


Map: **Math Grade 1 Minotto/Sklow** Grade Level: **1**District: **Island Trees**Created: **08/27/2009** Last Updated: **08/27/2009**

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes	
Unit 1	What are numbers?	<b>Chapter 1</b>	Identify and write numbers 0 to 20		MST3-1.N.3		
	What are ways to represent numbers?	Number order and sense to 20	Recognize and identify number patterns 0 to 20		MST3-1.N.8		
	How do we identify patterns in numbers?	Understanding zero	Explore the concepts of same number, more, and fewer.		MST3-1.N.10		
	How do we compare numbers?	Ways to show numbers	Identify numbers as greater than, less than, or equal to a given number		MST3-1.N.14		
	How can I teach students to recognize the relationship between numerals, number words, and picture clues for the numbers 1 through 10 using the book <a href="#">Plant Math</a> by Patricia Whitehouse?	Comparing numbers	Number Identification	Represent numbers using pictures and words		MST3-1.N.23	
		Problem Solving	Problem Solving	Count the items in a collection		MST3-1.CN.1	
		Patterns	Patterns	Identify even and odd numbers		MST3-1.CN.9	
				Count backwards from 20 by 1's		MST3-1.CM.6	
				Identify pattern units		MST3-1.N.22	
				Create and extend a pattern		MST3-1.N.21	
				Order numbers 0 to 20		MST3-1.N.1	
				Choose a problem-solving strategy		MST3-1.N.11	
						MST3-1.PS.8	
					MST3-1.S.3		
				MST3-1.S.4			
				MST3-1.N.9			
				MST3-1.R.7			
				MST3-1.S.6			
				MST3-1.PS.1			
				MST3-1.PS.6			
				MST3-1.PS.7			
				MST3-1.PS.10			

Unit 2	<p>What are some ways to add?</p> <p>How do we add?</p>	<p><b><u>Chapter 2</u></b></p> <p>Addition symbols</p> <p>Sums to 12</p> <p>Problem Solving</p> <p>Ways to Show Numbers</p>	<p>Use counters and pictures to explore the meaning of addition</p> <p>Use counters, pictures, and symbols to write and solve addition sentences</p> <p>Use data from a picture to solve addition problems</p> <p>Show sums to 12 in a variety of ways</p> <p>Understand the commutative property of addition</p> <p>Understand addition using horizontal and vertical forms</p> <p>Adding 0</p>		<p><b>MST3-1.N.27</b></p> <p><b>MST3-1.PS.2</b></p> <p><b>MST3-1.PS.3</b></p> <p><b>MST3-1.PS.5</b></p> <p><b>MST3-1.PS.9</b></p> <p><b>MST3-1.N.24</b></p> <p><b>MST3-1.N.29</b></p> <p><b>MST3-1.RP.2</b></p> <p><b>MST3-1.RP.3</b></p> <p><b>MST3-1.RP.4</b></p> <p><b>MST3-1.RP.5</b></p> <p><b>MST3-1.RP.6</b></p> <p><b>MST3-1.RP.7</b></p> <p><b>MST3-1.RP.8</b></p>
Unit 3	<p>What is the difference between addition and subtraction?</p> <p>What is subtraction and why do I need to subtract?</p> <p>What strategies can I use to solve subtraction sentences?</p>	<p><b><u>Chapter 3</u></b></p> <p>Subtraction facts from 12 or less</p> <p>Using zero in subtraction</p> <p>Problem solving</p>	<p>Uses manipulatives to solve subtraction facts from 12</p> <p>Writes and solves subtraction facts vertically and horizontally</p> <p>Uses pictures to subtract</p> <p>solve subtraction problems with zero</p> <p>Decide whether to use</p>		<p><b>MST3-1.PS.2</b></p> <p><b>MST3-1.PS.3</b></p> <p><b>MST3-1.PS.4</b></p> <p><b>MST3-1.PS.8</b></p> <p><b>MST3-1.PS.9</b></p> <p><b>MST3-1.N.24</b></p> <p><b>MST3-1.N.27</b></p>

			<p>addition or subtraction to solve problems</p> <p>Uses mathematical symbols ( - and = ) to write and solve subtraction sentences</p>		<p><b>MST3-1.N.25</b></p> <p><b>MST3-1.N.26</b></p> <p><b>MST3-1.R.1</b></p> <p><b>MST3-1.R.3</b></p> <p><b>MST3-1.CN.5</b></p>	
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>What is a fact family?</p> <p>How can I use strategies to add sums to 12?</p> <p>What strategies can you use to subtract from 12 and less?</p>	<p><b><u>Chapter 5</u></b></p> <p>Counting on</p> <p>Counting back</p> <p>Doubles</p> <p>Fact families</p> <p>Problem solving</p>	<p>Utilizes counting back as a strategy to solve subtraction problems</p> <p>Utilizes counting on as a strategy to solve addition problems.</p> <p>Adding doubles and using doubles to add</p> <p>Use doubles to subtract</p> <p>Use manipulatives to count on</p> <p>Use manipulatives to count back</p> <p>Use number lines to count on and count back</p> <p>Identify fact families for numbers to 12</p> <p>Chooses addition or subtraction to solve problems</p>		<p><b>MST3-1.N.24</b></p> <p><b>MST3-1.N.25</b></p> <p><b>MST3-1.N.28</b></p> <p><b>MST3-1.N.27</b></p> <p><b>MST3-1.CN.4</b></p> <p><b>MST3-1.CN.5</b></p> <p><b>MST3-1.CN.6</b></p> <p><b>MST3-1.CN.7</b></p> <p><b>MST3-1.CN.8</b></p> <p><b>MST3-1.CN.9</b></p> <p><b>MST3-1.R.5</b></p> <p><b>MST3-1.R.6</b></p>	
Unit 5	<p>What is a pattern?</p> <p>What shapes can I find in the world around me?</p> <p>Where do I find patterns? How can I make the pattern continue?</p> <p>How can shapes be divided?</p> <p>How can I use rhyming words to teach students how to divide food into equal parts using the text <a href="#">Equal Parts</a> by Kari Jenson Gold</p>	<p><b><u>Chapters 12 and 14</u></b></p> <p>Space shapes</p> <p>Plane shapes</p> <p>Symmetry</p> <p>Equal parts</p> <p>Halves, thirds, and fourths</p> <p>Problem Solving</p>	<p>Identify and compare space shapes</p> <p>Identify plane shapes that make up space shapes</p> <p>Identify characteristics of plane shapes</p> <p>Identify and compare open and closed figures</p> <p>Match shapes that have the same size and shape</p> <p>Construct new shapes out of other shapes</p> <p>Explore the meaning of symmetry, and make symmetrical figures</p>		<p><b>MST3-1.G.1</b></p> <p><b>MST3-1.G.2</b></p> <p><b>MST3-1.G.3</b></p> <p><b>MST3-1.G.4</b></p> <p><b>MST3-1.G.5</b></p> <p><b>MST3-1.G.5</b></p> <p><b>MST3-1.A.1</b></p> <p><b>MST3-1.RP.6</b></p> <p><b>MST3-1.RP.5</b></p>	

			<p>Identify equal and unequal parts</p> <p>Show halves of a region</p> <p>Show thirds and fourths of a region</p> <p>Identify a fractional part of a group</p>		
Unit 6	<p>How can we place numbers in order?</p> <p>Explore tens and ones</p> <p>How can I teach students to acquire information from diagrams and pictures using the book <a href="#">Let's Skip-Count</a> by Kari Jenson Gold?</p> <p> <a href="#">Let's Skip-Count Lesson Plan</a></p>	<p><b><u>Chapter 6</u></b></p> <p>Greater than, less than</p> <p>Model, identify, write, compare, and order numbers to 100.</p> <p>Problem solving</p> <p>Fact Families</p>	<p>Skip count by 2's, 5's, and 10's to 100</p> <p>Analyze and solve problems using skills and strategies</p> <p>Identify numbers greater than and less than a given number</p> <p>Identify numbers before, after and between given numbers</p> <p>Identify tens and ones through 100</p> <p>Count and write numbers to 100</p> <p>Choose reasonable answers in problem solving</p>	<p>MST3-1.N.2</p> <p>MST3-1.N.17</p> <p>MST3-1.N.13</p> <p>MST3-1.N.21</p> <p>MST3-1.N.1</p> <p>MST3-1.N.4</p> <p>MST3-1.N.5</p> <p>MST3-1.N.6</p> <p>MST3-1.N.7</p> <p>MST3-1.N.20</p> <p>MST3-1.N.18</p> <p>MST3-1.N.16</p> <p>MST3-1.N.19</p> <p>MST3-1.N.15</p>	

			Write 2-digit numbers  Solve problems using guess and check		<b>MST3-1.N.30</b>	
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7	<p>How do we identify the different coins?</p> <p>Can you trade coins fairly?</p> <p>When and why do we use coins?</p> <p>How can I use the letter "y" as a vowel to teach students to identify the coins and their values, while reading the text, <a href="#">How Many Pennies?</a> by Abby Jackson?</p>	<p><b><u>Chapter 11</u></b></p> <p>Making purchases</p> <p>Coin values</p> <p>Combining coin values</p> <p>Identifying coins</p> <p>Problem Solving</p>	<p>Sort coins according to value, size, color, etc.</p> <p>Differentiate between the coins</p> <p>Identify coins using their names and values</p> <p>Determine the value of a set of coins</p> <p>Use counting on by ones, fives, and tens to determine the value of a set of coins</p> <p>Make and use a table to solve problems</p> <p>Compare the values of sets of coins</p> <p>Identify pennies, nickels, dimes, and quarters</p> <p>Count sets of coins to make a purchase</p> <p>Add and subtract money</p>		<p><b>MST3-1.M.4</b></p> <p><b>MST3-1.M.6</b></p> <p><b>MST3-1.M.5</b></p>	
Unit 8	<p>How are addition and subtraction related?</p> <p>Can you create a fact family using numbers?</p> <p>How long is a minute, how long is an hour?</p> <p>How can I use contractions to teach students how to tell time with digital and analog clocks using the text <a href="#">What Time Is It?</a> by Susan</p>	<p><b><u>Chapter 7</u></b></p> <p>Time to the hour and half hour</p> <p>Order Events</p> <p><b><u>Chapter 8</u></b></p>	<p>Relate addition and subtraction facts to 12</p> <p>Use addition to solve and check subtraction problems</p> <p>Identify and create fact families to 12</p> <p>Make and use a graph to solve problems</p> <p>Explore and extend addition and subtraction patterns</p> <p>Choose addition or</p>		<p><b>MST3-1.RP.1</b></p> <p><b>MST3-1.S.2</b></p> <p><b>MST3-1.S.8</b></p> <p><b>MST3-1.A.1</b></p> <p><b>MST3-1.M.7</b></p> <p><b>MST3-1.M.8</b></p> <p><b>MST3-1.M.9</b></p> <p><b>MST3-1.M.10</b></p>	

	<p>Ring?</p> <p>How can I use questions to teach students about getting information about different graphs and charts, while reading the text, <a href="#">Charts and Graphs</a>, by B.A. Shaver?</p>	<p><u>Weeks 29-30</u></p> <p>Fact families</p> <p>Problem solving</p>	<p>subtraction to solve problems</p> <p>Estimate time</p> <p>Sequence events</p> <p>Use a calendar</p> <p>Tell time to the hour and half hour on digital and analog clocks</p> <p>Identify the parts of the clock</p> <p>Accurately draw the hands on an analog clock to match a given time</p> <p>Discuss certainty or uncertainty of events</p> <p>Use tallies to keep track of data</p> <p>Elapsed time</p> <p>Construct a question that can be answered by using information from a graph</p>	<p><b>MST3-1.S.9</b></p> <p><b>MST3-1.S.7</b></p>	
Unit 9	<p>What tools can we use to measure things around us?</p> <p>What is the difference between a standard and nonstandard unit?</p> <p>Why are standard units important?</p> <p>What strategies can we use to add three numbers and fact families?</p> <p>How can I use sequencing</p>	<p><u>Chapter 9</u></p> <p>Measurement</p> <p>Height</p> <p>Weight</p> <p>Temperature</p> <p>Compare and order temperatures</p>	<p>Estimate and measure length and height using nonstandard units, inches, and centimeters</p> <p>Estimate and measure weight using nonstandard unity, pouns, and kilograms</p> <p>Estimate and measure capacity using nonstandard units, cups, pints, quarts, and liters</p> <p>Use strategies to add sums to 18</p>	<p><b>MST3-1.M.1</b></p> <p><b>MST3-1.M.2</b></p> <p><b>MST3-1.M.3</b></p> <p><b>MST3-1.N.12</b></p> <p><b>MST3-1.M.11</b></p>	

<p>and measurement to teach students about recipes by using the book, <a href="#">Measure and Cook</a>, by Thea Franklin?</p> <p>How can I use comparisons to teach students about measurement, using the book <a href="#">Let's Measure It!</a> by Susan Ring?</p>	Capacity	Add three numbers		
	Area	Use strategies to subtract from 18 and less		
	Compare and order areas	Recognizing and extending patterns when adding with 10		
	<b><u>Chapter 11</u></b>	Identify and write fact families to 18		
	Addition and subtraction to 18	Determine what information is not needed when solving a problem		
	Problem solving			

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 10	How can we add numbers with two-digits?	<p><u>Chapter 15</u></p> <p>Addition with two-digit numbers</p> <p>Estimate sums with 2-digit numbers</p> <p>Subtraction with two-digit numbers</p> <p>Estimate differences</p> <p>Problem Solving</p>	<p>Add tens or ones and two-digit numbers</p> <p>Add two-digit numbers</p> <p>Counting on tens and ones</p> <p>Subtract tens or ones and two-digit numbers</p> <p>Subtract two-digit numbers</p> <p>Counting back tens and ones</p> <p>Analyze and solve problems using skills and strategies</p> <p>Use models to add and subtract</p>		<p><b>MST3-1.N.24</b></p> <p><b>MST3-1.N.25</b></p> <p><b>MST3-1.R.1</b></p>	

#### Key to Standards used in this Map

**MST3-1.PS.1** [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 1.PS.1 - explore, examine, and make observations about a social problem or mathematical situation [Grade 1]

**MST3-1.PS.2** [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 1.PS.2 - interpret information correctly, identify the problem, and generate possible solutions [Grade 1]

**MST3-1.PS.3** [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 1.PS.3 - act out or model with manipulatives activities involving mathematical content from literature and/or storytelling [Grade 1]

**MST3-1.PS.4** [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 1.PS.4 - formulate problems and solutions from everyday situations [Grade 1]

**MST3-1.PS.5** [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 1.PS.5 - use informal counting strategies to find solutions [Grade 1]

**MST3-1.PS.6** [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 1.PS.6 - experience teacher-directed questioning process to understand problems [Grade 1]

**MST3-1.PS.7** [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 1.PS.7 - compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking [Grade 1]

**MST3-1.PS.8** [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 1.PS.8 - use manipulatives to model the action in problems [Grade 1]

**MST3-1.PS.9** [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 1.PS.9 - use drawings/pictures to model the action in problems [Grade 1]

**MST3-1.PS.10** [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 1.PS.10 - explain to others how a problem was solved, giving strategies and justifications [Grade 1]

**MST3-1.RP.1** [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 1.RP.1 - understand that mathematical statements can be true or false [Grade 1]

**MST3-1.RP.2** [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 1.RP.2 - recognize that mathematical ideas need to be supported by evidence [Grade 1]

**MST3-1.RP.3** [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 1.RP.3 - investigate the use of knowledgeable guessing as a mathematical tool [Grade 1]

**MST3-1.RP.4** [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 1.RP.4 - explore guesses, using a variety of objects and manipulatives [Grade 1]

**MST3-1.RP.5** [2 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 1.RP.5 - justify general claims, using manipulatives [Grade 1]

**MST3-1.RP.6** [2 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 1.RP.6 - develop and explain an argument verbally or with objects [Grade 1]

**MST3-1.RP.7** [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 1.RP.7 - listen to and discuss claims other students make [Grade 1]

**MST3-1.RP.8** [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will select and use various types of reasoning and methods of proof. - Performance Indicator 1.RP.8 - use trial and error strategies to verify claims [Grade 1]

**MST3-1.CM.6** [1 occurrence] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 1.CM.6 - use appropriate mathematical terms, vocabulary, and language [Grade 1]

**MST3-1.CN.1** [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and use connections among mathematical ideas. - Performance Indicator 1.CN.1 - recognize the connections of patterns in their everyday experiences to mathematical ideas [Grade 1]

**MST3-1.CN.4** [1 occurrence] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 1.CN.4 - understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas [Grade 1]

**MST3-1.CN.5** [2 occurrences] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 1.CN.5 - understand meanings of operations and how they relate to one another [Grade 1]

**MST3-1.CN.6** [1 occurrence] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 1.CN.6 - understand how mathematical models represent quantitative relationships [Grade 1]

**MST3-1.CN.7** [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 1.CN.7 - recognize the presence of mathematics in their daily lives [Grade 1]

**MST3-1.CN.8** [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 1.CN.8 - recognize and apply mathematics to solve problems [Grade 1]

**MST3-1.CN.9** [2 occurrences] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 1.CN.9 - recognize and apply mathematics to objects, pictures, and symbols [Grade 1]

**MST3-1.R.1** [2 occurrences] - MST Standard 3 - Representation Strand - Students will create and use representations to organize, record, and communicate mathematical ideas. - Performance Indicator 1.R.1 - use multiple representations including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations [Grade 1]

**MST3-1.R.3** [1 occurrence] - MST Standard 3 - Representation Strand - Students will create and use representations to organize, record, and communicate mathematical ideas. - Performance Indicator 1.R.3 - use standard and nonstandard representations [Grade 1]

**MST3-1.R.5** [1 occurrence] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical phenomena. - Performance Indicator 1.R.5 - use mathematics to show and understand physical phenomena [Grade 1]

**MST3-1.R.6** [1 occurrence] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical phenomena. - Performance Indicator 1.R.6 - use mathematics to show and understand social phenomena [Grade 1]

**MST3-1.R.7** [1 occurrence] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical phenomena. - Performance Indicator 1.R.7 - use mathematics to show and understand mathematical phenomena [Grade 1]

**MST3-1.N.1** [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.1 - count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100) [Grade 1]

- MST3-1.N.2** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.2 - count out (produce) a collection of a specified size (10 to 100 items), using groups of ten [Grade 1]
- MST3-1.N.3** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.3 - quickly see and label with a number, collections of 1 to 10 [Grade 1]
- MST3-1.N.4** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.4 - count by 1's to 100 [Grade 1]
- MST3-1.N.5** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.5 - skip count by 10's to 100 [Grade 1]
- MST3-1.N.6** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.6 - skip count by 5's to 50 [Grade 1]
- MST3-1.N.7** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.7 - skip count by 2's to 20 [Grade 1]
- MST3-1.N.8** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.8 - verbally count from a number other than one by 1's [Grade 1]
- MST3-1.N.9** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.9 - count backwards from 20 by 1's [Grade 1]
- MST3-1.N.10** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.10 - draw pictures or other informal symbols to represent a spoken number up to 20 [Grade 1]
- MST3-1.N.11** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.11 - identify that spacing of the same number of objects does not affect the quantity (conservation) [Grade 1]
- MST3-1.N.12** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.12 - arrange objects in size order (increasing and decreasing) [Grade 1]
- MST3-1.N.13** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.13 - write numbers to 100 [Grade 1]
- MST3-1.N.14** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.14 - read the number words one, two, three to ten [Grade 1]
- MST3-1.N.15** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.15 - explore and use place value [Grade 1]
- MST3-1.N.16** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.16 - compare and order whole numbers up to 100 [Grade 1]
- MST3-1.N.17** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.17 - develop an initial understanding of the base ten system: 10 ones = 1 ten, 10 tens = 1 hundred [Grade 1]
- MST3-1.N.18** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.18 - use a variety of strategies to compose and decompose one-digit numbers [Grade 1]
- MST3-1.N.19** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.19 - understand the commutative property of addition [Grade 1]
- MST3-1.N.20** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.20 - name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart) [Grade 1]
- MST3-1.N.21** [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.21 - use before, after, or between to order numbers to 100 (with or without the use of a number line) [Grade 1]
- MST3-1.N.22** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.22 - use the words higher, lower, greater, and less to compare two numbers [Grade 1]

- MST3-1.N.23** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 1.N.23 - use and understand verbal ordinal terms, first to twentieth [Grade 1]
- MST3-1.N.24** [4 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 1.N.24 - develop and use strategies to solve addition and subtraction word problems [Grade 1]
- MST3-1.N.25** [3 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 1.N.25 - represent addition and subtraction word problems and their solutions as number sentences [Grade 1]
- MST3-1.N.26** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 1.N.26 - create problem situations that represent a given number sentence [Grade 1]
- MST3-1.N.27** [3 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 1.N.27 - use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping [Grade 1]
- MST3-1.N.28** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 1.N.28 - demonstrate fluency and apply addition and subtraction facts to and including 1 [Grade 1]
- MST3-1.N.29** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 1.N.29 - understand that different parts can be added to get the same whole [Grade 1]
- MST3-1.N.30** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 1.N.30 - estimate the number in a collection to 50 and then compare by counting the actual items in the collection [Grade 1]
- MST3-1.A.1** [2 occurrences] - MST Standard 3 - Algebra Strand - Students will recognize, use, and represent algebraically patterns, relations, and functions. [Patterns, Relations and Functions] - Performance Indicator 1.A.1 - determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects) [Grade 1]
- MST3-1.G.1** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 1.G.1 - match shapes and parts of shapes to justify congruency [Grade 1]
- MST3-1.G.2** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 1.G.2 - recognize, name, describe, create, sort, and compare two-dimensional and three-dimensional shapes [Grade 1]
- MST3-1.G.3** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will apply transformations and symmetry to analyze problem solving situations. [Transformational Geometry] - Performance Indicator 1.G.3 - experiment with slides, flips, and turns of two-dimensional shapes [Grade 1]
- MST3-1.G.4** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will apply transformations and symmetry to analyze problem solving situations. [Transformational Geometry] - Performance Indicator 1.G.4 - identify symmetry in two-dimensional shapes [Grade 1]
- MST3-1.G.5** [2 occurrences] - MST Standard 3 - Geometry Strand - Students will apply coordinate geometry to analyze problem solving situations. [Coordinate Geometry] - Performance Indicator 1.G.5 - recognize geometric shapes and structures in the environment [Grade 1]
- MST3-1.M.1** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 1.M.1 - recognize length as an attribute that can be measured [Grade 1]
- MST3-1.M.2** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 1.M.2 - use non-standard units (including finger lengths, paper clips, students' feet and paces) to measure both vertical and horizontal lengths [Grade 1]
- MST3-1.M.3** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 1.M.3 - informally explore the standard unit of measure, inch [Grade 1]
- MST3-1.M.4** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 1.M.4 - know vocabulary and recognize coins (penny, nickel, dime, quarter) [Grade 1]
- MST3-1.M.5** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 1.M.5 - recognize the cent notation [Grade 1]
- MST3-1.M.6** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 1.M.6 - use different combinations of coins to make money amounts up to 25 cents [Grade 1]
- MST3-1.M.7** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 1.M.7 - recognize specific times (morning, noon, afternoon, evening) [Grade 1]
- MST3-1.M.8** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 1.M.8 - tell time to the hour, using both digital and analog clocks [Grade 1]
- MST3-1.M.9** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 1.M.9 - know the days of the week and months of the year in sequence [Grade 1]

**MST3-1.M.10** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 1.M.10 - classify months and connect to seasons and other events [Grade 1]

**MST3-1.M.11** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 1.M.11 - select and use non-standard units to estimate measurements [Grade 1]

**MST3-1.S.2** [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 1.S.2 - collect and record data related to a question [Grade 1]

**MST3-1.S.3** [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 1.S.3 - display data in simple pictographs for quantities up to 20 with units of one [Grade 1]

**MST3-1.S.4** [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 1.S.4 - display data in bar graphs using concrete objects with intervals of one [Grade 1]

**MST3-1.S.6** [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 1.S.6 - interpret data in terms of the words: most, least, greater than, less than, or equal to [Grade 1]

**MST3-1.S.7** [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 1.S.7 - answer simple questions related to data displayed in pictographs [Grade 1]

**MST3-1.S.8** [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 1.S.8 - discuss conclusions and make predictions in terms of the words likely and unlikely [Grade 1]

**MST3-1.S.9** [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 1.S.9 - construct a question that can be answered by using information from a graph [Grade 1]