



# Math Teachers Press, Inc.

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## VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO MOVING WITH MATH PRIMARY CONNECTIONS - GRADE 1

		Lesson Plan/ Student Book	Skill Builders
<b>NUMBER AND NUMBER SENSE</b>			
<b>1.1</b>	The student will		
<b>a.</b>	count forward orally by ones to 110, starting at any number between 0 and 110;	7, 47, 136, 137	
<b>b.</b>	write the numerals 0 to 110 in sequence and out-of-sequence;	136, 137	
<b>c.</b>	count backward orally by ones when given any number between 1 and 30;	103	
<b>d.</b>	count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.	7, 123, 139, 141	10-1
<b>1.2</b>	The student, given up to 110 objects, will		
<b>a.</b>	group a collection into tens and ones and write the corresponding numeral;	126-129, 143-145	11-1, 11-2
<b>b.</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	53, 54, 147, 148	
<b>c.</b>	order three or fewer sets from least to greatest and greatest to least.		
<b>1.3</b>	The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth.	49, 50	7-1
<b>1.4</b>	The student will		
<b>a.</b>	represent and solve practical problems involving equal sharing with two or four sharers; and	221-224	37-1
<b>b.</b>	represent and name fractions for halves and fourths, using models.	225-228	25-1, 25-2
<b>1.5</b>	The student, given a familiar problem situation involving magnitude, will		
<b>a.</b>	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>b.</b>	explain the reasonableness of the choice.		
<b>COMPUTATION AND ESTIMATION</b>			
<b>1.6</b>	The student will create and solve single-step story and picture problems using addition and subtraction within 20.	92, 95, 96, 107, 109, 111, 185, 196, 203, 205, 211, 249, 251	39-1, 40-1, 41-1
<b>1.7</b>	The student will		
<b>a.</b>	recognize and describe with fluency part-whole relationships for numbers up to 10; and	75, 84, 97, 100	

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<b>b.</b>	demonstrate fluency with addition and subtraction within 10.	67, 69, 70, 73, 75, 76, 79, 80, 82, 83, 86, 98, 99, 102, 103, 106, 112, 116	26-2, 26-3, 26-5, 28-3, 28-5
<b>MEASUREMENT AND GEOMETRY</b>			
<b>1.8</b>	The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.	55, 157, 159	22-1, 22-2, 24-1
<b>1.9</b>	The student will investigate the passage of time and		
<b>a.</b>	tell time to the hour and half-hour, using analog and digital clocks; and	153, 155, 156	18-1, 18-2
<b>b.</b>	read and interpret a calendar.	16, 152	17-1
<b>1.10</b>	The student will use nonstandard units to measure and compare length, weight, and volume.	165, 170, 171	19-1, 19-2, 20-2
<b>1.11</b>	The student will		
<b>a.</b>	identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and right angles; and	19-23	13-1
<b>b.</b>	identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.	19-23	
<b>PROBABILITY AND STATISTICS</b>			
<b>1.12</b>	The student will		
<b>a.</b>	collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and	8, 17, 30, 58, 68, 120, 175	38-1
<b>b.</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> .	58, 120	38-2
<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>			
<b>1.13</b>	The student will sort and classify concrete objects according to one or two attributes.	24, 26	1-1, 13-1
<b>1.14</b>	The student will identify, describe, extend, create, and transfer growing and repeating patterns.	5, 12, 26, 164	2-1, 2-2, 9-2
<b>1.18</b>	The student will demonstrate an understanding of equality through the use of the equal symbol.	66	