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Correlation of *Moving with Math® Primary Connections*
Kindergarten
To California Standards

		Student Book	Skill Builders
	NUMBER SENSE		
1.0	**Students understand the relationship between numbers and quantities (I.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement)**	16, 57	2-1
1.1	Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	15-21, 87, 143, 144	3-1, 3-2, 8-1, 9-1
1.2	Count, recognize, represent, name, and order a number of objects (up to 30).	41-87, 165-175	5-1 to 5-7, 6-1, 6-4, 7-1, 7-2, 10-1, 10-3, 11-1
1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	15-20, 82, 84, 87, 89	2-1, 3-1, 3-2, 8-1 to 8-3
2.0	**Students understand and describe simple additions and subtractions:**	120-132, 134-142, 144-148	26-1, 26-2, 27-1, 27-2, 28-1, 29-1, 29-2, 29-6
2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10.)	119-130, 133-144	
3.0	**Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens place:**	165-168, 171, 174	
3.1	Recognize when an estimate is reasonable.	145	
	ALGEBRA AND FUNCTIONS		
1.0	**Students sort and classify objects:**	2, 3, 11-14, 34, 133	13-2
1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	2-5, 11-14, 26-30, 33, 34, 37-39	13-1 to 13-3, 15-1, 16-1, 16-2

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	MEASUREMENT AND GEOMETRY		
1.0	**Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:**	4, 6, 30-32, 116, 117	
1.1	Students understand the relationship between whole numbers, simple fractions, and decimals:	12, 14, 30-32, 105-115	14-1, 14-2, 20-1 20-2, 21-1, 21-2
1.2	Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	4, 46, 90-96. 175	17-1, 18-1, 19-1 to 19-3
1.3	Name the days of the week.	4, 175	Master 2
1.4	Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).	92, 95	17-1, 19-1, 19-2
2.0	**Students identify common objects in their environment and describe the geometric features:**	25, 27-29, 33	15-1
2.1	Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	25-29, 33-39	15-1, 15-2, 16-1, 16-2
2.2	Compare familiar plane and solid objects by common attributes (e.g, position, shape, size, roundness, number of corners).	37, 39	
	STATISTICS, DATA ANALYSIS, AND PROBABILITY		
1.0	**Student collect information about objects and events in their environment:**	4, 5, 116, 159-161	30-1, 30-2
1.1	Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.	4-6, 61, 103, 116	30-1, 30-2
1.2	Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	13, 22, 35, 38, 81	4-1 to 4-3
	MATHEMATICAL REASONING		
1.0	**Students make decisions about how to set up a problem:**	120, 121, 123, 124, 134, 136-141, 145	
1.1	Determine the approach, materials, and strategies to be used.	5, 103, 116, 123, 124, 134, 136-141, 145	

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1.2	use tools and strategies, such as manipulatives or sketches, to model problems.	119-125, 127-130, 133-142, 144	25-2, 28-1, 29-1
2.0	**Students solve problems in reasonable ways and justify their reasoning:**	159-161	23-1, 23-2
2.1	Explain the reasoning used with concrete objects and/or pictorial representations.	109, 123, 124, 126, 127, 130, 136, 138, 139, 141, 145	
2.2	Make precise calculations and check the validity of the results in the context of the problem.	202	