Math Teachers Press, Inc.

Indiana Academic Standards for Mathematics
Correlated to *Moving with Math* CONNECTIONS Kindergarten

		Lesson Plan/Student Activity Page	Skill Builders
K.NS	**NUMBER SENSE**		
1.	Count to at least 100 by ones and tens and count on by one from any number.	165-168, 171-174	10-4
2.	Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	43-49, 51-56, 58, 64-74, 83-87, 164-168, 170	3-2, 6-1, 6-3, 6-4, 6-5, 6-6, 10-1
3.	Find the number that is one more than or one less than any whole number up to 20.	50, 77, 78, 80	26-3, 27-3
4.	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.	42, 43, 45, 47, 51, 53, 65, 67, 69, 71, 73, 83, 85	5-3, 5-4, 5-5, 5-6
5.	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.	49, 51, 53, 57, 65, 67, 69, 71, 73, 76, 83, 85, 164-168, 170	5-1 to 5-6, 6-1, 10-1, 30-2
6.	Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.	43-49, 51-54, 65-74, 76	5-3, 5-4, 5-5, 5-6, 6-1
7.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	18-21, 42, 143, 144	2-1, 3-1, 3-2, 8-1, 8-2, 8-3
8.	Compare the values of two numbers from 1 to 20 presented as written numerals.	87	3-2
9.	Use correctly the words for comparison, including: one and many, none, some and all; more and less; most and least; and equal to, more than and less than.	1, 17-21, 42, 87, 143, 144	3-1, 3-2, 8-1, 8-2, 8-3
10.	Separate sets of ten or fewer objects into equal groups.	150-152	
11.	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	165-168	
K.CA	**COMPUTATION AND ALGEBRAIC THINKING**		
1.	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	120-129, 134-142	26-1, 26-2, 27-1, 27-2, 29-1

		Lesson Plan/Student Activity Page	Skill Builders
2.	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawing to represent the problem).	119-129, 133-142, 144, 145, 147	26-1, 27-1, 27-2, 28-1, 29-1
3.	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	65, 67, 69, 71, 73, 128, 142	
4.	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.		
5.	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	9, 13, 22, 35, 38	4-1, 4-2, 4-3
K.G	**GEOMETRY**		
1.	Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1, 9, 10	12-1, 12-2, 12-3, 12-5
2.	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).	27-29, 33, 34, 36, 37, 39	15-3, 16-3, 16-4
3.	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	25, 27, 33, 38	15-2
4.	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	117	22-4, 29-2 to 29-6
K.M	**MEASUREMENT**		
1.	Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	30, 31, 106, 107, 113, 115, 116	14-2, 21-1, 21-2
2.	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	4, 6, 90, 93-96, 175	18-1, 19-2
K.DA	**DATA ANALYSIS**		
1.	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particluar group and explain the reasoning used.	11, 12, 13, 61	13-1, 13-2, 13-3