# Math Teachers Press, Inc.

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## Utah Core State Standards for Mathematics Correlated to *Moving with Math* CONNECTIONS Kindergarten

| | | Lesson Plan Page (located in Teacher Resource Manual) & Student Activity Book Page | Skill Builder Page & Oral Review (OR) (located in Teacher Resource Manual) |
|---|---|---|---|
| K.MP | **Mathematical Practices Standards. Students will become mathematically proficient in engaging with mathematical content and concepts as they learn, experience, and apply these mathematical habits of mind.** | **Journal Prompts and Informal Assessment:** Opportunities found in daily lessons address the mathematical practice standards. **Additional Reccomendation:** Keep a copy of your mathematical practices standards near you while lesson planning to guide you in your questioning techniques. | |
| K.MP.1 | Make sense of problems and persevere in solving them. | | |
| K.MP.2 | Reason abstractly and quantitatively. | | |
| K.MP.3 | Construct viable arguments and critique the reasoning of others. | | |
| K.MP.4 | Model with mathematics. | | |
| K.MP.5 | Use appropriate tools strategically. | | |
| K.MP.6 | Attend to precision. | | |
| K.MP.7 | Look for and make use of structure. (Patterns, place value, properties of operations, flexibility of numbers) | | |
| K.MP.8 | Look for and express regularity in repeated reasoning. (Notice repetitions in related problems, use observations and reasoning to find shortcuts/generalizations) | | |
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| **K.CC** | **COUNTING AND CARDINALITY** | | |
| K.CC.1 | Count to 100 by ones and and by tens. | 4, 169, 174 | 7-2, 10-2, 10-4 |
| K.CC.2 | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | 75, 121 | |

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| K.CC.3 | Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 represents a count of no objects). | 43-48, 52, 54, 55, 56, 66, 68, 70, 71, 74, 76, 84, 86, 164-166 | 3-2, 5-4, 6-1 to 6-6, 10-1, 11-1 OR K-5, K-6, K-11 |
| K.CC.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. | | |
| K.CC.4A | When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number, and each number with the correct quantity of objects. | 47, 49, 51, 53, 55, 57, 58, 65, 67, 69, 71, 73, 83, 85 | 5-1, 5-2, 7-1, 10-1, 30-2 OR K-7, K-10 |
| K.CC.4B | Understand that the last number said represents the number of objects counted. The number of objects is the same regardless of their arrangment or the order in which they were counted. | 16, 47, 49, 51, 53, 55-57, 65, 67, 69, 71, 73, 83, 85 | 5-1, 5-4, 10-1 |
| K.CC.4C | Understand that each successive number refers to a quantity that is one greater than the previous number. | 47, 49, 51, 53, 55, 57, 65, 67, 69, 71, 73, 77, 78, 80, 82, 83, 85 | |
| K.CC.5 | Use counting to answer questions about "how many". *For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration.* Using a number from 1-20, count out that many objects. | 45-49, 51-57, 65-74, 76, 83-87, 164-168, 170 | 3-2, 5-1, 5-2, 5-4, 5-5, 6-1, 10-1 |
| K.CC.6 | Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects. | 15-21, 42, 50, 87, 143, 144, 170 | 2-1, 3-1, 3-2, 8-1 to 8-3  OR K-2, K-3, K-8 |
| K.CC.7 | Compare two numbers between 1 and 10 presented as written numerals using "greater than", "less than", or "equal to". | | |
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| **K.OA** | **OPERATIONS AND ALGEBRAIC THINKING** | | |
| K.OA.1 | Represent addition and subtraction with objects, fingers, mental images, simple drawings, or sounds. *For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.* | 120-129, 134-142, 144, 146, 147 | 26-1, 26-2, 27-1, 27-2, 29-1 OR K-26, K-27, K-28 |
| K.OA.2 | Solve addition and subtraction word problems within 10. Use objects or drawings to represent the problem. | 119-128, 133-141, 147 | OR K-29 |

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| K.OA.3 | Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing or equation. *For example, 5 = 2 + 3 and 5 = 4 + 1.* | 52, 54, 65, 67, 69, 71, 73, 121, 128 | |
| K.OA.4 | Make sums of 10 using any number from 1 to 9. *For example, 2 + 8 = 10.* Use objects or drawings to represent and record the answer. | 73 | 26-5 |
| K.OA.5 | Fluently add and subtract using numbers within 5. | 121, 123, 124, 128, 129 | |
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| **K.NBT** | **NUMBER AND OPERATIONS IN BASE TEN** | | |
| K.NBT.1 | Compose and decompose numbers from 11-19 into ten ones and some further ones. Use objects or drawings and record each composition or decomposition by a drawing or equation. *For example, 18 = 10 + 8.* Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones. | 165-168 | |
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| **K.MD** | **MEASUREMENT AND DATA** | | |
| K.MD.1 | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | 30-32 | |
| K.MD.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. *For example, directly compare the length of two pencils and describe one as shorter or longer.* | 30-32, 106, 107 | OR K-7 |
| K.MD.3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit the category counts to less than or equal to 10. | 2, 3, 5, 11, 116 | 13-2, 30-1, 30-2 OR K-1, K-13, K-14 |
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| **K.G** | **GEOMETRY** | | |
| K.G.1 | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.* | 9, 10, 27-29, 33 | 12-1, 12-2, 12-4, 16-3 OR K-12, K-15, K-16 |
| K.G.2 | Correctly name shapes regardless of their orientations or overall sizes. | 27-29, 33, 36, 37, 39 | OR K-15 |
| K.G.3 | Identify shapes as two-dimensional ("flat") or three-dimensional ("solid"). | | 16-4 |

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| K.G.4 | Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes and orientations, using informal language to describe their similarities, differences, and other attributes *(for example, color, size, shape, number of sides)* . | 12, 14, 25, 26, 34, 64 | 13-1, 14-1, 14-2, 15-3, 16-1 OR K-13, K-14 |
| K.G.5 | Model and create shapes from components such as sticks and clay balls. | | |
| K.G.6 | Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* | 117 | |