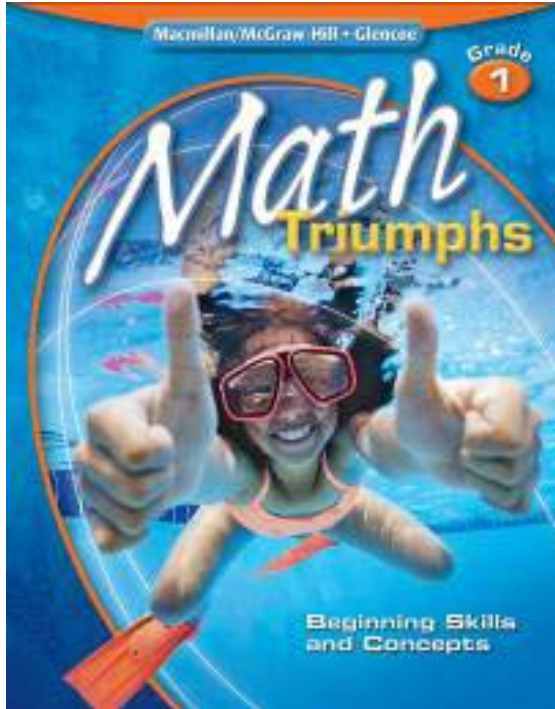


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First Grade Mathematics
Grade Level Content
Expectations



Math
Triumphs

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STANDARDS	PAGE REFERENCES
NUMBER AND OPERATIONS	
Count, write, and order numbers	
<p>N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.</p> <p>G1-FP2</p>	<p>Student Edition: <i>Count Numbers to 100</i> 81 <i>Skip Count by Fives</i> 53 <i>Skip Count by Twos</i> 52</p> <p>Teacher Edition: A 81; CRM A92-A97, A141-A143; IS 53A, 64A, 81A; T 53A, 81A; UM 52A</p>

Codes used for Teacher Edition pages are the initial caps of headings on that page.

Correlation codes beginning with "G1" refer to the Focal Point. Full descriptions of the Focal Points are located in the front matter of all *Math Triumphs* © 2009 Teacher Editions.

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STANDARDS	PAGE REFERENCES
<p>N.ME.01.02 Read and write numbers to 110 and relate them to the quantities they represent.</p> <p>G1-FP2</p>	<p>Student Edition:</p> <p><i>Model Numbers 1 to 20</i> 59</p> <p><i>Model Numbers 1 to 30</i> 60</p> <p><i>Model Numbers 1 to 40</i> 61</p> <p><i>Model Numbers 1 to 50</i> 64</p> <p>Teacher Edition:</p> <p>A 59-61, 64; CRM A102-A113; ELS 60; T 59A, 60A, 61A, 64A</p>
<p>N.ME.01.03 Order numbers to 110; compare using phrases such as “same as”, “more than”, “greater than”, “fewer than”; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p> <p>G1-FP2</p>	<p>Student Edition:</p> <p><i>Compare and Order Number 0 to 50</i> 80</p> <p><i>Compare and Order Numbers 0 to 100</i> 82</p> <p><i>Compare Numbers 1 to 20</i> 73</p> <p><i>Compare Numbers 21 to 30</i> 74</p> <p><i>Compare Numbers 31 to 40</i> 75</p> <p><i>Compare Numbers 41 to 50</i> 76</p> <p>Teacher Edition:</p> <p>A 74-76, 80, 82; I 80A, 82A; T 73A, 74A, 75A, 76A, 80A, 82A</p>
<p>N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p> <p>G1-FP2</p>	<p>Student Edition:</p> <p><i>Count Numbers to 100</i> 81</p> <p><i>Subtract Tens</i> 24</p> <p><i>Use Tens to Add</i> 33</p> <p>Teacher Edition:</p> <p>A 24, 33; I 81A; IS 24A, 33A; T 81A; UM 33A</p>
<p>N.ME.01.05 Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.</p> <p>G1-FP2</p>	<p>Student Edition:</p> <p><i>Compare and Order Numbers 0 to 50</i> 80</p> <p><i>Compare Numbers 31 to 40</i> 75</p> <p>Teacher Edition:</p> <p>A 80; CRM A138-A141; I 75A, 80A; IS 80A; T 80A</p>

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STANDARDS	PAGE REFERENCES
<p>N.ME.01.06 Count backward by 1's starting from any number between 1 and 100.</p> <p>G1-FP2</p>	<p>Student Edition: <i>Count Back</i> 17 <i>Use a Hundred Chart</i> 25</p> <p>Teacher Edition: A 25; IS 17, 25A; T 17A, 81A</p>
Explore place value	
<p>N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.*</p> <p>G1-FP2</p>	<p>Student Edition: <i>Model Numbers 1 to 30</i> 60 <i>Model Numbers 1 to 40</i> 61 <i>Model Numbers 1 to 50</i> 64 <i>Progress Check</i> 67</p> <p>Teacher Edition: A 60, 61, 64; CRM A102-A113; I 60A; IS 64A; T 60A, 61A, 64A</p>
Add and subtract whole numbers	
<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10, e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>G1-FP2/G1-FP6C</p>	<p>Teacher Edition: A 6; I 9A; UM 6A</p>
<p>N.MR.01.09 Compare two or more sets in terms of the difference in number of elements.</p> <p>G1-FP1</p>	<p>Student Edition: <i>Estimate a Collection</i> 79</p> <p>Teacher Edition: A 79; CRM A135-A137; I 79A; IS 79A; T 79A</p>

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STANDARDS	PAGE REFERENCES
<p>N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.*</p> <p>G1-FP1</p>	<p>Student Edition:</p> <p><i>Model Addition</i> 5</p> <p><i>Subtract Using the Tens Place</i> 39</p> <p><i>Sums of 11 to 15</i> 6</p> <p><i>Sums of 16 to 20</i> 9</p> <p><i>Use Number Lines</i> 20</p> <p><i>Use Ones to Add</i> 32</p> <p><i>Use Pictures</i> 18</p> <p><i>Use Tens to Add</i> 33</p> <p>Teacher Edition:</p> <p>A 5, 6, 9, 18, 20, 32, 33, 39; CRM A4-A22, A32-A34, A44-A46, A56-A64; IS 39A; T 5A, 9A, 18A, 20A, 32A, 33A, 39A</p>
<p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction “undoes” addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.</p> <p>G1-FP1/G1-FP2/G1-FP6C</p>	<p>Student Edition:</p> <p><i>Progress Check</i> 26</p> <p><i>Review</i> 27</p> <p><i>Test</i> 28</p> <p><i>Use Fact Families</i> 23</p> <p>Teacher Edition:</p> <p>A 23; CRM A41-A43; I 23A; IS 23A; MCN 23; T 23A</p>
<p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>G1-FP2/G1-FP6C</p>	<p>Student Edition:</p> <p><i>Sums of 16 to 20</i> 9</p> <p><i>Use Fact Families</i> 23</p> <p>Teacher Edition:</p> <p>A 9, 23; CRM A10-A20, A27, A41-A43, A48-A49; IS 9A, 23A; T 9A, 23A</p>

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STANDARDS	PAGE REFERENCES
<p>N.MR.01.13 Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: $\square + 2 = 7$ and $10 - \square = 6$.</p> <p>G1-FP2/G1-FP6C</p>	<p>Student Edition: <i>Progress Check</i> 26 <i>Review</i> 27 <i>Test</i> 28 <i>Use Fact Families</i> 23</p> <p>Teacher Edition: A 23; CRM A41-A43; I 23A; IS 23A; MCN 23; T 23A</p>
<p>N.FL.01.14 Add three one-digit numbers.</p> <p>G1-FP2/G1-FP6C</p>	<p>This standard can be introduced through classroom discussion with the following lessons.</p> <p>Student Edition: Lesson 3-2 and Lesson 4-7</p> <p>Teacher Edition: A 32; T 32A, 53A</p>
<p>N.FL.01.15 Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.</p> <p>G1-FP2/G1-FP4C/G1-FP6C</p>	<p>Student Edition: <i>Subtract Tens</i> 24</p> <p>Teacher Edition: IS 24A; T 24A, 34A</p>

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STANDARDS	PAGE REFERENCES
<p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.*</p> <p>G1-FP1/G1-FP2/G1-FP6C</p>	<p>Student Edition:</p> <p><i>Model Addition</i> 5</p> <p><i>Subtract Using the Tens Place</i> 39</p> <p><i>Sums of 11 to 15</i> 6</p> <p><i>Sums of 16 to 20</i> 9</p> <p><i>Use Number Lines</i> 20</p> <p><i>Use Ones to Add</i> 32</p> <p><i>Use Pictures</i> 18</p> <p><i>Use Tens to Add</i> 33</p> <p>Teacher Edition:</p> <p>A 5, 6, 9, 18, 20, 32, 33, 39; CRM A4-A22, A32-A34, A44-A46, A56-A64; IS 39A; T 5A, 9A, 18A, 20A, 32A, 33A, 39A</p>
<p>MEASUREMENT</p>	
<p>Estimate and measure length</p>	
<p>M.UN.01.01 Measure the lengths of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.</p> <p>G1-FP2/G1-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 1</i> © 2009.</p>
<p>M.UN.01.02 Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.</p> <p>G1-FP2/G1-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 1</i> © 2009.</p>
<p>Tell time</p>	
<p>M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour.</p> <p>G1-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 1</i> © 2009.</p>

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STANDARDS	PAGE REFERENCES
Work with money	
<p>M.UN.01.04 Identify the different denominations of coins and bills.</p> <p>G1-FP4C</p>	<p>Student Edition: <i>Count Pennies and Dimes</i> 66 <i>Pennies and Dimes</i> 65</p> <p>Teacher Edition: A 65, 66; CRM A114-A115, A117; I 65A, 66A; T 65A, 66A</p>
<p>M.UN.01.05 Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.</p> <p>G1-FP4C</p>	<p>Student Edition: <i>Count Pennies and Dimes</i> 66 <i>Replay</i> 68</p> <p>Teacher Edition: A 66; ELS 65A; I 66A; IS 69; T 65A, 66A</p>
<p>M.UN.01.06 Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.</p> <p>G1-FP4C</p>	<p>Student Edition: <i>Count Pennies and Dimes</i> 66 <i>Pennies and Dimes</i> 65 <i>Progress Check</i> 67 <i>Review</i> 69 <i>Test</i> 70</p> <p>Teacher Edition: A 65, 66; CRM A114-A119; I 65A, 66A; T 65A, 66A</p>
<p>M.PS.01.07 Add and subtract money in dollars only or in cents only.</p> <p>G1-FP4C</p>	<p><i>Addition</i> can introduced with classroom discussion of the following pages.</p> <p>Student Edition: <i>Count Pennies and Dimes</i> 66 <i>Progress Check</i> 67</p> <p>Teacher Edition: A 66; T 66A</p>

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STANDARDS	PAGE REFERENCES
Solve problems	
<p>M.PS.01.08 Solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units.</p> <p>G1-FP4C/G1-FP5C</p>	<p>Student Edition: <i>Count Pennies and Dimes</i> 66 <i>Pennies and Dimes</i> 65 <i>Progress Check</i> 67 <i>Replay</i> 68</p> <p>Teacher Edition: A 65; CEA 66, 67; T 65A, 66A</p>
GEOMETRY	
Create and describe shapes	
<p>G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.</p> <p>G1-FP3</p>	<p>Student Edition: <i>Create Figures</i> 103 <i>Circles</i> 90 <i>Rectangles</i> 92 <i>Replay</i> 94 <i>Roll and Stack</i> 104 <i>Same or Different</i> 96 <i>Squares</i> 95 <i>Triangles</i> 91</p> <p>Teacher Edition: A 90-92, 95, 103, 104; ELS 96A; I 95A, 103A; IS 90A; MCN 109; T 90A, 91A, 92A, 95A, 103A, 104A; UM 96A, 109</p>
<p>G.LO.01.02 Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.</p> <p>G1-FP3</p>	<p>Student Edition: <i>Replay</i> 94</p>

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STANDARDS	PAGE REFERENCES
Create and describe patterns involving geometric objects	
<p>G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.</p> <p>G1-FP3</p>	<p>Student Edition: <i>Extend Sequential Patterns</i> 122 <i>Review</i> 125 <i>Sequential Patterns</i> 121 <i>Test</i> 126</p> <p>Teacher Edition: A 121, 122; AA 126; CRM A208-A209; I 121A, 122A; IS 115D, 121A, 122A; T 121A</p>
<p>G.SR.01.04 Distinguish between repeating and growing patterns.</p> <p>G1-FP3</p>	<p>Teacher Edition: CEA 121; CRM A207</p>
<p>G.SR.01.05 Predict the next element in a simple repeating pattern.</p> <p>G1-FP3</p>	<p>Student Edition: <i>Extend Sequential Patterns</i> 122 <i>Progress Check</i> 123 <i>Replay</i> 124 <i>Review</i> 125 <i>Sequential Patterns</i> 121 <i>Test</i> 126</p> <p>Teacher Edition: A 121, 122; AA 126; CRM A210-A212; I 122A; IS 115D, 121A, 122A; T 121A, 122A</p>
<p>G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.</p> <p>G1-FP3</p>	<p>Student Edition: <i>Extend Sequential Patterns</i> 122 <i>Sequential Patterns</i> 121</p> <p>Teacher Edition: A 121; CEA 121, 122; IS 121A, 122A; T 121A, 122A</p>

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STANDARDS	PAGE REFERENCES
DATA AND PROBABILITY	
Use pictographs	
D.RE.01.01 Collect and organize data to use in pictographs. G1-FP5C	This standard falls outside the scope of <i>Math Triumphs Grade 1</i> © 2009.
D.RE.01.02 Read and interpret pictographs. G1-FP5C	This standard falls outside the scope of <i>Math Triumphs Grade 1</i> © 2009.
D.RE.01.03 Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., ☺ represents one child. G1-FP5C	This standard falls outside the scope of <i>Math Triumphs Grade 1</i> © 2009.