



**Montana State Kindergarten Math Standards Alignment to Starfall**

**Counting and Cardinality K.CC**

**Know number names and the count sequence.**

| Montana Standards   | Starfall K Math Alignment  |
|---|--|
| 1. Count to 100 by ones and by tens.  | <p><b>Teacher's Guide <i>Read Me First</i> p. 6</b> - Hundredth Day Chart<br/> <b>Teacher's Guide <i>Read Me First</i> p. 9</b> - Backpack Bear's Math Games: Count to 100<br/> <b>Teacher's Guide p. 108</b> - Daily Routines: Number Line (daily)<br/> <b>Teacher's Guide p. 115</b> - Number Bundles<br/> <b>Teacher's Guide p. 274</b> - Count by Fives and Tens<br/> <b>100th Day of School Supplement pp. 2-4</b> - 100th Day of School Activities<br/> <b>Starfall.com:</b> Math: <i>Numbers</i><br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Place Value<br/> <b>Starfall.com:</b> Math: Kindergarten Mathematics Generators: Counting - Count to 100</p> |
| 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).                           | <p><b>Teacher's Guide p. 64</b> - Daily Routine: Number Line (daily)<br/> <b>Teacher's Guide p. 212</b> - Counting on from 10-20<br/> <b>Teacher's Guide p. 298</b> - Counting On<br/> <b>Teacher's Guide p. 320</b> - Counting On from a Given Number<br/> <b>Teacher's Guide p. 379</b> - Counting On Using the Number Line<br/> <b>Teacher's Guide p. 546</b> - Counting on from 10<br/> <b>Teacher's Guide p. 560</b> - Counting On<br/> <b>Starfall.com:</b> Math: Numbers: Train</p>   |
| 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). | <p><b>Teacher's Guide pp. 199 - 248</b> - Unit 5: Troublesome Teens<br/> <b>Teacher's Guide pp. 246-247</b> - Introduce 20<br/> <b>Teacher's Guide p. 248</b> - Learning Centers: Computer<br/> <b>Teacher's Guide p. 248</b> - Learning Centers: A Walk in the Park<br/> <b>Teacher's Guide p.249</b> - Learning Centers: Dot-to-Dot (1-20)<br/> <b>Teacher's Guide pp. 546-547</b>- Numbers 10-20<br/> <b>Backpack Bear's Math Workbook 1</b> - Numbers 1 - 20</p>   |

**Count to tell the number of objects.**

| Montana Standards   | Starfall K Math Alignment   |
|---|---|
| <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>4.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 from a variety of cultural contexts, including those of Montana American Indians.</p> | <p><b>Teacher’s Guide <i>Read Me First</i> p. 9</b> - Backpack Bear’s Math Games - “Race to 20”</p> <p><b>Teacher’s Guide p. 87</b> - Using Math Strategies</p> <p><b>Teacher’s Guide p.92</b> - Learning Centers: Ways to Represent Numbers</p> <p><b>Teacher’s Guide pp. 109-110</b> - One-to-One Correspondence and the Number Nine</p> <p><b>Teacher’s Guide pp.112-113</b> - The Number Zero</p> <p><b>Teacher’s Guide p. 116</b> - Formative Assessment</p> <p><b>Teacher’s Guide p. 282</b> - Seeing Number Patterns</p> <p><b>Starfall.com:</b> Math: Numbers</p> <p><b>Starfall.com:</b> Math Songs</p> <p><b>Starfall.com:</b> Math: Numbers: Count Cookies</p> |
| <p>4.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.</p>   | <p><b>Teacher’s Guide pp. 87- 88</b> - The Number Seven</p> <p><b>Teacher’s Guide p.120</b> - Learning Centers: Number Activity Mats</p> <p><b>Teacher’s Guide pp. 318-319</b> - Number Representations 1-5</p> <p><b>Teacher’s Guide p. 323</b> - Match Dominoes to Number Cards</p> <p><b>Teacher’s Guide pp. 323-324</b> - Number Representations 6-10</p> <p><b>Starfall.com:</b> Math: Numbers</p>   |
| <p>4.c. Understand that each successive number name refers to a quantity that is one larger.</p>  | <p><b>Teacher’s Guide p. 40</b> - Daily Routines: Number Line (daily)</p> <p><b>Teacher’s Guide p. 44</b> - Daily Routines: Hundreds Chart (daily)</p> <p><b>Teacher’s Guide p.60</b> - Daily Routines: Place Value (daily)</p> <p><b>Teacher’s Guide p. 81</b> - Count to Five</p> <p><b>Teacher’s Guide pp. 84-85</b> - The Number Six</p> <p><b>Starfall.com:</b> Math: Numbers</p> <p><b>Starfall.com:</b> Math Songs</p>   |
| <p>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 from a variety of cultural contexts, including those of Montana American Indians.</p>  | <p><b>Teacher’s Guide p. 60</b> - Daily Routines: Number Line - “How Many Days Have We Been in School?”</p> <p><b>Teacher’s Guide p. 277</b> - Learning Centers: Race to 20</p> <p><b>Teacher’s Guide pp. 354-356</b> - Arrays to 20</p> <p><b>Teacher’s Guide pp. 357-359</b> - Subitizing and Array Review</p> <p><b>Teacher’s Guide p. 360</b> - Learning Center: Arrays</p>   |

**Compare numbers.**

| Montana Standards                                       | Starfall K Math Alignment   |
|---|---|
| <p>6. Identify whether the number of objects in one</p> | <p><b>Teacher’s Guide p. 155</b> - Evaluate Most, Least, and Same</p> |

|   |  |
|---|--|
| <p>group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> | <p><b>Teacher's Guide pp. 156-158</b> - Greater Than and Less Than<br/> <b>Teacher's Guide pp. 187-188</b> - Using Ten Frames to Demonstrate More<br/> <b>Teacher's Guide p. 189</b> - Number Line Riddles<br/> <b>Teacher's Guide p. 288</b> - One Less<br/> <b>Teacher's Guide p. 342</b> - One More/One Less<br/> <b>Teacher's Guide p. 415</b> - Pocket Chart Game<br/> <b>Teacher's Guide p. 490</b> - Creating Equal Groups<br/> <b>Teacher's Guide p. 633</b> - How Many More or Less?<br/> <b>Starfall.com:</b> Math: Greater Than/Less Than</p> |
| <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>   | <p><b>Teacher's Guide p. 128</b> - Less Than<br/> <b>Teacher's Guide p. 132</b> - One More<br/> <b>Teacher's Guide p. 187</b> - "Thumbs Up/Thumbs Down"<br/> <b>Teacher's Guide p. 195</b> - Learning Centers: Banker, Customer - "High/Low"<br/> <b>Teacher's Guide p. 265</b> - Number Sense<br/> <b>Teacher's Guide p. 415</b> - Mystery Number Game<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Base Ten Practice</p>  |

<sup>1</sup>Include groups with up to ten objects.

### Operations and Algebraic Thinking K.OA

**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

| Montana Standards   | Starfall K Math Alignment   |
|---|---|
| <p>1. Represent addition and subtraction with objects, fingers, mental images, drawings,<sup>2</sup> sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>                                 | <p><b>Teacher's Guide p.112</b> - Story Problems<br/> <b>Teacher's Guide p. 296</b> - Act It Out: Subtraction<br/> <b>Teacher's Guide pp. 374-375</b> - Introduction to Addition<br/> <b>Teacher's Guide p. 376</b> - Using Addition Strategies to Solve Equations<br/> <b>Teacher's Guide pp. 379-380</b> - Using a Number Line to Add<br/> <b>Teacher's Guide pp. 381-383</b> - Acting It Out<br/> <b>Teacher's Guide p. 417</b> - Partner to Solve Subtraction Problems<br/> <b>Teacher's Guide pp. 428-429</b> - Little Boy Blue Story Problems<br/> <b>Teacher's Guide pp. 430-431</b> - Subtraction Story Problem<br/> <b>Teacher's Guide pp. 457-458</b> -Subtraction<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Math Helpers</p> |
| <p>2. Solve addition and subtraction word problems from a variety of cultural contexts, including those of Montana American Indians, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> | <p><b>Teacher's Guide pp. 377-378</b> - Using Counters and Ten-Frames<br/> <b>Teacher's Guide pp. 382-383</b> - Create an Addition Story; Drawing Pictures<br/> <b>Teacher's Guide p. 383</b> - Solve Number Stories<br/> <b>Teacher's Guide p. 396</b> - Story Maps<br/> <b>Teacher's Guide pp. 418-419</b> - Subtraction Practice<br/> <b>Teacher's Guide pp. 420-421</b> - Five Little Teddy Bear Subtraction<br/> <b>Teacher's Guide p. 422</b> - Learning Centers: Add and Subtract</p>  |

|   |   |
|---|---|
|   | <p><b>Starfall.com:</b> Math: Addition &amp; Subtraction: Addition Intro<br/> <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Addition Practice<br/> <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Addition Within 10<br/> <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Subtraction Intro<br/> <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Subtraction Within 10<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Word Problems<br/> <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Word Problems Add To: Change Unknown</p>  |
| <p>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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> | <p><b>Teacher's Guide pp. 350</b> - Number Bonds to 10<br/> <b>Teacher's Guide pp. 351-352</b> - Review Number Bonds<br/> <b>Teacher's Guide p. 353</b> - Write Equations for Ten<br/> <b>Teacher's Guide p. 377</b> - Using Counters and Ten-Frames<br/> <b>Teacher's Guide p. 384</b> - Learning Centers: Shake, Spill, and Add<br/> <b>Teacher's Guide p. 400</b> - Create Addition Problems to 10<br/> <b>Teacher's Guide pp. 452-453</b> - Review Addition<br/> <b>Teacher's Guide pp. 468-469</b> - Creating Addition and Subtraction Equations<br/> <b>Teacher's Guide pp. 620-621</b> - Composing and Decomposing Numbers 6-10<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Compose/Decompose Tens and Ones<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Math Helpers</p>   |
| <p>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.</p>   | <p><b>Teacher's Guide p. 352</b> - Hanger Activity to 10<br/> <b>Teacher's Guide pp. 374-375</b> - Introduction to Addition<br/> <b>Teacher's Guide pp. 381-383</b> - Act It Out!<br/> <b>Teacher's Guide pp. 453-454</b> - Ways to Write an Addition Equation/Writing Equations/Solving Addition Equations<br/> <b>Teacher's Guide p. 468</b> - Plus and Minus Game<br/> <b>Teacher's Guide p. 474</b> - Addition and Subtraction Journal Page<br/> <b>Teacher's Guide p. 508</b> - Missing Number<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Math Helpers<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Make 10 Numbers<br/> <b>Starfall.com:</b> Math: Make 10 Objects</p>  |
| <p>5. Fluently add and subtract within 5.</p>   | <p><b>Teacher's Guide p. 466</b> - Addition and Subtraction Equation Cards<br/> <b>Teacher's Guide p. 469</b> - What's My Sign?<br/> <b>Teacher's Guide p. 475</b> - Learning Centers: Flash Card Game<br/> <b>Teacher's Guide p. 622</b> - Addition Game Day<br/> <b>Teacher's Guide p. 623</b> - Subtraction Ball Toss<br/> <b>Teacher's Guide p. 625</b> - Play "What's the Operation?"<br/> <b>Teacher's Guide p. 625</b> - What's the Operation?<br/> <b>Teacher's Guide pp. 632-633</b> - Addition and Subtraction<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Addition Intro<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Addition Within 10<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Addition Practice<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Subtraction Intro<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Subtraction Within 10<br/> <b>Starfall.com:</b> Math: Add &amp; Subtract: Subtraction Practice</p> |

<sup>2</sup> Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.

### Number and Operations in Base Ten K.NBT

**Work with numbers 11–19 to gain foundations for place value.**

| Montana Standards  | Starfall K Math Alignment   |
|--|---|
| 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 (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | <p><b>Teacher’s Guide pp. 546-547</b> - Numbers 10-20<br/> <b>Teacher’s Guide pp. 548-549</b> - Recognize Numbers and Sets of 10 to 20<br/> <b>Teacher’s Guide pp. 550-551</b> - Teens Practice<br/> <b>Teacher’s Guide pp. 552-553</b> - Place Value<br/> <b>Teacher’s Guide p. 555</b> - Learning Centers: Summative Assessment<br/> <i>Starfall.com</i>: Math: Add &amp; Subtract: Place Value<br/> <i>Starfall.com</i>: Math: Add &amp; Subtract: Addition Within 20<br/> <i>Starfall.com</i>: Math: Add &amp; Subtract: Subtraction: Within 20<br/> <i>Starfall.com</i>: Math: Add &amp; Subtract: Compose/Decompose</p> |

### Measurement and Data K.MD

**Describe and compare measurable attributes.**

| Montana Standards  | Starfall K Math Alignment   |
|--|---|
| 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.   | <p><b>Teacher’s Guide pp.126-127</b> - Measurement<br/> <b>Teacher’s Guide pp.132-133</b> - Sort by Attribute<br/> <b>Teacher’s Guide pp. 508-509</b> - Measure Distance<br/> <b>Teacher’s Guide pp. 510-511</b>- Classroom Size Comparison<br/> <b>Teacher’s Guide pp. 512-514</b> - Comparing Surface Area<br/> <i>Starfall.com</i>: Math: Geometry &amp; Measurement: Measurement<br/> <i>Starfall.com</i>: Math: Geometry &amp; Measurement: Weight</p> |
| 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 heights of two children and describe one child as taller/shorter. | <p><b>Teacher’s Guide pp. 28-29</b> - Introduce Measuring with Rectangles, Match Lengths, Compare Rectangles<br/> <b>Teacher’s Guide pp. 126 - 127</b> - Introduce Measurement<br/> <b>Teacher’s Guide p. 268</b> - Taller or Shorter?<br/> <b>Teacher’s Guide p. 284</b> - One Less<br/> <b>Teacher’s Guide p. 285</b> - One More<br/> <i>Starfall.com</i>: Math: Geometry &amp; Measurement: Measurement</p>  |

**Classify objects and count the number of objects in each category.**

| Montana Standards   | Starfall K Math Alignment   |
|---|---|
| 3. Classify objects from a variety of cultural contexts, including those of Montana American Indians, into given categories; count the numbers of objects in each category and sort the categories by count. <sup>3</sup> | <b>Teacher’s Guide pp. 36-37</b> - Explore Shapes<br><b>Teacher’s Guide pp. 41-42</b> - Introduce Octagon and Review 2D Shapes<br><b>Teacher’s Guide pp. 132-133</b> - Sort By Attribute<br><b>Teacher’s Guide p. 134</b> - Learning Centers: Sorting Objects<br><b>Teacher’s Guide pp. 288-289</b> - 3-D Shape Museum Day<br><b>Teacher’s Guide p. 290</b> - Sorting Shapes<br><b>Teacher’s Guide p. 624</b> - Pattern Using Coins<br><b>Starfall.com:</b> Math: Geometry & Measurement: Button Sort |

<sup>3</sup>Limit category counts to be less than or equal to 10.

### Geometry K.G

**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

| Montana Standards  | Starfall K Math Alignment  |
|--|--|
| 1. Describe objects, including those of Montana American Indians, 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. | <b>Teacher’s Guide pp.128-129</b> - Ordinal Numbers<br><b>Teacher’s Guide pp. 152-153</b> - Introduce Positional Words<br><b>Teacher’s Guide p. 160</b> - Positional Words<br><b>Teacher’s Guide p. 623</b> - Position Words   |
| 2. Correctly name shapes regardless of their orientations or overall size.   | <b>Teacher’s Guide pp. 18-19</b> - Review One, Preview Two (Properties of a circle)<br><b>Teacher’s Guide pp. 21-22</b> - Preview Three (Properties of a Triangle)<br><b>Teacher’s Guide pp. 24-25</b> - Preview Four (Properties of a rectangle and square)<br><b>Teacher’s Guide p. 134</b> - Computer Center<br><b>Teacher’s Guide p. 150</b> - Identify shapes in the Environment<br><b>Teacher’s Guide pp. 265-266</b> - Shape Properties<br><b>Starfall.com:</b> Math - Geometry and Measurement: Triangles & Make Shapes<br><b>Starfall.com:</b> Math - Geometry and Measurement: Puzzles<br><b>Starfall.com:</b> Math - Geometry and Measurement: 2D/3D Shapes |
| 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).   | <b>Teacher’s Guide pp. 265-267</b> - Shape Properties<br><b>Teacher’s Guide pp. 268-269</b> - Introduce Cube<br><b>Teacher’s Guide pp. 271-273</b> - Introduce the Rectangular Prism<br><b>Teacher’s Guide pp. 274-275</b> - Introduce the Cone<br><b>Teacher’s Guide pp. 282-283</b> - Introduce the Cylinder<br><b>Teacher’s Guide p. 284</b> - Introduce the Sphere<br><b>Teacher’s Guide pp. 286-287</b> - Introduce the Square Pyramid<br><b>Teacher’s Guide p. 302</b> - Sorting 2D and 3D Shapes  |

|  |   |
|--|---|
|  | <p><b>Starfall.com:</b> Math: Geometry and Measurement: 2D/3D Sort</p> <p><b>Starfall.com:</b> Math: Geometry and Measurement: 2-D/3D Shapes</p> <p><b>Starfall.com:</b> Math: Geometry and Measurement: 3D Space</p> |
|--|---|

**Analyze, compare, create, and compose shapes.**

| Montana Standards  | Starfall K Math Alignment  |
|--|--|
| <p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> | <p><b>Teacher's Guide pp. 265-266</b> - Shape Properties</p> <p><b>Teacher's Guide p. 269</b> - Introduce the Math Net</p> <p><b>Teacher's Guide p. 272</b>- Introduce the Rectangular Prism Math Net</p> <p><b>Teacher's Guide p. 275</b> - Introduce the Cone Math Net</p> <p><b>Teacher's Guide p. 282</b> - Introduce the Cylinder Math Net</p> <p><b>Teacher's Guide p. 283</b> - Properties of a Cylinder</p> <p><b>Teacher's Guide p. 285</b> - Compare Circles and Spheres</p> <p><b>Teacher's Guide p. 287</b> - Introduce the Square Pyramid Math Net</p> <p><b>Teacher's Guide p. 289</b> - Sort Items Into Groups</p> <p><b>Teacher's Guide p. 296-297</b> -<i>Backpack Bear's Treasure Hunt</i></p> <p><b>Teacher's Guide p. 301</b> - Graphing 3-D Shapes</p> <p><b>Teacher's Guide p. 303</b> - Distinguishing 2D and 3D Shapes</p> |
| <p>5. Model shapes in the world from a variety of cultural contexts, including those of Montana American Indians, by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>   | <p><b>Teacher's Guide p. 151</b> - Draw Shapes</p> <p><b>Teacher's Guide p. 267</b> - Draw Shapes with Shaving Cream</p> <p><b>Teacher's Guide p. 276</b> - Learning Centers: Play Dough Shape Town</p> <p><b>Teacher's Guide p. 297</b> - Draw Shapes</p> <p><b>Teacher's Guide p. 304</b> - Learning Centers: Play Dough 3-D Shapes</p> <p><b>Teacher's Guide p. 304</b> - Learning Centers: Constructing 3-D Shapes</p>   |
| <p>6. Compose simple shapes to form larger shapes. For example, "<i>Can you join these two triangles with full sides touching to make a rectangle?</i>"</p>  | <p><b>Teacher's Guide p. 134</b> - Computer Center</p> <p><b>Teacher's Guide pp. 265-266</b> - Shape Properties</p> <p><b>Teacher's Guide p. 273</b> - Cubes and Rectangular Prisms</p> <p><b>Starfall.com:</b> Math: Geometry and Measurement: Triangles &amp; Make Shapes</p> <p><b>Starfall.com:</b> Math: Geometry and Measurement: Puzzles</p>  |

\*The standards in this document were copied directly from the **Montana Common Core Standards for Mathematical Practices and Mathematics Content.**

## Standards for Mathematical Practices

The following Mathematical Practices were an underlying basis in the creation of mathematics lessons and activities included in the Starfall Kindergarten Math Curriculum. This chart includes several examples of lessons that specifically address each Mathematical Practice.

| Mathematical Practices   | Starfall K Math Alignment   |
|--|---|
| <p><b>K.MP.1</b> Make sense of problems and persevere in solving them.</p> | <p><b>Teacher’s Guide pp. 334-335</b> - Addition to Five<br/> <b>Teacher’s Guide p. 350</b> - Number Bonds of Ten<br/> <b>Teacher’s Guide pp. 354-356</b> - Arrays Up to 20<br/> <b>Teacher’s Guide pp. 374-375</b> - Introduction to Addition<br/> <b>Teacher’s Guide pp. 377-378</b> - Using Counters and Ten Frames<br/> <b>Teacher’s Guide pp. 379-380</b> - Using a Number Line to Add<br/> <b>Teacher’s Guide pp. 381-382</b> - Acting it Out<br/> <b>Teacher’s Guide pp. 391-392</b> - Missing Numbers<br/> <b>Teacher’s Guide pp. 393-394</b> - Strategies to Solve Story Problems<br/> <b>Teacher’s Guide pp. 395-396</b> - Story Maps<br/> <b>Teacher’s Guide pp. 416-417</b> - Introduce Subtraction<br/> <b>Teacher’s Guide pp. 418-419</b> - Subtraction Practice<br/> <b>Teacher’s Guide pp. 420-421</b> - “Five Little Teddy Bears” Subtraction<br/> <b>Teacher’s Guide pp. 428-429</b> - “Little Boy Blue” Story Problems<br/> <b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems<br/> <b>Teacher’s Guide pp. 434-436</b> - Using a Number Line to Subtract<br/> <b>Teacher’s Guide pp. 455-456</b> - My Answer Is . . .<br/> <b>Teacher’s Guide p. 459</b> - Subtraction Equations<br/> <b>Teacher’s Guide pp. 466-467</b> - Review Addition and Subtraction Facts<br/> <b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems<br/> <b>Teacher’s Guide pp. 468-469</b> - Creating Addition and Subtraction Equations</p> |
| <p><b>K.MP.2</b> Reason abstractly and quantitatively.</p>                 | <p><b>Teacher’s Guide p. 375</b> - Using Addition Strategies<br/> <b>Teacher’s Guide p. 376</b> - Using Addition Strategies to Solve Equations<br/> <b>Teacher’s Guide pp. 381-383</b> - Acting It Out<br/> <b>Teacher’s Guide p. 391</b> - Building Addition Number Stories<br/> <b>Teacher’s Guide p. 392</b> - Solving for X<br/> <b>Teacher’s Guide pp. 393-394</b> - Strategies to Solve Story Problems<br/> <b>Teacher’s Guide pp. 395-396</b> - Story Maps<br/> <b>Teacher’s Guide p. 417</b> - Partner to Solve Subtraction Problems<br/> <b>Teacher’s Guide pp. 418-419</b> - Subtraction Practice</p>   |



|   |   |
|---|---|
|   | <p><b>Teacher's Guide p. 420-421</b> - "Five Little Teddy Bears" Subtraction</p> <p><b>Teacher's Guide p. 423</b> - Learning Centers: Summative Assessment: "Five Teddy Bears"</p> <p><b>Teacher's Guide pp. 428-429</b> - "Little Boy Blue" Story Problems</p> <p><b>Teacher's Guide pp. 430-431</b> - Subtraction Story Problems</p> <p><b>Teacher's Guide pp. 452-454</b> - Review Addition</p> <p><b>Teacher's Guide pp. 455-456</b> - My Answer Is . . .</p> <p><b>Teacher's Guide pp. 457-458</b> - Subtraction</p> <p><b>Teacher's Guide p. 459</b> - Subtraction Equations</p> <p><b>Teacher's Guide p. 466</b> - "Build a Tower Addition" Game</p> <p><b>Teacher's Guide p. 467</b> - "Disappearing Train Cube Subtraction" Game</p> <p><b>Teacher's Guide pp. 468-469</b> - Creating Addition and Subtraction Equations</p> <p><b>Teacher's Guide pp. 473-474</b> - Addition and Subtraction Story Problems</p> <p><b>Teacher's Guide p. 491</b> - Use Pictures to Solve Problems</p> <p><b>Teacher's Guide p. 492</b> - Draw Pictures to Solve Problems</p> <p><b>Teacher's Guide p. 496</b> - Measure and Compare Lengths</p> <p><b>Teacher's Guide p. 497</b> - Measure Using Craft Sticks</p> <p><b>Teacher's Guide p. 497</b> - Measure Using Cubes</p> <p><b>Teacher's Guide p. 498</b> - Length of Names</p> <p><b>Teacher's Guide pp. 499-500</b> - Shortest to Tallest</p> <p><b>Teacher's Guide p. 500</b> - Measure Objects</p> <p><b>Teacher's Guide p. 502</b> - Learning Centers: Measure the Objects</p> |
| <p><b>K.MP.3</b> Construct viable arguments and critique the reasoning of others.</p> | <p><b>Teacher's Guide p. 374</b> - Introduce "Operation"</p> <p><b>Teacher's Guide p. 375</b> - Using Addition Strategies</p> <p><b>Teacher's Guide p. 376</b> - Using Addition Strategies to Solve Equations</p> <p><b>Teacher's Guide pp. 377-378</b> - Use Counters and Ten-Frame Strategies</p> <p><b>Teacher's Guide pp. 379-380</b> - Using a Number Line to Add</p> <p><b>Teacher's Guide p. 381</b> - Addition Equation Cards (Counting On)</p> <p><b>Teacher's Guide pp. 381-382</b> - Acting It Out</p> <p><b>Teacher's Guide p. 383</b> - Drawing Pictures</p> <p><b>Teacher's Guide p. 384</b> - Solve Number Stories</p> <p><b>Teacher's Guide p. 391</b> - "Five Little Bees"</p> <p><b>Teacher's Guide p. 391</b> - Building Addition Number Stories</p> <p><b>Teacher's Guide p. 392</b> - Solving For X</p> <p><b>Teacher's Guide p. 392</b> - What Number is Missing?</p> <p><b>Teacher's Guide pp. 393-394</b> - Strategies to Solve Story Problems</p> <p><b>Teacher's Guide pp. 395-396</b> - Story Maps</p> <p><b>Teacher's Guide pp. 397-398</b> - Addition With Coins</p> <p><b>Teacher's Guide p. 400</b> - Learning Centers: Summative Assessment: Create Addition Problems to 10</p> <p><b>Teacher's Guide p. 414-415</b> - Greater Than/Less Than Game Day</p> <p><b>Teacher's Guide p. 416</b> - Subtraction as an Operation</p> <p><b>Teacher's Guide p. 417</b> - Compare Addition and Subtraction</p>   |

|  |  |
|--|--|
|  | <p>Strategies</p> <p><b>Teacher’s Guide p. 417</b> - Partner to Solve Subtraction Problems</p> <p><b>Teacher’s Guide pp. 418-419</b> - Drawing Pictures Strategy</p> <p><b>Teacher’s Guide p. 419</b> - Read It, Draw It, Solve It Practice</p> <p><b>Teacher’s Guide p. 419</b> - Represent Subtraction</p> <p><b>Teacher’s Guide pp. 420-421</b> - “Five Little Teddy Bears” Subtraction</p> <p><b>Teacher’s Guide pp. 428-429</b> - “Little Boy Blue” Story Problems</p> <p><b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems</p> <p><b>Teacher’s Guide pp. 432-433</b> - Subtraction and Money</p> <p><b>Teacher’s Guide pp. 434-436</b> - Using a Number Line to Subtract</p> <p><b>Teacher’s Guide pp. 452-454</b> - Review Addition</p> <p><b>Teacher’s Guide pp. 455-456</b> - My Answer Is...</p> <p><b>Teacher’s Guide pp. 457-458</b> - Subtraction</p> <p><b>Teacher’s Guide p. 459</b> - Subtraction Equations</p> <p><b>Teacher’s Guide p. 461</b> - Learning Centers: Summative Assessment: Adding and Subtracting Within 5</p> <p><b>Teacher’s Guide p. 468</b> - “Plus and Minus” Game</p> <p><b>Teacher’s Guide pp. 468-469</b> - Creating Addition and Subtraction Equations</p> <p><b>Teacher’s Guide p. 472</b> - Adding and Subtracting using Money</p> <p><b>Teacher’s Guide pp. 473-474</b> - Addition and Subtraction Story Problems</p>  |
| <p><b>K.MP.4</b> Model with mathematics.</p> | <p><b>Teacher’s Guide p. 375</b> - Using Addition Strategies</p> <p><b>Teacher’s Guide p. 376</b> - Using Addition Strategies to Solve Equations</p> <p><b>Teacher’s Guide pp. 381-383</b> - Acting It Out</p> <p><b>Teacher’s Guide p. 391</b> - Building Addition Number Stories</p> <p><b>Teacher’s Guide p. 392</b> - Solving for X</p> <p><b>Teacher’s Guide pp. 393-394</b> - Strategies to Solve Story Problems</p> <p><b>Teacher’s Guide pp. 395-396</b> - Story Maps</p> <p><b>Teacher’s Guide p. 417</b> - Partner to Solve Subtraction Problems</p> <p><b>Teacher’s Guide pp. 418-419</b> - Subtraction Practice</p> <p><b>Teacher’s Guide pp. 420-421</b> - “Five Little Teddy Bears” Subtraction</p> <p><b>Teacher’s Guide p. 423</b> - Learning Centers: Summative Assessment: “Five Teddy Bears”</p> <p><b>Teacher’s Guide pp. 428-429</b> - “Little Boy Blue” Story Problems</p> <p><b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems</p> <p><b>Teacher’s Guide pp. 452-454</b> - Review Addition</p> <p><b>Teacher’s Guide pp. 455-456</b> - My Answer Is . . .</p> <p><b>Teacher’s Guide pp. 457-458</b> - Subtraction</p> <p><b>Teacher’s Guide p. 459</b> - Subtraction Equations</p> <p><b>Teacher’s Guide p. 466</b> - “Build a Tower Addition” Game</p> <p><b>Teacher’s Guide p. 467</b> - “Disappearing Train Cube Subtraction” Game</p> <p><b>Teacher’s Guide pp. 468-469</b> - Creating Addition and Subtraction Equations</p> <p><b>Teacher’s Guide pp. 473-474</b> - Addition and Subtraction Story Problems</p> <p><b>Teacher’s Guide p. 491</b> - Use Pictures to Solve Problems</p> |

|   |  |
|---|--|
|   | <p><b>Teacher's Guide p. 492</b> - Draw Pictures to Solve Problems</p>   |
| <p><b>K.MP.5</b> Use appropriate tools strategically.</p> | <p><b>Teacher's Guide</b> - Daily Routines (Daily)<br/> <b>Teacher's Guide pp. 15-16</b> - Introduce Daily Routines and Preview One<br/> <b>Teacher's Guide p. 68</b> - Math Bag Objects<br/> <b>Teacher's Guide p. 84</b> - Introduce the Number Six<br/> <b>Teacher's Guide p. 120</b> - Learning Centers: Number Activity Mats<br/> <b>Teacher's Guide p. 134</b> - Learning Centers: Sorting Objects<br/> <b>Teacher's Guide p. 156</b> - Greater Than and Less Than<br/> <b>Teacher's Guide pp. 172-173</b> - Introduce the Dime<br/> <b>Teacher's Guide pp. 184-185</b> - Ten-Frames<br/> <b>Teacher's Guide p. 235</b> - Learning Centers: Summative Assessment: Represent Numbers<br/> <b>Teacher's Guide p. 246</b> - Introduce 20<br/> <b>Teacher's Guide p. 265</b> - Shape Properties<br/> <b>Teacher's Guide pp. 284-285</b> - Introduce the Sphere<br/> <b>Teacher's Guide p. 304</b> - Learning Centers: Constructing 3-D Shapes<br/> <b>Teacher's Guide pp. 325-326</b> - Review Money (Penny, Nickel, Dime)<br/> <b>Teacher's Guide pp. 336-337</b> - Number Combinations of 6 and 7<br/> <b>Teacher's Guide pp. 350-351</b> - Number Bonds of 10<br/> <b>Teacher's Guide pp. 378-379</b> - Using Counters and Ten-Frames<br/> <b>Teacher's Guide pp. 393-394</b> - Strategies to Solve Story Problems<br/> <b>Teacher's Guide p. 422</b> - Learning Centers: "Add and Subtract"<br/> <b>Teacher's Guide pp. 430-431</b> - Subtraction Story Problems<br/> <b>Teacher's Guide pp. 455-456</b> - My Answer Is...<br/> <b>Teacher's Guide pp. 470-471</b> - Plus and Minus<br/> <b>Teacher's Guide pp. 496-497</b> - Height and Length<br/> <b>Teacher's Guide pp. 508-509</b> - Measure Distance<br/> <b>Teacher's Guide pp. 524-525</b> - Weighing Objects<br/> <b>Teacher's Guide pp. 550-551</b> - Teens Practice<br/> <b>Teacher's Guide p. 567</b> - Learning Centers: "Count to 50" Number Grid Game<br/> <b>Teacher's Guide p. 606</b> - Learning Centers: Capacity</p> |
| <p><b>K.MP.6</b> Attend to precision.</p>                 | <p><b>Teacher's Guide pp. 15-16</b> - Introduce Daily Routines and Preview One<br/> <b>Teacher's Guide pp. 35-36</b> - Explore Shapes<br/> <b>Teacher's Guide pp. 61-63</b> - Introduce Essential Questions and the Number One<br/> <b>Teacher's Guide pp. 84-85</b> - The Number Six<br/> <b>Teacher's Guide p. 92</b> - Learning Centers: Ways to Represent Numbers<br/> <b>Teacher's Guide pp. 109-110</b> - One-to-One Correspondence and the Number Nine<br/> <b>Teacher's Guide pp. 126-127</b> - Measurement<br/> <b>Teacher's Guide pp. 150-151</b> - Identify Shapes in the</p>   |

|  |  |
|--|--|
|  | <p>Environment</p> <p><b>Teacher’s Guide pp. 166-168</b> - Introduce Money</p> <p><b>Teacher’s Guide pp. 186-188</b> - Ten-Frame Activities: More and Less</p> <p><b>Teacher’s Guide p. 211</b> - Formative Assessment: Backpack Bear’s Math Workbook, Page 24</p> <p><b>Teacher’s Guide pp. 226-227</b> - Introduce 13</p> <p><b>Teacher’s Guide p. 249</b> - Learning Center 5: Summative Assessment: Dot-to-Dot (1-20)</p> <p><b>Teacher’s Guide p. 267</b> - Formative Assessment: Draw Shapes with Shaving Cream</p> <p><b>Teacher’s Guide pp. 288-289</b> - 3-D Shape Museum Day</p> <p><b>Teacher’s Guide pp. 296-297</b> - Backpack Bear’s Treasure Hunt</p> <p><b>Teacher’s Guide p. 319</b> - Formative Assessment Make a Representation Chart</p> <p><b>Teacher’s Guide p. 338</b> - Formative Assessment: Complete Number Sentences</p> <p><b>Teacher’s Guide p. 350</b> -Formative Assessment: Create a 10-Chain</p> <p><b>Teacher’s Guide pp. 377-378</b> - Using Counters and Ten-Frames</p> <p><b>Teacher’s Guide pp. 391-392</b> - Missing Numbers: Building Addition Number Stories; Solving For X; What Number is Missing?</p> <p><b>Teacher’s Guide pp. 414-415</b> - Greater Than/Less Than Game Day</p> <p><b>Teacher’s Guide p. 428-429</b> - “Little Boy Blue” Story Problems</p> <p><b>Teacher’s Guide pp. 453-454</b> - Writing Equations</p> <p><b>Teacher’s Guide p. 474</b> - Formative Assessment: Addition and Subtraction Journal Page</p> <p><b>Teacher’s Guide p. 492</b> - Formative Assessment: Draw Pictures to Solve Problems</p> <p><b>Teacher’s Guide p. 514</b> - Formative Assessment: Use Measuring Tools</p> <p><b>Teacher’s Guide p. 523</b> - Record Lighter or Heavier</p> <p><b>Teacher’s Guide p. 549</b> - Formative Assessment: Number Representations from 10 to 20</p> <p><b>Teacher’s Guide p. 566</b> - Review Numbers and Sets 10 Through 20</p> <p><b>Teacher’s Guide p. 589</b> - Formative Assessment: Draw a Clock</p> <p><b>Teacher’s Guide p. 599</b> - Formative Assessment: Classify Hot or Cold</p> <p><b>Teacher’s Guide p. 625</b> - Formative Assessment: What’s the Operation?</p> <p><b>Teacher’s Guide pp. 632-633</b> - Addition and Subtraction</p> |
| <p><b>K.MP.7</b> Look for and make use of structure.</p> | <p><b>Teacher’s Guide pp. 212-213</b> - Introduce Teens Using a Ten-Frame</p> <p><b>Teacher’s Guide p. 228</b> - Tens and Ones</p> <p><b>Teacher’s Guide pp. 342-343</b> - Introduce 18</p> <p><b>Teacher’s Guide p. 322</b> - Directionality of Equations</p> <p><b>Teacher’s Guide p. 322</b> - Formative Assessment Creating Equations</p> <p><b>Teacher’s Guide p. 329</b> - Summative Assessment: Number</p>  |

|   |  |
|---|--|
|   | <p>Patterns</p> <p><b>Teacher's Guide p. 337</b> - Introduce Number Combinations of 7</p> <p><b>Teacher's Guide p. 341</b> - Formative Assessment: Create Different Combinations of 8</p> <p><b>Teacher's Guide p. 342</b> - Number Patterns of Nine</p> <p><b>Teacher's Guide p. 343</b> - Create Combinations of 9</p> <p><b>Teacher's Guide p. 350</b> - Number Bonds of 10</p> <p><b>Teacher's Guide pp. 351-352</b> - Review Number Bonds</p> <p><b>Teacher's Guide p. 354-356</b> - Arrays up to 20</p> <p><b>Teacher's Guide p. 357-359</b> - Subitizing and Array Review</p> <p><b>Teacher's Guide p. 360</b> - Summative Assessment: Hanger Activity</p> <p><b>Teacher's Guide p. 360</b> - Arrays</p> <p><b>Teacher's Guide p. 372</b> - Formative Assessment: Different Ways to Make 5</p> <p><b>Teacher's Guide pp. 391-392</b> - Missing Numbers</p> <p><b>Teacher's Guide p. 421</b> - "Five Little Teddy Bears" Subtraction Story</p> <p><b>Teacher's Guide p. 430</b> - Subtraction Story Problems: Starfall.com</p> <p><b>Teacher's Guide pp. 435-436</b> - Formative Assessment: Train Subtraction</p> <p><b>Teacher's Guide p. 453</b> - Ways to Write an Addition Equation</p> <p><b>Teacher's Guide p. 461</b> - Summative Assessment: Adding and Subtracting Within 5</p> <p><b>Teacher's Guide pp. 468-469</b> - Creating Addition and Subtraction Equations</p> <p><b>Teacher's Guide p. 472</b> - Formative Assessment: Adding and Subtracting using Money</p> <p><b>Teacher's Guide p. 547</b> - Formative Assessment: Add Numbers to Teens</p> <p><b>Teacher's Guide p. 548</b> - Add and Subtract: Compose/Decompose Tens and Ones</p> <p><b>Teacher's Guide pp. 620-621</b> - Composing and Decomposing Numbers 6-10</p> <p><b>Teacher's Guide p. 632</b> - Magic Math Moment: How Many More or Less?</p> |
| <p><b>K.MP.8</b> Look for and express regularity in repeated reasoning.</p> | <p><b>Teacher's Guide p. 215</b> - Magic Math Moment: Tens and Ones</p> <p><b>Teacher's Guide p. 226</b> - Creating Number Combinations</p> <p><b>Teacher's Guide pp. 244-245</b> - Number Riddles/ Introduce 19</p> <p><b>Teacher's Guide pp. 318-319</b> - Number Representations 1-5</p> <p><b>Teacher's Guide pp. 323-324</b> - Number Representations 6-10</p> <p><b>Teacher's Guide pp. 334-335</b> - Addition to 5</p> <p><b>Teacher's Guide pp. 336-338</b> - Number Combinations of 6 and 7</p> <p><b>Teacher's Guide pp. 339-341</b> - Number Combinations of 8</p> <p><b>Teacher's Guide pp. 342-343</b> - Number Combinations of 9</p> <p><b>Teacher's Guide p. 350</b> - Number Bonds of 10</p> <p><b>Teacher's Guide pp. 351-352</b> - Review Number Bonds</p> <p><b>Teacher's Guide pp. 357-358</b> - Subitizing and Array Review</p> <p><b>Teacher's Guide p. 359</b> - Formative Assessment: Create Arrays</p> <p><b>Teacher's Guide p. 360</b> - Summative Assessment: Hanger</p>  |

Activity

**Teacher's Guide p. 378** - Formative Assessment: Different Ways to Make 5

**Teacher's Guide p. 384** - "Shake, Spill, and Add"

**Teacher's Guide p. 392** - Solving For X

**Teacher's Guide p. 400** - Summative Assessment: Create Addition Problems to 10

**Teacher's Guide pp. 434-435** - Using a Number Line to Subtract

**Teacher's Guide pp. 466-467** - Review Addition and Subtraction Facts

**Teacher's Guide pp. 490-492** - Introduce Fractions

**Teacher's Guide pp. 524-525** - Weighing Objects

**Teacher's Guide pp. 550-551** - Teens Practice

**Teacher's Guide pp. 552-553** - Place Value

**Teacher's Guide p. 566** - Review Numbers and Sets 10 Through 20

**Teacher's Guide pp. 590-591** - Hands on the Clock

**Teacher's Guide p. 600** - Magic Math Moment: How Many to Make Ten?

**Teacher's Guide pp. 620-621** - Composing and Decomposing Numbers 6-10

**Teacher's Guide p. 622** - Addition Game Day

**Teacher's Guide p. 624** - Patterns Using Coins

**Teacher's Guide pp. 624-625** - What's the Operation?

**Teacher's Guide pp. 632-633** - Addition and Subtraction

**Teacher's Guide p. 636** - Interpreting a Graph