

## **Standards Edition, Earlybird Kindergarten Mathematics © 2008** correlated to the Common Core State Standards for Mathematics

\*Key: TB = Textbook, AB = Activity Book

Standards	Descriptor	Page Citations	
	nd Cardinality	K.CC	
Know number names and the count sequence.			
1	Count to 100 by ones and by tens.	<b>TB-A:</b> 22-53, 54-85 <b>AB-A:</b> 8-15, 16-25 <b>TB-B:</b> 19-32, 94-111, 145-157 <b>AB-B:</b> 18-27, 71-77, 86-93	
2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)	TB-A: 94-97 AB-A: 28-29 TB-B: 1-2, 29-30, 53-54, 108-109 AB-B: 25-27, 45-47, 75-77	
3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	TB-A: 37-53, 54-85 AB-A: 8-15, 16-25 TB-B: 19-28 AB-B: 18-24	
	the number of objects.		
4	Understand the relationship between numbers and quantities; connect counting to cardinality.		
а	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	<b>TB-A:</b> 22-33, 54-71 <b>AB-A:</b> 8, 16-21	
b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	TB-A: 28-35, 54-55, 58-75 AB-A: 8, 16-21	
M	Understand that each successive number name refers to a quantity that is one larger.	TB-A: 86-97 AB-A: 26-29 TB-B: 1-8, 29-30 AB-B: 25-27	
5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	TB-A: 22-47, 54-85 AB-A: 8-15, 16-25 TB-B: 19-28 AB-B: 18-24	

Standards	Descriptor	Page Citations
Compare nu		rage citations
6	Identify whether the number of objects in	<b>TB-A:</b> 199-208
· ·	one group is greater than, less than, or	<b>AB-A:</b> 82-91
	equal to the number of objects in another	<b>TB-B:</b> 1-10, 19-20
	group, e.g., by using matching and	<b>1B-B:</b> 1-10, 19-20
	counting strategies.	
7	Compare two numbers between 1 and 10	<b>TB-B:</b> 11-16
,	presented as written numerals.	<b>AB-B:</b> 2-17
Operations	and Algebraic Thinking	K.OA
	addition as putting together and adding	
	as taking apart and taking from.	, to, and anderstand
1	Represent addition and subtraction with	<b>TB-B:</b> 33-48, 49-64,
_	objects, fingers, mental images,	65-84, 85-88
	drawings, sounds (e.g., claps), acting out	<b>AB-B:</b> 28-39, 40-53,
	situations, verbal explanations,	54-61, 62-70
	expressions, or equations.	
2	Solve addition and subtraction word	<b>TB-B:</b> 33-48, 49-64,
_	problems, and add and subtract within	65-72, 75-82, 85-93
	10, e.g., by using objects or drawings to	<b>AB-B:</b> 28-39, 40-53,
	represent the problem.	54-55, 58-61, 62-70
3	Decompose numbers less than or equal to	<b>TB-B:</b> 33-48
	10 into pairs in more than one way, e.g.,	<b>AB-B:</b> 28-39
	by using objects or drawings, and record	
	each decomposition by a drawing or	
	equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	
4	For any number from 1 to 9, find the	<b>TB-B:</b> 46
_	number that makes 10 when added to	<b>AB-B:</b> 37-39
	the given number, e.g., by using objects	
	or drawings, and record the answer with	
	a drawing or equation.	
5	Fluently add and subtract within 5.	<b>TB-B:</b> 33-38, 49-50,
	,	65-70
		<b>AB-B:</b> 28-33, 40-44,
		54-55
Number and	Operations in Base Ten	K.NBT
Work with n	numbers 11-19 to gain foundations for p	olace value.
1	Compose and decompose numbers from	<b>TB-B:</b> 21-28
	11 to 19 into ten ones and some further	<b>AB-B:</b> 18-24
	ones, e.g., by using objects or drawings,	
77 -	and record each composition or	
	decomposition by a drawing or equation	
IVI	(e.g., 18 = 10 + 8); understand that	
	these numbers are composed of ten ones	
	and one, two, three, four, five, six,	
	seven, eight, or nine ones.	

Standards	Descriptor	Page Citations		
Measureme		K.MD		
Describe and compare measurable attributes.				
1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>TB-A:</b> 147–154, 164–165, 175–176, 180–182, 185–186 <b>AB-A:</b> 57–62, 66, 71–73		
2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	<b>TB-A:</b> 155–169, 177–179, 187–188 <b>AB-A:</b> 63–65, 67–70, 74–80		
Classify objects and count the number of objects in each category.				
3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<b>TB-A:</b> 1-8, 15-16, 30-33, 51-53, 62-63, 110-111 <b>AB-A:</b> 1-5, 7		
Geometry		K.G		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.)				
1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	TB-A: 110-136 AB-A: 33-45		
2	Correctly name shapes regardless of their orientations or overall size.	<b>TB-A:</b> 110-136 <b>AB-A:</b> 33-45		
3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	<b>TB-A:</b> 110-136 <b>AB-A:</b> 33-45		
	mpare, create, and compose shapes.			
4	Analyze and 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).	TB-A: 110-146 AB-A: 33-45		
5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>TB-A:</b> 110-136 <b>AB-A:</b> 33-45		
6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	<b>TB-A:</b> 118-119 <b>AB-A:</b> 35-38		