A Correlation of

SCOTT FORESMAN

Investigations

IN NUMBER, DATA, AND SPACE®

for the Common Core State Standards

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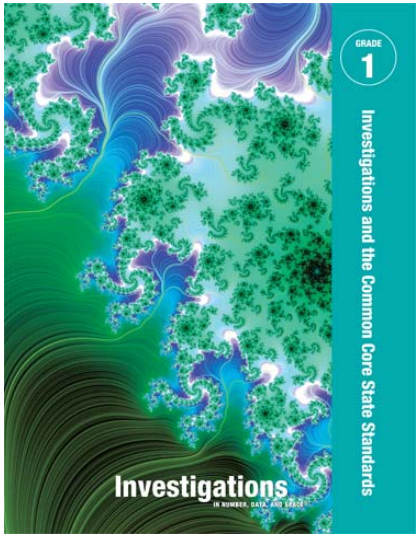

to the

Common Core
Georgia Performance Standards
Grade 1

FORMAT FOR CORRELATION TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS)

Subject Area: K-12 Mathematics **State-Funded Course:** 27.01200

Textbook Title: Investigations in Number, Data, and Space ©2012 Grade 1

Publisher: Pearson Education Inc., publishing as Scott Foresman

The Common Core Georgia Performance Standards (CCGPS) for Grades K-12 Mathematics may be accessed on-line at: http://www.georgiastandards.org/.

Standard (Cite Number)	**Standard** (Cite specific standard)	**Where Taught** (If print component, cite page number; if non-print, cite appropriate location.)
	Mathematics | Grade 1	
	Operations and Algebraic Thinking 1.OA	
	Represent and solve problems involving addition and subtraction.	
MCC1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**U1 Sessions:** TE: 100-106, 107-111, 112-118, 119-125, 126-130, 131-136, 137-141, 148-153, 161-166, 167-171, 172-176, 177-179, 180-187 SAB: 17-34, 37-49 **U3 Sessions:** TE: 28-34, 35-40, 41-4, 45-48, 49-55, 56-61, 62-65, 66-70, 71-75, 80-85, 86-92, 93-99, 102-105, 106-109, 110-116, 117-121, 122-126, 127-132, 171-175 SAB: 1, 3-6, 8-48 **U5 Sessions:** TE: 41-47, 78-81, 82-86 SAB; 11-12, 28 **U5 ICCG:** TE: CC31-CC36 SAB: 14B **U6 Sessions:** TE: 26-32, 33-38, 39-44, 45-49, 70-75, 76-80, 88-92, 93-96, 102-106, 107-111, 112-115, 116-119, 120-127, 128-130, 131-133, 134-138 SAB; 1, 3, 5-43 **U6 ICCG:** TE: CC62-CC67, CC68-CC73 SAB: 15A-15F

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 1

U1 How Many of Each?
U2 Making Shapes and Designing Quilts
U3 Solving Story Problems
U4 What Would You Rather Be?
U5 Fish Lengths and Animal Jumps
U6 Number Games and Crayon Puzzles
U7 Color, Shape, and Number Puzzles
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(Continued) **MCC1.OA.1**	(Continued) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**U7 Sessions:** TE: 45-51, 74-79, 80-85, 86-91, 92-96, 97-102, 103-108, 109-114 SAB: 17-29 **U8 Sessions:** TE: 54-59, 60-64, 65-70, 71-74, 75-79, 80-83, 84-86, 116-119 SAB: 14-38, 40, 42-45 **U8 ICCG:** TE: CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC114
MCC1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**U1 Sessions:** TE: 137-141, 154-160 **U3 Session:** TE: 49-55 SAB:11, 16-17, 26 **U6 Sessions:** TE: 26-32, 112-115, 116-119, 120-127, 128-130, 131-133 **U6 ICCG:** TE: CC62-CC67, CC68-CC73 **U7 Sessions:** TE: 45-51, 74-79, 92-96 **U8 Sessions:** TE: 65-70, 71-74 **U8 ICCG:** TE: 1CC85-CC90

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	Understand and apply properties of operations and the relationship between addition and subtraction.	
MCC1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	**U1 Sessions:** TE: 137-141, 154-160, 177-179 SAB: 32, 35, 47-48 **U3 Sessions:** TE: 49-55, 62-65, 93-99, 110-116, 117-121, 122-126 SAB: 11, 16-17, 26 **U6 Sessions:** TE: 39-44, 45-49, 55-60, 61-6670-75, 102-106, 107-111, 112-115, 128-130, 131-133, 134-138 SAB; 43 **U6 ICCG:** TE: CC74-CC78 SAB: 28A-28B **U8 Sessions:** TE: 109-115, 116-119, 120-125 SAB; 22-25
MCC1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	**U1 Session:** TE: 167-171 SAB: 39-42 **U3 Sessions:** TE: 35-40, 41-44, 45-48 71-75, 117-121, 122-126, 127-132, 171-175 SAB: 19-37 **U6 Sessions:** TE: 39-44, 45-50, 50-54, 61-66, 128-130, 131-133, 134-138 SAB: 11, 19, 21, 27, 33, 37-40 **U6 ICCG:** TE: CC62-CC67, CC68-CC73 SAB: 15A-15F

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	Add and subtract within 20	
MCC1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**U1 Sessions:** TE: 60-64, 77-81, 82-87, 112-118, 119-125, 126-130, 131-136, 137-141 SAB: 6, 10-13, 21-32 **U1 ICCG:** TE: CC4-CC7 **U3 Sessions:** TE: 49-55, 56-61, 62-65, 66-70, 80-85, 86-92, 93-99, 106-109, 122-126, 127-132 SAB: 3-6, 8-48 **U6 Sessions:** TE: 55-60, 107-111, 112-115, 128-130, 131-133, 134-138 SAB: SAB; 1, 3, 5-43 **U6 ICCG:** TE: CC62-CC67, CC68-CC73 SAB: 15A-15F **U7 Sessions:** TE: 74-79, 80-85, 86-91, 103-108, 109-114 SAB; 17-29 **U8 Sessions:** TE: 26-31, 54-59, 60-64, 65-70, 71-74, 75-79, 80-83, 84-86, 87-90 SAB; 15-25, 30-33
MCC1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**U1 Sessions:** TE: 77-81, 82-87, 112-118, 119-125, 126-130, 131-136, 137-141, 154-160, 177-179, 180-187 SAB: 10-13, 21-32, 35-36, 47-49 **U1 ICCG:** TE: CC4-CC7 **U3 Sessions:** TE: 49-55, 56-61, 62-65, 66-70, , 80-85, 86-92, 93-99, 106-109, 110-116, 117-121, 122-126, 127-132, 171-175 **U6 Sessions:** TE: 26-32, 33-38, 39-44, 45-49, 50-54, 55-60, 61-66, 81-87, 88-92, 93-96, 102-106, 107-111, 112-115, 116-119, 120-127, 128-130, 131-133, 134-138 **U6 ICCG:** TE: CC62-CC67, CC68-CC73, CC74-CC78 SAB: 15A-15F, 28A-28B **U7 Sessions:** TE: 45-51, 74-79, 92-96, 103-108, 109-114

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(Continued) **MCC1.OA.6**	(Continued) Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**U8 Sessions:** TE: 26-31, 54-59, 60-64, 65-70, 71-74, 75-79, 80-83, 84-86, 87-90, 109-115, 116-119, 120-125, 126-130 **U8 ICCG:** TE: CC85-CC90 SAB; 5A-5G **U9 Sessions:** TE: 33-38, 68-73 SAB: 4, 10, 27
	Work with addition and subtraction equations	
MCC1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	**U1 Sessions:** TE: 112-118, 119-125, 126-130, 137-141, 161-166, 167-171, 172-176, 177-179 SAB:21-29, 32, 35-48 **U3 Sessions:** TE: 28-34, 35-40, 41-44, 45-48, 49-55, 56-61, 62-65, 66-70, 71-75, 80-85, 86-92, 93-99, 106-109, 110-116, 117-121, 122-126, 127-132 SAB; 11, 17-18, 21-25, 27-30, 32, 34-36,, 38, 40, 50 **U3 ICCG:** TE: CC15-CC19 **U6 Sessions:** TE: 70-75, 76-80, 81-87, 88-92, 93-96, 102-106, 107-111, 112-115, 128-130, 131-133, 134-138 SAB: 1, 5, 11, 16-18, 20, 22, 23, 27, 33-42 **U6 ICCG:** TE: CC74-CC78 **U7 Session:** TE: 32-38 **U8 Session:** TE: 96-102

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MCC1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = Δ.	**U1 Session:** TE: 167-171 **U3 Sessions:** TE: 35-40, 127-132 **U3 ICCG:** TE: CC15-CC19 **U6 Sessions:** TE: 55-60, 131-133 **U6 ICCG:** TE: CC62-CC67, CC68-CC73, CC74-CC78 SAB: 15A-15F, 28A-28B **U7 Sessions:** TE: 45-51, 74-79, 80-85, 92-96 **U8 Sessions:** TE: 65-70, 96-102, 116-119, 120-125 **U8 ICCG:** CC85-CC90 SAB; 5A-5G **U9 Sessions:** TE: 33-38, 68-73
	Number and Operations in Base Ten 1.NBT	
	Extend the counting sequence	
MCC1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**U1 Sessions:** TE: 26-31, 32-37, 43-48, 54-59, 60-64, 65-70, 71-76, 77-81, 82-87, 88-93, 100-106, 107-111, 119-125, 131-136, 148-153, 172-176 SAB: 1-2, 4, 5-16, 17-20, 23-26, 31, 33-34, 43-45 **U1 ICCG:** TE: CC4-CC7 SAB; 10A-10B **U2 Sessions:** TE: 24-29, 48-53, 54-60, 61-64 SAB; 2, 20, 24 **U3 Sessions:** TE: 35-40, 41-4, 45-48, 56-61, 62-65, 66-70, 71-75, 80-85, 86-92, 93-99, 138-143, 144-147, 148-152, 153-156, 157-160, 161-165, 166-170, 171-175 SAB: 2-50 **U4 Sessions:** TE: 22-27, 28-33, 52-59, 60-66, 67-74, 80-84 SAB: 2, 5-6, 9, 11, 15

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(Continued) **MCC1.NBT.1**	(Continued) Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**U5 Sessions:** TE: 62-67, 68-72, 82-86 SAB; 16-21 **U6 Sessions:** TE: 26-32, 33-38, 39-44, 50-54, 70-75, 88-92, 107-111, 116-119, 120-127, 131-133 SAB: 1-4, 9-10 **U7 Sessions:** TE: 26-31, 32-38, 39-44, 57-60, 61-64, 80-85, 86-91, 97-102, 103-108 SAB: 17-18, 20, -21, 24-29, 33 **U8 Sessions:** TE: 26-31, 32-36, 43-47, 60-64, 65-70, 71-74, 80-83, 84-86, 87-90, 120-125 14-26, 28-37, 38-41, 45 **U8 ICCG:** TE: CC85-CC90, CC91-CC95, CC96-CC100CC101-CC105, CC106-CC109, CC110-CC113 SAB: 5A-5G, 46-59
	Understand place value	
MCC1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**U6 Sessions:** TE: 26-32, 33-38, 39-44, 45-49, 50-54, 55-60, 61-66 **U8 Sessions:** TE: 71-74, 80-83, 96-102, 103-108, 109-115, 116-119, 120-125, 126-130 **U8 ICCG:** TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113
a.	10 can be thought of as a bundle of ten ones — called a "ten."	**U6 Sessions:** TE: 26-32, 33-38, 39-44, 45-49, 50-54, 55-60, 61-66 **U8 Sessions:** TE: 71-74, 80-83, 96-102, 103-108, 109-115, 116-119, 120-125, 126-130 **U8 ICCG:** TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 46-59
b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**U8 Sessions:** TE: 109-115, 116-119, 120-125
c.	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**U8 Sessions:** TE: 103-108, 116-119, 120-125 **U8 ICCG:** TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 46-59

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MCC1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**U1 Sessions:** TE: 71-76, 77-81, 82-87, 88-93, 100-106 **U3 Session:** TE: 166-170 **U4 Session:** TE: 34-39 **U5 Session:** TE: 78-81 **U6 Sessions:** TE: 33-38, 134-138 **U7 Session:** TE: 39-44 **U8 ICCG:** TE: CC91-CC95, CC110-CC113 SAB: 46-50, 59 **U9 Sessions:** TE: 29-32, 103-105
	Use place value understanding and properties of operations to add and subtract.	
MCC1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	**U8 ICCG:** TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 46-59
MCC1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**U8 ICCG:** TE: CC96-CC100, CC110-CC113 SAB: 46-50, 59

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MCC1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**U8 ICCG:** TE: CC106-CC109, CC110-CC113 SAB: 55-59
	Measurement and Data 1.MD	
	Measure lengths indirectly and by iterating length units	
MCC1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**U5 Sessions:** TE: 41-47, 62-67, 73-77, 78-81, 82-86 **U5 ICCG:** TE: CC31-CC36 SAB; 14B
MCC1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	**U5 Sessions:** TE: 22-27, 28-33, 34-40, 41-47, 52-56, 62-67, 68-72, 73-77, 78-81, 82-86 **U5 ICCG:** TE: CC31-CC36 SAB; 14B
	Tell and write time.	
MCC1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	**U5 ICCG:** TE: CC31-CC36, CC37-CC42 SAB; 14B, 30-31 **U6 ICCG:** TE: CC62, CC68, CC74 SAB: 15A-15F, 28A-28B **U7 Session:** TE: 65

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	Represent and interpret data.	
MCC1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**U1 Sessions:** TE: 38-42, 180-187 **U3 Session:** TE: 166-170 **U4 Sessions:** TE: 22-27, 28-33, 34-39, 40-46, 52-59, 60-66, 67-74, 75-79, 80-84, 110-114 **U4 ICCG:** TE: CC23-CC27 SAB: 23A **U5 Sessions:** TE: 41-47, 78-81 **U6 Sessions:** TE: 33-38, 45-49, 61-66, 81-87, 102-106, 134-138 SAB: 9, 10, 43 **U7 Sessions:** TE: 39-44, 86-91, 109-114 **U8 ICCG:** TE: CC110-CC113 **U9 Sessions:** TE: 29-33, 103-106
	Geometry 1.G	
	Reason with shapes and their attributes.	
MCC1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	**U2 Sessions:** TE: 24-29, 30-35, 36-43, 44-47, 61-64, 66-69, 70-76, 77-84, 85-89, 90-94, 95-100 **U4 Session:** TE: 1.1 **U9 Sessions:** TE: 22-28, 29-32, 33-38, 39-43, 44-48, 74-78, 103-105 **U9 ICCG:** TE: CC119-CC122 SAB: 18C-18D

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MCC1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	**U2 Sessions:** TE: 44-47, 48-53, 54-60, 61-64, 117-119 **U5 ICCG:** TE: CC37-CC42, CC43-CC48, CC49-CC53, CC54-CC57 SAB: 30-37 **U9 Sessions:** TE: 29-32, 74-78, 103-105 **U9 ICCG:** TE: CC119-CC122 SAB: 18C-18D
MCC1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**U5 ICCG:** TE: CC37-CC42, CC43-CC48, CC49-CC53, CC54-CC57 SAB: 30-37

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