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STANDARDS	PAGE REFERENCES
<b>NUMBER AND OPERATIONS</b>	
Count, write, and order numbers	
<p><b>N.ME.01.01</b> 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><b>Student Edition:</b> 245-246, 249-250, 259-260, 261-262, 445-446 <i>Chapter Review</i> 270 <i>Extra Practice</i> 265 <i>Problem Solving</i> 267 <i>Spiral Review</i> 498</p>
<b>G1-FP2</b>	<p><b>Teacher Edition:</b> CCL 239G(LA); CP 241; CT 239H, 239H(H); FMC 245A, 249A, 259A, 261A, 445A <b>Also see <i>Math Connects K</i> © 2009</b> <b>Student Edition:</b> 119-120 <b>Teacher Edition:</b> 119A-120 <i>Impact Mathematics Grade 1</i> <b>Student Edition:</b> 36, 37-38, 39-40, 41-42, A13-A14 <b>Teacher Guide:</b> T35-T36, T37-T38, T39-T40, T41-T42, A15-A16</p>

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

Correlation codes beginning with “GK” refer to the Focal Point. Full descriptions of the Focal Points are located in the front matter of the *Math Connects* Teacher Edition.

STANDARDS	PAGE REFERENCES
<p><b>N.ME.01.02</b> Read and write numbers to 110 and relate them to the quantities they represent.</p> <p><b>G1-FP2</b></p>	<p><b>Student Edition:</b> 23-26, 27-28, 29-30, 259-260, 265, 429-432, 433-434</p> <p>Chapter Review 44 Spiral Review 32 Tech Link 435-436</p> <p><b>Teacher Edition:</b> FMC 23A, 27A, 429A, 433A</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 77-78, 79-80, 81-82, 83-84, 85-86, A29-A30 <b>Teacher Guide:</b> T77-T78, T79-T80, T81-T82, T83-T84, T85-T86, A31-A32</p>
<p><b>N.ME.01.03</b> 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><b>G1-FP2</b></p>	<p><b>Student Edition:</b> 35-36, 39-40, 55-56, 120, 249-252, 443-444, 445-446</p> <p>Chapter Review 44 Mid-Chapter Check 253 Spiral Review 64 Start Smart 3-4</p> <p><b>Teacher Edition:</b> CCL 13H(LA); DI 39B(BL); FMC 35A, 39A, 249A; A 252</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 81-82, 83-84, A29-A30 <b>Teacher Guide:</b> T81-T82, T83-T84, A31-A32</p>
<p><b>N.ME.01.04</b> Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p> <p><b>G1-FP2</b></p>	<p><b>Student Edition:</b> 35-36, 39-40, 259-260-165-166</p> <p>Game Time 38</p> <p><b>Teacher Edition:</b> FMC 35A; 39A-40</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 35-36, 37-38, 39-40, 81-82 <b>Teacher Guide:</b> T35-T36, T37-T38, T39-T40, T81-T82</p>

STANDARDS	PAGE REFERENCES
<p><b>N.ME.01.05</b> 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><b>G1-FP2</b></p>	<p><b>Student Edition:</b> 39-40, 165-166, 189-190 Test Practice 45 #5</p> <p><b>Teacher Edition:</b> FMC 39A; LU 61A, FMB RMV 165A, DI 189B (BL) <b>Impact Mathematics Grade 1</b></p> <p><b>Student Edition:</b> 81-82</p> <p><b>Teacher Guide:</b> T81-T82</p>
<p><b>N.ME.01.06</b> Count backward by 1’s starting from any number between 1 and 100.</p> <p><b>G1-FP2</b></p>	<p><b>Student Edition:</b> 252 #23, 185-186</p> <p><b>Teacher Edition:</b> FMC 185A-186, ACI 249</p>
<p><b>Explore place value</b></p>	
<p><b>N.ME.01.07</b> 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><b>G1-FP2</b></p>	<p><b>Student Edition:</b> 243-244, 245-246, 419-422, 423-424, 429-432 Chapter Review 269 Mid-Chapter Check 253, 437 Tech Link 435-436</p> <p><b>Teacher Edition:</b> CCL 415G(LA); FMC 243A, 245A, 419A, 423A, 429A, 435-436 <b>Impact Mathematics Grade 1</b></p> <p><b>Student Edition:</b> 77-78, 79-80, 81-82, 83-84, 85-86, A29-A30</p> <p><b>Teacher Guide:</b> T77-T78, T79-T80, T81-T82, T83-T84, T85-T86, A31-A32</p>

## STANDARDS

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## Add and subtract whole numbers

**N.ME.01.08** List number facts (partners inside of numbers) for 2 through 10, e.g.,  $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$ ;  $10 = 8 + 2 = 2 + 8$ .

**G1-FP2/G1-FP6C**

**Student Edition:**

197-198, 199-200, 331-332, 335-336

Extra Practice 201

Game Time 202

Tech Link 337-338

**Teacher Edition:**

FMC 197A, 199A, 331A, 335A; WM 200, 336;  
5MC 213A

**Impact Mathematics Grade 1****Student Edition:**

5-6, 7-8, 19-20, 21-22, 29-30, 71-72, 73-74 A10, A25-A26

**Teacher Guide:**

T5-T6, T7-T8, T19-T20, T21-T22, T29-T30,  
T71-T72, T73-T74, A11-A12, A27-A28

**N.MR.01.09** Compare two or more sets in terms of the difference in number of elements.

**G1-FP1**

**Student Edition:**

35-36, 89-90, 91-92

Mid-Chapter Check 99

Test Practice 117 #3

**Teacher Edition:**

35A-36, CCL 83G(H), 83H(S); CP 85; FMC 89A, 91A

**Impact Mathematics Grade 1****Student Edition:**

15-16, 17-18, 19-20, 21-22, 25-26, 27-28, 29-30, 31-32,  
A1-A2

**Teacher Guide:**

T15-T16, T17-T18, T19-T20, T21-T22, T25-T26, T27-T28,  
T29-T30, T31-T32, A3-A4

STANDARDS	PAGE REFERENCES
<p><b>N.MR.01.10</b> 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><b>G1-FP1</b></p>	<p><b>Student Edition:</b>            51-52, 53-54, 55-56, 75-76, 87-88, 89-90            Chapter Review 79            Game Time 58, 94            Mid-Chapter Check 63            Problem Solving 77-78            Start Smart 2, 5-6</p> <p><b>Teacher Edition:</b>            ACI 89, ATS 90; CCL 47H, 83G(H), 83H(S); CP 49;            CT 47H; FMC 51A, 53A, 55A, 75A, 89A</p> <p><b>Impact Mathematics Grade 1</b>  <b>Student Edition:</b>            1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 67-68, 69-70, 71-72, 73-74, A1-A2, A6</p> <p><b>Teacher Guide:</b>            T1-T2, T3-T4, T5-T6, T7-T8, T9-T10, T11-T12, T13-T14, T15-T16, T17-T18, T19-T20, T21-T22, T23-T24, T25-T26, T27-T28, T29-T30, T31-T32, T67-T68, T69-T70, T71-T72, T73-T74, A3-A4, A7-A8</p>
<p><b>N.MR.01.11</b> Understand the inverse relationship between addition and subtraction, e.g., subtraction “undoes” addition: if <math>3 + 5 = 8</math>, we know that <math>8 - 3 = 5</math> and <math>8 - 5 = 3</math>; recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.</p> <p><b>G1-FP1/G1-FP2/G1-FP6C</b></p>	<p><b>Student Edition:</b>            195-196, 197-198, 199-200            331-332            Extra Practice 201            Game Time 202</p> <p><b>Teacher Edition:</b>            A 332; FMC 101A, 195A, 197A, 199A; 331A-332, 195B, 197B-198, 199B-200; LU 193A</p> <p><b>Impact Mathematics Grade 1</b>  <b>Student Edition:</b>            3-4, 5-6, 8, 11-12, 15-16, 17-18, 27-28, 29-30, 31-32</p> <p><b>Teacher Guide:</b>            T3-T4, T5-T6, T7-T8, T11-T12, T15-T16, T17-T18, T27-T28, T29-T30, T31-T32</p>

STANDARDS	PAGE REFERENCES
<p><b>N.FL.01.12</b> Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.</p> <p><b>G1-FP2/G1-FP6C</b></p>	<p><b>Student Edition:</b> 169-170, 195-196, 197-198, 199-200, 317-318, 319-320, 329-330, 331-332, 335-338 Chapter Review 343-344 Game Time 202</p> <p><b>Teacher Edition:</b> CCL 181G(A); FMC 169A, 195A, 197A, 199A, 317A; 5MC 199A, 331A-332, 335A-338</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 25-26, 27-28, 29-30, 31-32, 71-72 <b>Teacher Guide:</b> T25-T26, T27-T28, T29-T30, T31-T32, T71-T72</p>
<p><b>N.MR.01.13</b> Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: <math>\square + 2 = 7</math> and <math>10 - \square = 6</math>.</p> <p><b>G1-FP2/G1-FP6C</b></p>	<p><b>Student Edition:</b> 331-332 Game Time 202 Looking Ahead LA3-LA4</p> <p><b>Teacher Edition:</b> FMC 197A, 331A, LA3A-LA4</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 27-28, 29-30, 31-32, 71-72 <b>Teacher Guide:</b> T27-T28, T29-T30, T31-T32, T71-T72</p>
<p><b>N.FL.01.14</b> Add three one-digit numbers.</p> <p><b>G1-FP2/G1-FP6C</b></p>	<p><b>Student Edition:</b> 323-324</p> <p><b>Teacher Edition:</b> 73A-74</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 20, 67-68, A10, A25-A26 <b>Teacher Guide:</b> T19-T20, T67-T68, A11-A12, A27-A28</p> <p><b>Michigan Map for Success:</b> <b>Lesson 3 (MI 26)</b></p>

STANDARDS	PAGE REFERENCES
<p><b>N.FL.01.15</b> 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><b>G1-FP2/G1-FP4C/G1-FP6C</b></p>	<p><b>Student Edition:</b> 331-332, 487-488, 501-502 Looking Ahead LA5-LA6</p> <p><b>Teacher Edition:</b> 331A-332, 499A-500, 501A</p> <p><b>Impact Mathematics Grade 1</b></p> <p><b>Student Edition:</b> 19-20, 21-22, 25-26, A25-A26</p> <p><b>Teacher Guide:</b> T19-T20, T21-T22, T25-T26, A27-A28</p>
<p><b>N.FL.01.16</b> Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.*</p> <p><b>G1-FP1/G1-FP2/G1-FP6C</b></p>	<p><b>Student Edition:</b> 59-60, 111-112, 155-156, 157-158, 165-166, 189-190, 319-320, 335-336</p> <p>Game Time 202 Mid-Chapter Check 63 Problem Solving 203-204 Problem-Solving Investigation 73-74 Problem-Solving Strategy 161-162</p> <p><b>Teacher Edition:</b> CCL 151G(A); CP 315; FMC 59A, 111A, 155A, 157A, 165A, 189A, 335A</p> <p><b>Impact Mathematics Grade 1</b></p> <p><b>Student Edition:</b> 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 67-68, 69-70, 71-72, 73-74, A1-A2, A6</p> <p><b>Teacher Guide:</b> T1-T2, T3-T4, T5-T6, T7-T8, T9-T10, T11-T12, T13-T14, T15-T16, T17-T18, T19-T20, T21-T22, T23-T24, T25-T26, T27-T28, T29-T30, T31-T32, T67-T68, T69-T70, T71-T72, T73-T74, A3-A4, A7-A8</p>

STANDARDS		PAGE REFERENCES
<b>MEASUREMENT</b>		
<b>Estimate and measure length</b>		
<p><b>M.UN.01.01</b> Measure the lengths of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.</p> <p><b>G1-FP2/G1-FP5C</b></p>	<p><b>Student Edition:</b> 279-280, 281-282 Chapter Test 310 (#9-12)</p> <p><b>Teacher Edition:</b> DI 279B(ELL)(OL)(AL), 281B(AL); FMC 279A; 5MC 281A</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 18 <b>Teacher Guide:</b> T17-T18</p>	
<p><b>M.UN.01.02</b> Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.</p> <p><b>G1-FP2/G1-FP5C</b></p>	<p><b>Student Edition:</b> 277-278 Mid-Chapter Check 289 Start Smart 7-8</p> <p><b>Teacher Edition:</b> ATS 278; FMC 277A; 5MC 279A</p>	
<b>Tell time</b>		
<p><b>M.UN.01.03</b> Tell time on a twelve-hour clock face to the hour and half-hour.</p> <p><b>G1-FP5C</b></p>	<p><b>Student Edition:</b> 215-216, 217-218, 223-226 Mid-Chapter Check 221 Chapter Review 235-236 Game Time 230 Problem Solving 234C Spiral Review 254, 290 Test Practice 237, 271, 312, 346, 414</p> <p><b>Teacher Edition:</b> CCL 209G(A), 209H(LA); DI 215B, 217B, 223B; FMC 215A, 217, 223A</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 61-62, 63-64 <b>Teacher Guide:</b> T61-T62, T63-T64</p>	

STANDARDS	PAGE REFERENCES
<b>Work with money</b>	
<p><b>M.UN.01.04</b> Identify the different denominations of coins and bills.</p> <p><b>G1-FP4C</b></p>	<p><b>Student Edition:</b> 348, 351-352, 353-354, 365-366 Concepts and Skills Bank CS3-CS4</p> <p><b>Teacher Edition:</b> CCL 347G(SS); FMC 351A, 353A, 365A; MV 347B</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 41, 79-80 <b>Teacher Guide:</b> T79-T80</p>
<p><b>M.UN.01.05</b> 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><b>G1-FP4C</b></p>	<p><b>Student Edition:</b> 353, 355, 365, 363-364 Problem Solving 375-376 Chapter Review 377-378</p> <p><b>Teacher Edition:</b> CP 349; DI 353B(AL), 363B, 365B; FMC 353A, 363A, 365A</p>
<p><b>M.UN.01.06</b> Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.</p> <p><b>G1-FP4C</b></p>	<p><b>Student Edition:</b> 351-352, 353-354, 355-356, 357-358, 365-366, 371-372 Chapter Review 377-378 Game Time 374 Mid-Chapter Check 361 Problem-Solving Strategy 359-360 Tech Link 367-368 Test Practice 379</p> <p><b>Teacher Edition:</b> BMV 351A; CP 349; DI 369B(BL(OL)(AL)); FMC 351A, 353A, 355A, 357A, 365A, 371A; 5MC 359A</p>

STANDARDS	PAGE REFERENCES
<p><b>M.PS.01.07</b> Add and subtract money in dollars only or in cents only.</p> <p><b>G1-FP4C</b></p>	<p><b>Student Edition:</b>            357-358, 371-372, HP422            Chapter Review 377-378            Extra Practice 373            Game Time 374            Mid-Chapter Check 361            Problem Solving 375            Problem-Solving Strategy 359-360</p> <p><b>Teacher Edition:</b>            ATS 170, DI 359B(ELL)(OL)(AL); FMC 357A, 371A</p>
<p><b>Solve problems</b></p>	
<p><b>M.PS.01.08</b> Solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units.</p> <p><b>G1-FP4C/G1-FP5C</b></p>	<p><b>Student Edition:</b>            Problem Solving 233-234, 375-376            Problem-Solving Investigation 369-370            Problem-Solving Project P15-P18</p> <p><b>Impact Mathematics Grade 1</b>  <b>Student Edition:</b>            3-4, 5-6, 9-10, 11-12, 15-16, 17-18, 21-22, 31-32, 70, 72, 73-74</p> <p><b>Teacher Guide:</b>            T3-T4, T5-T6, T9-T10, T11-T12, T15-T16, T17-T18, T21-T22, T31-T32, T69-T70, T71-T72, T73-T74</p>

STANDARDS		PAGE REFERENCES	
<b>GEOMETRY</b>			
Create and describe shapes			
<p><b>G.GS.01.01</b> Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.</p> <p><b>G1-FP3</b></p>	<p><b>Student Edition:</b> 385-386, 387-388, 391-392, 395-396 Game Time 39H Mid-Chapter Check 397 Problem-Solving Strategy 389-390</p> <p><b>Teacher Edition:</b> CCL 381G(A), 381H(S); CP 383; FMC 385A, 387A, 391A, 395A; LU 389A; MV 381B</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 89-90, 91-92, 95-96, 97-98, 101-102, 103-104, 107-108, A33-A34, A37-A38 <b>Teacher Guide:</b> T89-T90, T91-T92, T95-T96, T97-T98, T101-T102, T103, T104, T107-T108, A35-A36, A39-A40</p>		
<p><b>G.LO.01.02</b> Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.</p> <p><b>G1-FP3</b></p>	<p><b>Student Edition:</b> 401-402, 403-404 Chapter Review 412 Problem Solving 404</p> <p><b>Teacher Edition:</b> BMV 401A; FMC 401A</p> <p><b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 89-91, 93-94, 97-98, 103-104, 105-106 <b>Teacher Guide:</b> T89-T91, T93-T94, T97-T98, T103-T104, T105-T106</p>		

## STANDARDS

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## Create and describe patterns involving geometric objects

**G.SR.01.03** Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.

**G1-FP3**

**Student Edition:**

17-18, 19-20, 21-22, 247-248, 259-260, 389

Chapter Review 43

Problem-Solving Project P3-P6

Problem-Solving Strategy 389-390

**Teacher Edition:**

A 390; CCL 381G(A); FMC 405A

**Impact Mathematics Grade 1****Student Edition:**

33-34, 35-36, 37-38, 39-40, 41-42, A13-A14

**Teacher Guide:**

T33-T34, T35-T36, T37-T38, T39-T40, T41-T42, A15-A16

**G.SR.01.04** Distinguish between repeating and growing patterns.

**G1-FP3**

**Student Edition:**

Problem-Solving Project P3-P6

Problem-Solving Strategy 389-390

**Teacher Edition:**

A 390; CCL 381G(A)

**Impact Mathematics Grade 1****Student Edition:**

39-40, 41-42

**Teacher Guide:**

T39-T40, T41-T42

**Michigan Map for Success:**

**Lesson 2 (MI 23)**

**G.SR.01.05** Predict the next element in a simple repeating pattern.

**G1-FP3**

**Student Edition:**

17-18, 21-22, 247-248, 259-26-, 261-262, 389-390

Chapter Review 270

Problem-Solving Project P3-P6

Problem-Solving Strategy 248, 389-390

**Teacher Edition:**

CCL 381G(A)

**Impact Mathematics Grade 1****Student Edition:**

33-34, 35-36, 37-38, 39-40, 41-42, A13-A14

**Teacher Guide:**

T33-T34, T35-T36, T37-T38, T39-T40, T41-T42, A15-A16

STANDARDS	PAGE REFERENCES
<p><b>G.SR.01.06</b> Describe ways to get to the next element in simple repeating patterns.</p> <p><b>G1-FP3</b></p>	<p><b>Student Edition:</b> 17-18, 21-22, 247-248, 259-260, 261-262, 389-390 Problem-Solving Project P3-P6 Problem-Solving Strategy 248</p> <p><b>Teacher Edition:</b> CCL 381G(A) <b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 33-34, 35-36, 37-38, 39-40, 41-42, A13-A14 <b>Teacher Guide:</b> T33-T34, T35-T36, T37-T38, T39-T40, T41-T42, A15-A16</p>
<p><b>DATA AND PROBABILITY</b></p>	
<p>Use pictographs</p>	
<p><b>D.RE.01.01</b> Collect and organize data to use in pictographs.</p> <p><b>G1-FP5C</b></p>	<p><b>Student Edition:</b> 125-126 Problem-Solving Project P11-P14 Start Smart 11-12</p> <p><b>Teacher Edition:</b> CCL 119H; FMC 125A <b>Impact Mathematics Grade 1</b> <b>Student Edition:</b> 49-50, 51-52, A17-A18 <b>Teacher Guide:</b> T49-T50, T51-T52, A19-A20 <b>Michigan Map for Success:</b> <b>Lesson 1 (MI 20)</b></p>

STANDARDS	PAGE REFERENCES
<p><b>D.RE.01.02</b> Read and interpret pictographs.</p> <p><b>G1-FP5C</b></p>	<p><b>Student Edition:</b> 125-126 Problem-Solving Project P11-P14 Spiral Review 132 Start Smart 11-14</p> <p><b>Teacher Edition:</b> CCL 119H; FMC 125A; 5MC 127A <b>Impact Mathematics Grade 1</b></p> <p><b>Student Edition:</b> 49-50, 51-52, A17-A18</p> <p><b>Teacher Guide:</b> T49-T50, T51-T52, A19-A20</p> <p><b>Michigan Map for Success:</b> <b>Lesson 1 (MI 20)</b></p>
<p><b>D.RE.01.03</b> 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.</p> <p><b>G1-FP5C</b></p>	<p><b>Student Edition:</b> 125-126 Problem-Solving Project P11-P14 Spiral Review 132 Start Smart 11-14</p> <p><b>Teacher Edition:</b> CCL 119H; FMC 125A; 5MC 127A <b>Impact Mathematics Grade 1</b></p> <p><b>Student Edition:</b> 49-50, 51-52</p> <p><b>Teacher Guide:</b> T49-T50, T51-T52</p> <p><b>Michigan Map for Success:</b> <b>Lesson 1 (MI 20)</b></p>