



Math Teachers Press, Inc.

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Florida's B.E.S.T. Standards Correlated to *Moving with Math Foundations Grade 1*

		A1 <i>Number Sense</i> Student Book/Skill Builders (SB)	A2 <i>Addition & Subtraction</i> Student Book/Skill Builders (SB)	A3 <i>Fractions, Geometry & Measurement</i> Student Book/Skill Builders (SB)
	Number Sense and Operations			
MA.1.NSO.1	<i>Extend counting sequences and understand the place value of two digit numbers.</i>			
1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s, to 20 and by 5s to 100.	49, 50, 55, 56 SB: 4-3, 8-9, 9-3, 9-10, 10-1, 10-2, 10-4, 10-7	20, 47 SB: 10-3	SB: 10-5
1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	29, 30, 53, 77 SB: 4-1, 4-2	19 SB: 4-4	SB: 4-5
1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition with objects, drawings and expressions or equations.	42-45, 53, 59-62 SB: 4-6, 8-7, 11-1 to 11-5	SB: 10-6, 11-6	SB: 11-7
1.4	Plot, order and compare whole numbers up to 100.	38, 46, 48, 63, 64 SB: 6-1, 6-2, 8-1, 8-2, 8-10	SB: 6-3	SB: 3-3, 6-4
MA.1.NSO.2	<i>Develop an understanding of addition and subtraction operations with one- and two-digit numbers.</i>			

2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	26, 28	3-10, 12-18 SB: 26-1, 26-2, 26-4 to 26-9, 26-12, 28-1 to 28-10	SB: 26-10, 26-11
2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural accuracy.	27, 29	21-28, 30-32, 34-36 SB: 26-3, 27-1, 27-2, 27-4, to 27-10, 28-1, 29-1 to 29-10	SB: 29-7, 42-5
2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	67, 76 SB: 8-3, 8-8		
2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.		49, 50 SB: 30-1, 30-3, 39-4, 47-7	SB: 30-2
2.5	Explore subtraction of a one-digit number from a two-digit number.		55 SB: 34-1, 34-2	
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	Fractions			
MA.1.FR.1	<i>Develop an understanding of fractions by partitioning shapes into halves and fourths.</i>			
1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.			62, 63 SB: 25-1, 25-4
	Algebraic Reasoning			
MA.1.AR.1	<i>Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.</i>			
1.1	Apply properties of addition to find a sum of three or more whole numbers.		29 SB: 33-1, 33-3	SB: 33-2
1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.		37, 39-46 SB: 26-6, 39-1, 39-2, 39-7, 39-10, 40-1, 40-2, 42-1, 42-3, 42-4	45 SB: 39-12

MA.1.AR.2	<i>Develop an understanding of the relationship between addition and subtraction.</i>			
2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.			SB: 39-9
2.2	Determine and explain if equations involving addition or subtraction are true or false.		SB: 28-16	
2.3	Determine the unknown whole number in an addition or subtraction equation, relating the three whole numbers, with the unknown in any position.		33 SB: 28-13	
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	Measurement			
MA.1.M.1	<i>Compare and measure the lengths of objects.</i>			
1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.			49, 50 SB: 19-3, 19-4, 19-7
1.2	Compare and order the length of up to three objects using direct and indirect comparison.	14 SB: 16-1	SB: 16-2	SB: 16-3
MA.1.M.2	<i>Tell time and identify the value of coins and combinations of coins and dollar bills.</i>			
2.1	Using analog and digital clocks, tell and write time in hours and half-hours.			23-25 SB: 18-1, 18-2, 18-4
2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.			29-32 SB: 21-1, 22-1
2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.		SB: 22-3	29-32, 34-38 SB: 22-4, 23-1 to 23-3, 24-1

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	Geometric Reasoning			
MA.1.GR.1	<i>Identify and analyze two- and three-dimensional figures based on their defining attributes.</i>			
1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.			3-7, 16 SB: 1-2, 14-1
1.2	Sketch two-dimensional figures when give defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.			
1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.			12-14, 20 SB: 2-4, 15-1
1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.			17-19, 21 SB: 13-1, 14-2, 15-1
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	Data Analysis and Probability			
MA.1.DP.1	<i>Collect, represent and interpret data using pictographs and tally marks.</i>			
1.1	Collect data into categories and represent the results using tally marks or pictographs.	7, 8		

1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	8 SB: 38-2	SB: 38-5	73 SB: 38-8
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