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VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO MOVING WITH MATH FOUNDATIONS LEVEL A - GRADE 1

		A1 <i>Number Sense</i> Lesson Plan/ Student Book Skill Builders (SB)	A2 <i>Addition & Subtraction</i> Lesson Plan/ Student Book Skill Builders (SB)	A3 <i>Fractions, Geometry & Measurement</i> Lesson Plan/ Student Book Skill Builders (SB)
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;	35, 49, 50, 69 SB: 8-9	47	
b.	write the numerals 0 to 110 in sequence and out-of-sequence;	29, 45, 49, 50, 51 SB: 5-3, 8-3, 8-4, 8-9	47, 48	
c.	count backward orally by ones when given any number between 1 and 30;	36		
d.	count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.	53-56 SB: 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;	43, 44, 59 SB: 11-1, 11-2	19, 20	
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	37, 38, 48, 63, 64 SB: 6-1, 6-2, 8-1, 8-2	SB: 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.	39, 40 SB: 7-1	SB: 7-2	
1.4	The student will			
a.	represent and solve practical problems involving equal sharing with two or four sharers; and		77	
b.	represent and name fractions for halves and fourths, using models.			63 SB: 25-1, 25-3
1.5	The student, given a familiar problem situation involving magnitude, will			

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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	76		
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.		3, 5, 6, 11, 14, 15, 21, 22, 24, 31, 33, 39, 43, 44 SB: 28-7, 28-9, 39-7, 40-1, 41-1, 42-1, 42-3, 42-4	
1.7	The student will			
a.	recognize and describe with fluency part-whole relationships for numbers up to 10; and		10, 12, 13, 17, 18 SB: 26-12	
b.	demonstrate fluency with addition and subtraction within 10.		10, 28 SB: 26-4, 26-5, 28-4, 28-5	
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.	31 SB: 22-1		29, 30 SB: 22-4, 24-1
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			23, 24, 25 SB: 18-1, 18-2
b.	read and interpret a calendar.	6, 7 SB: 17-1		
1.10	The student will use nonstandard units to measure and compare length, weight, and volume.			48, 58, 60, 61 SB: 19-1, 19-2, 20-1, 20-2
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			3-8 SB: 1-2, 13-1
b.	identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.			3-8
PROBABILITY AND STATISTICS				

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1.12	The student will			
a.	collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and	8, 10, 33, 34		8, 73-75 SB: 38-1
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> .	34 SB: 38-2, 38-3	SB: 38-4, 38-5	8, 73-75 SB: 38-8
	PATTERNS, FUNCTIONS, AND ALGEBRA			
1.13	The student will sort and classify concrete objects according to one or two attributes.	2, 3, 4, 11, 13, 14, 16 SB: 1-1		6, 7
1.14	The student will identify, describe, extend, create, and transfer growing and repeating patterns.	12, 17, 47, 52 SB: 2-1, 9-1, 9-2, 9-3	SB: 2-2, 5-5	13, 15 SB: 2-3, 2-4, 9-8, 9-11
1.18	The student will demonstrate an understanding of equality through the use of the equal symbol.		4, 12 SB: 28-16	