

Northpoint Horizons

CAVS (Content Academic Vocabulary System) Math – K-2 Correlated to the **Florida State Mathematic Content Standards**

Grade 1

This document provides a sampling of the extensive math directives offered throughout the CAVS program that meet the Florida Mathematics Content Standards.

Math Content Standard	CAVS Math Grades K-2 Teacher’s Guide Lessons
BIG IDEA 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.	
MA.1.A.1.1 Model addition and subtraction situations using the concepts of “part-whole,” “adding to,” “taking away from,” “comparing,” and “missing addend.”	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i> Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i>
MA.1.A.1.2 Identify, describe, and apply addition and subtraction as inverse operations.	Using Activity Record Placemat 5, students write addition facts to go along with each subtraction fact: Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i>
MA.1.A.1.3 Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i>
MA.1.A.1.4 Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i> Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i>
BIG IDEA 2: Develop an understanding of whole number relationships, including grouping by tens and ones.	

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MA.1.A.2.1 Compare and order whole numbers at least to 100.	Students use a number line when comparing and ordering numbers 0 through 10: Lesson 3 – TG p. 13 <i>How do numbers work together?</i>
MA.1.A.2.2 Represent two digit numbers in terms of tens and ones.	Students use a number line when comparing and ordering numbers 1 through 10: Lesson 3 – TG p. 13 <i>How do numbers work together?</i>
MA.1.A.2.3 Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.	Lesson 3 – TG p. 13 <i>How do numbers work together?</i>
BIG IDEA 3: Compose and decompose two-dimensional and three-dimensional geometric shapes.	
MA.1.G.3.1 Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides, and number of vertices.	Lesson 19 – TG p. 109 <i>What are some common shapes?</i> Lesson 20 – TG p. 115 <i>How can you describe shapes?</i>
MA.1.G.3.2 Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part-whole relationships and properties of shapes.	Lesson 19 – TG p. 109 <i>What are some common shapes?</i> Lesson 20 – TG p. 115 <i>How can you describe shapes?</i>
SUPPORTING IDEAS: ALGEBRA	
MA.1.A.4.1 Extend repeating and growing patterns, fill in missing terms, and justify reasoning.	Lesson 7 – TG p. 37 <i>What makes a pattern?</i>
SUPPORTING IDEAS: Geometry and Measurement	
MA.1.G.5.1 Measure by using iterations of a unit and count the unit measures by grouping units.	Lesson 12 – TG p. 67 <i>How do you tell how far or how long?</i>
MA.1.G.5.2 Compare and order objects according to descriptors of length, weight and capacity.	Lesson 11 – TG p. 61 <i>How far? How long?</i> Lesson 12 – TG p. 67

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	<p><i>How do you tell how far or how long?</i></p> <p>Lesson 13 – TG p.73 <i>How much space does it take up?</i></p> <p>Lesson 14 – TG p. 79 <i>How much does it weigh?</i></p>
SUPPORTING IDEAS: Numbers and Operation	
<p>MA.1.A.6.1 Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems</p>	<p>Lesson 3 – TG p. 13 <i>How do numbers work together?</i></p> <p>Lesson 4 – TG p. 19 <i>Why do you add numbers?</i></p> <p>Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i></p>
<p>MA.1.A.6.2 Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams</p>	<p>During each <i>CAVS</i> Math Lesson, the teacher helps students determine the approach, materials, and strategies to be used to solve problems using the <i>5-E</i> Instructional Approach while highlighting math content academic vocabulary. The <i>5-E</i> Approach:</p> <p><i>Engage:</i> Concept Posters and Math Vocabulary Cards are used to introduce the math concept and vocabulary as a whole group activity.</p> <p><i>Explore and Learn:</i> Students use hands-on Activity Placemats with manipulatives as a small group inquiry activity. Students complete the Record Sheet – many times, by drawing pictures, and then discuss the activity and compare observations with classmates.</p> <p><i>Explain Concepts and Vocabulary:</i> The teacher leads a discussion and models the use of academic vocabulary words through the Flip Book. Oral Language activities are provided as extensions and for differentiated instruction.</p> <p><i>Elaborate:</i> Students apply newly learned concepts when</p>

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	<p>working with a partner to complete the Concept Webs (sometimes, by drawing diagrams). As a small group activity, students practice listening to, reading, writing, and speaking each academic vocabulary word with the Radius Audio System™.</p> <p><i>Evaluate:</i> Teachers review the lesson's academic vocabulary words through Interactive Transparencies (whole group activity) and assess each lesson through the Lesson Review sheets (individual activity).</p>