



# Math Teachers Press, Inc.

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## Correlation of *Moving with Math® Foundations* Level A To California Standards for Grade 1

	A1 <i>Number Sense</i> Student Book Skill Builders (SB)	A2 <i>Addition &amp; Subtraction</i> Student Book Skill Builders (SB)	A3 <i>Fractions, Geometry &amp; Measurement</i> Student Book Skill Builders (SB)
<b>NUMBER SENSE</b>			
<b>1.0</b> Students understand and use numbers up to 100:			
<b>1.1</b> Count, read, and write whole numbers to 100.	21-23, 25-27, 29, 30, 35, 41, 45, 49, 50, 77 <b>SB:</b> 4-1, 4-2, 8-9, 46-1	20, 47, 48 <b>SB:</b> 4-4, 46-3	<b>SB:</b> 4-5, 45-4
<b>1.2</b> Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	38, 48, 63, 64 <b>SB:</b> 6-1, 6-2, 8-1, 8-2	<b>SB:</b> 6-3	<b>SB:</b> 6-4
<b>1.3</b> Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).		10, 36 <b>SB:</b> 26-9, 28-10	<b>SB:</b> 26-12
<b>1.4</b> Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	42-44, 59, 60 <b>SB:</b> 11-1 to 11-3	19 <b>SB:</b> 11-6	<b>SB:</b> 4-5, 11-8
<b>1.5</b> Identify and know the value of coins and show different combinations of coins that equal the same value.	31-33 <b>SB:</b> 22-1, 22-2	<b>SB:</b> 22-3	29, 30, 32-37, 67 <b>SB:</b> 22-4, 23-1, 24-1, 24-2

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<b>2.0</b>	<b>Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:</b>			
<b>2.1</b>	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.		10, 28 <b>SB:</b> 26-4, 26-5, 27-4, 27-6, 27-8, 28-4, 28-5, 29-4 to 29-6, 29-8, 29-10	<b>SB:</b> 26-10, 27-11, 28-11, 29-7
<b>2.2</b>	Use the inverse relationship between addition and subtraction to solve problems.		17, 18, 23, 31 <b>SB:</b> 28-3, 29-1	43 <b>SB:</b> 36-5
<b>2.</b>	Identify one more than, one less than, 10 more than, and 10 less than a given number.	19, 20, 67, 76 <b>SB:</b> 8-3	<b>SB:</b> 3-2	<b>SB:</b> 8-6
<b>2.</b>	Count by 2's, 5's. and 10's to 100.	53-56 <b>SB:</b> 10-1, 10-2, 10-4, 10-6	<b>SB:</b> 10-3	<b>SB:</b> 10-5
<b>2.</b>	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).		3, 4, 12, 13, 31, 43, 44 <b>SB:</b> 26-13, 28-14	<b>SB:</b> 26-10
<b>2.</b>	Solve addition and subtraction problems with one- and two-digit numbers.		3-6, 8, 9, 12-16, 21-26, 30, 49-53, 55-62 <b>SB:</b> 30-1, 30-3, 32-1, 34-1, 34-2, 36-1, 36-2	<b>SB:</b> 30-2, 31-2, 32-5
<b>2.</b>	Find the sum of three one-digit numbers.		29 <b>SB:</b> 33-1, 33-3	<b>SB:</b> 33-2
<b>3.0</b>	<b>Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:</b>			
<b>3.1</b>	Make reasonable estimates when comparing larger or smaller numbers.	66	42, 45 <b>SB:</b> 39-4	

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<b>ALGEBRA AND FUNCTIONS</b>			
<b>1. Students use number sentences with operational symbols and expressions to solve problems:</b>			
<b>1.1</b> Write and solve number sentences from problem situations that express relationships involving addition and subtraction.		6, 24 <b>SB:</b> 39-1, 39-2, 39-7, 39-8, 39-10, 42-1, 42-3, 42-4	40, 45 <b>SB:</b> 39-12, 39-13, 40-2, 41-2
<b>1.2</b> Understand the meaning of the symbols +, -, =.		4, 13 <b>SB:</b> 26-13, 28-6	
<b>1.3</b> Create problem situations that might lead to given number sentences involving addition and subtraction.		3, 11, 12, 18, 44	27, 31, 39 (T. G.)
<b>MEASUREMENT AND GEOMETRY</b>			
<b>1.0</b> Students use direct comparison and nonstandard units to describe the measurements of objects:			
<b>1.1</b> Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.			48, 49, 60 <b>SB:</b> 16-3, 19-1, 19-2, 20-2
<b>1.2</b> Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	5 <b>SB:</b> 17-2		22-26 <b>SB:</b> 18-1 to 18-3, 18-6
<b>2.0</b> Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:			

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2. Identify, describe, and compare 1 triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	24			3-6, 19, 20 <b>SB:</b> 13-1, 15-1
2. Classify familiar plane and solid 2 objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.				6, 7, 16-18 <b>SB:</b> 44-1
2. Give and follow directions about 3 location.	2			76
2. Arrange and describe objects in 4 space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	2, 15 <b>SB:</b> 12-1, 12-2	<b>SB:</b> 12-3		<b>SB:</b> 12-5
<b>STATISTICS, DATA ANALYSIS, AND PROBABILITY</b>				
1. Students organize, represent, and 0 compare data by category on simple graphs and charts:				
1. Sort objects and data by common 1 attributes and describe the categories.	3, 4			<b>SB:</b> 1-2
1. Represent and compare data (e.g., 2 largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	8, 10, 11, 13, 14, 16, 33, 34 <b>SB:</b> 38-2, 38-3	63 <b>SB:</b> 38-4, 38-5		73-75
2. Students sort objects and create 0 and describe patterns by numbers, shapes, sizes, rhythms, or colors:				

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2. 1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g, rhythmic, numeric, color and shape).	12, 17, 47, 51, 52 <b>SB:</b> 2-1, 4-7, 9-2, 9-3	<b>SB:</b> 2-2	13, 15 <b>SB:</b> 2-3, 5-6, 9-8
<b>MATHEMATICAL REASONING</b>				
1. 0	<b>Students make decisions about how to set up a problem:</b>			
1. 1	Determine the approach, materials, and strategies to be used.		39-46	31, 39-42, 45, 46 <b>SB:</b> 39-9, 39-12
1. 2	use tools, such as manipulatives or sketches, to model problems.	Throughout	Throughout	Throughout
2. 0	<b>Students solve problems and justify their reasoning:</b>			
2. 1	Explain the reasoning used and justify the procedures selected.			42 (T. G.)
2. 2	Make precise calculations and check the validity of the results from the context of the problem.		42, 54	42 (T.G.)
3. 0	<b>Students note connections between one problem and another.</b>	Throughout	Throughout	Throughout