Math Teachers Press, Inc.

Correlation of *Moving with Math® Extensions K-4* To Missouri's Framework for Curriculum Development

		Student Book	Skill Builders
	I. PROBLEM SOLVING		
	By the end of grade 4, all students should know:		
1.	A variety of problem-solving strategies (such as making a list, drawing a picture, looking for a pattern, acting out the problem).	**Gr. 3:** 21-26, 42, 43 **Gr. 4:** 11, 21-26, 33	**Gr. 3:** 10-5, 15, 48-1, 29 **Gr. 4:** 9-1, 20-1, 20-2, 47-1, 47-2
2.	Computational strategies with whole numbers (addition, subtraction, multiplication and division).	**Gr. 3:** 21-23, 35-37, 44-46 **Gr. 4:** 13-15, 17-20, 28-31	**Gr. 3:** 29, 31-1, 33-1, 33-2, 48-1, 50-2, 50-3, **Gr. 4:** 10-1, 11-1, 12-1, 15-1, 15-2, 16-1, 17-1, 18-1, 19-1, 21-2, 21-2, 47-3
3.	When to use concrete objects, calculators, computers, charts, graphs, etc., to organize and solve problems.	**Gr. 3:** 26, 31, 60 **Gr. 4:** 21-26	**Gr. 3:** 10-5, 15-5, 15-6, 44-1, 44-2 **Gr. 4:** 20-1 to 20-3, 47-1, 47-2
4.	Mathematical problem-solving strategies can apply to all disciplines and real-world problems.	**Gr. 3:** 44-46, 48, 50 **Gr. 4:** 33-35	**Gr. 3:** 21-1, 26-1, 26-2, 31-1, 33-1, 33-2, 49-1, 50-2, 50-3 **Gr. 4:** 22-1, 23-1, 24-1
	II. COMMUNICATION		
1.	The language of mathematics may be used in reading, writing, listening and speaking.	**Gr. 3:** 7, 13, 43 , 58 **Gr. 4:** 36, 44	**Gr. 3:** 9-1, 29-1, 41-1, 42-1, 42-2 4E: 48-1, 49-1 to 49-3
2.	Mathematical ideas may be represented by visual models.	**Gr. 3:** 7, 8, 13, 58, **Gr. 4:** 32, 64	**Gr. 3:** 9-1, 29-1, 41-1, 42-1, 42-2 **Gr. 4:** 42-1, 50-3, 50-5

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3.	Mathematical symbols represent real-world situations.	Gr. 3: 8 Gr. 4: 36, 46	Gr. 3: 4-1, 6-1 Gr. 4: 31-1, 48-1, 50-4, 50-6, 50-7
4.	Information may be organized in a variety of ways.	Gr. 3: 40-42 Gr. 4: 32, 64	Gr. 3: 25-2, 48-1 Gr. 4: 42-1, 50-3,
	III. REASONING		
1.	Objects/numbers may be used in more than one way to determine or construct relationships between and among them.	Gr. 3: 2, 3, 14 Gr. 4: 4-47	Gr. 3: 1-1, 1-2, 9-2 Gr. 4: 30-1, 31-1, 32-1, 50-4, 50-6, 50-7
2.	Results must be verified.	Gr. 3: 2, 3	Gr. 3: 1-1, 1-2
3.	Data may be organized in a variety of forms to look for patterns.	Gr. 3: 3, 5, 6, 11, 12 Gr. 4: 32, 64	Gr. 3: 2-1, 8-1 Gr. 4: 42-1, 50-3, 50-5
4.	Geometric and number properties.	Gr. 3: 30, 31 Gr. 4: 12, 53, 54	Gr. 3: 20-1, 20-2 Gr. 4: 9-2, 36-1, 37-1, 38-1, 39-1, 40-1
	IV. CONNECTIONS		
1.	Problems may be looked at in more than one way.	Gr. 3: 58, 59 Gr. 4: 27, 32	Gr. 3: 41-1, 42-1, 42-2, 43-1 Gr. 4: 20-3
2.	Mathematics is used in other subject areas.	Gr. 3: 40, 41 Gr. 4: 55, 56, 58, 59	Gr. 3: 25-2 Gr. 4: 41-2, 44-1, 45-1
3.	Mathematics is used in the real world.	Gr. 3: 9 Gr. 4: 46-49	Gr. 3: 7-1 Gr. 4: 31-1, 50-4, 50-6, 50-7
	V. NUMBER SENSE		
1.	Counting and grouping strategies.	Gr. 3: 13, 15 Gr. 4: 7, 23, 27	Gr. 3: 9-1, 10-1 Gr. 4: 4-1, 5-1, 20-3
2.	Mental computation and estimating strategies.	Gr. 3: 62 Gr. 4: 5, 60, 62	Gr. 4: 2-1, 46-2
3.	Place value.	Gr. 3: 15 Gr. 4: 4, 28	Gr. 3: 10-1 Gr. 4: 6-1

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4.	Basic computation acts of addition, subtraction, multiplication, and division with whole numbers.	**Gr. 3:** 21, 23, 37, 44-46 **Gr. 4:** 13-20, 28-31	**Gr. 3:** 29, 31-1, 33-1, 33-2, 48-1, 50-2, 50-3 **Gr. 4:** 10-1, 11-1, 12-1, 15-1, 15-2, 16-1, 17-1, 18-1, 19-1, 21-2, 47-3
5.	Addition and subtraction of fractions with like denominators.	**Gr 3:** 47-50 **Gr. 4:** 45-48	**Gr. 3:** 30-1, 31-1, 32-1, 33-1, 33-2, 50-2, 50-3 **Gr. 4:** 31-1, 50-4, 50-6, 50-7
6.	U.S. customary and metric units of measure.	**Gr. 3:** 60, 63 **Gr. 4:** 58-60	**Gr. 3:** 44-1, 44-2, 47-1 **Gr. 4:** 44-1, 45-1
7.	The appropriate use of calculators.		
	VI. GEOMETRIC AND SPATIAL SENSE		
1.	Standard and nonstandard units of measure.	**Gr. 3:** 58-60 **Gr. 4:** 57-59	**Gr. 3:** 41-1, 42-1, 42-2, 43-1 **Gr. 4:** 43-1, 44-1, 45-1
2.	Descriptions of two- and three-dimensional figures	**Gr. 3:** 52-57 **Gr. 4:** 53, 54	**Gr. 3:** 36-1, 37-1, 39-1, 40-1 **Gr. 4:** 38-1, 39-1, 39-2, 40-1
3.	Geometric shapes are found in the real world.	**Gr. 3:** 56, 57 **Gr. 4:** 54	**Gr. 3:** 39-1, 40-1
4.	Objects can be located by relative position.	**Gr. 3:** 56, 57 **Gr. 4:** 16	**Gr. 3:** 39-1, 40-1 **Gr. 4:** 13-1, 14-1
5.	The process of measurement.	**Gr. 3:** 58-60 **Gr. 4:** 16, 52, 53, 57	**Gr. 3:** 41-1, 42-1, 42-2, 43-1 **Gr. 4:** 13-1, 14-1, 35-1, 36-1, 37-1, 43-1
	VII. DATA ANALYSIS, PROBABILITY AND STATISTICS		

		Student Book	Skill Builders
1.	Strategies to collect data.	**Gr. 3:** 16-18 **Gr. 4:** 51, 60, 61, 63	**Gr. 3:** 10-2, 10-3, 12-1 **Gr. 4:** 46-1, 50-1, 50-2
2.	Strategies to organize data.	**Gr. 3:** 34, 35 **Gr. 4:** 64	**Gr. 4:** 42-1, 50-3, 50-5
3.	Different ways of displaying data.	**Gr. 3:** 64 **Gr. 4:** 27, 51	**Gr. 3:** 50-1 **Gr. 4:** 20-3
4.	The appropriate display of data.	**Gr. 3:** 64 **Gr. 4:** 63, 64	**Gr. 3:** 50-1 **Gr. 4:** 42-1, 50-3, 50-5
5.	The appropriate use of technology.	**Gr. 4:** 35	**Gr. 4:** 22-1, 23-1, 24-1
	VIII. PATTERNS AND RELATIONSHIPS		
1.	Mathematical ideas may be represented with visual models.		
2.	Mathematical symbol can be used to represent real-world situations.	**Gr. 3:** 9, 11, 12 **Gr. 4:** 6, 11, 26	**Gr. 3:** 7-1, 8-1 **Gr. 4:** 2-1, 9-1, 20-2
3.	Patterns and relationships can be represented in a variety of ways.	**Gr. 3:** 1, 52, 53 **Gr. 4:** 24, 36	**Gr. 3:** 36-1, 37-1 **Gr. 4:** 47-1, 47-2, 48-1
4.	Information can be organized to look for a pattern or relationship.	**Gr. 3:** 1, 53, 52 **Gr. 4:** 26, 27	**Gr. 3:** 36-1, 37-1 **Gr. 4:** 20-2, 20-3
5.	Patterns can be geometric and/or numeric.	**Gr. 3:** 3, 5, 6, 11, 12 **Gr. 4:** 12, 32	**Gr. 3:** 2-1, 8-1 **Gr. 4**: 9-2
	IX. MATHEMATICAL SYSTEMS AND NUMBER THEORY		
1.	Basic operations of addition, subtraction, multiplication and division are related to each other.	**Gr. 3:** 38, 40, 41 **Gr. 4:** 37-39	**Gr. 3:** 22-1, 24-1, 25-2 **Gr. 4:** 25-1, 25-3
2.	The concepts of factors and multiples in relation to multiplication and division.	**Gr. 3:** 1, 4-6, 33, 36, 40, 41, 63 **Gr. 4:**38-41	**Gr. 3:** 2-2, 3-1, 21-1, 25-2 **Gr. 4:** 25-2, 25-3, 26-1
	X. DISCRETE MATHEMATICS		

		Student Book	Skill Builders
1.	Numbers in sequence to count objects.	Gr. 3: 27-29 Gr. 4: 5, 6	Gr. 4: 2-1
2.	Definition of "more" and "fewer".	Gr. 3: 30, 31	
3.	Definition of "same" and "different."	Gr. 3: 30, 31	
4.	Definition of "shortest" and "longest."	Gr. 4: 16, 57	Gr. 4: 13-1, 14-1