCESSES</b>			
<b>1-1:</b>	<b>The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</b>		
1-1.1	Apply substantive mathematical problem-solving strategies.	119, 182	
1-1.2	Generate conjectures and exchange mathematical ideas.	183, 184	
1-1.3	Explain and justify answers to simple problems.	184	
1-1.4	Analyze patterns by reasoning systematically.	164	
1-1.5	Generalize mathematical concepts.	186, 196	
1-1.6	Use a variety of forms of mathematical communication.	30, 89, 90	
1-1.7	Generalize connections among mathematics, the environment, and other subjects.	16, 86	
1-1.8	Use multiple informal representations to convey mathematical ideas.	14, 165	
<b>NUMBER AND OPERATIONS</b>			
<b>1-2:</b>	<b>The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.</b>		
1-2.1	Translate between numeral and quantity through 100.	140	4-2
1-2.2	Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.	135	
1-2.3	Represent quantities in word form through <i>ten</i> .	35-45	
1-2.4	Recognize whole-number words that correspond to numerals through <i>twenty</i> .	124, 130	
1-2.5	Compare whole-number quantities through 100 by using the terms <i>is greater than</i> , <i>is less than</i> , and <i>is equal to</i> .	131, 133, 147, 148	8-1
1-2.6	Recall basic addition facts through $9 + 9$ and corresponding subtraction facts.	76, 82, 83, 106, 116	26-5, 28-5

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1-2.7	Summarize the inverse relationship between addition and subtraction.	113, 114, 213	28-4, 29-2, 29-5
1-2.8	Generate strategies to add and subtract without regrouping through two-digit numbers.	176-179	30-1, 31-1, 34-1, 36-1
1-2.9	Analyze the magnitude of digits through 999 on the basis of their place value.	144, 145	11-2, 11-3
<b>ALGEBRA</b>			
1-3:	<b>The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.</b>		
1-3.1	Analyze numeric patterns in addition and subtraction to develop strategies for acquiring basic facts.	72, 81	27-1
1-3.2	Translate patterns into rules for simple addition and subtraction.	78	
1-3.3	Illustrate the commutative property based on basic facts.	71	26-1
1-3.4	Analyze numeric relationships to complete and extend simple patterns.	142, 164	9-2
1-3.5	Classify a number as odd or even.	141 (T.G.)	
1-3.6	Classify change over time as quantitative or qualitative.		
<b>GEOMETRY</b>			
1-4:	<b>The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.</b>		
1-4.1	Identify the three-dimensional geometric shapes prism, pyramid, and cone.	28	14-1
1-4.2	Analyze the two-dimensional shapes circle, square, triangle, and rectangle.	20-23	
1-4.3	Classify two-dimensional shapes as polygons or nonpolygons.		
1-4.4	Identify a line of symmetry.		
1-4.5	Use the positional and directional terms <i>north</i> , <i>south</i> , <i>east</i> , and <i>west</i> to describe location and movement.		
<b>MEASUREMENT</b>			
1-5:	<b>The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.</b>		

		<b>Student Book</b>	<b>Skill Builders</b>
<b>1-5.1</b>	Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar.	157, 159, 160	23-1, 24-2
<b>1-5.2</b>	Represent a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.	157, 159, 161	22-1, 22-2, 23-1
<b>1-5.3</b>	Represent money by using the cent and dollar notations.	157, 159	
<b>1-5.4</b>	Use whole-inch units to measure the length of an object.	166	19-1
<b>1-5.5</b>	Generate common referents for whole inches.	166	
<b>1-5.6</b>	Use common referents to make estimates in whole inches.	168	
<b>1-5.7</b>	Use nonstandard units to measure the weight of objects.	170	
<b>1-5.8</b>	Use analog and digital clocks to tell and record time to the half hour.	153, 155, 156	18-1, 18-2
<b>1-5.9</b>	illustrate past and future dates on a calendar.	16, 152	17-1
<b>1-5.10</b>	Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example).		
<b>1-5.11</b>	Use Celsius and Fahrenheit thermometers to measure temperature.		
	<b>DATA ANALYSIS AND PROBABILITY</b>		
<b>1-6:</b>	<b>The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.</b>		
<b>1-6.1</b>	Use survey questions to collect data.	8	
<b>1-6.2</b>	Organize data in picture graphs, object graphs, bar graphs, and tables.	8, 68	38-1
<b>1-6.3</b>	Interpret data in picture graphs, object graphs, bar graphs, and tables by using the comparative terms <i>more</i> , <i>less</i> , <i>greater</i> , <i>fewer</i> , <i>greater than</i> , and <i>less than</i> .	58	42-1
<b>1-6.4</b>	Predict on the basis of data whether events are <i>likely</i> or <i>unlikely</i> to occur.	232, 233	