

Grade 1 PLT Correlations to Minnesota Academic Standards in Mathematics				Math correlation grade												
				Project Learning Tree Activity Number:												
				1	4	6	16	21	22	25	27	32	36	65	70	77
				page number (2006 edition)												
				17	26	34	77	97	102	111	117	135	153	277	297	332
strand	Sub-strand	Standard	benchmark	The Shape of Things	Sounds Around	Picture This	Pass the Plants, Please	Adopt a Tree	Trees as Habitats	Birds and Worms	Every Tree for Itself	A Forest of Many Uses	Pollution Search	Bursting Buds	Soil Stories	Trees in Trouble
Grade 1	I. Mathematical Reasoning		Apply skills of mathematical representation, communication and reasoning throughout the remaining four content strands.	1. Create and solve word problems using actions, objects, words, pictures or numbers.												
				2. Estimate and check that answers are reasonable.												
				3. Explain to others how a problem was solved.												
Grade 1	II. Number Sense, Computation, & Reasoning	A. Number Sense	Understand place value, ways of representing whole numbers and relationships among whole numbers. Understand the concept of one half.	1. Read, write numerals for, compare and order numbers to 120.												
				2. Count by 2s to 30 and by 5s to 120.												
				3. Count backwards from 30.												
				4. Demonstrate understanding of odd and even quantities up to 12.												
				5. Represent whole numbers up to 20 in various ways, maintaining equality.												
				6. Identify one half of a set of concrete objects.												
Grade 1	B. Computation and Operation		Add and subtract one-digit whole numbers in real-world and mathematical problems.	1. Use one-digit addition and subtraction to solve real-world and mathematical problems.												
				2. Find the sum of three one-digit numbers.												
Grade 1	III. Patterns, Functions, & Algebra	A. Patterns and Functions	Sort, classify and compare objects based on their attributes. Understand repeating patterns.	1. Sort, classify, and compare objects in a set in more than one way.		X				X	0					
				2. Recognize, describe, and extend repeating patterns involving up to four elements.							0	0				
		B. Algebra (Algebraic Thinking)	(Standards under this heading may be locally determined.)													
Grade 1	IV. Data Analysis, Statistics, & Probability	A. Data and Statistics	Gather and record data in real-world and mathematical problems.	1. Gather and record data about classmates and their surroundings in a simple graph.						X	X					
				2. Identify patterns in simple graphs.		0				X	0					
	B. Probability		(Standards under this heading may be locally determined.)													

X = Significant correlation
0 = Some correlation

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Grade 1	V. Spatial Sense, Geometry, & Measurement	A. Spatial Sense	Explore the concept of symmetry in real-world situations.																
		B. Geometry	Use attributes of two- and three-dimensional shapes to identify them	1. Sort and describe two- and three-dimensional shapes according to their geometrical attributes.	X														
		C. Measurement	Measure length, time, and money using appropriate tools or units to solve real-world and mathematical problems.	1. Estimate and measure length and capacity using non-standard units.															
				2. Tell time to hour and half-hour on analog and digital clocks.															
				3. Using a calendar, identify the date, day of the week, month, year, yesterday, today and tomorrow.															
		4. Combine pennies, nickels or dimes to equal one dollar.																	

The Project Learning Tree PreK-8 Activity Guide is written from a comprehensive environmental systems-based perspective and is multidisciplinary and cross-curricular in nature. Many lessons cover a wide spectrum of topics.

This correlations system represents PLT's interpretation of the Minnesota Academic Standards and their relation to the PLT PreK-8 Activity Guide (2006 revision). The activities are correlated to the Minnesota Academic Standards to illustrate the level to which the lessons address the learning benchmarks within the standards. No activities are designed to specifically meet the U.S. National Education Standards or the Minnesota Academic Standards. Individual educators are responsible for addressing specific requirements outlined within the Minnesota Academic Standards. Although each PLT activity provides assessment suggestions, individual educators are responsible for assessing student work. We strongly encourage all educators to modify lessons from the PLT Guide as they best see fit.

The grid below suggests correlations between each PLT activity and the MN Academic Benchmarks it addresses. An "x" means that the activity partially or fully addresses the concepts and language used in the Benchmark. An "o" means that the activity introduces the concepts and language used in the Benchmark.

We welcome your comments and suggestions regarding the accuracy and usefulness of this system.

We sincerely hope you will find these correlations useful as you integrate PLT activities into your curriculum.