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Nebraska Academic Standards Correlated to
Moving with Math Foundations A Grade 1

		A1 *Number Sense* Student Book Skill Builders (SB)	A2 *Addition &* *Subtraction* Student Book Skill Builders (SB)	A3 *Fractions,* *Geometry &* *Measurement* Student Book Skill Builders (SB)
MA 1.1	**Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA 1.1.1	**Number System**			
	Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.			
MA 1.1.1.a	Count, read, and write numbers 0 - 100	49, 50 **SB:** 8-9	47, 48 **SB:** 46-3	
MA 1.1.1.b	Count by multiples of 2 up to 50	55 **SB:** 10-2		
MA 1.1.1.c	Count by multiples of 5 up to 100	55 **SB:** 10-1		
MA 1.1.1.d	Count by multiples of 10 up to 100	53-55 **SB:** 10-1		
MA 1.1.1.d	Sequence objects using ordinal numbers (first through tenth)	39, 40 **SB:** 7-1		
MA 1.1.1.f	Count backwards from 10 - 0	36 (T.G.)		
MA 1.1.1.g	Connect number words to the quantities they represent 0 - 20	29, 30, 45 **SB:** 4-1		
MA 1.1.1.h	Demonstrate and identify multiple equivalent representations for numbers 1 - 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)	42, 43, 61 **SB:** 11-1		
MA 1.1.1.l	Compare and order whole numbers 0 - 100	37, 48, 63 **SB:** 6-1, 6-2, 8-1, 8-2, 8-4		

MA 1.1.1.j	Demonstrate relative position of whole numbers 0 - 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)	51, 67 **SB:** 8-3		
MA 1.1.2	**Operations**			
	Students will demonstrate the meaning of addition and subtraction with whole numbers.			
MA 1.1.2.a	Use objects, drawings, words, and symbols to explain addition as a joining action		3 **SB:** 26-2	
MA 1.1.2.b	Use objects, drawings, words, and symbols to explain addition as parts of a whole		4 **SB:** 26-12	
MA 1.1.2.c	Use objects, drawings, words, and symbols to explain subtraction as a separation action		11, 13 **SB:** 28-7	
MA 1.1.2.d	Use drawings, words, and symbols to explain subtraction as finding part of a whole		12 **SB:** 28-13	
MA 1.1.2.e	Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)		44 **SB:** 42-1, 42-3	
MA 1.1.3	**Computation**			
	Students will compute fluently and accurately using appropriate strategies and tools.			
MA 1.1.3.a	Fluently add whole number sums up to 10		4-6 **SB:** 26-4	
MA 1.1.3.b	Fluently subtract whole number differences from 10		13-16 **SB:** 28-4	
MA 1.1.3.c	Add and subtract two-digit numbers without regrouping		53-58 **SB:** 32-1, 36-1	
MA 1.1.3.d	Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)		5, 8, 9, 14, 16 **SB:** 26-2, 26-3, 26-7, 28-2, 28-8	
MA 1.1.4	**Estimation**			
	Mastery not expected at this level.			

MA 1.2	**Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA 1.2.1	**Characteristics**			
	Students will identify characteristics of two-dimensional geometric shapes.			
MA 1.2.1.a	Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)			3-6 **SB:** 13-1
MA 1.2.1.b	Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)			3-6 **SB:** 13-1
MA 1.2.2	**Coordinate Geometry**			
	Students will identify locations on a number line.			
MA 1.2.2.a	Identify the position of a whole number on a horizontal number line	46		
MA 1.2.3	**Transformations**			
	Students will identify a line of symmetry.			
MA 1.2.3.a	Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)			9 **SB:** 43-1
MA 1.2.4	**Spatial Modeling**			
	Students will communicate relative positions in space and create two-dimensional shapes.			
MA 1.2.4.a	Demonstrate positional words (e.g., left/right)	2, 15 **SB:** 12-1, 12-2		
MA 1.2.4.b	Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)			7 (T.G.)
MA 1.2.5	**Measurement**			
	Students will measure using standard units, time, and money.			
MA 1.2.5.a	Count like coins to $1.00	31 **SB:** 22-1		29, 30 **SB:** 22-4
MA 1.2.5.b	Identify time to the half hour			23-25 **SB:** 18-1, 18-2
MA 1.2.5.c	Identify past, present, and future as orientation in time			

MA 1.2.5.d	Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)			23-25, 28, 50, 52 **SB:** 18-8, 19-3, 19-4, 19-7
MA 1.2.5.e	Measure length using inches			49, 50 **SB:** 19-3, 19-7
MA 1.2.5.f	Compare and order objects according to length	13, 14 **SB:** 16-1		**SB:** 16-3
MA 1.3	**Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA 1.3.1	**Relationships**			
	Students will identify and describe relationships.			
MA 1.3.1.a	Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute			7
MA 1.3.1.b	Create multiple rules for sorting beyond color, shape, and size			3 (T.G.)
MA 1.3.1.c	Identify, describe, and extend patterns (e.g., patterns with a repeating core)	12, 17, 47 **SB:** 2-1, 9-1, 9-2, 9-3		
MA 1.3.1.d	Use <, +, > to compare quantities	38, 63 **SB:** 8-1, 8-2		
MA 1.3.2	**Modeling in Context**			
	Students will use objects and pictures as models to represent mathematical situations.			
MA 1.3.2.a	Model situations that involve the addition and subtraction of whole numbers 0 - 20, using objects and pictures		3, 11, 37, 43, 44 **SB:** 26-6, 28-7	
MA 1.3.2.b	Describe and model qualitative change (e.g., a student growing taller)			15 **SB:** 9-11
MA 1.3.3	**Procedures**			
	Students will use concrete, verbal, and visual representations to solve number sentences.			
MA 1.3.3.a	Write number sentences to represent fact families		17, 18 **SB:** 28-3	

MA 1.3.3.b	Use concrete, pictorial, and verbal representations of the commutative property of addition		7 **SB:** 26-1	
MA 1.4	**Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA 1.4.1	**Display and Analysis**			
	Students will sort, classify, organize, describe, and compare data.			
MA 1.4.1.a	Sort and classify objects by more than one attribute			7 (T.G.) **SB:** 44-1
MA 1.4.1.b	Organize data by using concrete objects	10		73-75
MA 1.4.1.c	Represent data by using tally marks		63	74, 75
MA 1.4.1.d	Compare and interpret information from displayed data (e.g., more, less, fewer)	34 **SB:** 38-2, 38-3	63 **SB:** 38-4, 38-5	73-75 **SB:** 38-8
MA 1.4.2	**Predictions and Inferences**			
	Mastery not expected at this level.			
MA 1.4.3	**Probability**			
	Mastery not expected at this level.			