

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



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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](http://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

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

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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> ✓
<b>Objective 1.1: Identify and use whole numbers up to 30.</b>				
a.	Represent whole numbers using concrete, pictorial, and symbolic representations.	<b>K Student Bk A, Part 1:</b> 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 <b>K Student Bk A, Part 2:</b> 12-15, 17-18, 20-21, 22-27, 29-30 <b>K Big Book A:</b> 4-5, 8-13, 14-17, 23-26, 29, 33, 37-43, 44 <b>K Student Bk B, Part 1:</b> 10, 12-13, 16-24, 31-32, 36-47 <b>K Student Bk B, Part 2:</b> 15-19, 20-29, 39-40 <b>K Big Book B:</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.	<b>K Student Bk A, Part 2:</b> 4-5 <b>K Big Book A:</b> 20 <b>K Student Bk B, Part 1:</b> 25-26, 28, 30 <b>K Big Book B:</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.	<b>K Student Bk A, Part 1:</b> 4, 5-7, 17, 23, 33-34, 39-40, 49-50, 58, 62 <b>K Student Bk A, Part 2:</b> 20-23, 28, 40-43 <b>K Big Book A:</b> 23, 25-26, 29, 33 <b>K Student Bk B, Part 1:</b> 15, 17-19 <b>K Student Bk B, Part 2:</b> 14-15, 16-		

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

		<b>K Student Bk B, Part 1:</b> 17-18 <b>K Student Bk B, Part 2:</b> 15-19, 26-29, 32-33 <b>K Big Book B:</b> 26-27		
<b>b.</b>	Describe the joining or separating of sets with informal language when using models.	<b>K Student Bk A, Part 2:</b> 15, 17-18, 27 <b>K Big Book A:</b> 29, 37-43 <b>K Student Bk B, Part 1:</b> 17-18, 20-24, 313-32, 36-37, 44-47 <b>K Student Bk B, Part 2:</b> 15-19, 20-29, 42-45 <b>K Big Book B:</b> 40-41, 42-43		
<b>c.</b>	Record pictorially the results from joining or separating of sets.	<b>K Student Bk A, Part 2:</b> 13-15, 26 <b>K Big Book A:</b> 37-43 <b>K Student Bk B, Part 1:</b> 19-22 <b>K Student Bk B, Part 2:</b> 42-44 <b>K Big Book B:</b> 26-27, 40-41, 42-43		
<b>STANDARD II: Students will sort and classify objects as well as recognize and create simple patterns.</b>				
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: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<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>
<b>Objective 2.1: Identify, sort, and classify objects according to on attributes.</b>				
<b>a.</b>	Sort objects into groups by attribute and identify which attribute was used.	<b>K Student Bk A, Part 1:</b> 6-7, 11, 15-16, 53, 62 <b>K Student Bk A, Part 2:</b> 2-3, 28-29, 32-33 <b>K Student Bk B, Part 2:</b> 2-5, 6-9, 10-14 <b>K Big Book B:</b> 2-5, 36-37		

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

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

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