Istation® Math

Correlation of Standards

State of Florida (MAFS) Mathematics

Grades K-1

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Istation Math Curriculum Correlated to Mathematics Florida Standards (MAFS)
Kindergarten

Standards	Objectives	* Istation Application	* Istation Teacher Resources	CC
Levels of Cognitive Complexity				
1	Recall			
2	Basic Application of Skills and Concepts			
3	Strategic Thinking and Complex Reasoning			
4	Extended Thinking			
Counting and Cardinality (CC)				
Know number names and the count sequence.				
K.CC.1.1	Count to 100 by ones and by tens.	**Units 3, 5, 6, 7, 8, & 14:** *Rote Counting – "EZ With a Rock and Roll Beat"* **Unit 14:** *Skip Counting – "Hens by Tens"*	**Units 3 & 5:** *Build, Mix, and Fix* **Unit 6:** *Count with Me* **Unit 7:** *Calendar Counting* **Unit 8:** *Counting Mystery* **Unit 14:** *One Hundred Is a Lot* **Unit 14:** *Roll-Count-Cover*	1
K.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**Units 5 & 11:** *Procedural Numeral Writing – "Numbers in New York City"*	**Unit 5:** *Writing Numbers 1-5* **Unit 11:** *Writing Numbers Everywhere* **ISIP EM:** *Number Go Fish* **ISIP EM:** *Show Me*	1
Count to tell the number of objects.				
K.CC.2.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	**Units 4, 5, 6, & 7:** *Cardinality – "Counting Cattle"*	**Unit 4:** *Count in Line* **Unit 5:** *Count to Find How Many* **Unit 6:** *Domino Dot Memory* **ISIP EM:** *Set Stories*	1
	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	**Units 7, 8, & 10:** *Cardinality – "Counting Cattle"*	**Unit 8:** *Counting Sticks* **ISIP EM:** *Numbers up!* **ISIP EM:** *Fill Them Up!* **ISIP EM:** *Set Stories* **ISIP EM:** *Ten Frame Puzzles*	1
K.CC.2.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		**ISIP EM:** *Before and After*	1
Compare numbers.				
K.CC.3.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	**Unit 2:** *Data Analysis in the Garage*	**Unit 2:** *Graph What You See* **ISIP EM:** *1-2-3 Snap!* **ISIP EM:** *Tower Power*	2
K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals.		**ISIP EM:** *Mail Carrier*	2

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Operations and Algebraic Thinking (OA)				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**Unit 8:** *Number Pairs to 5* **Unit 9:** *Part Part Whole – "Part Part Whole in New Orleans" (1-10)* **Unit 13:** *Whole Part Part – "Chicago Pizza Blues" (within 10)*	**Unit 8:** *Math Matching – Parts and Wholes* **Unit 13:** *Whole in the Hand* **ISIP EM:** *Pizza Pete* **ISIP EM:** *Ten Frame Addition* **ISIP EM:** *Subtraction Mat*	2
K.OA.1.2	Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	**Unit 10:** *Addition Stories 1-10* **Unit 14:** *Subtraction Stories within 10*	**Unit 10:** *Dogs and Cats on Mats (up to 10)* **Unit 14:** *Subtraction Show Off* **ISIP EM:** *Addition Stories/Subtraction Stories* **ISIP EM:** *Count Back on the Train* **ISIP EM:** *Adding to your Math Toolbox*	2
K.OA.1.4	For any number from 1 to 9, 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).	**Unit 9:** *Part Part Whole – "Part Part Whole in New Orleans" (1-10)* **Unit 12:** *Preparation for Compensation*	**Unit 9:** *Roll to Find the Whole* **Unit 12:** *Ten or Not Ten*	2
K.OA.1.5	Fluently add and subtract within 5.	**Unit 6:** *Part Part Whole 1-5*	**Unit 6:** *Dogs and Cats on Mats (up to 5)*	1
K.OA.1.a	Use addition and subtraction within 10 to solve word problems involving both addends unknown (e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem).	**Unit 10:** *Addition Stories 1-10* **Unit 14:** *Subtraction Stories within 10*	**Unit 10**: *Dogs and Cats on Mats (up to 10)* **Unit 14:** *Start, Change, Result*	
Number and Operations in Base Ten (NBT)				
Work with numbers 11-19 to gain foundations for place value.				
K.NBT.1.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Units 15 & 17:** *Pattern of the Count – Pattern of the Ones (to 50, to 100)*	**Units 15 & 17:** *Digit Deal*	2
Measurement and Data (MD)				
Describe and compare measurable attributes.				
K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**Unit 10:** *Comparing Objects by Length* **Unit 10:** *Comparing Objects by Weight* **Unit 15:** *Comparing Objects by Height* **Unit 15:** *Comparing Objects by Capacity*	**Unit 10:** *Longer or Shorter?* **Unit 10:** *Tipping the Scale* **Unit 15:** *Who's Taller?* **Unit 15:** *Fill It Up!*	2

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Classify objects and count the number of objects in each category.				
K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**Unit 2:** *Data Analysis in the Garage* **Unit 12:** *Classifying Diner Food*	**Unit 2:** *Graph What You See* **Unit 12:** *Graph/Ask/Answer* **ISIP EM:** *Graphing Stories – Determining Most and Least* **ISIP EM:** *How Many More?*	2
Geometry (G)				
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*	**Unit 3:** *Recognizing Shapes in the Environment*	**Unit 3:** *We're Going on a Shape Hunt* **ISIP EM:** *Fries and Ketchup*	2
K.G.1.2	Correctly name shapes regardless of their orientations or overall size.	**Unit 9:** *Recognizing Shapes Regardless of Orientation* **Unit 9:** *Recognizing Shapes Regardless of Size*	**Unit 9:** *Topsy Turvy Shapes* **Unit 9:** *Shapes of all Sizes*	1
Analyze, compare, create, and compose shapes.				
K.G.2.4	Analyze and compare two- and three-dimensional shapes, in different 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).	**Unit 14:** *Geometric Solids at the Diner*	**Unit 14:** *3-D Shape-O*	3
	** Includes content released during the 2017-2018 school year.*			
□ End of Kindergarten □				

Istation Math Curriculum Correlated to Mathematics Florida Standards (MAFS)
Grade 1

Standards	Objectives	* Istation Application	* Istation Teacher Resources	CC
Levels of Cognitive Complexity				
1	Recall			
2	Basic Application of Skills and Concepts			
3	Strategic Thinking and Complex Reasoning			
4	Extended Thinking			
Operations and Algebraic Thinking (OA)				
Represent and solve problems involving addition and subtraction.				
1.OA.1.1	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).	**Unit 9:** *Part Part Whole – "Part Part Whole in New Orleans" (1-10)* **Unit 10:** *Addition Stories 1-10* **Unit 13:** *Whole Part Part – "Chicago Pizza Blues" (within 10)* **Unit 14:** *Subtraction Stories within 10* **Unit 20:** *Addition Stories 1-20* **Unit 24:** *Subtraction Stories within 20*	**Unit 9:** *Roll to Find the Whole* **Unit 10:** *Dogs and Cats on Mats (up to 10)* **Unit 13:** *Whole in the Hand* **Unit 14:** *Subtraction Show Off (within 10)* **Unit 14:** *Start-Change-Result (within 10)* **Unit 20:** *Relative Magnitude with Part Part Whole* **Unit 24:** *Subtraction Show Off (within 20)* **Unit 24:** *Start-Change-Result (within 20)* **ISIP EM:** *Count Back on the Train* **ISIP EM:** *Adding to Your Math Toolbox*	2
1.OA.1.2	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).		**ISIP EM:** *Three Amazing Addends* **ISIP EM:** *Magical Addends*	2
Understand and apply properties of operations and the relationship between addition and subtraction.				
1.OA.2.3	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.)		**ISIP EM:** *Counting on Cards* **ISIP EM:** *Fact Family Dominoes*	2
1.OA.2.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.*	**Unit 22:** *Whole Part Part – "Chicago Pizza Blues" (within 20)*	**Unit 22:** *Beading the Difference* **ISIP EM:** *Fact Family Dominoes*	2

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Grade 1

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Add and subtract within 20.				
1.OA.3.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		**ISIP EM:** *Counting on Cards*	1
1.OA.3.6	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).	**Unit 19:** *Part Part Whole – "Part Part Whole in New Orleans" (within 20)* **Unit 20:** *Addition Stories 1-20* **Unit 22:** *Whole Part Part – "Chicago Pizza Blues" (within 20)* **Unit 24:** *Subtraction Stories within 20*	**Unit 19:** *Adding with Addend Cards* **Unit 20:** *Relative Magnitude with Part Part Whole* **Unit 22:** *Beading the Difference* **Unit 24:** *Subtraction Show Off (within 20)* **Unit 24:** *Start-Change-Result (within 20)*	2
Work with addition and subtraction equations.				
1.OA.4.7			**Unit 19:** *Adding with Addend Cards* **Unit 22:** *Beading the Difference* **ISIP EM:** *Sign of Operation*	2
1.OA.4.8	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 = [].	**Unit 16:** *Finding the Unknown Number (Addition)*	**Unit 16:** *Solve for the Unknown (Addition)*	2
Number and Operations in Base Ten (NBT)				
Extend the counting sequence.				
1.NBT.1.1	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.	**Unit 14:** *Rote Counting to 100*	**Unit 14:** *One Hundred Is a Lot* **Unit 14:** *One Hundred Twenty Is Plenty!*	1
Understand place value.				
1.NBT.2.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. a. 10 can be thought of as a bundle of ten ones – called a "ten."			2
		Unit 14: *Skip Counting – "Hens by Tens"*	**Unit 14:** *Roll – Count – Cover* **ISIP EM:** *Base Ten Block Basics*	
	b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**Units 15 & 17:** *Pattern of the Count – Pattern of the Ones (to 50, to 100)*	**Units 15 & 17:** *Digit Deal*	
	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).	**Unit 23:** *Pattern of the Count – Decade Numbers That Break the Pattern*	**Unit 23:** *Decade Puzzles*	
	d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).	**Units 19 & 23:** *Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)*	**Units 19 & 23:** *The Arrow Says…*	

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Standards	Objectives	* Istation Application	* Istation Teacher Resources	CC
1.NBT.2.3	Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < .		**ISIP EM:** *Base Ten Block Battle* **ISIP EM:** *Graphing Stories – Determining Most and Least*	2
Use place value understanding and properties of operations to add and subtract.				
1.NBT.3.4	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.	**Units 19 & 23:** *Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)*	**Units 19 & 23:** *The Arrow Says…*	2
1.NBT.3.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Units 19 & 23:** *Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)*	**Units 19 & 23:** *The Arrow Says…*	2
1.NBT.3.6	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.	**Units 19 & 23:** *Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)*	**Units 19 & 23:** *The Arrow Says…*	2
Measurement and Data (MD)				
Tell and write time.				
1.MD.2.3	Tell and write time in hours and half-hours using analog and digital clocks.	**Unit 16:** *Telling Time at Tic-Toc Park*	**Unit 16:** *Reading Times and Matching Clocks*	1
1.MD.2.a	Identify and combine values of money in cents up to one dollar working with a single unit of currency.			
	a. Identify the value of coins (pennies, nickels, dimes, quarters).	**Unit 14:** *Identifying Coins at the Diner (by value)*	**Unit 14:** *Coin Matching*	
	b. Compute the value of combinations of coins (pennies and/or dimes).	**Unit 16:** *Money to Spend – Values of Mixed Coins*	**Unit 16:** *How Much Money Do I Have?*	

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Represent and interpret data.				
1.MD.3.4	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.	**Unit 2:** *Data Analysis in the Garage*	**Unit 2:** *Graph What You See* **ISIP EM:** *Graphing to the Rescue!* **ISIP EM:** *Graphing Three Ways* **ISIP EM:** *Bar Graph Fill Up* **ISIP EM:** *How Many More?* **ISIP EM:** *Analyze and Add* **ISIP EM:** *Graphing Stories – Determining Most and Least*	3
		** Includes content released during the 2017-2018 school year.*		
□ End of Grade 1 □				