



Math Teachers Press, Inc.

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NEVADA MATHEMATICS STANDARDS CORRELATED TO *MOVING WITH MATH®* EXTENSIONS GRADE 1

		Student Book	Skill Builders
1.0	NUMBERS, NUMBER SENSE, AND COMPUTATION		
	Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.		
	Place Value		
1.1.1	Identify, model, read, and write place value positions of 1's and 10's	29, 37, 38	4-1, 4-2
	• Identify the value of a given digit in the 1's and 10's place.	39	4-3
	Fractions		
1.1.2	Identify and model a whole	64	41-1
	• Identify and model $\frac{1}{2}$ as two equal parts of a whole or a set of objects	64	41-1
	Comparing and Ordering		
1.1.3	Read, write, compare, and order numbers from 0-100.	2, 3, 31-33	3-1, 6-2, 9-2
	• Identify ordinal positions first to tenth.	7	13-1
	• Read and write number words to 10.	1	7-1
	• Create, compare, and describe sets of objects and numbers from 0-100 as greater than, less than, or equal to ($>$, $<$, $=$).	4, 5	3-1
	Counting		
1.1.4	Use number patterns and models to count by 2's, 5's, and 10's to 100.	35, 36	30-1
	Facts		
1.1.5	Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts.	10-16, 18-24	18-3, 19-2
	Estimating and Estimation Strategies		
1.1.6	Estimate the number of objects in a set to 10 and verify by counting.		1-1
	Solving Problems and Number Theory		

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1.1.8	Demonstrate the joining and separating of sets with 20 or fewer objects.	22	
•	Model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols.	11-14, 18-22	15-1, 16-1 to 16-3
•	Use mathematical vocabulary and symbols to describe addition, subtraction, and equality.	11, 18	17-1, 22-3, 25-3
2.0	PATTERNS, FUNCTIONS, AND ALGEBRA		
	Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.		
	Patterns		
2.1.1	Recognize, describe, label, extend, and create simple repeating patterns using symbols, objects, and manipulatives.	6	6-1, 9-1, 14-1
	Variables and Unknowns		
2.1.2	Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true.		
	Number Sentences, Expressions, and Polynomials		
2.1.3	Create, compare, and describe sets of objects as greater than, less than, or equal to.	4	
3.0	MEASUREMENT		
	Comparison, Estimation, and Conversion		
3.1.1	Compare, order, describe, and represent objects by length and weight.		10-1, 12-1
	Precision in Measurements		
3.1.2	Compare and measure length and weight using non-standard measurement.	61 (T.G.)	
	Money		
3.1.4	Determine the value of any set of pennies, nickels, and dimes.	8, 9, 40, 41	46-1, 46-2, 47-1, 48-1
	Time		
3.1.6	Recite in order the months of the year.		
•	Use a calendar to identify days, weeks, months, and a year.		49-3
•	Read time to the nearest hour.	62	49-1, 49-2
4.0	SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC		

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	Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.		
	Two-Dimensional Shapes		
4.1.1	Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation.		37-1, 38-1, 39-1, 40-1
	Congruence, Similarity, and Transformations		
4.1.2	Demonstrate an understanding of position words, including down/up, left/right, top/bottom, and between/middle, by describing the relative location of objects.		32-1, 33-1, 34-1, 36-1
	Coordinate Geometry and Lines of Symmetry		
4.1.3	Identify and copy two-dimensional designs that contain a line of symmetry.		41-2
	Three-Dimensional Figures		
4.1.4	Identify and name three-dimensional figures in the environment.		43-2
	Logic		
4.1.9	Sort and classify objects by size or thickness.		11-1, 12-1
	<ul style="list-style-type: none"> Identify what comes next in a step-by-step story or event sequence. 		
5.0	DATA ANALYSIS		
	Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics		
	Data Collection and Organization		
5.1.1	Collect, organize, and record data in response to questions posed by teacher and/or students.	63	50-2
	<ul style="list-style-type: none"> Use tally marks to represent data. 	63	50-2
	PROBLEM SOLVING		
	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts in order to:		
	- Formulate their own problems		
	- Find solutions to problems from everyday situations		
	- Develop and apply strategies to solve a variety of problems		
	- Integrate mathematical reasoning, communication and connections		

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•	Apply previous experience and knowledge to new problem solving situations.	49, 55	18-1
•	Explain and verify results with respect to the original problem.	49 (T.G.), 58 (T.G.)	
•	Try more than one strategy when the first strategy proves to be unproductive.	58, 59	
•	Use technology, including calculators, to develop mathematical concepts.		
	MATHEMATICAL COMMUNICATION		
	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing in order to:		
	- Translate information into mathematical language and symbols		
	- Process information mathematically		
	- Present results in written, oral, and visual formats		
	- Discuss and exchange ideas about mathematics as a part of learning		
	- Read a variety of fiction and nonfiction texts to learn about mathematics		
	- Use mathematical notation to communicate and explain problems		
•	Use inquiry techniques to solve mathematical problems	throughout	
•	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas	throughout	
•	Identify and translate key words and phrases that imply mathematical operations	51, 52, 54	27-1, 28-1, 29-1
•	Use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems	throughout	
	MATHEMATICAL REASONING		
	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas in order to:		
	- Reinforce and extend their logical reasoning abilities		
	- Reflect on, clarify, and justify their thinking		
	- Ask questions to extend their thinking		
	- Use patterns and relationships to analyze mathematical situations		
	- Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		

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•	Draw logical conclusions about mathematical problems	58	
•	Discuss the steps used to solve a mathematical problem	58, 59	
•	Justify and explain the solution to problems using physical models	throughout	
	MATHEMATICAL CONNECTIONS		
	Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole in order to:		
	- Link new concepts to prior knowledge		
	- Identify relationships between content strands		
	- Integrate mathematics with other disciplines		
	- Allow the flexibility to approach problems in a variety of ways within and beyond the field of mathematics		
•	Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science		
•	Identify mathematics used in everyday life	41, 51, 52	