

Grade 1 Transition to New TN Mathematics Standards

Grade 1 – Mathematical Processes

New Grade Level Expectations

- GLE 0106.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.
- GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.
- GLE 0106.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.
- GLE 0106.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.
- GLE 0106.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.
- GLE 0106.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.
- GLE 0106.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.
- GLE 0106.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.

Checks for Understanding (Formative/Summative Assessment)

- ✓ 0106.1.1 Describe the relationship between days and months.
- ✓ 0106.1.2 Read and write time to the hour, half-hour, and quarter-hour.
- ✓ 0106.1.3 Compare units of time.
- ✓ 0106.1.4 Count the value of a set of coins up to fifty cents.
- ✓ 0106.1.5 Use a thermometer to measure temperature.
- ✓ 0106.1.6 Recognize scales as a way of measuring weight.
- ✓ 0106.1.7 Apply spatial sense to recreate a figure from memory.
- ✓ 0106.1.8 Recognize the “word clues” and mathematical symbols for addition and subtraction.
- ✓ 0106.1.9 Use age-appropriate books, stories, and videos to convey ideas of mathematics.
- ✓ 0106.1.10 Match the spoken, written, concrete, and pictorial representations of whole numbers, one-half, and one-fourth.

Grade 1 – Number and Operations**Former Learning Expectations**

- 1.1 Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- 1.2 Understand meanings of operations and how they relate to one another.
- 1.3 Solve problems, compute fluently, and make reasonable estimates.

New Grade Level Expectations

- GLE 0106.2.1 Understand and use number notation and place value to 100.
- GLE 0106.2.2 Compare and order whole numbers to 100.
- GLE 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts.
- GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.

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<ul style="list-style-type: none"> ▪ Identify and write numerals 0-20. ▪ Identify the position of a whole number less than 20 on a number line. 	<ul style="list-style-type: none"> ✓0006.2.2 Match quantities to 25 with numerals and written words. ✓0006.2.5 Create a set with a given number of objects. ✓0006.2.6 Quickly recognize the number of objects in a small set. ✓0006.2.7 Recognize zero (0) as a set with "no objects". 	<ul style="list-style-type: none"> ▪ Read and write numerals up to 100. ▪ Use concrete objects to model whole numbers to 99 (e.g., base-ten blocks, sticks, and straws). 	<ul style="list-style-type: none"> ✓0106.2.1 Read and write numerals up to 100. ✓0106.2.2 Write numbers up to 10 in words. ✓0106.2.16 Represent whole numbers up to 100 on a number line.
<ul style="list-style-type: none"> ▪ Count how many objects are in a set (1-20). Count to 50 by 1's and 10's. ▪ Match quantities up to 20 with numerals. ▪ Count backward from 10 to 1. 	<ul style="list-style-type: none"> ✓0006.2.1 Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group. ✓0006.2.3 Count backward from 10 to 1. ✓0006.2.4 Count to 20 by twos. 	<ul style="list-style-type: none"> ▪ Count forward or backward by one beginning with any number less than 100. ▪ Count by 2's, 5's, and 10's to 100. ▪ Count by 10's from any number using a hundreds chart. ▪ Count how many objects are in a set by 1's to 100. ▪ Count how many objects are in a set by 2's, 5's, and 10's up to 30. ▪ Identify odd and even whole numbers to 50. ▪ Use a number line or hundreds grid to find one more or one less than any number to 50. 	<ul style="list-style-type: none"> ✓0106.2.3 Count forward and backward by ones beginning with any number less than 100. ✓0106.2.4 Skip count by twos, fives, and tens ✓0106.2.17 Use the number line to create visual representations of sequences (such as even numbers, tens, multiples of five).
<ul style="list-style-type: none"> ▪ Identify equivalent sets of objects by one-to-one 	<ul style="list-style-type: none"> ✓0006.2.8 Compare sets of ten or fewer objects and identify 	<ul style="list-style-type: none"> ▪ Sequence and order whole numbers less than 100. 	<ul style="list-style-type: none"> ✓0106.2.5 Order and compare (less than, greater than, or

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<p>correspondence.</p> <ul style="list-style-type: none"> Order numbers less than 20. Express the relationship between two numbers less than 20 using the words less than, more than, or equal to. Use the language of ordinal numbers up to tenth. 	<p>which are equal to, more than, or less than others.</p> <ul style="list-style-type: none"> ✓0006.2.9 Order the numbers through 25 using numerals and words. ✓0006.2.11 Recognize and use ordinal numbers (e.g., first, fourth, last). 	<ul style="list-style-type: none"> Compare whole numbers through 100 using the appropriate symbol (e.g., <, >, and =). Identify and use ordinal numbers up to twelfth. 	<p>equal to) whole numbers to 100.</p>
	<ul style="list-style-type: none"> ✓0006.2.10 Recognize 6 through 10 as "five and some ones." ✓0006.2.17 Understand that numbers can be represented by different groupings. 	<ul style="list-style-type: none"> Identify the place value of a digit in numbers to 99. Represent numbers in flexible ways using a variety of materials (e.g., 23 as 23 ones, 1 ten and 13 ones, and/or 2 tens and 3 ones). 	<ul style="list-style-type: none"> ✓0106.2.6 Recognize the place value of numbers (tens, ones). ✓0106.2.14 Use composition and decomposition of numbers to identify and discuss patterns. ✓0106.2.15 Represent whole numbers between 10 and 100 in groups of tens and ones.
<ul style="list-style-type: none"> Use pictures or objects to show one more or one less than any number to 20. Represent quantities up to 20 on ten - frames. Use concrete objects to develop strategies for addition and subtraction of whole numbers. <p><i>formerly in Algebra</i></p> <ul style="list-style-type: none"> <i>Use concrete objects or pictures to demonstrate addition and subtraction number sentences involving numbers 0 to 5.</i> <i>Read and explain simple addition and subtraction number sentences.</i> 	<ul style="list-style-type: none"> ✓0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects). ✓0006.2.12 Model simple joining and separating situations with objects. ✓0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10. ✓0006.2.14 Understand add as "put together" or "count on" and solve addition problems with sums less than 20. ✓0006.2.15 Understand subtraction as "break apart" or "take away" and solve subtraction problems using 		<ul style="list-style-type: none"> ✓0106.2.7 Develop fluency with addition and subtraction facts of sums through ten. ✓0106.2.9 Add three single-digit numbers. ✓0106.2.8 Relate "counting on" and "counting back" to addition and subtraction and understand them as inverse operations. ✓0106.2.10 Use models (such as discrete objects, connecting cubes, and number lines) to represent "part-whole," "adding to," "taking away from," and "comparing to" situations to develop understanding of the meaning of addition and subtraction. ✓0106.1.8 Recognize the "word

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	numbers 1 through 10.		clues" and mathematical symbols for addition and subtraction.
<ul style="list-style-type: none"> ▪ Solve simple word problems involving whole numbers 0-10. ▪ Use words, actions, pictures, or concrete objects to solve problems. ▪ Explain if the solution to a word problem is reasonable. 	<ul style="list-style-type: none"> ✓0006.2.16 Model, demonstrate, and solve story problems that illustrate addition and subtraction. ✓0006.1.2 Begin to develop the concept of estimation using concrete objects. 	<ul style="list-style-type: none"> ▪ Explain whether the solution to a word problem is reasonable. 	<ul style="list-style-type: none"> ✓0106.2.12 Use various models to develop strategies for solving arithmetic problems. ✓0106.2.13 Solve problems that require addition/ subtraction of numbers through 100.
<ul style="list-style-type: none"> ▪ Determine if a figure has been divided into halves. 		<ul style="list-style-type: none"> ▪ Match the spoken, written, concrete, and pictorial representations of $\frac{1}{2}$ and $\frac{1}{4}$. ▪ Match halves and fourths to shaded regions of a single object or figure. ▪ Show $\frac{1}{2}$ and $\frac{1}{4}$ of a set of objects. ▪ Recognize one whole as two halves or four fourths. 	<ul style="list-style-type: none"> ✓0106.2.11 Recognize the "part-whole" relationship in representations of basic fractions such as $\frac{1}{2}$ and $\frac{1}{4}$. ✓0106.1.10 Match the spoken, written, concrete, and pictorial representations of whole numbers, one-half, and one-fourth.
<ul style="list-style-type: none"> ▪ Identify and name coins (penny, nickel, dime, quarter, and half dollar) and their values. 	<ul style="list-style-type: none"> ✓ 0006.1.6 Name and identify coins and their values. 	<ul style="list-style-type: none"> ▪ Count the value of a set of coins up to 50 cents. 	<ul style="list-style-type: none"> ✓0106.1.4 Count the value of a set of coins up to fifty cents.

Grade 1 – Algebra

Former Learning Expectations

- 2.1 Sort and classify objects by size, number, and other properties.
- 2.2 Represent and analyze patterns and functions.
- 2.3 Use concrete, pictorial, and verbal representations to develop an understanding of the language and symbols of mathematics.
- 2.4 Illustrate general properties of operations.
- 2.5 Analyze change in various contexts.

New Grade Level Expectations

- GLE 0106.3.1 Identify, describe, and extend simple number patterns to develop strategies for adding and subtracting whole numbers.
- GLE 0106.3.2 Understand that addition and subtraction are inverse operations.
- GLE 0106.3.3 Extend the strategies for basic facts to include other properties of number and operations.

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<ul style="list-style-type: none"> ▪ Create and describe a simple repeating pattern of numbers or figures. ▪ Identify patterns in the environment, in arrangements of objects, or in pictures. 	<ul style="list-style-type: none"> ✓0006.3.1 Use a variety of manipulatives (such as connecting cubes, number cards, shapes) to create patterns. ✓0006.3.3 Translate simple patterns into rules. 	<ul style="list-style-type: none"> ▪ Identify and describe growing patterns found in literature, in the environment, in physical arrangements, and in pictures. ▪ Translate a repeating pattern from one format to another (e.g., red-blue-blue to snap-clap-clap). <i>formerly in geometry</i> ▪ <i>Identify the position of a whole number on the number line.</i> 	<ul style="list-style-type: none"> ✓0106.3.1 Find repeating patterns on the number line, addition table, and hundreds chart.
<ul style="list-style-type: none"> ▪ Recognize and extend a concrete, visual, or auditory two- or three-part repeating pattern. 	<ul style="list-style-type: none"> ✓0006.3.2 Name, copy, and extend patterns. 	<ul style="list-style-type: none"> ▪ Create, describe, and extend concrete, visual, auditory, or number patterns. ▪ Identify the unit of a two-part repeating pattern. 	<ul style="list-style-type: none"> ✓0106.3.2 Determine a reasonable next term in a given sequence and describe the rule.
		<ul style="list-style-type: none"> ▪ Apply the commutative property of addition. 	<ul style="list-style-type: none"> ✓0106.3.3 Use objects to illustrate the commutative property with basic facts and show that subtraction is not commutative.
		<ul style="list-style-type: none"> ▪ Show or represent number sentences, involving addition and subtraction and numbers 0-20, with concrete objects. ▪ Interpret and solve simple 	<ul style="list-style-type: none"> ✓0106.3.4 Demonstrate understanding of the basic equation $a + b = c$ by using objects to illustrate the number sentences (fact families)

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		open addition sentences, including finding the missing addend.	associated with any particular sum. ✓0106.3.5 Use various strategies to find unknowns in problems involving addition and subtraction.
			✓0106.3.6 Use objects to demonstrate the inverse relationship between addition and subtraction. ✓0106.3.7 Use the inverse relation between addition and subtraction to check arithmetic problems.
			✓0106.3.8 Determine whether a number is odd or even by pairing objects.
			✓0106.3.9 Recognize that zero is the identity element for addition.
<ul style="list-style-type: none"> ▪ Sort objects by color, size, shape, and kind. 	<ul style="list-style-type: none"> ✓0006.3.4 Sort, order and classify objects by attribute and identify objects that do not belong in a particular group. 	<ul style="list-style-type: none"> ▪ Sort objects by two of the following attributes: color, size, shape, and kind. 	
		<ul style="list-style-type: none"> ▪ Describe how objects in a group are alike and how they are different. 	
<ul style="list-style-type: none"> ▪ Use mathematical terms appropriately. 		<ul style="list-style-type: none"> ▪ Use mathematical terms and symbols appropriately. 	
	<ul style="list-style-type: none"> ✓0006.3.5 Describe change in attributes according to qualitative criteria such as longer/shorter, colder/warmer, heavier/lighter. 		

Grade 1 – Geometry and Measurement

Former Learning Expectations

- 3.1 Analyze characteristics and properties of geometric shapes.
- 3.2 Specify locations and describe spatial relationships.
- 3.3 Recognize and apply flips, slides, and turns.
- 4.1 Demonstrate understanding of units of measure and measurable attributes of objects.
- 4.2 Apply appropriate techniques and tools to determine measurements.

New Grade Level Expectations

- GLE 0106.4.1 Recognize, describe, and draw geometric figures.
- GLE 0106.4.2 Compose and decompose geometric shapes.
- GLE 0106.4.3 Use non-standard units in linear measurement.

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<ul style="list-style-type: none"> ▪ Match terms with given shapes (circles, squares, triangles, and rectangles) when shown in various positions. ▪ Recognize circles, squares, triangles, and rectangles in the environment and as faces of three-dimensional objects. ▪ Recognize basic properties of and similarities and differences between simple geometric figures (e.g., number of sides, corners). 	<ul style="list-style-type: none"> ✓0006.4.1 Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions. ✓0006.4.2 Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder). ✓0006.4.3 Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices). ✓0006.4.4 Sort solid figures into groups, name and describe the attributes of the shapes. 	<ul style="list-style-type: none"> ▪ Recognize names, basic properties of, and similarities and differences between simple geometric figures (e.g., number of sides, corners). 	<ul style="list-style-type: none"> ✓0106.4.1 Recognize and describe similarities and differences between 2-dimensional figures (geometric attributes and properties). ✓0106.4.2 Recognize 2- and 3-dimensional figures from different perspectives and orientations. ✓0106.4.4 Identify 2-dimensional shapes as faces of 3-dimensional figures.
<ul style="list-style-type: none"> ▪ Reproduce and create circles, squares, rectangles, and triangles. ▪ Reproduce and create structures using three-dimensional shapes. ▪ Combine two-dimensional shapes to make pictures. 	<ul style="list-style-type: none"> ✓0006.4.5 Use basic shapes and spatial reasoning to model objects and construct more complex shapes. 	<ul style="list-style-type: none"> ▪ Predict and describe the results of combining and taking apart two- and three-dimensional geometric figures. ▪ Create a figure made up of shapes from memory. 	<ul style="list-style-type: none"> ✓0106.4.3 Model part-whole relationships and properties of plane and solid figures by combining two or more shapes to make a larger shape or by breaking apart an object into its smaller shapes. ✓0106.1.7 Apply spatial sense to

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			recreate a figure from memory.
<ul style="list-style-type: none"> ▪ Measure and estimate length of an object using a variety of nonstandard units. 		<ul style="list-style-type: none"> ▪ Demonstrate understanding of the concept of length. 	<ul style="list-style-type: none"> ✓0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.
		<ul style="list-style-type: none"> ▪ Recognize the need for standard units of measurement. ▪ Measure and estimate length using a variety of nonstandard units. ▪ Use a ruler to measure a line segment to the nearest inch or centimeter. 	<ul style="list-style-type: none"> ✓0106.4.6 Recognize the essential role of units in measurement, and understand the difference between standard and non-standard units.
<ul style="list-style-type: none"> ▪ Demonstrate understanding of the concept of length. ▪ Recognize and show which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter or which holds more/holds less, when given two similar objects. ▪ Distinguish between light and heavy objects. 	<ul style="list-style-type: none"> ✓0006.4.7 Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more). 	<ul style="list-style-type: none"> ▪ Compare and order objects according to length, capacity, and weight. ▪ Use scales to weigh an object to nearest pound or kilogram. 	<ul style="list-style-type: none"> ✓0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest; etc. ✓0106.1.6 Recognize scales as a way of measuring weight.
<ul style="list-style-type: none"> ▪ Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, forward, backward, between, right, and left). 	<ul style="list-style-type: none"> ✓0006.4.6 Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories. 	<ul style="list-style-type: none"> ▪ Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, forward, backward, between, right, and left). 	

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<ul style="list-style-type: none"> ▪ Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, and tomorrow). ▪ Recognize a calendar as a way of measuring time. ▪ Recognize clocks and watches as instruments for measuring time and tell time to the hour. 	<ul style="list-style-type: none"> ✓0006.1.3 Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow). ✓0006.1.5 Recognize a calendar as a way of measuring time. ✓0006.1.4 Tell time to the hour. 	<ul style="list-style-type: none"> ▪ Compare units of time. ▪ Recognize that a calendar is a way of measuring time. ▪ Mark specified days and dates on a calendar and describe the relationship between days and months. ▪ Determine time to the nearest hour and half-hour, using a standard clock. 	<ul style="list-style-type: none"> ✓0106.1.1 Describe the relationship between days and months. ✓0106.1.2 Read and write time to the hour, half-hour, and quarter-hour. ✓0106.1.3 Compare units of time.
<ul style="list-style-type: none"> ▪ Use words to describe temperature (e.g., hot, warm, cool, and cold). ▪ Recognize a thermometer as a device to measure temperature. 	<ul style="list-style-type: none"> ✓0006.1.7 Use words to describe temperature (e.g., hot, warm, cool, cold). ✓0006.1.8 Recognize a thermometer as a way of measuring temperature. 	<ul style="list-style-type: none"> ▪ Use a thermometer to measure temperature and determine the hotter/colder temperature by selecting the higher/lower column of two thermometers. 	<ul style="list-style-type: none"> ✓0106.1.5 Use a thermometer to measure temperature.

Grade 1 – Data, Probability and Statistics**Former Learning Expectations**

- 5.1 Develop, select, and use appropriate methods to collect, organize, display, and analyze data.
- 5.2 Apply basic concepts of probability.

New Grade Level Expectations

- GLE 0106.5.1 Use various representations to display and compare data.

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<ul style="list-style-type: none"> Represent and compare data using concrete objects, pictures, and simple graphs. 		<ul style="list-style-type: none"> Interpret and make pictographs and bar graphs using concrete objects and pictured objects. 	<ul style="list-style-type: none"> ✓0106.5.1 Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs. ✓0106.5.2 Represent data in both horizontal and vertical form. ✓0106.5.3 Display data using appropriate titles and labels.
	<ul style="list-style-type: none"> ✓0006.5.1 Sort objects into sets and describe how the objects were sorted. ✓0006.5.2 Sort objects in different ways. ✓0006.5.3 Collect and count data. 		<ul style="list-style-type: none"> ✓0106.5.4 Count and compare collected data.
<ul style="list-style-type: none"> Describe events related to students' experiences as likely or unlikely. 		<ul style="list-style-type: none"> Describe events related to students' experiences as likely or unlikely. 	