



Math Teachers Press, Inc.

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Colorado Academic Standards Correlated to *Moving with Math Extensions Kindergarten*

		Student Book	Skill Builders
Number and Quantity			
K.CC.A.	<i>Counting & Cardinality: Use number names and the count sequence.</i>		
1	Count to 100 by ones and by tens.	64	10-4, 10-7, 10-8
2	Count forward beginning from a given number with the known sequence (instead of having to begin at 1).	23	7-1, 10-5, 10-6
3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	14-21, 61	5-4, 6-1 to 6-3, 6-5, 10-1 to 10-3, 10-9, 10-10, 15-4, 15-5
K.CC.B.	<i>Counting & Cardinality: Count to determine the number of objects.</i>		
4	Apply the relationship between numbers and quantities and connect counting to cardinality.		
a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	11, 14-16, 18-20, 22, 30, 31, 61, 62	2-1, 5-1 to 5-5, 10-1 to 10-3, 10-9, 10-10, 15-4, 15-5
b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	14-16, 18-20, 22, 30, 31, 61, 62	5-1 to 5-4, 10-1 to 10-3, 10-9, 10-10, 15-4, 15-5
c	Understand that each successive number name refers to a quantity that is one larger.	14-16, 18-20, 22, 30, 31, 61,	5-1 to 5-4, 7-1, 10-1, 10-2, 11-1
5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	14-16, 18-21, 22, 30, 31, 61, 62	5-1 to 5-4, 6-5, 10-1 to 10-3, 10-9, 10-10
K.CC.C.	<i>Counting & Cardinality: Compare numbers</i>		
6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)	11-13, 43	2-1, 3-1 to 3-3, 8-1 to 8-4
7	Compare two numbers between 1 and 10 presented as written numerals.	26, 27	8-1, 8-3, 8-4
K.NBT.A.	<i>Number & Operations in Base Ten: Work with numbers 11-19 to gain foundations for place value.</i>		

		Student Book	Skill Builders
1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	30, 31, 61	10-1, 10-2, 10-9
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	Algebra and Functions		
K.OA.A.	<i>Operations & Algebraic Thinking: Model and describe addition as putting together and adding to, and subtractions as taking apart and taking from, using objects or drawings.</i>		
1	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	36, 37, 39-45	26-1 to 26-4, 26-6 to 26-8, 26-10, 27-1, 27-2, 28-1, 28-2, 29-1
2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	36-45	26-1 to 26-4, 26-6 to 26-10, 27-1, 27-2, 28-1, 28-2, 29-1
3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	38	26-5 to 26-10
4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	24, 38	26-3, 26-4, 26-10
5	Fluently add and subtract within 5.	38, 41, 42	26-5 to 26-7, 27-1, 27-2
		Student Book	Skill Builders
	Data, Statistics, and Probability		
K.MD.A.	<i>Measurement & Data: Describe and compare measurable attributes.</i>		
1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	3, 4, 50, 51, 55, 56	
2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	3, 4, 50, 51, 55, 56	14-1 to 14-4, 20-1, 21-1
K.MD.B.	<i>Measurement & Data: Classify objects and count the number of objects in each category.</i>		
3	Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).	1, 28, 29	15-4, 15-5, 30-1
		Student Book	Skill Builders
	Geometry		

