



Math Teachers Press, Inc.

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VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO MOVING WITH MATH EXTENSIONS 2nd Edition GRADE 1

		Lesson Plan/ Student Book	Skill Builders
NUMBER AND NUMBER SENSE			
1.1	The student will		
a.	count forward orally by ones to 110, starting at any number between 0 and 110;	1, 2, 27, 33	8-1
b.	write the numerals 0 to 110 in sequence and out-of-sequence;	1, 3, 27, 33-35, 41	5-2, 8-1, 8-3, 8-4
c.	count backward orally by ones when given any number between 1 and 30;	3	
d.	count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.	33, 34, 35, 39	8-1, 10-1, 10-2
1.2	The student, given up to 110 objects, will		
a.	group a collection into tens and ones and write the corresponding numeral;	26, 27, 41, 42, 43	8-5, 11-1 to 11-6
b.	compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words <i>greater than</i> , <i>less than</i> or <i>equal to</i> ; and	5, 6, 29	3-1, 3-2, 6-1, 6-2, 6-3
c.	order three or fewer sets from least to greatest and greatest to least.		
1.3	The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth.	4	7-1, 7-2
1.4	The student will		
a.	represent and solve practical problems involving equal sharing with two or four sharers; and	65	37-1, 37-2
b.	represent and name fractions for halves and fourths, using models.	66, 67	25-1, 25-2
1.5	The student, given a familiar problem situation involving magnitude, will		
a.	select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500); and		
b.	explain the reasonableness of the choice.		
COMPUTATION AND ESTIMATION			
1.6	The student will create and solve single-step story and picture problems using addition and subtraction within 20.	8-11, 15, 16, 20, 22, 23, 30, 31, 32	26-2, 26-3, 26-8, 28-1, 28-7, 28-8, 39-3, 40-1, 41-1, 42-1, 42-2, 42-3
1.7	The student will		
a.	recognize and describe with fluency part-whole relationships for numbers up to 10; and	16, 18	26-6, 26-9, 28-10, 29-5
b.	demonstrate fluency with addition and subtraction within 10.	9, 10, 12, 16-21	26-1 to 26-9, 27-3, 28-1 to 28-6, 28-10, 28-11, 28-12, 29-3, 29-5

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	MEASUREMENT AND GEOMETRY		
1.8	The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.	7, 36, 56	22-1, 22-2, 22-3, 23-1
1.9	The student will investigate the passage of time and		
a.	tell time to the hour and half-hour, using analog and digital clocks; and	57-59	18-1, 18-2, 18-4, 18-5
b.	read and interpret a calendar.	60	17-1
1.10	The student will use nonstandard units to measure and compare length, weight, and volume.	53, 55	19-3, 19-4, 19-5, 20-1
1.11	The student will		
a.	identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and right angles; and	61	13-1 to 13-8, 44-1
b.	identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.	61	13-1 to 13-8
	PROBABILITY AND STATISTICS		
1.12	The student will		
a.	collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and	13, 14	
b.	read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary <i>more</i> , <i>less</i> , <i>fewer</i> , <i>greater than</i> , <i>less than</i> , and <i>equal to</i> .	13, 14	38-1, 38-2
	PATTERNS, FUNCTIONS, AND ALGEBRA		
1.13	The student will sort and classify concrete objects according to one or two attributes.		1-1, 1-2, 16-1 to 16-4
1.14	The student will identify, describe, extend, create, and transfer growing and repeating patterns.	37, 38	2-1, 2-2, 2-3
1.15	The student will demonstrate an understanding of equality through the use of the equal symbol.	9	27-7, 28-9