

<p align="center"><b>Common Core Standards</b> <b>(www.corestandards.org)</b></p>	<p align="center"><b>Correlation to</b> <b>Common Core 1<sup>st</sup> Grade Math</b> <b>With Miss Jenny &amp; Friends</b></p>
<p><b>Operations &amp; Algebraic Thinking</b></p> <p><i>Represent and solve problems involving addition and subtraction.</i></p> <p><u>1.OA.A.1</u> 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.</p>	<p>Song 1: "Miss Mary Mack, Quack, Quack," p. 4            Song 2: "20 Monkeys," p. 6            Song 14: "Add 3 Sets of Monkeys," p. 23            Song 21: "The Pizza-Eating Alligator," p. 32            Song 22: "Alligator Greater Than/Less Than," p. 33            Song 27: "Alligator 1 More," p. 38            Song 28: "Alligator 10 More," p. 39            Song 29: "Alligator 1 Less," p. 40            Song 30: "Alligator 10 Less," p. 41            Song 24: "Mystery Numbers," p. 35</p>
<p><u>1.OA.A.2</u> 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.</p>	<p>Song 14: "Add 3 Sets of Monkeys," p. 23            Song 15: "Add 3 Numbers: Strategies," p. 24</p>
<p><i>Understand and apply properties of operations and the relationship between addition and subtraction.</i></p> <p><u>1.OA.B.3</u> Apply properties of operations as strategies to add and subtract.<sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><sup>2</sup> <i>Students need not use formal terms for these properties.</i></p>	<p>Song 6: "Switcheroo," p. 15            Song 10: "Know Those 10's," p. 18            Song 11: "Using 10's," p. 19            Song 15: "Add 3 Numbers: Strategies," p. 24</p>
<p><b>CCSS.Math.Content.1.OA.B.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. Add and subtract within 20.</i></p>	<p>Song 16: "Subtract With an Addition Fact," p. 25</p> <p>Songs 1-30 teach skills and strategies for addition and subtraction within 20.</p>
<p><i>Add and subtract within 20.</i></p> <p><u>1.OA.C.5</u> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>Song 3: "Count to 120," p. 11            Song 4: "Counting On," p. 12            Song 5: "Add It On," p. 14            Song 17: "Counting Back," p. 26            Song 18: "Count Back to Subtract," p. 28</p>
<p><u>1.OA.C.6</u> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as</p>	<p>Song 4: "Counting On," p. 12            Song 10: "Know Those 10's," p. 18            Song 11: "Using 10's," p. 19</p>

<p>counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>Song 15: "Add 3 Numbers: Strategies," p. 24          Song 19: "Subtract to Make 10," p. 30          Song 20: "Using 10's With Subtraction," p. 31          Song 16: "Subtract With an Addition Fact," p. 25          Song 7: "Double It Up," p. 16          Song 8: "Double Time," p. 16          Song 9: "Using Doubles," p. 17</p>
<p><b>Work with addition and subtraction equations.</b></p> <p><u>1.OA.D.7</u> 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? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p>	<p>Song 23: "Equals Means 'The Same As,'" p. 34</p>
<p><u>1.OA.D.8</u> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</p>	<p>Song 24: "Mystery Numbers," p. 35</p>
<p><b>Number &amp; Operations in Base Ten</b></p> <p><i>Extend the counting sequence.</i></p> <p><u>1.NBT.A.1</u> 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.</p>	<p>Song 3: "Count to 120," p. 11          Song 4: "Counting On," p. 12</p>
<p><u>1.NBT.B.2</u> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p><u>1.NBT.B.2a</u> 10 can be thought of as a bundle of ten ones — called a "ten."  <u>1.NBT.B.2b</u> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  <u>1.NBT.B.2c</u> 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).</p>	<p>Song 12: "Making 11-20," p. 21          Song 13: "Making 21-30," p. 22          Song 25: "Count by 10's Forward," p. 36          Song 26: "Count by 10's Backward," p. 37</p>
<p><u>1.NBT.B.3</u> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p>Song 22: "Alligator Greater Than/Less Than," p. 33          (Use this song to introduce the concept of "greater than/less than." Use the song as a template for comparing 2-digit numbers.)          Equals Means "The Same As"</p>
<p><b>Use place value understanding and properties</b></p>	<p>Use these songs to help teach this standard:</p>

<p><i>of operations to add and subtract.</i></p> <p><b>1.NBT.C.4</b> 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.</p>	<p>Song 12: "Making 11-20," p. 21  Song 13: "Making 21-30," p. 22  Song 25: "Count by 10's Forward," p. 36  Song 26: "Count by 10's Backward," p. 37  Song 28: "Alligator 10 More," p. 39  Song 30: "Alligator 10 Less," p. 41</p>
<p><b>1.NBT.C.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>Song 25: "Count by 10's Forward," p. 36  Song 26: "Count by 10's Backward," p. 37  Song 28: "Alligator 10 More," p. 39  Song 30: "Alligator 10 Less," p. 41</p>
<p><b>1.NBT.C.6</b> 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.</p>	<p>Song 25: "Count by 10's Forward," p. 36  Song 26: "Count by 10's Backward," p. 37  Song 28: "Alligator 10 More," p. 39  Song 30: "Alligator 10 Less," p. 41  Song 16: "Subtract With an Addition Fact," p. 25</p>
<p><b>Measurement &amp; Data</b></p> <p><i>Measure lengths indirectly and by iterating length units.</i></p> <p><b>1.MD.A.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>Song 31: "Comparisons," p. 42</p>
<p><b>1.MD.A.2</b> 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>Use the following song to support this standard:  Song 34: "Paperclip Measurements," p. 45</p>
<p><i>Tell and write time.</i></p> <p><b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>Song 33: "Telling Time," p. 44</p>
<p>Represent and interpret data.</p> <p><b>1.MD.C.4</b> Organize, represent, and interpret data with up to three categories; ask and</p>	<p>Song 32: "Categories," p. 43</p>

<p>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.</p>	
<p><b>Geometry</b></p> <p><i>Reason with shapes and their attributes.</i></p> <p><u>1.G.A.1</u> 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.</p>	<p>Song 35: "Attributes of Shapes," p. 46</p> <p>Note: Common Core KinderMath includes songs that explain defining attributes of most flat and solid shapes.</p>
<p><u>1.G.A.2</u> 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<sup>1</sup>.</p> <p><sup>1</sup> Students do not need to learn formal names such as "right rectangular prism."</p>	<p>Song 36: "Create Shapes," p. 47</p>
<p><u>1.G.A.3</u> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>Song 37: "A Fraction Is a Part of a Whole," p. 48</p> <p>Song 38: "Alligator Fractions," p. 50</p>