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

		Lesson Plan Page *(located in Teacher Resource Manual)* & **Student Activity Book Page**	Skill Builder Page & Daily Oral Review (DOR) (located in Teacher Resource Manual)
	NUMBER SENSE AND OPERATIONS		
MA.1.NSO.1	**Extend counting sequences and understand the place value of two-digit numbers.**		
MA.1.NSO.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.	47, 48, 64, 87, 127, 134-142, 157, 164	6-1, 9-1, 9-2, 10-1, 30-2 DOR pg 109, Obj 8 & 9; pg 110, Obj 10
MA.1.NSO.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. *Example: The number seventy-five written in standard form is 75 and in expanded form is 70 + 5.*	36-46, 51, 52, 62, 136, 137, 139	4-2, 6-1, 17-1
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations. *Example: The number 37 can be expressed as 3 tens 7 ones, 2 tens + 17 ones or as 37 ones.*	7, 51, 125-130, 133, 135-137, 140, 143-148	11-1 to 11-3 DOR pg 111, Obj 11
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100. *Example: The numbers 72, 35 and 58 can be arranged in ascending order as 35, 58 and 72.*		6-2, 8-1
MA.1.NSO.2	**Develop an understanding of addition and subtraction operations with one- and two-digit numbers.**		
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	74-76, 78-80, 82-84, 105, 106, 116, 208, 214, 239, 242-244, 246, 252	26-5, 28-5 DOR pg 118, Obj 26; pg 119, Obj 28

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MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability	38, 42, 44-46, 53, 54, 63, 64, 71-74, 77-81, 85, 86, 88, 98, 100-105, 108-119, 202, 204, 206, 207, 210, 212, 213, 215-218, 245, 247, 250, 254	26-1 to 26-4, 27-1 to 27-3, 28-1 to 28-4, 29-1 to 29-5, 39-1 DOR pg 118, Obj 27; pg 119, Obj 29
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number. *Example: One less than 40 is 39.* *Example: Ten more than 23 is 33.*		9-1
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	176-178, 181-183	30-1, 34-1, 39-2 DOR pg 120, Obj 30
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number. *Example: Finding 37 – 6 is the same as asking "What number added to 6 makes 37?"*	179-182, 184, 186	34-1, 39-2 DOR pg 122, Obj 34
	FRACTIONS		
MA.1.FR.1	**Develop an understanding of fractions by partitioning shapes into halves and fourths.**		
MA.1.FR.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.	224-228, 230	25-1, 25-2 DOR pg 117, Obj 25
	ALGEBRAIC REASONING		
MA.1.AR.1	**Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.**		
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers. *Example: 8 + 7 + 2 is equivalent to 7 + 8 + 2 which is equivalent to 7 + 10 which equals 17.*	187, 253	33-1, 33-2 DOR pg 121, Obj 33
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	61, 63-67, 69, 70, 91-99, 107, 109, 111, 181, 185, 186, 188, 201, 203, 205, 209, 210, 240, 241, 248, 251	40-1, 41-1, 42-1 DOR pg 124, Obj 39; pg 125, Obj 40 & 41; pg 126, Obj 42

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MA.1.AR.2	**Develop an understanding of the relationship between addition and subtraction.**		
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. *Example: The equation 12 – 7 =? can be restated as 7+? = 12 to determine the difference is 5.*	113, 114, 213, 247	28-4, 29-2
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false. *Example: Given the following equations, 8 = 8, 9 – 1 = 7, 5 + 2 = 2 + 5 and 1 = 9 – 8, 9 – 1 = 7 can be determined to be false.*	119, 215, 216, 252	39-1
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position. *Example: 9+? = 12* *Example: 17 = □ + 5* *Example: ? –4 = 8*	88, 248	
	MEASUREMENT		
MA.1.M.1	**Compare and measure the length of objects.**		
MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	166, 167	19-1, 19-2 DOR pg 114, Obj 19
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	13, 14	16-1 DOR pg 113, Obj 16
MA.1.M.2	**Tell time and identify the value of coins and combinations of coins and dollar bills.**		
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	153, 155, 156	18-1, 18-2 DOR pg 114, Obj 18
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	55, 157, 159, 161	22-1, 22-2, 23-1 DOR pg 116, Obj 22 & 23
MA.1.M.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.	56, 158-163	22-1, 22-2, 23-1, 24-1 to 24-4 DOR pg 117, Obj 24
	GEOMETRIC REASONING		
MA.1.GR.1	**Identify and analyze two- and three-dimensional figures based on their defining attributes.**		

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MA.1.GR.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.	20-23, 27, 28	13-1, 14-1 DOR pg 111, Obj 13; pg 112, Obj 14
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.		
MA.1.GR.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. *Example: A hexagon can be decomposed into 6 triangles.* *Example: A semi-circle and a triangle can be composed to create a two-dimensional representation of an ice cream cone.*	29, 169	13-2, 15-1 DOR pg 112, Obj 15
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and threedimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	20-23, 27, 28	15-1 DOR pg 112, Obj 15

	DATA ANALYSIS AND PROBABILITY		
MA.1.DP.1	**Collect, represent and interpret data using pictographs and tally marks.**		
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs. *Example: A class collects data on the number of students whose birthday is in each month of the year and represents it using tally marks.*	8, 17, 38, 68, 120, 175	38-1
MA.1.DP.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, 17, 30, 38, 58, 120, 175	38-2 DOR pg 124, Obj 38