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Nebraska Mathematics Standards Correlated to *Moving with Math Connections Grade 1*

		Student Book	Skill Builders
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.		
MA1.1.1.a	Count, read, and write numbers 0 - 100	136, 137	
MA 1.1.1.b	Count by multiples of 2 up to 50	141	
MA 1.1.1.c	Count by multiples of 5 up to 100	141	10-1
MA 1.1.1.d	Count by multiples of 10 up to 100	139, 140	10-1
MA 1.1.1.e	Sequence objects using ordinal numbers (first through tenth)	49, 50	7-1
MA 1.1.1.f	Count backwards from 10 - 0		
MA 1.1.1.g	Connect number words to the quantities they represent 0 - 20	124	
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)	215	
MA 1.1.1.i	Compare and order whole numbers 0 - 100	53, 54, 131	
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)	48	9-1
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	63, 64	40-1
MA 1.1.2.b	Use objects, drawings, words, and symbols to explain addition as parts of a whole	65, 75	30-1
MA 1.1.2.c	Use objects, drawings, words, and symbols to explain subtraction as a separation action	93, 94	29-4, 41-1
MA 1.1.2.d	Use drawings, words, and symbols to explain subtraction as finding part of a whole	96, 97	28-2

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MA 1.1.2.e	Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)	185, 186	42-1
MA 1.1.3	Computation		
	Students will compute fluently and accurately using appropriate strategies and tools.		
MA 1.1.3.a	Fluently add whole numbers up to 10	76, 82, 83	26-5
MA 1.1.3.b	Fluently subtract whole number differences up to 10	106, 116	28-5
MA 1.1.4.c	Add and subtract two-digit numbers without regrouping	176-180, 191, 192, 195, 196	32-1, 32-2, 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)	74, 75, 104	32-2
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)	19-25	
MA 1.2.1.b	Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)	20-25	
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	132	
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)		
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)	9	12-1

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MA 1.2.4.b	Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)		
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	55, 157-163	22-1, 22-2, 24-1
MA 1.2.5.b	Identify time to the half hour	155, 156	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)		
MA 1.2.5.e	Measure length using inches	166	19-1
MA 1.2.5.f	Compare and order objects according to length	14	16-1
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	26 (T.G.)	13-1
MA 1.3.1.b	Create multiple rules for sorting beyond color, shape, and size	26 (T.G.)	
MA 1.3.1.c	Identify, describe, and extend patterns (e.g., patterns with a repeating core)	5, 12, 164	2-1, 2-2, 9-2
MA 1.3.1.d	Use $<$, $=$, $>$ to compare quantities	131, 133	8-1
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	203, 205, 211	26-2, 28-1
MA 1.3.2.b	Describe and model qualitative change (e.g., a student growing taller)		
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	213	28-4
MA 1.3.3.b	Use concrete, pictorial, and verbal representations of the commutative property of addition	71	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.		

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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	26 (T.G.)	
MA 1.4.1.b	Organize data by using concrete objects	58	
MA 1.4.1.c	Represent data by using tally marks	233	
MA 1.4.1.d	Compare and interpret information from displayed data (e.g., more, less, fewer)	58	38-2
MA 1.4.2	Predictions and Inferences		
	Mastery not expected at this level.		
MA 1.4.3	Probability		
	Mastery not expected at this level.		