



# Math Teachers Press, Inc.

4850 Park Glen Road, Minneapolis, MN 55416  
phone (800) 852-2435 fax (952) 546-7502

## Nebraska College and Career Ready Standards for Mathematics Correlated to *Moving with Math CONNECTIONS* Kindergarten

		<b>Lesson Plan Page</b> <i>(located in Teacher Resource Manual)</i> <b>&amp; Student Activity Book Page</b>	<b>Skill Builder Page &amp; Oral Review (OR)</b> <b>(located in Teacher Resource Manual)</b>
	<b>NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.</b>		
<b>K.N.1</b>	<b>Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.</b>		
<b>K.N.1.a</b>	Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., “I saw 5.” “How did you know?” “I saw 3 and 2, that is 5.”		
<b>K.N.2</b>	<b>Counting and Cardinality: Students will understand the relationship between numbers and quantities.</b>		
<b>K.N.2.a</b>	Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.	43-57, 65-74, 83-86	
<b>K.N.2.b</b>	Understand that each successive number name refers to a quantity that is one larger.	45-57, 65-74, 83-86	
<b>K.N.2.c</b>	Count out the number of objects given a number from 1 to 20.	45, 47, 51, 53, 57, 65, 67, 69, 85, 119	5-1, 5-2, 5-4, 5-6, 7-1
<b>K.N.2.d</b>	Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.	45-57, 65-74, 76, 79, 83-86, 165-168	5-1, 5-2, 5-4, 5-6, 6-1, 6-2, 10-1 OR K-5
<b>K.N.2.e</b>	Count verbally forward and backward from any given number within 20.	58, 75, 77, 78, 80, 82, 121, 169	7-2, 10-2 OR K-7
<b>K.N.2.f</b>	Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).	4, 174	10-4
<b>K.N.2.g</b>	Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.	41-48, 50-56, 65-74, 76, 83-87, 164-168	3-2, 6-1 to 6, 10-1, 11-1 OR K-6, K-11
<b>K.N.2.h</b>	Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.	15-21, 42, 50, 87, 143, 170	2-1, 3-1, 8-1 to 3 OR K-2, K-
<b>K.N.3</b>	<b>Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.</b>		

		<b>Lesson Plan Page</b> (located in Teacher Resource Manual) <b>&amp; Student Activity</b> <b>Book Page</b>	<b>Skill Builder</b> <b>Page &amp; Oral</b> <b>Review (OR)</b> (located in Teacher Resource Manual)
<b>K.N.3.a</b>	Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.	165-168	
<b>K.N.4</b>	<b>Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.</b>		
<b>K.N.4.a</b>	Represent and explain addition and subtraction as part-whole relationships, with addition as <i>putting together</i> and/or <i>adding to</i> and subtraction as <i>taking apart</i> and/or <i>taking from</i> , using objects, drawings, numbers, and equations.	120-130, 134-142, 144, 146, 147	26-1, 26-2, 27-1, 27-2, 28-1, 29-1 OR K-26 to 28
<b>K.N.4.b</b>	Compose and decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.	52, 54, 65, 67, 69, 71, 73, 121	
<b>K.N.4.c</b>	For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.		
<b>K.N.4.d</b>	Efficiently, flexibly, and accurately add and subtract within 5.	120-129, 134-142, 146, 147	26-1, 26-2, 27-1, 27-2, 29-1
<b>K.N.4.e</b>	Solve authentic problems that involve addition and subtraction within 10 (e.g., by using objects, drawings, and equations to represent the problem).	119, 124-127, 133-139, 141	OR K-29
	<b>ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.</b>		
	SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (K.N.4)		
	<b>GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.</b>		
<b>K.G.1</b>	<b>Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.</b>		
<b>K.G.1.a</b>	Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.	27-29, 33, 36	OR K-15
<b>K.G.1.b</b>	Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.	37, 39	16-1, 16-3, 16-4 OR K-16
<b>K.G.1.c</b>	Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.	1, 9, 10, 25, 27-29, 33	12-1, 12-2 OR K-12

		<b>Lesson Plan Page</b> <i>(located in Teacher Resource Manual)</i> <b>&amp; Student Activity Book Page</b>	<b>Skill Builder Page &amp; Oral Review (OR)</b> <b>(located in Teacher Resource Manual)</b>
<b>K.G.1.d</b>	Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.	33-35	15-2, 16-3
<b>K.G.1.e</b>	Combine simple shapes to compose larger shapes.	65, 67, 69, 71, 74, 117	OR K-10
<b>K.G.2</b>	<b>Measurement: Students will describe and compare measurable attributes.</b>		
<b>K.G.2.a</b>	Describe measurable attributes of authentic objects including length, capacity, and weight.	12, 30-32, 106-108, 115, 116	
<b>K.G.2.b</b>	Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.	12, 30-32, 106-108, 115, 116	14-1, 14-2, 21-1, 21-2 OR K-14, K-21
<b>K.G.3</b>	<b>Time and Money: Students will know coin names and values and tell time to the hour.</b>		
<b>K.G.3.a</b>	Identify the name and value of pennies, nickels, and dimes.	97, 99, 101	24-1 OR K-24
<b>K.G.3.b</b>	Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.	93, 94	19-2
	<b>DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.</b>		
<b>K.D.1</b>	<b>Classification: Students will sort and classify objects using one or more attributes.</b>		
<b>K.D.1.a</b>	Identify, sort, and classify objects by size, shape, color, and other attributes.	2, 3, 5, 11, 13, 14, 25-29, 34, 36, 39, 64, 68	13-1, 13-2, 15-3, 29-2 to 6 OR K-1, K-13, K-15
<b>K.D.1.b</b>	Identify objects that do not belong to a particular group and explain the reasoning used.	11	