

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<h2>Standard 1</h2> <h3>Students will acquire number sense and perform simple operations with whole numbers</h3>		
<b>Objective 1: Represent whole numbers up to 100.</b>		
a. Count, read, and write whole numbers.	1, 2, 3, 4, 5, 6, 7, 13, 16, 21, 24, 28, 33, 37, 39, 40, 42, 44, 45, 46, 47, 49, 51, 52, 54, 57, 59, 60, 61, 62, 64, 67, 69, 70, 72, 74, 77, 82, 86, 94, 98, 109, 113, 118, 130, 132	2, 3, 46, 47, 82, 106, 114, 132  Exercise: 1, 2, 4, 6
b. Represent whole numbers using the number line, models, and number sentences.	1, 2, 3, 4, 7, 16, 21, 24, 33, 45, 59, 72, 78, 79, 92, 94, 109, 113, 146	3
c. Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.	*13, *16, *21, *24, *33, *42, 61, 63, 69, 72, 74, 82, 84, 86, 93, 94, 96, 97, 99, 109, 113, 130, 147	33, 111, 127
<b>Objective 2: Identify relationships among whole numbers up to 100.</b>		
a. Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons.	7, 34, 52, 53, 80, 81, 91, 121  Most / Least: 11, 12  Odd / Even: 131, 133	11, 12, 92, 106
b. Make reasonable estimates of the quantitative difference between two sets of objects.	7	29, 41
c. Identify one more, one less, 10 more, and 10 less than a given number.	*14, 21, 24, 28, 30, 33, 34, 126, 129	131
d. Identify numbers missing from a counting sequence.	5, 10, 17, 19, 33, 36, 40, 42, 61, 72, 74, 102, 144	
e. Represent part-whole relationships using the number line.	*107, *108, *119, *128, *148, *155	
<b>Objective 3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.</b>		
a. Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare).	11, 14, 15, 18, 22, 30, 31, 35, 37, 51, 58, 71, 72, 74, 78, 84, 88, 89, 91, 92, 106, 107, 108, 119, 128, 136, 137, 146, 147, 148, 155	31, 33, 134

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b. Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems.	14, 15, 18, 22, 35, *37, 41, *44, 43, 45, 48, 49, 54, *58, *74, *79, 84, *88, 89, 92, *93, *96, *97, 106, *110, *111, 116, 122, *123, 136, 137, 146, 147	33, 117, 118, 127
c. Compute basic addition facts (up to 10 + 10) and the related subtraction facts using strategies (e.g., $6 + 7 = (6 + 4) + 3 = 10 + 3 = 13$ ).	14, 15, 18, 22, 30, 31, 33, 36, 37, 38, 39, 41, 43, 46, 48, 53, 56, 58, 61, 63, 66, 68, 70, 71, 72, 78, 79, 81, 84, 86, 88, 89, 91, 93, 96, 97, 98, 103, 104, 106, 109, 110, 113, 116, 117, 118, 126, 127, 128, 141, 143, 146, 149	18, 27, 31, 58, 73, 117, 118, 127
d. Find the sum of three one-digit numbers.	32, 64, 99, 114, 142, 149	
<h2>Standard 2</h2> <h3>Students will identify and use number patterns and properties to describe and represent mathematical relationships.</h3>		
<b>Objective 1: Recognize, describe, and represent patterns with more than one attribute.</b>		
a. Sort and classify objects using more than one attribute.	29	2, 4, 16, 17, 34, 37, 92, 93, 104, 113, 137, 143, 147
b. Identify, create, and label repeating patterns using objects, pictures, and symbolic notation.	6, 25	8, 9, 19, 22, 23, 51, 56, 59, 78, 87, 98
c. Identify, create, and label growing patterns using objects, pictures, and symbolic notation.	42	56, 59
d. Use patterns to establish skip counting by twos, fives, and tens.	90, 102, 112, 124, 130, 133, 144	82
<b>Objective 2: Recognize and represent mathematical relationships using symbols and use number sentences with operational symbols to solve problems.</b>		
a. Recognize that “=” indicates that the two sides of an equation are expressions of the same number.	7, 38, 39, 45, 57, 60, 66, 67, 72, 78, 85, 89, 100, 101, 103, 104, 117, 122, 123, 141	73, 123 Exercise: 3, 10 (symbols)
b. Recognize that “+” indicates the joining of sets and that “-” indicates the separation of sets.	14, 15, 18, 30, 31, 32, 35, 38, 39, 44, 45, 51, 57, 60, 66, 67, 72, 78, 85, 89, 100, 101, 103, 104, 117, 122, 123, 141	73, 123 Exercise: 3
c. Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\quad + 4 = 7$ ).	38, 39, 41, 44, 45, 57, 60, 66, 67, 85, 100, 101, 103, 104, 117, 141	31, 33, 123 Exercise: 3, 8
d. Create problem situations from given number sentences involving addition and subtraction.	35, 41, 44, 45, 51, 54, 57, 66, 67, 85, 100, 141	18, 73, 123 Exercise: 3, 8

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<b>Standard 3</b> <b>Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.</b>		
<b>Objective 1: Identify, describe, and create simple geometric figures.</b>		
a. Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon).	8, 9, 61, 65, 75, 125, 135	7, 26, 28, 64, 101, 148 Exercise: 4, 7
b. Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment.	8, 9, 61, 65, 75, 125, 135, 150, 151	25, 26, 28, 38, 88, 122, 148 Exercise: 3, 4, 7
c. Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.	Symmetry: 140, 153	7, 49, 57, 61, 64, 86, 88, 97, 101, 103, 107, 109, 112, 119, 121, 122, 124, 126, 129, 133, 152, 153, 154 Exercise: 7
<b>Objective 2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.</b>		
a. Identify the appropriate tools for measuring length, weight, capacity, temperature, and time.	13, 26, 27, 50, 56, 83, 87, 134	14, 21, 32, 39, 42, 43, 48, 53, 63, 69, 136 Volume: 52, 71 Exercise: 5, 11
b. Measure the length of an object using nonstandard units and count the units using groups of tens and ones.	13, 50, 56, 83 Direction / Position: 20, 145	24, 32, 91 Exercise: 5 Direction / Position: 28, 36, 74, 77, 79, 116
c. Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢).	23, 29, 51, 68, 139, 154	68, 81, 83, 84, 128, 144
d. Tell time to the hour and half-hour.	26, 27, 62, 138, 152	138, 143
e. Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date.	76, 95	Exercise 9

\*Gives opportunity to teach specific State Standard



## Utah 1<sup>st</sup> Grade Standards / *Excel* Math Correlation

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<b>Objective 3: Collect, organize, and represent simple data.</b>		
a. Collect and represent data using tables, tally marks, pictographs, and bar graphs.	55, 73, 120 Sequence of Events: 105	54, 66, 67, 72, 94, 96, 99, 102, 134, 141, 142 Exercise 12 Order and Logic: 44, 62, 76, 89, 108, 139, 146, 149, 151
b. Describe and interpret data.	55, 73, 115, 120	66, 67, 72, 94, 96, 99, 102, 134, 141, 142 Exercise 12