



## South Carolina State Kindergarten Math Standards Alignment to Starfall

### Number Sense

South Carolina Standards	Starfall K Math Alignment
<b>K.NS.1</b> Count forward by ones and tens to 100.	<p><b>Teacher's Guide <i>Read Me First</i> p. 6</b> - Hundredth Day Chart  <b>Teacher's Guide <i>Read Me First</i> p. 9</b> - Backpack Bear's Math Games: Count to 100  <b>Teacher's Guide p. 108</b> - Daily Routines: Number Line (daily)  <b>Teacher's Guide p. 115</b> - Number Bundles  <b>Teacher's Guide p. 274</b> - Count by Fives and Tens  <b>100th Day of School Supplement pp. 2-4</b> - 100th Day of School Activities  <b>Starfall.com:</b> Math: <i>Numbers</i>  <b>Starfall.com:</b> Math: Add &amp; Subtract: Place Value  <b>Starfall.com:</b> Math: Kindergarten Mathematics Generators: Counting - Count to 100</p>
<b>K.NS.2</b> Count forward by ones beginning from any number less than 100.	<p><b>Teacher's Guide p. 64</b> - Daily Routine: Number Line (daily)  <b>Teacher's Guide p. 212</b> - Counting on from 10-20  <b>Teacher's Guide p. 298</b> - Counting On  <b>Teacher's Guide p. 320</b> - Counting On from a Given Number  <b>Teacher's Guide p. 379</b> - Counting On Using the Number Line  <b>Teacher's Guide p. 546</b> - Counting on from 10  <b>Teacher's Guide p. 560</b> - Counting On  <b>Starfall.com:</b> Math: Numbers: Train</p>
<b>K.NS.3</b> Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.	<p><b>Teacher's Guide pp. 199 - 248</b> - Unit 5: Troublesome Teens  <b>Teacher's Guide pp. 246-247</b> - Introduce 20  <b>Teacher's Guide p. 248</b> - Learning Centers: Computer  <b>Teacher's Guide p. 248</b> - Learning Centers: A Walk in the Park  <b>Teacher's Guide p.249</b> - Learning Centers: Dot-to-Dot (1-20)  <b>Teacher's Guide pp. 546-547</b>- Numbers 10-20  <b>Backpack Bear's Math Workbook 1</b> - Numbers 1 - 20</p>
<b>K.NS.4</b> Understand the relationship between	<b>Teacher's Guide pp. 87- 88</b> - The Number Seven

<p>number and quantity. Connect counting to cardinality by demonstrating an understanding that:</p> <p><b>a.</b> The last number said tells the number of objects in the set (cardinality).</p> <p><b>b.</b> The number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number).</p>	<p><b>Teacher's Guide p.120</b> - Learning Centers: Number Activity Mats  <b>Teacher's Guide pp. 318-319</b> - Number Representations 1-5  <b>Teacher's Guide p. 323</b> - Match Dominoes to Number Cards  <b>Teacher's Guide pp. 323-324</b> - Number Representations 6-10  <i>Starfall.com</i>: Math: Numbers</p>
<p><b>c.</b> Each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</p>	<p><b>Teacher's Guide p. 40</b> - Daily Routines: Number Line (daily)  <b>Teacher's Guide p. 44</b> - Daily Routines: Hundreds Chart (daily)  <b>Teacher's Guide p. 60</b> - Daily Routines: Place Value (daily)  <b>Teacher's Guide p. 81</b> - Count to Five  <b>Teacher's Guide pp. 84-85</b> - The Number Six  <i>Starfall.com</i>: Math: Numbers  <i>Starfall.com</i>: Math Songs</p>
<p><b>K.NS.5</b> Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.</p>	<p><b>Teacher's Guide Read Me First p. 9</b> - Backpack Bear's Math Games - "Race to 20"  <b>Teacher's Guide p. 87</b> - Using Math Strategies  <b>Teacher's Guide p.92</b> - Learning Centers: Ways to Represent Numbers  <b>Teacher's Guide pp. 109-110</b> - One-to-One Correspondence and the Number Nine  <b>Teacher's Guide pp.112-113</b> - The Number Zero  <b>Teacher's Guide p. 116</b> - Formative Assessment  <b>Teacher's Guide p. 282</b> - Seeing Number Patterns  <i>Starfall.com</i>: Math: Numbers  <i>Starfall.com</i>: Math Songs  <i>Starfall.com</i>: Math: Numbers: Count Cookies</p>
<p><b>K.NS.6</b> Recognize a quantity of up to ten objects in an organized arrangement (subitizing).</p>	<p><b>Teacher's Guide p.318</b> - Toss the Dice  <b>Teacher's Guide pp. 320-321</b> - Recognizing 5  <b>Teacher's Guide p. 357</b> - Subitizing and Array Review - Subitizing, Seeing Patterns  <b>Teacher's Guide p. 358</b> - Write That Number</p>
<p><b>K.NS.7</b> Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.</p>	<p><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. 288</b> - One Less  <b>Teacher's Guide p. 342</b> - One More/One Less  <b>Teacher's Guide p. 415</b> - Pocket Chart Game  <b>Teacher's Guide p. 490</b> - Creating Equal Groups  <b>Teacher's Guide p. 633</b> - How Many More or Less?</p>
<p><b>K.NS.8</b> Compare two written numerals up to 10 using more than, less than or equal to.</p>	<p><b>Teacher's Guide p. 155</b> - Evaluate Most, Least, and Same  <b>Teacher's Guide p. 157</b> - Demonstrate Greater Than/Less Than  <b>Teacher's Guide p. 288</b> - One Less  <b>Teacher's Guide p. 342</b> - One More/One Less</p>

	<b>Starfall.com:</b> Math Numbers: 1 2 3 - “Greater Less Equal”
<b>K.NS.9</b> Identify first through fifth and last positions in a line of objects.	<b>Teacher’s Guide p. 128</b> - Introduce Ordinal Numbers <b>Teacher’s Guide p. 128</b> - “Five Little Farmers” <b>Teacher’s Guide p. 129</b> - Put Backpack Bear in Position <b>Teacher’s Guide p. 129</b> - Formative Assessment: Backpack Bear’s Math Workbook, Page 19 <b>Starfall.com:</b> Math Songs: 5 Little Farmers

### Number Sense and Base Ten

South Carolina Standards	Starfall K Math Alignment
<b>K.NSBT.1</b> Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	<b>Teacher’s Guide pp. 546-547</b> - Numbers 10-20 <b>Teacher’s Guide pp. 548-549</b> - Recognize Numbers and Sets of 10 to 20 <b>Teacher’s Guide pp. 550-551</b> - Teens Practice <b>Teacher’s Guide pp. 552-553</b> - Place Value <b>Teacher’s Guide p. 555</b> - Learning Centers: Summative Assessment <b>Starfall.com:</b> Math: Add & Subtract: Place Value <b>Starfall.com:</b> Math: Add & Subtract: Addition Within 20 <b>Starfall.com:</b> Math: Add & Subtract: Subtraction: Within 20 <b>Starfall.com:</b> Math: Add & Subtract: Compose/Decompose

### Algebraic Thinking and Operations

South Carolina Standards	Starfall K Math Alignment
<b>K.ATO.1</b> Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	<b>Teacher’s Guide p.112</b> - Story Problems <b>Teacher’s Guide p. 296</b> - Act It Out: Subtraction <b>Teacher’s Guide pp. 374-375</b> - Introduction to Addition <b>Teacher’s Guide p. 376</b> - Using Addition Strategies to Solve Equations <b>Teacher’s Guide pp. 379-380</b> - Using a Number Line to Add <b>Teacher’s Guide pp. 381-383</b> - Acting It Out <b>Teacher’s Guide p. 417</b> - Partner to Solve Subtraction Problems <b>Teacher’s Guide pp. 428-429</b> - Little Boy Blue Story Problems <b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problem <b>Teacher’s Guide pp. 457-458</b> -Subtraction <b>Starfall.com:</b> Math: Add & Subtract: Math Helpers
<b>K.ATO.2</b> Solve real-world/story problems using objects and drawings to find sums up to 10 and	<b>Teacher’s Guide pp. 377-378</b> - Using Counters and Ten-Frames <b>Teacher’s Guide pp. 382-383</b> - Create an Addition Story;

<p>differences within 10.</p>	<p>Drawing Pictures  <b>Teacher's Guide p. 383</b> - Solve Number Stories  <b>Teacher's Guide p. 396</b> - Story Maps  <b>Teacher's Guide pp. 418-419</b> - Subtraction Practice  <b>Teacher's Guide pp. 420-421</b> - Five Little Teddy Bear Subtraction  <b>Teacher's Guide p. 422</b> - Learning Centers: Add and Subtract  <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Addition Intro  <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Addition Practice  <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Addition Within 10  <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Subtraction Intro  <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Subtraction Within 10  <b>Starfall.com:</b> Math: Add &amp; Subtract: Word Problems  <b>Starfall.com:</b> Math: Addition &amp; Subtraction: Word Problems Add To: Change Unknown</p>
<p><b>K.ATO.3</b> Compose and decompose numbers up to 10 using objects, drawings, and equations.</p>	<p><b>Teacher's Guide pp. 350</b> - Number Bonds to 10  <b>Teacher's Guide pp. 351-352</b> - Review Number Bonds  <b>Teacher's Guide p. 353</b> - Write Equations for Ten  <b>Teacher's Guide p. 377</b> - Using Counters and Ten-Frames  <b>Teacher's Guide p. 384</b> - Learning Centers: Shake, Spill, and Add  <b>Teacher's Guide p. 400</b> - Create Addition Problems to 10  <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  <b>Starfall.com:</b> Math: Add &amp; Subtract: Compose/Decompose Tens and Ones  <b>Starfall.com:</b> Math: Add &amp; Subtract: Math Helpers</p>
<p><b>K.ATO.4</b> Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.</p>	<p><b>Teacher's Guide p. 352</b> - Hanger Activity to 10  <b>Teacher's Guide pp. 374-375</b> - Introduction to Addition  <b>Teacher's Guide pp. 381-383</b> - Act It Out!  <b>Teacher's Guide pp. 453-454</b> - Ways to Write an Addition Equation/Writing Equations/Solving Addition Equations  <b>Teacher's Guide p. 468</b> - Plus and Minus Game  <b>Teacher's Guide p. 474</b> - Addition and Subtraction Journal Page  <b>Teacher's Guide p. 508</b> - Missing Number  <b>Starfall.com:</b> Math: Add &amp; Subtract: Math Helpers  <b>Starfall.com:</b> Math: Add &amp; Subtract: Make 10 Numbers  <b>Starfall.com:</b> Math: Make 10 Objects</p>
<p><b>K.ATO.5</b> Add and subtract fluently within 5.</p>	<p><b>Teacher's Guide p. 466</b> - Addition and Subtraction Equation Cards  <b>Teacher's Guide p. 469</b> - What's My Sign?  <b>Teacher's Guide p. 475</b> - Learning Centers: Flash Card Game  <b>Teacher's Guide p. 622</b> - Addition Game Day  <b>Teacher's Guide p. 623</b> - Subtraction Ball Toss  <b>Teacher's Guide p. 625</b> - Play "What's the Operation?"  <b>Teacher's Guide p. 625</b> - What's the Operation?</p>

	<p><b>Teacher's Guide pp. 632-633</b> - Addition and Subtraction  <b>Starfall.com:</b> Math: Add &amp; Subtract: Addition Intro  <b>Starfall.com:</b> Math: Add &amp; Subtract: Addition Within 10  <b>Starfall.com:</b> Math: Add &amp; Subtract: Addition Practice  <b>Starfall.com:</b> Math: Add &amp; Subtract: Subtraction Intro  <b>Starfall.com:</b> Math: Add &amp; Subtract: Subtraction Within 10  <b>Starfall.com:</b> Math: Add &amp; Subtract: Subtraction Practice</p>
<p><b>K.ATO.6</b> Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.</p>	<p><b>Teacher's Guide p. 38</b> - Introduce AB Patterns  <b>Teacher's Guide p. 38</b> - Create AB Patterns  <b>Teacher's Guide p. 39</b> - Formative Assessment: Partner to Create AB Patterns  <b>Teacher's Guide p. 44</b> - Review AB Patterns  <b>Teacher's Guide p. 44</b> - Introduce AABB Patterns  <b>Teacher's Guide p. 45</b> - Bingo Song  <b>Teacher's Guide p. 68</b> - Magic Math Moment: ABC Patterns  <b>Teacher's Guide p. 118</b> - Pattern Review: Review Patterns  <b>Teacher's Guide p. 118</b> - AABB Patterns  <b>Teacher's Guide p. 119</b> - Making Patterns  <b>Teacher's Guide p. 119</b> - Formative Assessment: Backpack Bear's Math Workbook, Page 16</p>

### Geometry

South Carolina Standards	Starfall K Math Alignment
<p><b>K.G.1</b> Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.</p>	<p><b>Teacher's Guide pp.128-129</b> - Ordinal Numbers  <b>Teacher's Guide pp. 152-153</b> - Introduce Positional Words  <b>Teacher's Guide p. 160</b> - Positional Words  <b>Teacher's Guide p. 623</b> - Position Words</p>
<p><b>K.G.2</b> Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p>	<p><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. 134</b> - Computer Center  <b>Teacher's Guide p. 150</b> - Identify shapes in the Environment  <b>Teacher's Guide pp. 265-266</b> - Shape Properties  <b>Teacher's Guide pp. 268-269</b> - Introduce Cube  <b>Teacher's Guide pp. 271-273</b> - Introduce the Rectangular Prism  <b>Teacher's Guide pp. 274-275</b> - Introduce the Cone  <b>Teacher's Guide pp. 282-283</b> - Introduce the Cylinder  <b>Teacher's Guide p. 284</b> - Introduce the Sphere  <b>Teacher's Guide pp. 286-287</b> - Introduce the Square Pyramid  <b>Starfall.com:</b> Math - Geometry and Measurement: Triangles &amp; Make Shapes</p>

	<p><b>Starfall.com:</b> Math - Geometry and Measurement: Puzzles  <b>Starfall.com:</b> Math - Geometry and Measurement: 2D/3D Shapes</p>
<p><b>K.G.3</b> Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.</p>	<p><b>Teacher’s Guide pp. 265-267</b> - Shape Properties  <b>Teacher’s Guide pp. 268-269</b> - Introduce Cube  <b>Teacher’s Guide pp. 271-273</b> - Introduce the Rectangular Prism  <b>Teacher’s Guide pp. 274-275</b> - Introduce the Cone  <b>Teacher’s Guide pp. 282-283</b> - Introduce the Cylinder  <b>Teacher’s Guide p. 284</b> -Introduce the Sphere  <b>Teacher’s Guide pp. 286-287</b> - Introduce the Square Pyramid  <b>Teacher’s Guide p. 302</b> - Sorting 2D and 3D Shapes  <b>Starfall.com:</b> Math: Geometry and Measurement: 2D/3D Sort  <b>Starfall.com:</b> Math: Geometry and Measurement: 2-D/3D Shapes  <b>Starfall.com:</b> Math: Geometry and Measurement: 3D Space</p>
<p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language</p>	<p><b>Teacher’s Guide pp. 265-266</b> - Shape Properties  <b>Teacher’s Guide p. 269</b> - Introduce the Math Net  <b>Teacher’s Guide p. 272</b>- Introduce the Rectangular Prism Math Net  <b>Teacher’s Guide p. 275</b> - Introduce the Cone Math Net  <b>Teacher’s Guide p. 282</b> - Introduce the Cylinder Math Net  <b>Teacher’s Guide p. 283</b> - Properties of a Cylinder  <b>Teacher’s Guide p. 285</b> - Compare Circles and Spheres  <b>Teacher’s Guide p. 287</b> - Introduce the Square Pyramid Math Net  <b>Teacher’s Guide p. 289</b> - Sort Items Into Groups  <b>Teacher’s Guide pp. 296-297</b> -<i>Backpack Bear’s Treasure Hunt</i>  <b>Teacher’s Guide p. 301</b> - Graphing 3-D Shapes  <b>Teacher’s Guide p. 303</b> - Distinguishing 2D and 3D Shapes</p>
<p><b>K.G.5</b> Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p>	<p><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>Teacher’s Guide p. 297</b> - Draw Shapes  <b>Teacher’s Guide p. 304</b> - Learning Centers:Play Dough 3-D Shapes  <b>Teacher’s Guide p. 304</b> - Learning Centers: Constructing 3-D Shapes</p>

### Measurement and Data Analysis

South Carolina Standards	Starfall K Math Alignment
<p><b>K.MDA.1</b> Identify measurable attributes (length, weight) of an object.</p>	<p><b>Teacher’s Guide pp.126-127</b> - Measurement  <b>Teacher’s Guide pp. 132-133</b> - Sort by Attribute  <b>Teacher’s Guide pp. 508-509</b> - Measure Distance</p>

	<b>Teacher's Guide pp. 510-511</b> - Classroom Size Comparison <b>Teacher's Guide pp. 512-514</b> - Comparing Surface Area <i>Starfall.com</i> : Math: Geometry & Measurement: Measurement <i>Starfall.com</i> : Math: Geometry & Measurement: Weight
<b>K.MDA.2</b> Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.	<b>Teacher's Guide pp. 28-29</b> - Introduce Measuring with Rectangles, Match Lengths, Compare Rectangles <b>Teacher's Guide pp. 126 - 127</b> - Introduce Measurement <b>Teacher's Guide p. 268</b> - Taller or Shorter? <b>Teacher's Guide p. 284</b> - One Less <b>Teacher's Guide p. 285</b> - One More <i>Starfall.com</i> : Math: Geometry & Measurement: Measurement
<b>K.MDA.3</b> Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	<b>Teacher's Guide p. 132</b> - Sort by Attributes: Introduce Attributes <b>Teacher's Guide p. 132</b> - Sorting by Attributes <b>Teacher's Guide p. 134</b> - Learning Centers: Sorting Objects <b>Teacher's Guide p. 339</b> - What's My Sorting Rule
<b>K.MDA.4</b> Represent data using object and picture graphs and draw conclusions from the graphs.	<b>Teacher's Guide p. 154</b> - Introduce Graphs <b>Teacher's Guide p. 154</b> - Create a Graph <b>Teacher's Guide p. 155</b> - Formative Assessment: Evaluate Most, Least, and Same

\*The standards in this document were copied directly from the *South Carolina College- and Career-Ready Standards for Mathematics*.

### Kindergarten South Carolina College- and Career-Ready Mathematical Process Standards

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 Process Standards	Starfall K Math Alignment
<b>1.</b> Make sense of problems and persevere in solving them.	<b>Teacher's Guide pp. 334-335</b> - Addition to Five <b>Teacher's Guide p. 350</b> - Number Bonds of Ten <b>Teacher's Guide pp. 354-356</b> - Arrays Up to 20 <b>Teacher's Guide pp. 374-375</b> - Introduction to Addition <b>Teacher's Guide pp. 377-378</b> - Using Counters and Ten Frames <b>Teacher's Guide pp. 379-380</b> - Using a Number Line to Add <b>Teacher's Guide pp. 381-382</b> - Acting it Out <b>Teacher's Guide pp. 391-392</b> - Missing Numbers <b>Teacher's Guide pp. 393-394</b> - Strategies to Solve Story Problems <b>Teacher's Guide pp. 395-396</b> - Story Maps <b>Teacher's Guide pp. 416-417</b> - Introduce

	<p>Subtraction  <b>Teacher’s Guide pp. 418-419</b> - Subtraction Practice  <b>Teacher’s Guide pp. 420-421</b> - “Five Little Teddy Bears” Subtraction  <b>Teacher’s Guide pp. 428-429</b> - “Little Boy Blue” Story Problems  <b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems  <b>Teacher’s Guide pp. 434-436</b> - Using a Number Line to Subtract  <b>Teacher’s Guide pp. 455-456</b> - My Answer Is . . .  <b>Teacher’s Guide p. 459</b> - Subtraction Equations  <b>Teacher’s Guide pp. 466-467</b> - Review Addition and Subtraction Facts  <b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems  <b>Teacher’s Guide pp. 468-469</b> - Creating Addition and Subtraction Equations</p>
<p>2. Reason both contextually and abstractly.</p>	<p><b>Teacher’s Guide p. 375</b> - Using Addition Strategies to Solve Equations  <b>Teacher’s Guide p. 376</b> - Using Addition Strategies to Solve Equations  <b>Teacher’s Guide pp. 381-383</b> - Acting It Out  <b>Teacher’s Guide p. 391</b> - Building Addition Number Stories  <b>Teacher’s Guide p. 392</b> - Solving for X  <b>Teacher’s Guide pp. 393-394</b> - Strategies to Solve Story Problems  <b>Teacher’s Guide pp. 395-396</b> - Story Maps  <b>Teacher’s Guide p. 417</b> - Partner to Solve Subtraction Problems  <b>Teacher’s Guide pp. 418-419</b> - Subtraction Practice  <b>Teacher’s Guide p. 420-421</b> - “Five Little Teddy Bears” Subtraction  <b>Teacher’s Guide p. 423</b> - Learning Centers: Summative Assessment: “Five Teddy Bears”  <b>Teacher’s Guide pp. 428-429</b> - “Little Boy Blue” Story Problems  <b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems  <b>Teacher’s Guide pp. 452-454</b> - Review Addition  <b>Teacher’s Guide pp. 455-456</b> - My Answer Is . . .  <b>Teacher’s Guide pp. 457-458</b> - Subtraction  <b>Teacher’s Guide p. 459</b> - Subtraction Equations  <b>Teacher’s Guide p. 466</b> - “Build a Tower Addition” Game  <b>Teacher’s Guide p. 467</b> - “Disappearing Train Cube Subtraction” Game  <b>Teacher’s Guide pp. 468-469</b> - Creating Addition and Subtraction Equations  <b>Teacher’s Guide pp. 473-474</b> - Addition and</p>



	<p>Subtraction Story Problems  <b>Teacher's Guide p. 491</b> - Use Pictures to Solve Problems  <b>Teacher's Guide p. 492</b> - Draw Pictures to Solve Problems  <b>Teacher's Guide p. 496</b> - Measure and Compare Lengths  <b>Teacher's Guide p. 497</b> - Measure Using Craft Sticks  <b>Teacher's Guide p. 497</b> - Measure Using Cubes  <b>Teacher's Guide p. 498</b> - Length of Names  <b>Teacher's Guide pp. 499-500</b> - Shortest to Tallest  <b>Teacher's Guide p. 500</b> - Measure Objects  <b>Teacher's Guide p. 502</b> - Learning Centers: Measure the Objects</p>
<p>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</p>	<p><b>Teacher's Guide p. 374</b> - Introduce "Operation"  <b>Teacher's Guide p. 375</b> - Using Addition Strategies  <b>Teacher's Guide p. 376</b> - Using Addition Strategies to Solve Equations  <b>Teacher's Guide pp. 377-378</b> - Use Counters and Ten-Frame Strategies  <b>Teacher's Guide pp. 379-380</b> - Using a Number Line to Add  <b>Teacher's Guide p. 381</b> - Addition Equation Cards (Counting On)  <b>Teacher's Guide pp. 381-382</b> - Acting It Out  <b>Teacher's Guide p. 383</b> - Drawing Pictures  <b>Teacher's Guide p. 384</b> - Solve Number Stories  <b>Teacher's Guide p. 391</b> - "Five Little Bees"  <b>Teacher's Guide p. 391</b> - Building Addition Number Stories  <b>Teacher's Guide p. 392</b> - Solving For X  <b>Teacher's Guide p. 392</b> - What Number is Missing?  <b>Teacher's Guide pp. 393-394</b> - Strategies to Solve Story Problems  <b>Teacher's Guide pp. 395-396</b> - Story Maps  <b>Teacher's Guide pp. 397-398</b> - Addition With Coins  <b>Teacher's Guide p. 400</b> - Learning Centers: Summative Assessment: Create Addition Problems to 10  <b>Teacher's Guide p. 414-415</b> - Greater Than/Less Than Game Day  <b>Teacher's Guide p. 416</b> - Subtraction as an Operation  <b>Teacher's Guide p. 417</b> - Compare Addition and Subtraction Strategies  <b>Teacher's Guide p. 417</b> - Partner to Solve Subtraction Problems  <b>Teacher's Guide pp. 418-419</b> - Drawing Pictures Strategy  <b>Teacher's Guide p. 419</b> - Read It, Draw It, Solve It</p>

	<p>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>4. Connect mathematical ideas and real-world situations through modeling.</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>5. Use a variety of mathematical tools effectively and strategically.</p>	<p><b>Teacher’s Guide</b> - Daily Routines (Daily)</p> <p><b>Teacher’s Guide pp. 15-16</b> - Introduce Daily Routines and Preview One</p> <p><b>Teacher’s Guide p. 68</b> - Math Bag Objects</p> <p><b>Teacher’s Guide p. 84</b> - Introduce the Number Six</p> <p><b>Teacher’s Guide p. 120</b> - Learning Centers: Number Activity Mats</p> <p><b>Teacher’s Guide p. 134</b> - Learning Centers: Sorting Objects</p> <p><b>Teacher’s Guide p. 156</b> - Greater Than and Less Than</p> <p><b>Teacher’s Guide pp. 172-173</b> - Introduce the Dime</p> <p><b>Teacher’s Guide pp. 184-185</b> - Ten-Frames</p> <p><b>Teacher’s Guide p. 235</b> - Learning Centers: Summative Assessment: Represent Numbers</p> <p><b>Teacher’s Guide p. 246</b> - Introduce 20</p> <p><b>Teacher’s Guide p. 265</b> - Shape Properties</p> <p><b>Teacher’s Guide pp. 284-285</b> - Introduce the Sphere</p> <p><b>Teacher’s Guide p. 304</b> - Learning Centers: Constructing 3-D Shapes</p> <p><b>Teacher’s Guide pp. 325-326</b> - Review Money (Penny, Nickel, Dime)</p> <p><b>Teacher’s Guide pp. 336-337</b> - Number Combinations of 6 and 7</p> <p><b>Teacher’s Guide pp. 350-351</b> - Number Bonds of 10</p> <p><b>Teacher’s Guide pp. 378-379</b> - Using Counters and Ten-Frames</p> <p><b>Teacher’s Guide pp. 393-394</b> - Strategies to Solve Story Problems</p> <p><b>Teacher’s Guide p. 422</b> - Learning Centers: “Add and Subtract”</p> <p><b>Teacher’s Guide pp. 430-431</b> - Subtraction Story Problems</p> <p><b>Teacher’s Guide pp. 455-456</b> - My Answer Is...</p> <p><b>Teacher’s Guide pp. 470-471</b> - Plus and Minus</p> <p><b>Teacher’s Guide pp. 496-497</b> - Height and Length</p> <p><b>Teacher’s Guide pp. 508-509</b> - Measure Distance</p> <p><b>Teacher’s Guide pp. 524-525</b> - Weighing Objects</p>

	<p><b>Teacher’s Guide pp. 550-551</b> - Teens Practice  <b>Teacher’s Guide p. 567</b> - Learning Centers: “Count to 50” Number Grid Game  <b>Teacher’s Guide p. 606</b> - Learning Centers: Capacity</p>
<p><b>6. Communicate mathematically and approach mathematical situations with precision.</b></p>	<p><b>Teacher’s Guide pp. 15-16</b> - Introduce Daily Routines and Preview One  <b>Teacher’s Guide pp. 35-36</b>- Explore Shapes  <b>Teacher’s Guide pp. 61-63</b> - Introduce Essential Questions and the Number One  <b>Teacher’s Guide pp. 84-85</b> - The Number Six  <b>Teacher’s Guide p. 92</b> - Learning Centers: Ways to Represent Numbers  <b>Teacher’s Guide pp. 109-110</b> - One-to-One Correspondence and the Number Nine  <b>Teacher’s Guide pp. 126-127</b> - Measurement  <b>Teacher’s Guide pp. 150-151</b> - Identify Shapes in the Environment  <b>Teacher’s Guide pp. 166-168</b> - Introduce Money  <b>Teacher’s Guide pp. 186-188</b> - Ten-Frame Activities: More and Less  <b>Teacher’s Guide p. 211</b> - Formative Assessment: Backpack Bear’s Math Workbook, Page 24  <b>Teacher’s Guide pp. 226-227</b> - Introduce 13  <b>Teacher’s Guide p. 249</b> - Learning Center 5: Summative Assessment: Dot-to-Dot (1-20)  <b>Teacher’s Guide p. 267</b> - Formative Assessment: Draw Shapes with Shaving Cream  <b>Teacher’s Guide pp. 288-289</b> - 3-D Shape Museum Day  <b>Teacher’s Guide pp. 296-297</b> - Backpack Bear’s Treasure Hunt  <b>Teacher’s Guide p. 319</b> - Formative Assessment Make a Representation Chart  <b>Teacher’s Guide p. 338</b> - Formative Assessment: Complete Number Sentences  <b>Teacher’s Guide p. 350</b> -Formative Assessment: Create a 10-Chain  <b>Teacher’s Guide pp. 377-378</b> - Using Counters and Ten-Frames  <b>Teacher’s Guide pp. 391-392</b> - Missing Numbers: Building Addition Number Stories; Solving For X; What Number is Missing?  <b>Teacher’s Guide pp. 414-415</b> - Greater Than/Less Than Game Day  <b>Teacher’s Guide p. 428-429</b> - “Little Boy Blue” Story Problems  <b>Teacher’s Guide pp. 453-454</b> - Writing Equations  <b>Teacher’s Guide p. 474</b> - Formative Assessment: Addition and Subtraction Journal Page  <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>7. Identify and utilize structure and patterns.</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 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:</p>

Adding and Subtracting Within 5

**Teacher's Guide pp. 468-469** - Creating Addition and Subtraction Equations

**Teacher's Guide p. 472** - Formative Assessment: Adding and Subtracting using Money

**Teacher's Guide p. 547** - Formative Assessment: Add Numbers to Teens

**Teacher's Guide p. 548** - Add and Subtract: Compose/Decompose Tens and Ones

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

**Teacher's Guide p. 632** - Magic Math Moment: How Many