



# Math Teachers Press, Inc.

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## NORTH CAROLINA COURSE OF STUDY CORRELATED TO MOVING WITH MATH® FOUNDATIONS A GRADE 1

|             |  | <b>A1</b><br><i>Number Sense</i><br>Student book<br>Skill Builders (SB) | <b>A2</b><br><i>Addition &amp; Subtraction</i><br>Student Book<br>Skill Builders (SB) | <b>A3</b><br><i>Fractions, Geometry &amp; Measurement</i><br>Student Book<br>Skill Builders (SB) |
|-------------|--|---|---|--|
|             | <b>STRANDS: NUMBER AND OPERATIONS, MEASUREMENT, GEOMETRY, DATA ANALYSIS AND PROBABILITY, ALGEBRA</b>                       |   |   |  |
|             | <b>Competency Goal 1: The learner will read, write, and model whole numbers through 99 and compute with whole numbers.</b> |   |   |  |
| <b>1.01</b> | Develop number sense for whole numbers through 99.   |   |   |  |
| <b>a.</b>   | Connect the model, number word, and number using a variety of representations.   | 29, 30, 41-45<br><b>SB:</b> 4-1, 4-2                                    | 20<br><b>SB:</b> 46-3   |  |
| <b>b.</b>   | use efficient strategies to count the number of objects in a set.  | 21-27   |   |  |
| <b>c.</b>   | Read and write numbers.  | 29, 30, 45, 53<br><b>SB:</b> 46-1, 46-2, 46-5                           |   |  |
| <b>d.</b>   | Compare and order sets and numbers.  | 35, 37, 38, 48, 63<br><b>SB:</b> 5-3, 6-1, 8-2                          |   |  |
| <b>e.</b>   | Build understanding of place value (ones, tens).   | 43, 44, 45<br><b>SB:</b> 11-1, 11-2, 11-3                               | 19<br><b>SB:</b> 11-6   |  |
| <b>f.</b>   | Estimate quantities fewer than or equal to 100.  | 65, 66  |   |  |
| <b>g.</b>   | Recognize equivalence in sets and numbers 1-99.  | 18<br><b>SB:</b> 3-1  | <b>SB:</b> 3-2  |  |
| <b>1.02</b> | Use groupings of 2's, 5's and 10's with models and pictures to count collection of objects.                                | 42, 43, 59<br><b>SB:</b> 11-1   |   |  |

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|-------------|---|---|---|--|
| <b>1.03</b> | Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens. |   | 3-9, 13-17, 21-26<br><b>SB:</b> 26-2 to 26-5, 26-7, 27-6, 28-2 to 28-5, 28-8, 29-4    |  |
| <b>1.04</b> | Create, model and solve problems that use addition, subtraction, and fair shares (between two or three).  |   | 11, 37, 41, 77<br><b>SB:</b> 26-6, 26-11, 39-1, 39-7                                  |  |
|             |   |   |   |  |
|             | <b>Competency Goal 2: The learner will use non-standard units of measure and tell time.</b>   |   |   |  |
| <b>2.01</b> | For given objects:  |   |   |  |
| <b>a.</b>   | Select an attribute (length, capacity, mass) to measure (use non-standard units).   |   |   | 47-49<br><b>SB:</b> 19-2   |
| <b>b.</b>   | Develop strategies to estimate size.  |   |   | 52<br><b>SB:</b> 19-1  |
| <b>c.</b>   | Compare, using appropriate language, with respect to the attribute selected.  | 11, 13, 14<br><b>SB:</b> 16-1                                       | <b>SB:</b> 16-2   | 58-61<br><b>SB:</b> 20-1   |
| <b>2.02</b> | Develop an understanding of the concept of time.  |   |   |  |
| <b>a.</b>   | Tell time at the hour and half-hour.  |   |   | 23-25<br><b>SB:</b> 18-1, 18-2   |
| <b>b.</b>   | Solve problems involving application of time (clock and calendar).  | 6<br><b>SB:</b> 17-1  |   | 27   |
|             |   |   |   |  |
|             | <b>Competency Goal 3: The learner will identify, describe, draw, and build basic geometric figures.</b>   |   |   |  |
| <b>3.01</b> | Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.   |   |   | 4, 6<br><b>SB:</b> 13-1  |
| <b>3.02</b> | Identify, build, and name cylinders, cones, and rectangular prisms.   |   |   | 16-18, 21<br><b>SB:</b> 14-1, 14-2   |
| <b>3.03</b> | Compare and contrast geometric figures.   |   |   | 4-7<br><b>SB:</b> 13-1, 14-2   |
| <b>3.04</b> | Solve problems involving spatial visualization.   |   |   | 9-11<br><b>SB:</b> 44-1, 44-4, 44-5  |
|             |   |   |   |  |

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|-------------|---|---|---|--|
|             | <b>Competency Goal 4: The learner will understand and use data and simple probability concepts.</b>       |   |   |  |
| <b>4.01</b> | Collect, organize, describe and display data using line plots and tallies.                                | <b>SB:</b> 4-7  |   | 8, 74  |
| <b>4.02</b> | Describe events as certain, impossible, more likely or less likely to occur.                              |   |   | 68<br><b>SB:</b> 21-2, 21-8  |
|             |   |   |   |  |
|             | <b>Competency Goal 5: The learner will demonstrate an understanding of classification and patterning.</b> |   |   |  |
| <b>5.01</b> | Sort and classify objects by two attributes.  |   |   | 6-7 (T.G.)   |
| <b>5.02</b> | use Venn diagrams to illustrate similarities and differences in two sets.                                 |   |   | 7 (T.G.)   |
| <b>5.03</b> | Create and extend patterns, identify the pattern unit, and translate into other forms.                    | 12, 17, 47, 52<br><b>SB:</b> 2-1, 9-1, 9-2, 9-3                     |   |  |