



**Oklahoma State Kindergarten Academic Standards for Mathematics  
Alignment to Starfall**

**Number & Operations (N)**

**K.N.1 Understand the relationship between quantities and whole numbers.**

Oklahoma Standards	Starfall Pre K 4 Alignment
<p><b>K.N.1.1</b> Count aloud forward in sequence to 100 by 1's and 10's.</p>	<p><b>Teacher's Guide Read Me First p. 6</b> - Hundredth Day Chart  <b>Teacher's Guide Read Me First p. 9</b> - Backpack Bear's Math Games: Count to 100  <b>Teacher's Guide p. 108</b> - Daily Routines: Number Line*  <b>Teacher's Guide p. 115</b> - Number Bundles  <b>Teacher's Guide p. 274</b> - Count by Fives and Tens  <b>Teacher's Guide p. 320</b> - Counting On from a Given Number  <b>100th Day of School Supplement pp. 2-4</b> - 100th Day of School Activities  <i>Starfall.com:</i> Math: Numbers  <i>Starfall.com:</i> Math: Add &amp; Subtract: Place Value  <i>Starfall.com:</i> Math: Kindergarten Mathematics Generators: Counting - Count to 100</p> <p>*Daily routine throughout the curriculum</p>
<p><b>K.N.1.2</b> Recognize that a number can be used to represent how many objects are in a set up to 10.</p>	<p><b>Teacher's Guide p. 46</b> - Daily Routines: Place Value  <b>Teacher's Guide p. 69</b> - Draw Representations of the Number Three  <b>Teacher's Guide p. 73</b> - Number Activity Mats  <b>Teacher's Guide p. 84</b> - Introduce the Number Six  <b>Teacher's Guide p. 90</b> - Introduce the Number Eight  <b>Teacher's Guide p. 134</b> - Math Center: Numbers 0-10  <b>Teacher's Guide p. 194</b> - Learning Centers: Computer: Math Songs:</p>

	<p>Ten Little Kittens”</p> <p><b>Teacher’s Guide pp. 210-211</b> - Number Representations 1-10</p> <p><i>Starfall.com:</i> Math: Math Songs, “10 Kids Went to Play”</p> <p><i>Starfall.com:</i> Math: Math Songs, “5 Little Bears”</p> <p><i>Starfall.com:</i> Math: Math Songs, “5 Little Speckled Frogs”</p>
<p><b>K.N.1.3</b> Use ordinal numbers to represent the position of an object in a sequence up to 10.</p>	<p><b>Teacher’s Guide p. 15</b> - Number Line</p> <p><b>Teacher’s Guide pp.128</b> - Introduce Ordinal Numbers</p> <p><b>Teacher’s Guide p. 129</b> - Put Backpack Bear in Position</p> <p><b>Teacher’s Guide p. 129</b> - Backpack Bear’s Math Workbook, Page 19</p> <p><i>Starfall.com:</i> Math: Math Songs, “5 Little Farmers”</p>
<p><b>K.N.1.4</b> Recognize without counting (subitize) the quantity of a small group of objects in organized and random arrangements up to 10.</p> <p>Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. “Subitizing” is not a vocabulary word and is not meant for student discussion at this age.</p>	<p><b>Teacher’s Guide p. 166</b> - Human Tally Marks</p> <p><b>Teacher’s Guide p. 282</b> - Seeing Number Patterns</p> <p><b>Teacher’s Guide p. 318</b> - Toss the Dice</p> <p><b>Teacher’s Guide p. 320</b> - Recognizing Five</p> <p><b>Teacher’s Guide pp. 357-358</b> - Subitizing and Array Review</p>
<p><b>K.N.1.5</b> Count forward, with and without objects, from any given number up to 10.</p>	<p><b>Teacher’s Guide p. 17</b> - Daily Routines: Number Line</p> <p><b>Teacher’s Guide p. 46</b> - Daily Routines: Number Line</p> <p><b>Teacher’s Guide p. 71</b> - Ten-Frames</p> <p><b>Teacher’s Guide p. 184</b> - The Ants Go Marching</p> <p><b>Teacher’s Guide p. 208</b> - Calendar</p> <p><b>Teacher’s Guide p. 265</b> - Number Sense</p> <p>**All Number Line Routines count forward from any given number throughout the curriculum.</p>
<p><b>K.N.1.6</b> Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.</p>	<p><b>Teacher’s Guide p. 66</b> - Draw Representations of the Number Two</p> <p><b>Teacher’s Guide p. 72</b> - Draw Representations of the Number Four</p> <p><b>Teacher’s Guide pp. 87-88</b> - The Number Seven</p> <p><b>Teacher’s Guide p. 92</b> - Ways to Represent Numbers</p> <p><b>Teacher’s Guide pp. 115-116</b> - The Number Ten</p> <p><b>Teacher’s Guide p. 120</b> - Number Activity Mats</p> <p><b>Teacher’s Guide p. 159</b> - Review 6-10</p> <p><b>Teacher’s Guide pp. 166-168</b> - Introduce Money</p> <p><b>Teacher’s Guide p. 220</b> - Summative Assessment: Writing Numbers</p> <p><b>Teacher’s Guide pp. 323-324</b> - Number Representations 6-10</p> <p><b>Teacher’s Guide p. 568</b> - Summative Assessment: Number Representations</p> <p><b>Teacher’s Guide p. 636</b> -Interpreting a Graph</p>
<p><b>K.N.1.7</b> Find a number that is 1 more or 1 less than a given number up to 10.</p>	<p><b>Teacher’s Guide p. 128</b> - Less Than</p> <p><b>Teacher’s Guide p. 130</b> - One Less</p> <p><b>Teacher’s Guide p. 132</b> - One More</p> <p><b>Teacher’s Guide p. 186</b> - Thumbs-Up, Thumbs-Down</p> <p><b>Teacher’s Guide p. 342</b> - One More/One Less</p> <p><b>Teacher’s Guide p. 529</b> - Number Line Plus/Minus</p>

	<b>Teacher's Guide p. 604</b> - More Than/Less Than Riddles
<b>K.N.1.8</b> Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.	<b>Teacher's Guide p. 155</b> -Evaluate Most, Least, and Same <b>Teacher's Guide pp. 156-158</b> - Greater Than and Less Than <b>Teacher's Guide pp. 187-188</b> - Using Ten Frames to Demonstrate More <b>Teacher's Guide p. 189</b> - Number Line Riddles <b>Teacher's Guide p. 490</b> - Creating Equal Groups

**K.N.2 Develop conceptual fluency with addition and subtraction (up to 10) using objects and pictures.**

Oklahoma Standards	Starfall Pre K 4 Alignment
<b>K.N.2.1</b> Compose and decompose numbers up to 10 with objects and pictures.	<b>Teacher's Guide pp. 351-353</b> - Review Number Bonds <b>Teacher's Guide pp. 374-375</b> - Introduction to Addition <b>Teacher's Guide p. 377</b> - Using Counters and Ten-Frames <b>Teacher's Guide p. 400</b> - Summative Assessment: Create Addition Problems to 10 <b>Teacher's Guide pp. 418-419</b> - Subtraction Practice <b>Teacher's Guide pp. 452-453</b> - Review Addition <b>Teacher's Guide pp. 468-469</b> - Creating Addition and Subtraction Equations <b>Teacher's Guide pp. 620-621</b> - Composing and Decomposing Numbers 6-10 <i>Starfall.com</i> : Add & Subtract: Add & Subtract, "Compose/Decompose Tens and Ones"

**K.N.3 Understand the relationship between whole numbers and fractions through fair share.**

Oklahoma Standards	Starfall Pre K 4 Alignment
<b>K.N.3.1</b> Distribute equally a set of objects into at least two smaller equal sets.	<b>Teacher's Guide p. 350</b> - Number Bonds of 10 <b>Teacher's Guide p. 351</b> -Review Number Bonds <b>Teacher's Guide p. 384</b> - Learning Centers" Shake, Spill, Add <b>Teacher's Guide pp. 490-491</b> - Creating Equal Groups <b>Teacher's Guide pp. 493-496</b> - Fractions <b>Teacher's Guide p. 600</b> - How Many to Make Ten?

**K.N.4 Identify coins by name**

Oklahoma Standards	Starfall Pre K 4 Alignment
<b>K.N.4.1</b> Identify pennies, nickels, dimes, and quarters by name.	<b>Teacher’s Guide</b> - Unit 4 Week 8: Money <b>Teacher’s Guide pp. 189 - 190</b> - Money Review <b>Teacher’s Guide pp. 192-193</b> - Solving Addition Equations Using Money <b>Teacher’s Guide p. 230</b> - Review Penny, Nickel, and their Values <b>Teacher’s Guide pp. 564-565</b> - Introduce Quarter and Review Coin Values

**Algebraic Reasoning & Algebra (A)****K.A.1 Duplicate patterns in a variety of contexts.**

Oklahoma Standards	Starfall Pre K 4 Alignment
<b>K.A.1.1</b> Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.	<b>Teacher’s Guide p. 132</b> - Sorting By Attribute <b>Teacher’s Guide p. 133</b> - Different Ways to Sort <b>Teacher’s Guide p. 134</b> - Learning Centers: Sorting Objects <b>Teacher’s Guide p. 339</b> - What’s My Sorting Rule? <i>Color Supplements</i> - 100’s Day: Sorting 100 Objects
<b>K.A.1.2</b> Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.	<b>Teacher’s Guide pp. 38-39</b> - Create an AB Pattern <b>Teacher’s Guide pp. 44-45</b> - Introduce AABB Pattern & Bingo Song <b>Teacher’s Guide p. 68</b> - ABC Patterns <b>Teacher’s Guide p. 93</b> - Summative Assessment <b>Teacher’s Guide p. 228</b> - Guess the Pattern <b>Teacher’s Guide p. 287</b> - Shape Patterns

**Geometry & Measurement (GM)****K.GM.1 Recognize and sort basic two-dimensional shapes and use them to represent real-world objects.**

Oklahoma Standards	Starfall Alignment
<b>K.GM.1.1</b> Recognize squares, circles, triangles,	<b>Teacher’s Guide pp. 18-19</b> - Review One, Preview Two (Properties

and rectangle.	of a circle) <b>Teacher's Guide pp. 21-22</b> - Preview Three (Properties of a Triangle) <b>Teacher's Guide pp. 24-25</b> - Preview Four (Properties of a rectangle and square) <b>Teacher's Guide p. 150</b> - Identify shapes in the Environment <b>Teacher's Guide pp. 265-266</b> - Shape Properties
<b>K.GM.1.2</b> Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.	<b>Teacher's Guide pp. 35-36</b> -Explore Shapes <b>Teacher's Guide p. 133</b> - Different Ways to Sort <b>Teacher's Guide p. 290</b> - Sorting Shapes <b>Starfall.com:</b> Geometry and Measurement 2D and 3D Shapes
<b>K.GM.1.3</b> Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	<b>Teacher's Guide pp. 18-19</b> - Review One, Preview Two (Properties of a circle) <b>Teacher's Guide pp. 21-22</b> - Preview Three (Properties of a Triangle) <b>Teacher's Guide pp. 24-25</b> - Preview Four (Properties of a rectangle and square) <b>Teacher's Guide p. 74</b> - Summative Assessment
<b>K.GM.1.4</b> Use smaller shapes to form a larger shape when there is an outline to follow.	<b>Teacher's Guide p. 134</b> - Computer Center <b>Teacher's Guide p. 265-266</b> - Shape Properties <b>Starfall.com</b> - Geometry and Measurement: Triangles & Make Shapes <b>Starfall.com</b> - Geometry and Measurement: Puzzles
<b>K.GM.1.5</b> Compose free-form shapes with blocks.	<b>Teacher's Guide p. 151</b> -Draw Shapes <b>Teacher's Guide p. 267</b> -Draw Shapes with Shaving Cream <b>Teacher's Guide p. 276</b> - Learning Centers: Play Dough Shape Town
<b>K.GM.1.6</b> Use basic shapes and spatial reasoning to represent objects in the real world.	<b>Teacher's Guide pp. 150 -151</b> - Identify Shapes in Environment <b>Teacher's Guide p. 275</b> - Name Cone-shaped Objects <b>Teacher's Guide pp. 288-289</b> - 3-D Shape Museum <b>Teacher's Guide p. 297</b> - Introduce Backpack Bear's Treasure Hunt <b>Teacher's Guide p. 635</b> - Going on a Shape Hunt <b>Starfall.com:</b> Measurement and Geometry: 2D and 3D Shapes

**K.GM.2 Compare and order objects according to location and measurable attributes.**

Oklahoma Standards	Starfall Pre K 4 Alignment
<b>K.GM.2.1</b> Use words to compare objects according to length, size, weight, position, and location.	<b>Teacher's Guide pp. 27-29</b> - Preview Five <b>Teacher's Guide pp. 152-153</b> - Introduce Positional Words <b>Teacher's Guide p. 160</b> - Summative Assessment <b>Teacher's Guide p. 606</b> - Learning Centers: Length/Height <b>Starfall.com:</b> Measurement and Geometry: 3D Space

<b>K.GM.2.2</b> Order up to 6 objects using measurable attributes, such as length and weight.	<b>Teacher's Guide pp. 496-498</b> - Height and Length <b>Teacher's Guide pp. 499-500</b> - Units of Measure <b>Teacher's Guide p. 502</b> - Art Center - Measure the Objects <b>Teacher's Guide pp. 522-523</b> - Lighter or Heavier? <b>Teacher's Guide p. 607</b> - Learning Centers: Weight
<b>K.GM.2.3</b> Sort objects into sets by more than one attribute.	<b>Teacher's Guide p. 132</b> - Sorting By Attribute <b>Teacher's Guide p. 133</b> - Different Ways to Sort <b>Teacher's Guide p. 134</b> - Math Center <b>Teacher's Guide p. 134</b> - Learning Centers: Sorting Objects <b>Teacher's Guide p. 624</b> - Pattern Using Coins <b>Starfall.com:</b> Geometry & Measurement: Button Sort
<b>K.GM.2.4</b> Compare the number of objects needed to fill two different containers.	<b>Teacher's Guide pp. 526-528</b> - Introduce Capacity <b>Teacher's Guide p. 532</b> - Summative Assessment Measuring Capacity <b>Teacher's Guide p. 606</b> - Learning Centers: Capacity

**K.GM.3 Tell time as it relates to daily life.**

Oklahoma Standards	Starfall Pre K 4 Alignment
<b>K.GM.3.1</b> Develop an awareness of simple time concepts using words such as yesterday, today, tomorrow, morning, afternoon, and night within his/her daily life.	<b>Teacher's Guide p. 17-</b> Daily Routines: Calendar <b>Teacher's Guide p. 64</b> - Daily Routines: Calendar <b>Teacher's Guide pp. 582-584</b> - Measuring Time <b>Teacher's Guide pp. 585-587</b> - Concepts of Time <b>Teacher's Guide pp. 600-601</b> - Temperature and Seasons

**Data & Probability (D)**

**K.D.1 Collect, organize, and interpret categorical data.**

Oklahoma Standards	Starfall Pre K 4 Alignment
<b>K.D.1.1</b> Collect and sort information about objects and events in the environment.	<b>Teacher's Guide p. 37</b> - Daily Routines: Weather <b>Teacher's Guide p. 60</b> - Daily Routines: Number Line ("How Many Days Have We Been in School?") <b>Teacher's Guide pp. 298-299</b> - Roll, Stack, Slide <b>Teacher's Guide pp. 300-301</b> - Graphing Shapes <b>Teacher's Guide pp. 397-398</b> - Addition with Coins

<p><b>K.D.1.2</b> Use categorical data to create real-object and picture graphs.</p>	<p><b>Teacher’s Guide p. 14</b> - Daily Routines - Calendar  <b>Teacher’s Guide p. 15</b> - Introduce Daily Place Value Routine  <b>Teacher’s Guide p. 43</b> - Daily Routines: Weather  <b>Teacher’s Guide pp. 154-155</b> - Introduce Graphs  <b>Teacher’s Guide pp. 166-167</b> - Introduce Money  <b>Teacher’s Guide pp. 300-301</b> - Graphing Shapes</p>
<p><b>K.D.1.3</b> Draw conclusions from real-object and picture graphs.</p>	<p><b>Teacher’s Guide p. 208</b> - Daily Routines: Calendar  <b>Teacher’s Guide pp. 298-299</b> - Roll, Stack, Slide  <b>Teacher’s Guide pp. 395-396</b> - Story Maps  <b>Teacher’s Guide p. 398</b> - “Let’s Go Shopping” Worksheet  <b>Teacher’s Guide pp.420-421</b> - Five Little Teddy Bear’s Subtraction</p>

*\*The standards in this document were copied directly from Oklahoma Academic Standards for Mathematics.*

**\*\*Publisher’s Note:** The citations included in this alignment represent a sampling of the Starfall Kindergarten Math Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards may be found in the Teacher’s Guide.