

Math in Focus © 2009
Textbook Alignment
to the
Utah Core
Kindergarten Mathematics



 HOUGHTON MIFFLIN HARCOURT
Supplemental Publishers

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Textbook Alignment to the Utah Core – Kindergarten Mathematics

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes No

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC; David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name/grade of the core document used to align): Kindergarten Mathematics Core Curriculum

Title: Math in Focus ©2009 Grade K Student Book A, Part 1 ISBN#: 978-0-669-01097-8

Title: Math in Focus ©2009 Grade K Student Book A, Part 2 ISBN#: 978-0-669-01113-5

Title: Math in Focus ©2009 Grade K Big Book A ISBN#: 978-0-669-01641-3

Title: Math in Focus ©2009 Grade K Student Book B, Part 1 ISBN#: 978-0-669-01635-2

Title: Math in Focus ©2009 Grade K Student Book B, Part 2 ISBN#: 978-0-669-01638-3

Title: Math in Focus ©2009 Grade K Big Book B ISBN#: 978-0-669-01643-7

Publisher: Houghton Mifflin Harcourt Supplemental Publishers, Inc.

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students will understand simple number concepts and relationships.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Identify and use whole numbers up to 30.				
a.	Represent whole numbers using concrete, pictorial, and symbolic representations.	K Student Bk A, Part 1: 5, 6-8, 10, 13-14, 18-19, 24-25, 27, 35, 38, 41-44, 46-48, 51-52, 53, 57, 60-62, 64-67 K Student Bk A, Part 2: 12-15, 17-18, 20-21, 22-27, 29-30 K Big Book A: 4-5, 8-13, 14-17, 23-26, 29, 33, 37-43, 44 K Student Bk B, Part 1: 10, 12-13, 16-24, 31-32, 36-47 K Student Bk B, Part 2: 15-19, 20-29, 39-40 K Big Book B: 6-9, 10, 12, 16-17, 40-41, 42-43, 47-48		
b.	Order a set of up to ten objects and use ordinal numbers from first to tenth to identify the position of the object in the chosen order.	K Student Bk A, Part 2: 4-5 K Big Book A: 20 K Student Bk B, Part 1: 25-26, 28, 30 K Big Book B: 13-14		
c.	Use one-to-one correspondence when counting a set of objects and develop a strategy for keeping track of counted and uncounted objects.	K Student Bk A, Part 1: 4, 5-7, 17, 23, 33-34, 39-40, 49-50, 58, 62 K Student Bk A, Part 2: 20-23, 28, 40-43 K Big Book A: 23, 25-26, 29, 33 K Student Bk B, Part 1: 15, 17-19 K Student Bk B, Part 2: 14-15, 16-		

		17, 25-29 K Big Book B: 10		
Objective 1.2: Identify and use simple relationships among whole numbers up to 30.				
a.	Estimate quantities in a set of objects using multiples of 10 as benchmark numbers.	K Student Bk B, Part 2: 39-40		
b.	Compose and decompose quantities to establish a relationship between the parts and the whole.	K Student Bk A, Part 1: 45, 53, 62 K Student Bk A, Part 2: 26-27 K Big Book A: 29, 37-43 K Student Bk B, Part 1: 17-19, 21-22, 31-32, 36-37, 44-47 K Student Bk B, Part 2: 15-19, 20-24, 25-29 K Big Book B: 40-41, 46		
c.	Recognize 5 or 10 as a part of the part-whole relationship of numbers.	K Student Bk A, Part 1: 39, 49, 50, 52, 58-61 K Big Book A: 37-43 K Student Bk B, Part 1: 17-18, 21-22, 31-32, 36-43, 44-47 Bk4: 42-43 K Big Book B: 7-8, 10, 12, 16-21, 26-29		
d.	Compare sets of objects and determine whether they have the same, fewer, or more objects.	K Student Bk A, Part 1: 5-7, 12, 17, 23, 33, 38-39, 49, 51, 58-59 K Student Bk A, Part 2: 19-23 K Big Book A: 27-28, 29, 37-43 K Student Bk B, Part 1: 19-20		
Objective 1.3: Model, describe, and illustrate meanings of addition and subtraction for whole numbers less than ten.				
a.	Demonstrate the joining and separating of sets of objects to solve problems.	K Student Bk A, Part 1: 53, 62 K Student Bk A, Part 2: 20-21, 22, 27, 40-43 K Big Book A: 29		

		K Student Bk B, Part 1: 17-18 K Student Bk B, Part 2: 15-19, 26-29, 32-33 K Big Book B: 26-27		
b.	Describe the joining or separating of sets with informal language when using models.	K Student Bk A, Part 2: 15, 17-18, 27 K Big Book A: 29, 37-43 K Student Bk B, Part 1: 17-18, 20-24, 313-32, 36-37, 44-47 K Student Bk B, Part 2: 15-19, 20-29, 42-45 K Big Book B: 40-41, 42-43		
c.	Record pictorially the results from joining or separating of sets.	K Student Bk A, Part 2: 13-15, 26 K Big Book A: 37-43 K Student Bk B, Part 1: 19-22 K Student Bk B, Part 2: 42-44 K Big Book B: 26-27, 40-41, 42-43		
STANDARD II: Students will sort and classify objects as well as recognize and create simple patterns.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		<i>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Coverage in Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 2.1: Identify, sort, and classify objects according to on attributes.				
a.	Sort objects into groups by attribute and identify which attribute was used.	K Student Bk A, Part 1: 6-7, 11, 15-16, 53, 62 K Student Bk A, Part 2: 2-3, 28-29, 32-33 K Student Bk B, Part 2: 2-5, 6-9, 10-14 K Big Book B: 2-5, 36-37		

b.	Describe multiple ways to sort and classify a group of objects.	K Student Bk A, Part 2: 19 K Student Bk B, Part 1: 14 K Student Bk B, Part 2: 3, 10-14 K Big Book B: 36-37, 38-39		
Objective 2.2: Identify, duplicate, describe, and extend simple repeating and growing patterns.				
a.	Identify and describe simple repeating patterns with numbers and shapes.	K Student Bk A, Part 2: 6, 8, 39 K Big Book A: 6-8 K Student Bk B, Part 1: 8, 14, 33-35 K Big Book B: 24-25		
b.	Duplicate and extend simple repeating patterns with numbers and shapes.	K Student Bk A, Part 2: 6, 10 K Student Bk B, Part 1: 8, 33-35		
c.	Describe simple growing patterns with shapes.	K Student Bk A, Part 1: 34, 40, 58-59 K Student Bk A, Part 2: 13 K Big Book A: 8-9 K Student Bk B, Part 1: 17-18		
d.	Identify simple patterns in the environment.	K Student Bk A, Part 2: 19 K Big Book A: 10, 37-39 K Student Bk B, Part 1: 25-27		
STANDARD III: Students will understand basic geometry and measurement concepts as well as collect and organize data.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Identify and create simple geometric shapes and describe simple spatial relationships.				
a.	Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations.	K Student Bk B, Part 1: 2-7, 8, 33-35		

		K Student Bk B, Part 2: 10-11 K Big Book B: 4-5, 38-39		
b.	Combine shapes to create two-dimensional objects (e.g., using a triangle and square to create a picture of a house).	K Student Bk B, Part 1: 7 K Student Bk B, Part 2: 39-40 K Big Book B: 4-5		
c.	Use words to describe position and distance.	K Student Bk A, Part 2: 4-5, 16, 31 K Student Bk B, Part 1: 28-29 K Student Bk B, Part 2: 39-40 K Big Book A: 20, 32, 36 K Big Book B: 14		
d.	Investigate two- and three-dimensional shapes including hexagons, trapezoids, spheres, cubes, and cones.	K Student Bk A, Part 2: 29 K Student Bk B, Part 1: 2-4 K Student Bk B, Part 2: 10, 39-40 K Big Book B: 2-3, 38-39		
Objective 3.2: Identify and use measurable attributes of objects and units of measurement.				
a.	Identify clocks and calendars as tools that measure time.	K Student Bk B, Part 2: 37-38 K Big Book B: 44-45		
b.	Identify a day, week, and month on a calendar and name the days of the week in order.	K Student Bk B, Part 1: 30 K Big Book B: 15		
c.	Identify pennies, nickels, dimes, and quarters as units of money.	K Student Bk B, Part 2: 41-45 K Big Book B: 46		
d.	Compare two objects by measurable attributes (i.e., length, weight) and order several objects by measurable attributes (i.e., length, weight).	K Student Bk A, Part 1: 2-4, 11, 15-16 K Student Bk A, Part 2: 202-3, 7-9, 28-29 K Big Book A: 18-19, 21-22 K Student Bk B, Part 1: 5-6, 16, 19-20 K Student Bk B, Part 2: 2-9, 30-36, 37-38 K Big Book B: 2-3, 30-31, 32-33, 38-39		
Objective 3.3: Collect and organize simple data.				

a.	Pose questions and gather data about self and surroundings.	K Student Bk A, Part 1: 15-16, 45 K Student Bk A, Part 2: 2-3, 31-33 K Big Book A: 4, 30, 31, 33 K Student Bk B, Part 1: 25-27 K Student Bk B, Part 2: 37-38 K Big Book B: 44-45	
b.	Organize data obtained from sorting and classifying objects.	K Student Bk A, Part 1: 53, 62 K Student Bk A, Part 2: 23 K Big Book A: 5, 18-19 K Student Bk B, Part 2: 3-5, 6-9, 10-14, 34-36, 37-38 K Big Book B: 2-3, 36-37	