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Correlation of *Moving with Math®-by-Topic Level A Grade 1* To California Standards

	Student Book	Skill Builders
NUMBER SENSE		
1.0 Students understand and use numbers up to 100:	AI: 4-37	1-1 to 1-11, 2-1 to 2-3, 3-1, 3-2, 4-1 to 4-5, 6-1 to 6-4
1.1 Count, read, and write whole numbers to 100.	AI: 4-11, 20-31	1-1 to 1-11, 4-1 to 4-5
1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	AI: 9, 10, 12, 13, 32-37	2-1 to 2-3, 3-1, 3-2
1.3 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 $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).	AI: 14-19 All: 5-10, 17	15-5, 15-6, 16-2, 16-9
1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).	AI: 20-31, 38-44, 75	4-1 to 4-5
1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.	All: 38-45	46-1, 46-2, 47-1, 47-2
2.0 Student demonstrate the meaning of addition and subtraction and use these operations to solve problems:	AI: 4-11, 20-30, 37-48	15-1 to 15-5, 16-1 to 16-9, 17-1, 18-1 to 18-7, 19-1 to 19-7, 20-1, 21-1, 22-1, 22-3, 23-1, 24-1, 24-3
2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	All: 4-19, 21-36	15-1 to 15-5 16-1 to 16-9, 18-1 to 18-7, 19-1 to 19-7
2.2 Use the inverse relationship between addition and subtraction to solve problems.	All: 17, 18, 31	
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.	AI: 4-13, 26, 30 SB: 5, 7, 14, 41, 50	

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2. 4	Count by 2's, 5's. and 10's to 100.	All: 71, 72	30-1
2. 5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	All: 4, 5, 12, 13	
2. 6	Solve addition and subtraction problems with one- and two-digit numbers.	All: 37-45, 49-53	20-1, 21-1, 22-1 to 22-3, 23-1, 25-1, 25-3
2. 7	Find the sum of three one-digit numbers.	All: 20, 25	17-1
3. 0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:	All: 69	
3. 1	Students understand the relationship between whole numbers, simple fractions, and decimals:		
ALGEBRA AND FUNCTIONS			
1. 0	Students use number sentences with operational symbols and expressions to solve problems:	All: 4, 5, 12, 13, 62-70	15-1 to 15-5, 16-1 to 16-9, 26-5, 26-6, 28-1 to 28-3, 29-1 to 29-6
1. 1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	All: 62-68, 70	27-1 to 27-3, 28-1 to 28-3, 29-1 to 29-6
1. 2	Understand the meaning of the symbols +, -, =.	All: 4, 5, 12, 13	
1. 3	Crete problem situations that might lead to given number sentences involving addition and subtraction.	All: 40, 42, 46, 47, 51, 52, 57, 58	
MEASUREMENT AND GEOMETRY			
1. 0	Students use direct comparison and nonstandard units to describe the measurements of objects:	All: 53-58, 63-78	50-1, 50-2
1. 1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	All: 63	50-3
1. 2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	Al: 35, 36, 552, 53 All: 46-53	49-1, 49-2
2. 0	Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:	All: 5-19	32-1, 33-1, 34-1, 35-1, 36-1, 37-1, 38-1, 39-1, 40-1, 43-1, 44-1

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2. Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects. 1	All: 12-18, 65-67	37-1, 38-1, 39-1, 40-1, 43-1, 44-1
2. Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification. 2	All: 20-25	
2. Give and follow directions about location. 3	All: 5-11	32-1, 33-1, 34-1, 35-1, 36-1
2. Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of). 4	All: 5-11	35-1, 36-1
STATISTICS, DATA ANALYSIS, AND PROBABILITY		
1. Students organize, represent, and compare data by category on simple graphs and charts: 0	All: 20-25	50-4 to 50-7
1. Sort objects and data by common attributes and describe the categories. 1	All: 20-25	43-1, 44-1
1. Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs. 2	All: 75-78	50-4 to 5-7
2. Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors: 0	Al: 63-67, 72, 73 All: 20-25	14-1, 14-2, 43-1, 44-1
2. Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g, rhythmic, numeric, color and shape). 1	Al: 63-67, 72, 73	14-1, 14-2
MATHEMATICAL REASONING		
1. Students make decisions about how to set up a problem: 0	All: 4, 5, 12, 13, 62-68, 70	
1. Determine the approach, materials, and strategies to be used. 1	Al: 70-72 All: 29	26-6
1. use tools, such as manipulatives or sketches, to model problems. 2	Al: 11, 16-19, 21, 27, 37 All: 4-10, 12-18, 24-27, 41-59, 72-77	15-1 to 15-5, 16-1 to 16-9, 17-1, 18-1 to 18-7, 19-1 to 19-7, 20-1, 21-1, 22-1 to 22-3, 23-1, 24-1 to 24-3, 25-1 to 25-3, 26-1 to 26-6, 28-1 to 28-3, 29-1 to 29-6

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2.0	Students solve problems and justify their reasoning:	All: 62-70 All: 68-73	
2.1	Explain the reasoning used and justify the procedures selected.	All: 32	
2.2	Make precise calculations and check the validity of the results from the context of the problem.	All: 69	
3.0	Students note connections between one problem and another.	All: 62-66	
	<i>All: Numeration</i>		
	<i>All: Addition & Subtraction</i>		
	<i>All: Fractions, Geometry & Measurement</i>		