

# Istation® Math

Correlation of Standards

## Arkansas Academic Standards Mathematics

Kindergarten - Grade 1



Istation

Supporting Educators. Empowering Kids.  
Changing Lives.

[www.istation.com](http://www.istation.com)

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics

## Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*
<b>Counting and Cardinality (CC)</b>			
<b>Know number names and the count sequence</b>			
K.CC.A.1	Count to 100 by ones, fives, and tens.	<b>Units 3, 5, 6, 7, 8, &amp; 14: Rote Counting – “EZ With a Rock and Roll Beat”</b> <b>Unit 14: Skip Counting – “Hens by Tens”</b> <b>Unit 16 &amp; 19: Skip Counting – “Pies by Fives”</b>	<b>Units 3 &amp; 5: Build, Mix, and Fix</b> <b>Unit 6: Count with Me</b> <b>Unit 7: Calendar Counting</b> <b>Unit 8: Counting Mystery</b> <b>Unit 14: One Hundred Is A Lot</b> <b>Unit 14: Roll - Count - Cover</b> <b>Unit 16: Tally Mark Dominoes</b>
K.CC.A.3	Read, write, and represent numerals from 0 to 20.  K.CC.A.3 addresses the writing of numbers and using the written numerals 0-20 to describe the amount of a set of objects. Due to varied progression of fine motor and visual development, a reversal of numerals is anticipated for the majority of students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting of the actual number itself.	<b>Units 5 &amp; 11: Procedural Numeral Writing – “Numbers in New York City”</b>	<b>Unit 5: Writing Numbers 1-5</b> <b>Unit 11: Writing Numbers Everywhere</b> <b>ISIP EM: Number Go Fish</b> <b>ISIP EM: Show Me</b>
<b>Count to tell the number of objects</b>			
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.  When counting objects: • Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence) • Understand that the last number said tells the number of objects counted • Understand that each successive number refers to a quantity that is one larger.  Note: Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.	<b>Units 4, 5, 6, 7, 8, &amp; 10: Cardinality – “Counting Cattle”</b>	<b>Unit 4: Count in Line</b> <b>Unit 5: Count to Find How Many</b> <b>Unit 6: Domino Dot Memory</b> <b>Unit 8: Counting Sticks</b> <b>ISIP EM: Set Stories</b> <b>ISIP EM: Numbers Up!</b> <b>ISIP EM: Fill Them Up!</b> <b>ISIP EM: Set Stories</b> <b>ISIP EM: Ten Frame Puzzles</b> <b>ISIP EM: Before and After</b>

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics

## Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*
K.CC.B.5	<p>Count to answer "how many?":</p> <ul style="list-style-type: none"> <li>• Count up to 20 objects in any arrangement</li> <li>• Count up to 10 objects in a scattered configuration</li> <li>• Given a number from 1-20, count out that many objects</li> </ul> <p>Note: As students progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching them.</p>	<p><b>Units 7, 8, &amp; 10: Cardinality – “Counting Cattle”</b></p>	<p><b>Unit 7: Counting A Scattered Static Group</b>  <b>Unit 10: Park the Car and Write</b>  <b>ISIP EM: Numbers Up!</b>  <b>ISIP EM: Fill Them Up!</b>  <b>ISIP EM: Set Stories</b>  <b>ISIP EM: Ten Frame Puzzles (1-20)</b>  <b>ISIP EM: Total Amount in a Scattered Group</b></p>
<b>Compare numbers</b>			
K.CC.C.6	<p>Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10. For example: Use matching and counting strategies to compare values.</p>	<p><b>Unit 2: Data Analysis in the Garage</b></p>	<p><b>Unit 2: Graph What You See</b>  <b>ISIP EM: 1-2-3 Snap!</b>  <b>ISIP EM: Tower Power</b></p>
K.CC.C.7	<p>Compare two numbers between 0 and 20 presented as written numerals.</p> <p>Note: The use of the symbols for greater than/less than should not be introduced in this grade level. Appropriate terminology to use would be more than, less than or the same as.</p>		<p><b>ISIP EM: Mail Carrier</b></p>

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics

## Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*
K.CC.C.8	Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames).		<b>ISIP EM: <i>In a Flash (Perceptual)</i></b> <b>ISIP EM: <i>In a Flash (Conceptual)</i></b> <b>Unit 6: <i>Domino Dot Memory</i></b>
<b>Operations and Algebraic Thinking (OA)</b>			
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</b>			
K.OA.A.1	Represent addition and subtraction using objects, figures, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., $2 + 3$ ), or equations (e.g., $2 + 3 = \underline{\quad}$ ).  Note: Expressions and equations are not required but are recommended by the end of Kindergarten	<b>Unit 8: <i>Number Pairs to 5</i></b> <b>Unit 9: <i>Part Part Whole – “Part Part Whole in New Orleans” (1-10)</i></b> <b>Unit 13: <i>Whole Part Part – “Chicago Pizza Blues” (within 10)</i></b>	<b>Unit 8: <i>Math Matching – Parts and Wholes</i></b> <b>Unit 13: <i>Whole in the Hand</i></b> <b>ISIP EM: <i>Pizza Pete</i></b> <b>ISIP EM: <i>Ten Frame Addition</i></b> <b>ISIP EM: <i>Subtraction Mat</i></b>
K.OA.A.2	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	<b>Unit 10: <i>Addition Stories 1-10</i></b> <b>Unit 14: <i>Subtraction Stories Within 10</i></b>	<b>Unit 14: <i>Subtraction Show Off</i></b> <b>Unit 14: <i>Start, Change, Result</i></b> <b>ISIP EM: <i>Addition Stories/Subtraction Stories</i></b> <b>ISIP EM: <i>Count Back on the Train</i></b> <b>ISIP EM: <i>Adding to your Math Toolbox</i></b>
K.OA.A.3	Use objects or drawings to decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).  Note: Students should see <i>equations</i> and be encouraged to recognize that the two parts make the whole. However, writing <i>equations</i> is not required.	<b>Unit 7: <i>Quantity Pairs to 5</i></b> <b>Unit 12: <i>Preparation for Compensation</i></b> <b>Unit 14: <i>Subtraction Stories Within 10</i></b>	<b>Unit 7: <i>Figuring Out Fives</i></b> <b>Unit 14: <i>Subtraction Show Off</i></b> <b>Unit 14: <i>Start, Change, Result</i></b>
K.OA.A.4	Find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.  Note: Use of different manipulatives such as ten-frames, cubes, or two-color counters, assists students in visualizing these number pairs.	<b>Unit 9: <i>Part Part Whole – “Part Part Whole in New Orleans” (1-10)</i></b> <b>Unit 10: <i>Addition Stories 1-10</i></b> <b>Unit 12: <i>Preparation for Compensation</i></b>	<b>Unit 9: <i>Roll to Find the Whole</i></b> <b>Unit 10: <i>Dogs and Cats on Mats (up to 10)</i></b> <b>Unit 12: <i>Ten or Not Ten</i></b>

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics

## Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*
K.OA.A.5	<p>Fluently add and subtract within 10 by using various strategies and manipulatives.</p> <p>Note: Fluency in this standard means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using various strategies). Fluency is developed by working with many different kinds of objects over an extended period of time. This objective does not require the students to instantly know the answer.</p>	<p><b>Unit 6:</b> <i>Part Part Whole 1-5</i>  <b>Unit 9:</b> <i>Part Part Whole (within 10) – “Part Part Whole in New Orleans”</i>  <b>Unit 12:</b> <i>Part Part Whole – Preparation for Compensation</i></p>	<p><b>Unit 6:</b> <i>Dogs and Cats on Mats (up to 5)</i>  <b>Unit 12:</b> <i>Ten or Not Ten</i></p>
<b>Number and Operations in Base Ten (NBT)</b>			
<b>Work with numbers 11-19 to gain foundations for place value</b>			
K.NBT.A.1	<p>Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings.</p>	<p><b>Units 15 &amp; 17:</b> <i>Pattern of the Count – Pattern of the Ones (to 50, to 100)</i></p>	<p><b>Units 15 &amp; 17:</b> <i>Digit Deal</i></p>
<b>Measurement and Data (MD)</b>			
<b>Describe and compare measurable attributes</b>			
K.MD.A.1	<p>Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature.</p> <p>Note: Vocabulary may include short, long, heavy, light, tall, hot, cold, warm, or cool.</p>		
K.MD.A.2	<p>Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more or less of the common attribute.</p> <p>Note: Vocabulary may include shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</p>	<p><b>Unit 10:</b> <i>Comparing Objects by Length</i>  <b>Unit 10:</b> <i>Comparing Objects by Weight</i>  <b>Unit 15:</b> <i>Comparing Objects by Height</i>  <b>Unit 15:</b> <i>Comparing Objects by Capacity</i></p>	<p><b>Unit 10:</b> <i>Longer or Shorter?</i>  <b>Unit 10:</b> <i>Tipping the Scale</i>  <b>Unit 15:</b> <i>Who’s Taller?</i>  <b>Unit 15:</b> <i>Fill It Up!</i></p>

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics

## Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*
<b>Classify objects and count the number of objects in each category</b>			
K.MD.B.3	<p>Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape.</p> <p>Note: Limit category count to be less than or equal to 10. Students should be able to give the reason for the way the objects were sorted.</p>	<p><b>Unit 2:</b> <i>Data Analysis in the Garage</i></p> <p><b>Unit 12:</b> <i>Classifying Diner Food</i></p>	<p><b>Unit 2:</b> <i>Graph What You See</i></p> <p><b>Unit 12:</b> <i>Graph/Ask/Answer</i></p> <p><b>ISIP EM:</b> <i>Graphing Stories – Determining Most and Least</i></p> <p><b>ISIP EM:</b> <i>How Many More?</i></p>
<b>Work with time and money</b>			
K.MD.C.4	<p>Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.</p> <p>Understand that clocks, both analog and digital, and calendars are tools that measure time.</p>		<p><b>ISIP Math:</b> <i>Calendar Math Routines (intro)</i></p> <p><b>ISIP Math:</b> <i>Calendar Time</i></p> <p><b>ISIP Math:</b> <i>School Day Counting</i></p> <p><b>ISIP Math:</b> <i>Calendar Numbers and Data</i></p>
K.MD.C.5	<p>Read time to the hour on digital and analog clocks.</p> <p>Note: This is an introductory skill and is addressed more formally in the upcoming grade levels.</p>	<p><b>Unit 16:</b> <i>Telling Time at Tic-Toc Park</i></p>	<p><b>Unit 16:</b> <i>Reading Times and Matching Clocks (hour only)</i></p>
K.MD.C.6	<p>Identify pennies, nickels, and dimes and know the value of each.</p> <p>Note: This is an introduction skill and is addressed more formally in the upcoming grade levels.</p>	<p><b>Unit 12:</b> <i>Naming Coins in the Diner</i></p> <p><b>Unit 14:</b> <i>Coin Values in the Diner</i></p>	<p><b>Unit 12:</b> <i>What's My Name? (coins)</i></p> <p><b>Unit 14:</b> <i>Counting My Change</i></p>

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*
<b>Geometry (G)</b>			
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</b>			
K.G.A.1	<p>Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative position of these objects.</p> <p>Note: Positions could be inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of, or beside.</p>	<p><b>Unit 3:</b> <i>Recognizing Shapes in the Environment</i></p>	<p><b>Unit 3:</b> <i>We're Going on a Shape Hunt</i>  <b>ISIP Math:</b> <i>Fries and Ketchup</i></p>
K.G.A.2	<p>Correctly name shapes regardless of their orientations or overall size.</p> <p>Note: Orientation refers to the way the shape is turned (upside down, sideways).</p>	<p><b>Unit 9:</b> <i>Recognizing Shapes Regardless of Orientation</i>  <b>Unit 9:</b> <i>Recognizing Shapes Regardless of Size</i></p>	<p><b>Unit 9:</b> <i>Topsy Turvy Shapes</i>  <b>Unit 9:</b> <i>Shapes of all Sizes</i></p>
<b>Analyze, compare, create, and compose shapes</b>			
K.G.B.4	<p>Analyze and compare two- and three-dimensional shapes, in difference sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length).</p> <p>Note: 2-D shapes – squares, circles, triangles, rectangles, and hexagons, 3-D shapes – cube, cone, cylinder, and sphere</p>	<p><b>Unit 1:</b> <i>Identifying Circles</i>  <b>Unit 1:</b> <i>Identifying Squares</i>  <b>Unit 3:</b> <i>Identifying Triangles</i>  <b>Unit 14:</b> <i>Geometric Solids at the Diner</i></p>	<p><b>ISIP EM:</b> <i>I Spy with My Little Eye</i>  <b>ISIP EM:</b> <i>Shape Memory</i>  <b>ISIP EM:</b> <i>Shape Hunt</i>  <b>ISIP EM:</b> <i>Shape Books</i>  <b>Units 1 &amp; 3:</b> <i>Searching for Shapes</i>  <b>Unit 14:</b> <i>3-D Shape-O</i></p>
<p>*Includes content released during the 2017-2018 school year.</p>			
<p>□ End of Kindergarten □</p>			

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*
<b>Operations and Algebraic Thinking (OA)</b>			
<b>Represent and solve problems involving addition and subtraction.</b>			
1.OA.A.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 <i>equations</i> with a symbol for the unknown number to represent the problem).	<b>Unit 9:</b> Part Part Whole – “Part Part Whole in New Orleans” (1-10) <b>Unit 10:</b> Addition Stories 1-10 <b>Unit 13:</b> Whole Part Part – “Chicago Pizza Blues” (within 10) <b>Unit 14:</b> Subtraction Stories Within 10 <b>Unit 20:</b> Addition Stories 1-20 <b>Unit 24:</b> Subtraction Stories Within 20	<b>Unit 9:</b> Roll to Find the Whole <b>Unit 10:</b> Dogs and Cats on Mats (up to 10) <b>Unit 13:</b> Whole in the Hand <b>Unit 14:</b> Subtraction Show Off (within 10) <b>Unit 14:</b> Start-Change-Result (within 10) <b>Unit 20:</b> Relative Magnitude with Part Part Whole <b>Unit 24:</b> Subtraction Show Off (within 20) <b>Unit 24:</b> Start, Change, Result (within 20) <b>ISIP EM:</b> Count Back on the Train <b>ISIP EM:</b> Adding to Your Math Toolbox
1.OA.A.2	Solve word problems that call for addition of three <i>whole numbers</i> whose <i>sum</i> is less than or equal to 20 (e.g., by using objects, drawings, and <i>equations</i> with a symbol for the unknown number to represent the problem).		<b>ISIP EM:</b> Three Amazing Addends <b>ISIP EM:</b> Magical Addends
<b>Understand and apply properties of operations and the relationship between addition and subtraction</b>			
1.OA.B.3	Apply properties of operations as strategies to add and subtract. For example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also knowns (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).  Note: Students need not use formal terms for these properties.		<b>ISIP EM:</b> Counting On Cards <b>ISIP EM:</b> Fact Family Dominoes
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example: Subtract $10 - 8$ by finding the number that makes 10 when added to 8.	<b>Unit 22:</b> Whole Part Part – “Chicago Pizza Blues” (within 20)	<b>Unit 22:</b> Beading the Difference <b>ISIP EM:</b> Fact Family Dominoes



# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics

## Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*
<b>Add and subtract within 20</b>			
1.OA.C.6	<p>Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as:</p> <ul style="list-style-type: none"> <li>• Counting on</li> <li>• Making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>)</li> <li>• Decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 9</math>)</li> <li>• Using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>).</li> <li>• 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>)</li> </ul> <p>Note: Computational fluency is demonstrating the method of student choice. Students should understand the strategy he/she selected and be able to explain how it can efficiently produce accurate answers.</p>	<p><b>Unit 19:</b> Part Part Whole – “Part Part Whole in New Orleans” (within 20)</p> <p><b>Unit 20:</b> Addition Stories 1-20</p> <p><b>Unit 22:</b> Whole Part Part – “Chicago Pizza Blues” (within 20)</p> <p><b>Unit 24:</b> Subtraction Stories Within 20</p>	<p><b>Unit 19:</b> Adding with Addend Cards</p> <p><b>Unit 20:</b> Relative Magnitude with Part Part Whole</p> <p><b>Unit 22:</b> Beading the Difference</p> <p><b>Unit 24:</b> Subtraction Show Off (within 20)</p> <p><b>Unit 24:</b> Start, Change, Result (within 20)</p>
<b>Work with addition and subtraction equations</b>			
1.OA.D.7	<p>Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true and false. For example: Which of the following equations are true and which are false?  <math>6 = 6</math>, <math>7 = 8</math>, <math>5 + 2 = 2 + 5</math>, or <math>4 + 1 = 5 + 2</math>.</p>	<p><b>Unit 19:</b> Part Part Whole – “Part Part Whole in New Orleans” (within 20)</p> <p><b>Unit 22:</b> Whole Part Part – “Chicago Pizza Blues” (within 20)</p>	<p><b>Unit 19:</b> Adding with Addend Cards</p> <p><b>Unit 22:</b> Beading the Difference</p> <p><b>ISIP EM:</b> Sign of Operation</p>
1.OA.D.8	<p>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>, and <math>6 + 6 = \_</math>.</p>	<p><b>Unit 16:</b> Finding the Unknown Number (Addition)</p>	<p><b>Unit 16:</b> Solve for the Unknown (Addition)</p>
<b>Number and Operations in Base Ten (NBT)</b>			
<b>Extend the counting sequence</b>			
1.NBT.A.1	<p>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><b>Unit 14:</b> Rote Counting to 100</p>	<p><b>Unit 14:</b> One Hundred Is A Lot</p> <p><b>Unit 14:</b> One Hundred Twenty Is Plenty!</p>

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*
<b>Understand place value</b>			
1.NBT.B.2	<p>Understand that the two digits of a two-digit number represents amounts of tens and ones.</p> <p>Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>• 10 can be thought of as a bundle of ten ones - called a "ten"</li> <li>• The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones</li> <li>• 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.</li> </ul>	<p><b>Unit 14:</b> <i>Skip Counting – “Hens by Tens”</i></p> <p><b>Units 15 &amp; 17:</b> <i>Pattern of the Count – Pattern of the Ones (to 50, to 100)</i></p> <p><b>Unit 23:</b> <i>Pattern of the Count – Decade Numbers That Break the Pattern</i></p>	<p><b>Unit 14:</b> <i>Roll - Count - Cover</i></p> <p><b>Unit 15 &amp; 17:</b> <i>Digit Deal</i></p> <p><b>Unit 23:</b> <i>Decade Puzzles</i></p> <p><b>ISIP EM:</b> <i>Base Ten Block Basics</i></p>
1.NBT.B.3	<p>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><b>ISIP EM:</b> <i>Base Ten Block Battle</i></p> <p><b>ISIP EM:</b> <i>Graphing Stories – Determining Most and Least</i></p>
<b>Use place value understanding and properties of operations to add and subtract</b>			
1.NBT.C.4	<p>Add within 100 using concrete models or drawing, relate the strategy used to a written expression or equation, and be able to explain the reasoning.</p> <p>Note: Strategies should be based on <i>place-value</i>, properties of operations, and the relationship between addition and subtraction</p>	<p><b>Units 19 &amp; 23:</b> <i>Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)</i></p>	<p><b>Units 19 &amp; 23:</b> <i>The Arrow Says...</i></p>
1.NBT.C.5	<p>Mentally find 10 more or 10 less than a given two-digit number, without having to count.</p> <p>Note: Students should be able to explain the reasoning used.</p>	<p><b>Units 19 &amp; 23:</b> <i>Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)</i></p>	<p><b>Units 19 &amp; 23:</b> <i>The Arrow Says...</i></p>
1.NBT.C.6	<p>Subtract multiples of 10 from multiples of 10 (both in the range of 10-90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used.</p> <p>Note: Strategies should be based on place value, properties of operations, and the relationship between addition and subtraction.</p> <p>Note: Differences should be zero or positive.</p>	<p><b>Units 19 &amp; 23:</b> <i>Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)</i></p>	<p><b>Units 19 &amp; 23:</b> <i>The Arrow Says...</i></p>

# Istation Math Curriculum Correlated to Arkansas Academic Standards for Mathematics Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*
<b>Measurement and Data (MD)</b>			
<b>Work with time and money</b>			
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.  Note: The intention of this standard is to continue the introduction of the concept with the goal of mastery by the end of third grade.	<b>Unit 16: Telling Time at Tic-Toc Park</b>	<b>Unit 16: Reading Times and Matching Clocks</b>
1.MD.B.4	Identify and know the <i>value</i> of a penny, nickel, dime, and quarter.	<b>Unit 14: Identifying Coins at the Diner (by value)</b>	<b>Unit 14: Coin Matching</b>
1.MD.B.5	Count collections of like coins (pennies, nickels, and dimes).	<b>Unit 16: Money to Spend</b>	<b>Unit 16: How Much Money Do I Have?</b>
<b>Represent and interpret data</b>			
1.MD.C.6	Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs, and bar graphs.  Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another.	<b>Unit 2: Data Analysis in the Garage</b>	<b>Unit 2: Graph What You See</b> <b>ISIP EM: Graphing to the Rescue!</b> <b>ISIP EM: Graphing Three Ways</b> <b>ISIP EM: Bar Graph Fill Up</b> <b>ISIP EM: How Many More?</b> <b>ISIP EM: Analyze and Add</b> <b>ISIP EM: Graphing Stories – Determining Most and Least</b>

\*Includes content released during the 2017-2018 school year.

□ End of Grade 1 □