# Math Teachers Press, Inc.

## Georgia's K-12 Mathematics Standards Correlated to
## *Moving with Math Extensions* Grade 1

|  |  | Student Book | Skill Builders |
|---|---|---|---|
|  | **NUMERICAL REASONING** – counting, numbers, equality, place value, addition, subtraction |  |  |
| **1.NR.1:** | **Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.** |  |  |
| **1.NR.1.1** | Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral. | 2, 3, 24, 33-35 | 4-1 to 4-3, 5-1, 5-2, 8-1 to 8-5, 12-3, 46-1 |
| **1.NR.1.2** | Explain that the two digits of a 2-digit number represent the amounts of tens and ones. | 26, 27, 41 to 43 | 11-1 to 11-6 |
| **1.NR.1.3** | Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols >, =, and <. | 5, 6, 28, 29 | 3-1, 3-2, 6-1 to 6-3 |
| **1.NR.2:** | **Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.** |  |  |
| **1.NR.2.1** | Use a variety of strategies to solve addition and subtraction problems within 20. | 8-1-, 12, 15-17, 25, 30 | 26-1 to 26-3, 26-5, 27-1, 28-1 to 28-3, 28-7 to 28-9, 28-11, 29-1, 39-1 to 39-3, 40-1, 41-1 to 41-3 |
| **1.NR.2.2** | Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems. | 12, 17, 25, 30 | 26-5, 26-9, 27-2, 29-1, 29-5 |
| **1.NR.2.3** | Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems. | 18, 19 | 28-5, 28-6, 28-13, 29-2, 29-4, 29-6, 29-9 |
| **1.NR.2.4** | Fluently add and subtract within 10 using a variety of strategies. | 21, 31 | 26-6, 26-9, 27-5, 27-6, 29-3, 29-5 |
| **1.NR.2.5** | Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false. | 22, 23 | 27-7, 28-9, 29-7 |
| **1.NR.2.6** | Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. | 20 | 27-8, 27-10, 28-12, 29-6, 29-8 |
| **1.NR.2.7** | Apply properties of operations as strategies to solve addition and subtraction problem situations within 20. | 11, 32 | 26-4, 26-7, 26-8, 28-4, 33-1 to 33-4 |
|  | **PATTERNING & ALGEBRAIC REASONING –** repeating patterns, growing, patterns, and shrinking pattern**s** |  |  |

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| **1.PAR.3:** | **Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.** | | |
| **1.PAR.3.1** | Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string. | 37, 38, 39 | 2-1 to 2-3, 10-1, 10-2 |
| **1.PAR.3.2** | Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s. | 30, 34, 39 | 2-1, 2-2, 10-1, 10-2, 27-4 |
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| | **GEOMETRIC & SPATIAL REASONING –** shapes, attributes, partitions of circles and rectangles | | |
| **1.GSR.4:** | Compose shapes, analyze the attributes of shapes, and relate their parts to the whole. | 63 | 13-6 to 13-8 |
| **1.GSR.4.1** | Identify common two dimensional shapes and three dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes. | 61, 62 | 1-1, 1-2, 13-1 to 13-5, 14-1, 14-3, 15-1 |
| **1.GSR.4.2** | Compose two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape. | | 14-2 |
| **1.GSR.4.3** | Partition circles and rectangles into two and four equal shares. | 66, 67 | 25-1 to 25-3 |
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| | **NUMERICAL REASONING –** base ten structure, addition and subtraction within 100 | | |
| **1.NR.5:** | **Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.** | | |
| **1.NR.5.1** | Use a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers. | 44-49, 51, 52 | 27-9, 28-1, 28-7, 28-8, 30-1, 30-2, 32-1 to 32-4, 33-3, 33-4, 34-1, 34-236-1 to 36-3, 39-1 to 39-3, 40-1, 41-1, 42-1 to 42-3 |
| **1.NR.5.2** | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | 34 | 8-4 |
| **1.NR.5.3** | Add and subtract multiples of 10 within 100. | 46, 50 | 31-1, 35-1, 35-2 |
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| | **MEASUREMENT & DATA REASONING –** length, time, money | | |

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| **1.MDR.6:** | **Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.** | | |
| **1.MDR.6. 1** | Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared. | | 16-1 to 16-4 |
| **1.MDR.6. 2** | Tell and write time in hours and half-hours using analog and digital clocks, and measure elapsed time to the hour on the hour using a predetermined number line. | 57-59 | 18-1, 18-2, 18-4, 18-5 |
| **1.MDR.6. 3** | Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters. | 7, 36, 56, 64 | 22-1 to 22-3, 23-1, 24-1 |
| **1.MDR.6. 4** | Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers. | 13, 14 | 38-1, 38-2 |