



# Math Teachers Press, Inc.

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## Florida's B.E.S.T. Standards Mathematics Correlated to *Moving with Math* CONNECTIONS Kindergarten

		<b>Lesson Plan Page (located in Teacher Resource Manual) &amp; Student Activity Book Page</b>	<b>Skill Builder Page &amp; Oral Review (OR) (located in Teacher Resource Manual)</b>
<b>NUMBER SENSE &amp; OPERATIONS</b>			
<b>MA.K.NSO.1</b>	<b>Develop an understanding for counting using objects in a set.</b>		
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	43-49, 51-57, 65-74, 76, 83-86, 164-168, 170	5-1, 5-2, 5-5, 6-1 to 6-6, 10-1 OR K-5, K-6
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	86	5-4, 7-1
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	6, 59, 60	9-1, 17-1 OR K-9
MA.K.NSO.1..4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	15-21, 50, 87, 143	2-1, 3-1, 3-2, 8-1 to 8-3 OR K-2, K-3, K-8
<b>MA.K.NSO.2</b>	<b>Recite number names sequentially within 100 and develop an understanding for place value.</b>		
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4, 58, 75, 77, 78, 80, 82, 120, 121, 169, 170, 173-175	7-2, 10-2, 10-4 OR K-7, K-10
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations. <i>Example: The number 13 can be represented as the verbal expression "ten ones and three ones" or as "1 ten and 3 ones".</i>	165-171	
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	80, 82, 169, 170	
<b>MA.K.NSO.3</b>	<b>Develop an understanding of addition and subtraction operations with one-digit whole numbers.</b>		

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MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	120-129, 131, 134-141, 144, 146	26-1, 26-2, 27-1, 27-2 OR K-26, K-27, K-28
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability. <i>Example: The sum <math>2 + 7</math> can be found by counting on, using fingers or by “jumps” on the number line.</i> <i>Example: The numbers 3, 5 and 8 make a fact family (number bonds). It can be represented as 5 and 3 make 8; 3 and 5 make 8; 8 take away 5 is 3; and 8 take away 3 is 5.</i>	142	
<b>ALGEBRAIC REASONING</b>			
<b>MA.K.AR.1</b>	<b>Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts.</b>		
MA.K.AR.1.1.	For any number from 1 to 9, find the number that makes 10 when added to the given number.		
MA.K.AR.1.2.	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	52, 54, 65, 69, 71, 73, 128	
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	119, 124-127, 133-141, 146	26-1, 26-2, 27-1, 27-2, 28-1 OR K-26, K-27, K-28, K-29
<b>MA.K.AR.2</b>	<b>Develop an understanding of the equal sign.</b>		
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings. <i>Example: The equation <math>7 = 9 - 2</math> can be represented with cupcakes to show that it is true by crossing out two of the nine cupcakes.</i>	147	29-1
<b>MEASUREMENT</b>			
<b>MA.K.M.1</b>	<b>Identify and compare measurable attributes of objects.</b>		
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	30-32, 105	
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	12-14, 30-32, 106, 107, 113-115	14-1, 14-2. 21-1, 21-2 OR K-14, K-20, K-21

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MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps. <i>Example: A piece of paper can be measured using paper clips.</i>	108-112	20-1 OR K-20
<b>GEOMETRIC REASONING</b>			
<b>MA.K.GR.1</b>	<b>Identify, compare and compose two- and three-dimensional figures.</b>		
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders	27-29, 33, 37, 38	15-2, 15-3, 16-1, 16-4 OR K-15, K-16
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares. <i>Example: A triangle can be compared to a rectangle by stating that they both have straight sides, but a triangle has 3 sides and vertices, and a rectangle has 4 sides and vertices.</i>	27-29, 33	15-2, 15-3
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	37, 38	16-1, 16-3, 16-4 OR K-16
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.		16-1
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares. <i>Example: Two triangles can be used to form a given rectangle.</i>		
<b>DATA ANALYSIS &amp; PROBABILITY</b>			
<b>MA.K.DP.1</b>	Develop an understanding for collecting, representing and comparing data.		

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MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings. <i>Example: A bag containing 10 circles, triangles and rectangles can be sorted by shape and then each category can be counted and compared.</i>	2, 3, 5, 11, 26, 34, 35, 61, 68, 103	13-1, 13-2, 30-1, 30-2 OR K-13