



Math Teachers Press, Inc.

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CORRELATION OF COLORADO MODEL CONTENT STANDARDS TO *MOVING WITH MATH® EXTENSIONS GRADE KINDERGARTEN*

		Student Book	Skill Builders
1.1	Demonstrate meanings for whole numbers, and commonly used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5) and represent equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.	1, 3, 20, 23, 24, 27, 61-64	5-1, 5-2, 6-1, 6-2, 10-1, 10-2, 11-1
1.2	Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.	1, 3, 8, 10, 11, 20, 22-28, 43, 54, 61-64	5-1, 5-2, 6-1, 6-2, 7-1, 7-2, 8-1, 9-1, 10-1, 10-2, 11-1
1.3	Use numbers to count, to measure, to label, and to indicate location.	3, 5, 9, 10, 32-36, 55, 62, 64	24-1, 24-2, 25-1, 30-1
1.4	Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{1}{4}$, 0.5, 0.75).	10, 11, 25, 58-60	3-1, 22-1, 22-2, 23-1
1.5	Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).	44-51	26-1, 26-2, 27-1, 27-2, 29-1
2.1	Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).	7, 12, 17	4-1
2.2	Describe patterns and other relationships using tables, graphs, and open sentences.	7, 12, 17	4-1
2.3	Recognize when a pattern exists and use that information to solve a problem.	7, 12, 17	4-1
2.4	Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).		
3.1	Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.	2, 21, 55	

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3.2	Interpret data using the concepts of largest, smallest, most often and middle.	2, 21, 55	
3.3	Generate, analyze, and make predictions based on data obtained from surveys and chance devices.		23-1
3.4	Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).		23-1
4.1	Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).	13-16, 18, 19	15-1, 16-1, 29-2
4.2	Identify, describe, draw, compare, classify, and build physical models of geometric figures.	13-16, 18, 19	15-1, 16-1 ,29-2
4.3	Relate geometric ideas to measurement and number sense.	38	20-2
4.4	Solve problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).	18, 19	16-1
4.5	Recognize geometry in their world (for example, in art and in nature).	13-16	5-1
5.1	Know, use, describe, and estimate measures of length, perimeter, capacity, weight, time, and temperature.	29-31, 38, 39	17-1, 18-1, 19-1, 21-1
5.2	Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).	6, 37, 40-42	1-1, 2-1, 3-1, 14-1, 18-1, 20-1, 20-2
5.3	Demonstrate the process of measuring and explain the concepts related to units of measurement.	38, 39	20-2
5.4	Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.	38, 39	20-2
5.5	Select and use appropriate standard and non-standard units of measurement in problem-solving situations.	37-39	20-1, 20-2
6.1	Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.	23, 24, 43-53, 56-60	22-1, 22-2, 26-1, 26-2, 27-1, 27-2, 28-1, 29-1, 29-2
6.2	Add and subtractt commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).	59, 60	

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6.3	Demonstrate fluency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.	23, 24, 43-53, 56-60	22-1, 22-2, 26-1, 26-2, 27-1, 27-2, 28-1, 29-1, 29-2
6.4	Construct, use, and explain procedures to compute and estimate with whole numbers.	23, 24, 43-53, 56-60	22-1, 22-2, 26-1, 26-2, 27-1, 27-2, 28-1, 29-1, 29-2
6.5	Select and use appropriate algorithms for computing with whole numbers in problem-solving situations.	23, 24, 43-53, 56-60	22-1, 22-2, 26-1, 26-2, 27-1, 27-2, 28-1, 29-1, 29-2