Math Teachers Press, Inc.

Missouri Mathematics Learning Goals Correlated to
Moving with Math Primary Connections Kindergarten

		Student Book	Skill Builders
	CORE CONTENT A: COUNTING		
1.	Understand and apply the counting process to various situations.		
a.	Count forward at least to 31 and backward from 10.	137 (T.G.), 173-175	
b.	Use one-to-one correspondence when counting a set of objects and keep track of counted and uncounted objects.	14-16	
c.	Know that the last counting word represents the number in the collection.	49, 57, 58	5-3, 5-4
d.	Produce sets of given amounts (e.g., show 6 objects)	57 (T.G.)	7-1
e.	Recognize that the rearrangement of objects in a set does not change the number of objects.	57 (T.G.)	
2.	Understand and use patterns as a foundation for describing relationships among whole numbers.		
a.	Describe, extend and create sequential patterns (objects, sounds, movements, and numbers) based on repeating terms and recognize that some patterns may have many possible repeating terms.	13, 22, 81	4-1, 4-2, 4-3
b.	Apply the 0-9 sequence when counting or writing numerals from one decade to the next decade	169 (T.G.)	
c.	Recognize that a teen number has one group of ten plus some ones.	165-168	
	CORE CONTENT B: BEGINNING ADDITION & SUBTRACTION		
1.	Understand the relative magnitude of numbers at least to 31.		
a.	Represent numbers in a variety of ways and make connections between and among these representations by using objects, diagrams, words, and numerals.	164-168	5-3, 5-4, 5-6
b.	Order numerals and recognize that numbers occurring later in a number sequence are larger than those at the beginning of the number sequence.	77, 78, 80, 82	
c.	Compare sets of objects and determine whether they have the same, fewer, or more objects by matching and by counting.	16-21	2-1, 3-1
d.	Solve problems that involve comparing and ordering quantities	87, 143	3-2, 8-1
2.	Understand the meaning of addition and subtraction for whole numbers less than ten.		

		Student Book		Skill Builders
a.	Represent and solve problems involving the joining and separating of sets by using objects, diagrams, words, and numerals.	122-129, 136-142		26-1, 26-2, 27-1, 27-2, 29-1
b.	Compose and decompose quantities in order to establish relationships between the parts and the whole and identify all pairs of whole numbers that make a given number (e.g., 0 and 5; 1 and 4; 2 and 3 all make 5)	123, 142		
	CORE CONTENT C: GEOMETRIC SHAPES & SPATIAL RELATIONSHIPS			
1.	Understand that two and three-dimensional shapes can be classified on the basis of their attributes.			
a.	Identify, name and describe two-dimensional shapes, including circles, triangles, rectangles, and squares.	26-29, 33		
b.	Identify, name and describe three-dimensional shapes, including pyramids, rectangular prisms, cubes, cones, cylinders, and spheres.	37, 39		16-1
c.	Identify and describe shapes represented in the environment.	25 (T.G.)		16-1, 16-2
d.	Sort objects into groups by attribute (shape or size) and identify which attribute was used.	26 (T.G.)		
2.	Understand relative positions of objects in space.			
a.	Recognize that when shapes are moved (e.g., turned or shifted), they maintain the same classification.	28, 29, 33		22-4
b.	Demonstrate relative positions in space (over, under, above, below, on, beside, next to, and between).	9		12-1, 12-2
	CORE CONTENT D. INFORMAL MEASUREMENT			
1.	Understand measurable attributes of objects through informal measurement.			
a.	Order objects directly or indirectly by using the measurable attributes of length.	106, 107		14-2
b.	Compare and describe the length of a group of objects (e.g., longer, longest, taller, tallest, shorter, shortest).	12, 106, 107		14-2