Teacher's Manual
Volume 1

SAXON MATH K

K 1 2 3 4 5

Nancy Larson

Correlation to the
Common Core State Standards

Saxon Math K
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Grade K

COMMON CORE

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Common Core State Standards for Mathematics, Grade K

Domain	Standard	Text of Objective	*Saxon Math K* Citations	Description
Standards for Mathematical Practice	1.	Make sense of problems and persevere in solving them.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 11, 18, 27, 44, 89, 107, 119, 121, 127, 128 **Problem-Solving Strategies:** Lessons 40-2, 50-2, 60-2, 70-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 18, 27, 44, 89, 97, 119, 121, 122, 126, 127, 128, 131, 132 **Test-Taking Strategies Practice (booklets):** 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21 **Oral Assessment**: 11 (Lesson 110-2)	Problem solving is integrated into the *Saxon Math*™ program every day. Focusing on a four-step problem solving process, which guides students to understand, plan, solve and check, *Saxon Math* teaches students a consistent process for evaluating different problem solving situations and persevering in solving them. The four steps closely mirror the different aspects of this Standard for Mathematical Practice, encouraging students to understand the problem and make a plan before solving. Students also end by checking their solutions, providing opportunities to ask, "Does this make sense?" and re-direct if necessary. In *Math K*, problem solving occurs in many different portions of the lessons. The daily Math Meeting offers discussion and communication on problem solving every day, with many of the problems focus on numbers, patterns, and sorting/classifying. This prepares children for solving more complex problems as they move up the grade levels. The Teacher's Manuals also support teachers as they guide students through the four-step problem solving process during the instructional portion of the lesson. For example, in Teacher's Manual Volume 2, lesson 80-2 provides a modeled dialogue that highlights the understand, plan, solve and check process. This prepares students for a Performance Task where they apply their learning independently.

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Standards for Mathematical Practice	2.	Reason abstractly and quantitatively.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **The Meeting** (Value of Set of Money): Meetings 16, 18, 20, 22, 24 **New Concept**: Lessons 6, 17, 35, 43, 54, 65, 73, 79, 91, 102 **Problem-Solving Strategies:** Lessons 60-2, 90-2, 110-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 54, 67, 85, 92, 95, 96, 113, 116 **Handwriting Practice Worksheet:** 101, 117, 121, 132 **Test-Taking Strategies Practice (booklets):** 11, 15, 17, 18, 19, 20, 21	The goal of *Saxon Math* is to produce mathematically proficient students – including fluency with computational and conceptual understanding. In *Math K*, during the daily lesson, new concepts are introduced with manipulatives and concrete objects for a concrete-pictorial-abstract approach. This allows students to build a solid conceptual understanding so that they are able to solve complex and multi-step problems. By introducing concepts with concrete manipulatives, students better understand what numbers, patterns and operations mean. This understanding allows them to think flexibly in problem solving situations and builds the foundation for the ability to contextualize and decontextualize. For example, in the Teacher's Manual Volume 2, the New Concept portion of lesson 73 has children use dice to learn about and practice counting on and describing how many objects are in a set. By the time children reach the symbolic stage, they have a better understanding of what the numbers mean since they were able to see and count them initially.

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Standards for Mathematical Practice	3.	Construct viable arguments and critique the reasoning of others.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept:** Lessons 8, 11, 40-1, 53, 63, 72, 77, 82, 83, 107, 115, 120-1, 122, 131 **MAINTENANCE:** **Performance Task Worksheet:** 40B, 50B, 60B, 70B, 80B, 90B, 100B, 110B, 120B, 130B **Test-Taking Strategies Practice (booklets):** 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	*Saxon Math* is based on the belief that people learn by doing. Students learn mathematics not only by watching or listening to others, but by communicating and solving the problems themselves. *Saxon Math*'s incremental and distributed structure enables students to view the big picture of mathematics and therefore make viable arguments between and among all of the math strands. In *Math K* the daily Math Meeting offers a forum for students to participate at their own levels and offer viable arguments on key topics. The Teacher Materials also provide modeled dialogues to help students demonstrate their understanding verbally. During the daily lessons, the New Concept instruction allows for student interaction between peers with open ended questions after a concept is taught. Additionally, Mathematical Practices discussion questions in the Section Overviews provide additional opportunities for students to explain their reasoning, critique the reasoning of others and solidify their learning. One example of this standard is found in the New Concept portion of lesson 107. Students interact with each other to create a pictograph of the class' pets. The Teacher's Manual provides a modeled dialogue that encourages students to explain why they place their pictures on the graph where they do and to make comparisons. This provides opportunities for children to express their reasoning and respond to the reasoning of their classmates.

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Standards for Mathematical Practice	**4.**	Model with mathematics	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 69, 110-1, 121, 128 **MAINTENANCE:** **Lesson Practice Worksheet**: 24, 42, 58, 59, 62, 68, 69, 71, 73, 98, 99, 107, 117, 118 **Handwriting Practice Worksheet:** 24, 29, 34, 38, 44, 48, 54, 56, 74, 75, 77, 126, 129, 131, 132 **Test-Taking Strategies Practice (booklets):** 12, 13, 19, 20 **Oral Assessment**: 5 (Lesson 50-2)	Students use many different types of models throughout *Saxon Math* to analyze mathematical relationships and solve problems. Models serve as visual aids to better make sense of situations so students truly understand the problem at hand and both how and why their solutions work. For example, in the New Concept portion of lesson 121, students model some, some more stories by drawing a picture to represent various situations. The teacher guides the class through drawing the pictures twice and then students work independently to model situations themselves.
	5.	Use appropriate tools strategically.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **The Meeting** (Class Survey): Meetings 20, 21, 23, 24, 25 **New Concept**: Lessons 47, 65, 72, 77, 91, 113, 116, 122, 131, 133 **MAINTENANCE:** **Test-Taking Strategies: Practice (booklets):** 21	*Saxon Math* provides and supports grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary levels and moves to more sophisticated tools like geometry software at the secondary levels. Saxon offers instruction and guidance for appropriate usage throughout the program. In *Math K*, the daily Math Meeting models concepts with objects and manipulatives. Other tools such as a Hundreds Chart, a calendar, clock, and a thermometer are also modeled visually every day during the Math Meeting. Students also use manipulatives during the New Concepts and practice when concepts are introduced and instructed. For example, in lesson 77 children consider a situation when they would use a recipe to cook something new. The teacher asks what type of tool they would use to measure ingredients. After selecting a measuring cup, the class then learns how to use the measuring cup to measure liquids effectively.

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Standards for Mathematical Practice	6.	Attend to precision.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **The Meeting** (Value of Set of Money): Meetings 11, 14, 18, 20, 22 **The Meeting** (Telling Time): Meetings 17, 19, 21, 23, 25 **The Meeting** (Estimation Jar): Meetings 17, 19, 21, 23, 25 **The Meeting** (Class Survey): Meetings 20, 21, 23, 24, 25 **New Concept**: Lessons 30-1, 40-1, 47, 51, 59, 60-1, 64, 72, 77, 78, 81, 84, 90-1, 93, 105, 106, 109, 110-1, 120-1, 126, 130-1, 133 **MAINTENANCE:** **Lesson Practice Worksheet**: 45, 48, 49, 53, 58, 64, 72, 74, 77, 78, 84, 87. 93, 102, 106, 109, 114, 133 **Handwriting Practice Worksheet**: 58, 59, 63, 91, 96, 102, 112, 128, 134 **Counting Practice Worksheet**: 66, 93, 98, 103, 115	There are many aspects of *Saxon Math* that naturally support attention to precision in mathematics. Because *Saxon Math* teaches concepts incrementally, distributed across the year, students learn to carefully consider units since concepts are integrated rather than taught in isolation. Additionally, carefully modeled dialogues in the Teacher's Manual ensure that children are exposed to consistent and accurate vocabulary and definitions, allowing them to communicate precisely. For example, lesson 78 teaches students how to precisely describe full, half-full and empty containers as well as identify quarts. Teachers clearly explain what this vocabulary means and then guide the students through activities with different containers to demonstrate their meanings.

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Standards for Mathematical Practice	6.	Attend to precision. (cont'd)	**Math Center Activities:** p 11 Activity 17 (Lesson 42); p 11 Activity 19 (Lesson 47); p 11 Activity 21 (Lesson 51); p 12 Activity 23 (Lesson 53); p 14 Activity 14 (Lesson 72); p 16 Activity 39 (Lesson 78); p 16 Activity 42 (Lesson 83); p 17 Activity 45 (Lesson 87); p 19 Activity 59 (Lesson 106); p 20 Activity 62 (Lesson 113); p 22 Activity 70 (Lesson 133) **Test-Taking Strategies Practice (booklets):** 7, 8, 9, 10, 13, 14, 16, 17 **Oral Assessment**: 12 (Lesson 120-2)	
	7.	Look for and make use of structure.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **The Meeting** (Identifying [Shapes]): Meetings 8, 10, 12, 15, 17, 21, 25 **The Meeting** (Extending a Pattern): Meetings 3, 6, 7, 9, 13, 14, 20, 22 **New Concept**: Lessons 19, 22(page 2–identifying most and fewest), 29, 31, 34, 43, 57, 65(page 2–duration of time), 91(page 2–duration of time), 105, 116 **MAINTENANCE:** **Lesson Practice Worksheet**: 15, 19, 23, 31, 34, 57, 63, 79, 85, 123 **Handwriting Practice Worksheet**: 101, 117, 121, 126, 129 **Math Center Activities:** p 12 Activity 26 (Lesson 58) **Oral Assessment**: 6 (Lesson 60-2), 9 (Lesson 90-2), 13 (Lesson 130-2)	*Saxon Math* emphasizes structure throughout the program. A strong focus on number properties and patterns prepares students to utilize structure in problem-solving situations. Because the fundamentals of number and operations are highlighted in every lesson through mixed review, students develop a strong sense of mental math and comfort composing and decomposing numbers. In *Math K*, the daily Meeting is one example of where this standard is supported. It helps children begin to see patterns between numbers, shapes, months, days of the week, and weather. For example, the Hundreds Chart is a consistent tool built into the structure of the Math Meeting to show patterns with numbers, skip counting, and beyond. This can be seen in Meeting 22, where children use their knowledge of the structure of the hundreds chart to count by tens and fives and play a Missing Numbers Game.

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Standards for Mathematical Practice	8.	Look for and express regularity in repeated reasoning.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **The Meeting** (Calendar activities): Meetings 1–25 **New Concept**: Lessons 26, 40-1, 47, 70-1, 78, 82(page 2), 84, 97, 109, 117, 124(page 3), 125, 131, 134 **MAINTENANCE:** **Lesson Practice Worksheet**: 45, 78, 97, 115, 117, 118, 124, 134 **Handwriting Practice Worksheet**: 74, 75, 77, 126, 129, 131	Regularity and repeated reasoning are supported throughout the *Saxon Math* program to ensure students understand their importance and how they can be used to solve problems. Repeated reasoning scenarios allow students to make better sense of number and operations. Daily Meetings and lessons draw out and explain how and why repeated reasoning works. Subsequent practice helps to solidify that understanding. For example, children interact with an evolving bulletin board in the daily Meeting. Each day children build upon the bulletin board a little bit, exposing patterns and making connections between numbers and operations. The daily Meeting is an ideal setting for students to look for and express regularity in repeated reasoning. For example, each day students add a calendar tag that corresponds to a specific pattern for that month. Meeting 12 uses an A, B, B, A, B, B pattern. Students begin to pick up on this pattern as the month goes on, recognizing that they are using the same calendar tags consistently. This repeated reasoning then allows them to make predictions about what calendar tags they will use in the future.

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Counting and Cardinality K.CC		**Know number names and the count sequence.**	*Math K* provides a solid foundation for the fundamentals of math concepts and the key counting principles needed to understand cardinality. Through *Saxon Math's* incremental teaching and continual practice, levels of difficulty gently increase over time, and new learning is applied across math strands over the instructional year for mastery of mathematical conceptual understanding. The exploration and teaching of number names and the counting sequence provides a strong foundation for number and collection recognition building to the skill of subitizing. Daily, through the Math Meeting and Lesson Concepts, earlier learning is both built upon and reshaped when misconceptions are detected. Each day, during the Math Meeting, children are engaged in meaningful ways to master naming and sequencing numbers, including using a calendar to add the daily date and constructing an ongoing classroom number line. Simple chants, games and dialogs occur, which not only practice the concepts, but provide the educator with important information about the depth of understanding. Each of these activities also serve as informal assessments, assisting the teacher to effectively alter and direct instruction. Starting in Lesson 1, handwriting of digits, each introduced separately over the next several lessons, is taught incorporating all learning styles, then carried over into the Math Meeting. Real world experiences are also incorporated to further expand on number names and the count sequence during the counting of pennies starting in Meeting 11. After teaching counting by 10's, starting in Lesson 64, and practice of this concept, finding the value of a set of dimes is then layered to add real meaning to skip counting. This is followed with students applying the understanding by using an Estimation Jar, for counting by 10's and 1's beginning in Meeting 17. Starting in Lesson 73, and continuing forward, children learn through hands-on experiences counting on from a number other than 1. Each of the skills is supported with engaging instructional guidelines, interactive practice, center activities, and home connections. Both formal and informal assessment opportunities for this skill are ongoing throughout the program. These include the frequent and cumulative oral assessments, oral responses to Extend and Challenge Activity 15 and oral assessments in the *Standards Success* booklet.

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Counting and Cardinality K.CC	K.CC.1	Count to 100 by ones and by tens.	**INSTRUCTION:** **The Meeting** (Counting Chart)**:** Meetings 1–25 **The Meeting** (Calendar)**:** Meetings 2, 3, 4A, 5–25 **The Meeting** (Money)**:** Meetings 11–19 **The Meeting** (Estimation Jar)**:** Meetings 17, 19, 21, 23, 25 **New Concept:** Lessons 7, 8, 9, 13, 64, 65, 67, 68, 81 **MAINTENANCE:** **Lesson Practice Worksheet:** 21, 33, 35, 36, 38, 65, 67, 68, 81; Parent activities: 3, 67 **Handwriting Practice Worksheet:** 102, 104, 106, 108, 112, 114, 116, 123, 133, 135 **Counting Practice Worksheet:** 66, 67, 69, 103, 105, 107, 109, 111, 113, 115, 118, 122, 124 **Math Center Activities Booklet:** p 13 Activity 27 (Lesson 61); p 14 Activity 32 (Lesson 68); p 16 Activity 41 (Lesson 81) **Extend & Challenge CD:** *Activity 15 (Lesson 130-1)* **Online Activity:** Matching Dimes with Money Amounts to $1.00 (Lesson 81)
	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**INSTRUCTION:** **New Concept:** Lesson 73 **Standards Success Activity:** Activity 3 **MAINTENANCE:** **The Meeting** (Estimation Jar)**:** Meetings *17, 19, 21, 23, 25* **Lesson Practice Worksheet:** *109*; Parent activity: *64* **Handwriting Practice Worksheet**: 112, 114, 116, 123, 133, 135 **Test-Taking Strategies Practice (booklets):** *20, 21*

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Counting and Cardinality K.CC	K.CC.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).	**INSTRUCTION:** **The Meeting** (Class Survey)**:** Meetings 20–25 **New Concept:** Lessons *24, 42, 51, 62, 69, 73, 80-1,* 90-1, *110-1,* 120-1, 130-1, *132* **MAINTENANCE:** **Lesson Practice Worksheet:** *24, 41, 42, 51,* 58, *59,61, 62,* 63, 69, 71, 72, 73, 98, 99, 104, 107, *113, 116,* 117, 118; Parent activity: *41, 42* **Handwriting Practice Worksheet:** *1–12,* 13–17, 19, 21–26, 28, 29, 31–38, 41–48, 51–59, 61–65, 68, 71–75, 77–79, 81–88, 91, 92, 94, 96, 99, 101, 102, 104, 106, 108, 112, 114, 116, 117, 121, 123, 125, 126, 128, 129, 131, 133–135 **Math Center Activities Booklet**: *p 9 Activity 9 (Lesson 24); p 11 Activity 17 (Lesson 42); p 13 Activities 28 and 29 (Lesson 62); p 14 Activity 33 (Lesson 69)* **Test-Taking Strategies Practice (booklets)**: *2, 3*

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Counting and Cardinality K.CC		**Count to tell the number of objects.**	Key counting principles such as the stable-order, abstract and cardinal principles are covered in great detail across the year in *Math K*. Each principle is developed across time allowing students to develop a sense of numbers, number names and the quantity of objects in a collection. This powerful, research-based method is a key to the program's success. Foundational skills found in *Math K* are the essential building blocks for success in subsequent grades. Both counting and one-to-one correspondence, the understanding of the numbers, are an important part of those early math concepts that are well developed at this level. In order to understand addition and subtraction, children must be able to form concrete models to represent numbers. This begins in Lesson 7 incorporating numbers up to 5. With modeling, hands-on activities, centers, games and daily practice, children are provided ample opportunities to grasp this concept. Moving to numbers up to 10 in Lesson 13 reinforces this concept on a higher level. Practicing this understanding is also included in the daily Math Meeting starting with Meeting 2. Counting with real objects, such as pennies and everyday items, and teaching strategies for counting, are included to help children understand that regardless of the arrangement or spacing, the number of objects remain the same with equal group amounts. This can be seen beginning in Lesson 41 and continuing on throughout the year to strengthen this understanding. During the development of each level of the counting principals, summative assessments, through the students' active work, provide the educator with vital insights into children's conceptual understanding levels. Handwriting of the digits, supported with counting and drawing sets of numbers provide the foundational understanding that each successive number name is an amount of one more. Beginning early in the school year with numbers up to 5, the concept is expanded and built upon throughout the year in multiple ways, including connecting it to real world experiences. This also provides the basis for understanding how many objects are combined and counted in a set, up to 20 as seen in Lesson 80-1. While informal assessments are continual, more formal assessments for these skills are found in Oral Assessments, *Standards Success* oral assessments, and *Test Taking Skills Practice*.
	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	

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Counting and Cardinality K.CC	K.CC.4.a	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.	**INSTRUCTION:** **The Meeting** (Calendar / Counting): Meetings 2, 3, 4A, 5–25 **New Concept:** Lessons 7, 8, 9, 13, 21, 35, 36, *38,* 80-1, 109, 132 **MAINTENANCE:** **Lesson Practice Worksheet:** Parent activity: 12 **Math Center Activities Booklet:** *p 13 Activity 28 (Lesson 62); p 15 Activity 36 (Lesson 74)*
	K.CC.4.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.	**INSTRUCTION:** **The Meeting** (Calendar/Counting): Meetings 2, 3, 4A, 5–25 **The Meeting** (Estimation Jar): Meetings 17, 19, 21, 23, 25 **New Concept:** Lessons 7, 8, 9, 13, 24, 41, 42, 69, 73, 90-1, 120-1, 130-1, 132 **MAINTENANCE:** **Lesson Practice Worksheet:** 8, 24, 41, 42, 51, 59, 61, 62, 69, 71, 72, 73; Parent activity: 12, 64 **Math Center Activities Booklet:** p 8 Activity 3 (Lesson 8); p 9 Activity 9 (Lesson 24); p 11 Activity 17 (Lesson 42); p 13 Activities 28 and 29 (Lesson 62); p 14 Activity 33 (Lesson 69) This standard is covered to mastery in Grade 1. See Saxon Math 1: **New Concept:** Lessons 16, 34, 94

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	K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.	**INSTRUCTION:** **The Meeting** (Calendar / Counting): Meetings 2, 3, 4A, 5–25 **The Meeting** (Counting Chart)**:** Meetings 24, 25 **New Concept:** Lessons 8, 9, 13, *21, 35, 48,* 49(page 2), *74, 75,* 80-1, 109 **Problem-Solving Strategies:** Lesson 110-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 8, 41, 42, *48,* 51, *53,* 59, 61, 62, 69, 117; Parent activity: 49 **Handwriting Practice Worksheet:** 14, 17, 22, 26, 32, 36, 42, 46, 52, 57, 126 **Problem-Solving Worksheet:** 110A **Performance Task Worksheet:** 110B **Math Center Activities Booklet:** p 9 Activity 7 (Lesson 21); p 10 Activity 14 (Lesson 35) **Test-Taking Strategies Practice (booklets):** 17, 18

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Counting and Cardinality K.CC	K.CC.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.	**INSTRUCTION:** **The Meeting** (Money [Pennies]): Meetings 11, 12, 13, 14, 15 **The Meeting** (Estimation Jar): Meetings 17, 19, 21, 23, 25 **The Meeting** (Class Survey)**:** Meetings 20, 21, 22, 23, 24, 25 **New Concept:** Lessons 7, 13, 24, 41, 42, 51, 61, 64, 69, 73, 80-1, 110-1, 132(page 1) **Problem-Solving Strategies:** Lesson 110-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 5, 7, 11, 13, 14, 15, 17, 19, 22, 29, 58, 69, 71, 72, 73, 79, 98, 99, 104, 105, 107, 117, 118; Parent activity: 6, 12, 41, 42, 64 **Handwriting Practice Worksheet:** 14, 15, 17, 19, 2224, 26, 28, 29, 31–34, 36–38, 42–44, 46–48, 52–54, 56, 57, 74, 75, 77, 126, 129, 131, 132 **Problem-Solving Worksheet:** 110A **Performance Task Worksheet:** 110B **Math Center Activities Booklet:** p 9 Activity 9 (Lesson 24); p 11 Activity 17 (Lesson 42); p 11 Activity 20 (Lesson 51); p 13 Activity 27 (Lesson 61); *p 14 Activity 33 (Lesson 69)* **Test-Taking Strategies Practice (booklets):** *2, 3*

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Counting and Cardinality K.CC		**Compare numbers.**	The concept of comparing the number of objects in a group and the comparison of two numbers as written numerals begins early in *Math K* with only the amounts up to 5 and the numbers 0-5. This concept continues to develop throughout the year with slightly increasing comparison groupings and written numbers up to 10. Hands on activities are employed for actively engaging students as they use real world objects, giving them a strong visual comparison of groupings. This type of learning also provides teachers with ongoing informal assessments to drive instruction as needed. Matching amounts of two counted groups of objects with written numbers provides the basis for comparing two numbers without the objects present at a later time during the year. Practice with this concept is included in the daily Math Meeting, in centers and in problem solving activities. In addition, graphing activities are included throughout the year using student data, with follow-up discussions and conversations, allowing students to orally use the correct vocabulary. An example of this is in Lesson 58 using students' shoes to construct a physical graph. This use of graphs provides an additional avenue for both the matching and the counting strategies being developed. Formal assessments for understanding are in the Performance Tasks, Oral Assessments and Test Taking Skills Practice. A variety of center activities can also be used for a performance-based assessment. The mastery of this skill at this level prepares children with the necessary foundation for place value, interpreting data and using a number line in subsequent grade levels.
	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [[1] Include groups with up to ten objects.]	**INSTRUCTION:** **New Concept:** Lessons 5, 6, 11, 17, 22, 58, 71, *72,* 73, 90-1, 98, 99, 102, 117, 118, 120-1 **Problem-Solving Strategies:** Lesson *110-2* **MAINTENANCE:** **Lesson Practice Worksheet:** 5, 7, 11, 13, 17, 22, 24, 29, 58, 61, 62, 69, 71, 98, 99, 102, 107, 117, 118; Parent activity: 6, 102 **Problem-Solving Worksheet:** *110A* **Performance Task Worksheet:** *110B* **Math Center Activities Booklet:** p 8 Activity 6 (Lesson 17); p 9 Activity 8 (Lesson 22); p 12 Activity 26 (Lesson 58); *p 14 Activity 34 (Lesson 72);* p 18 Activity 52 (Lesson 99); p 20 Activity 62 (Lesson 113); p 21 Activity 65 (Lesson 118) **Test-Taking Strategies Practice (booklets):** 3, 4, 5 **Extend & Challenge CD:** Activity 2 (Lesson 17)

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Counting and Cardinality K.CC	K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	**INSTRUCTION:** **New Concept:** Lessons *21, 35, 36, 38, 48, 49,* 71, *74, 75,* 99, 102, 109 **Standards Success Activity:** Activity 5 **MAINTENANCE:** **Lesson Practice Worksheet:** *48, 53;* Parent activities: *39, 49, 76,* 102 **Math Center Activities Booklet:** *p 9 Activity 7 (Lesson 21); p 10 Activity 14 (Lesson 35); p 10 Activity 15 (Lesson 38);* p 18 Activity 52 (Lesson 99); p 19 Activity 56 (Lesson 102) **Test-Taking Strategies Practice (booklets):** *7, 8, 9, 10, 13, 15, 18,* 19, 20

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K.OA Operations and Algebraic Thinking		**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**	Through the incremental structure and full-year development of concepts in *Math* K, a solid foundational understanding of addition (some, some more) and subtraction (some, some went away) is well established. This begins in Lesson 18 with children acting out a story with teddy bears. This provides a meaningful context for developing numerical reasoning using only a small number of objects to manipulate. This early acting out sequence involves both joining groups and separating groups, helping young children build the broad relationship between addition and subtraction. As the skill is developed and practiced throughout the year (objects to 10), use of everyday situations, such as being on a playground, on a bus, at a party or in a movie theater lend a real world connection to the word problems and the basic math operations, deepening the understanding. Using pennies for saving and spending also engages students with a familiar scenario. Teachers can easily observe and assess the concept understanding as students apply new knowledge and practice more familiar learning. Children are encouraged to informally share their experiences, give verbal explanations and strategies through teacher lead conversations and guiding questions. With the use of both pictures and objects, children learn how to construct a symbolic expression, first adding the correct numerals to a supportive framework, and then doing the equation independently. Decomposing numbers up to 5 is introduced and the skill applied throughout the year (with numbers up to 10) as children act out separating a given number in a variety of ways. Partner games, drawing pictures, centers, program technology use and parent suggestions for easy follow up, all provide ongoing practice as well as give the educator ample opportunities for informal assessment, while also allowing time for remediation and enrichment as necessary. Oral assessments, Performance Tasks, Test Taking Skills Practice and *Standards Success Booklet* extensions and oral assessments give formal feedback for evidence of understanding.

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Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.OA Operations and Algebraic Thinking	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)]	**INSTRUCTION:** **New Concept:** Lessons 18, 27, 44, 73, 89, 119, 121, 127, 128, 130-1 **Problem-Solving Strategies:** Lessons 50-2, 80-2, 90-2, 100-2, 130-2 **MAINTENANCE:** **Lesson Practice Worksheet:** *6,* 73, 98, 99, 117, 118, 121, 122, 126, 128, 131, 132; Parent activities: 18, 27, 44, 89, 119, 127 **Handwriting Practice Worksheet:** 24, 29, 34, 38, 44, 48, 54, 56, 74, 75, 77, 126, 131, 132 **Problem-Solving Worksheet:** 50A, 80A, 90A, 100A, 130A **Performance Task Worksheet:** 50B, 80B, 90B, 100B, 130B **Math Center Activities Booklet:** p 15 Activity 35 (Lesson 73) **Test-Taking Strategies Practice (booklets):** 4–13; 15–21 **Extend & Challenge CD:** Activity 7 (Lesson 51), Activity 10 (Lesson 89), Activity 14 (Lesson 128)
	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**INSTRUCTION:** **New Concept:** Lessons 18, 27, 44, 73, 89, 119, 121, 127, 128 **Problem-Solving Strategies:** Lessons 50-2, 80-2, 90-2, 100-2, 130-2 **MAINTENANCE:** **Lesson Practice Worksheet:** *73, 98, 99, 117, 118,* 121, 122, 126, 128, 131, 132; Parent activities: 18, 27, 44, 89, 119, 127 **Handwriting Practice Worksheet:** *24, 29, 34, 38, 44, 48, 54, 56, 74, 75, 77, 126, 131, 132* **Problem-Solving Worksheet:** 50A, 80A, 90A, 100A, 130A **Performance Task Worksheet:** 50B, 80B, 90B, 100B, 130B **Math Center Activities Booklet:** p 15 Activity 35 (Lesson 73) **Test-Taking Strategies Practice (booklets):** 4–13, 15, 16, *17, 18,* 19–21 **Extend & Challenge CD:** Activity 7 (Lesson 51); Activity 10 (Lesson 89); Activity 14 (Lesson 128)

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.OA Operations and Algebraic Thinking	**K.OA.3**	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	**INSTRUCTION:** **New Concept:** Lesson *73* **Problem-Solving Strategies:** Lessons *90-2, 120-2* **Standards Success Activity:** Activity 2 **MAINTENANCE:** **Handwriting Practice Worksheet:** *74, 75, 126, 129* **Problem-Solving Worksheet:** *90A, 120A* **Performance Task Worksheet:** *90B, 120B* **Math Center Activities Booklet:** *p 15 Activity 35 (Lesson 73)*
	K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**INSTRUCTION:** **Problem-Solving Strategies:** Lesson *120-2* **MAINTENANCE:** **Problem-Solving Worksheet:** *120A* **Performance Task Worksheet:***120B* **Test-Taking Strategies Practice (booklets):** *17, 18* This standard is covered to mastery in Grade 1. See Saxon Math 1: **New Concept:** Lesson 94 **Guided Class Practice Worksheet:** 94, 96, 97, 104 **Class Fact Practice Worksheet:** 96, 97, 98, 99

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.OA Operations and Algebraic Thinking	K.OA.5	Fluently add and subtract within 5.	**INSTRUCTION:** **New Concept:** Lessons 18, 44, 89, 121, 128 **Problem-Solving Strategies:** Lessons 50-2, 80-2, 130-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 117, 118, 121, 122, 126, 128, 131, 132; Parent activity: 18, 27 **Handwriting Practice Worksheet:** 24, 29, 34, 38, 74, 126, 131, 132 **Problem-Solving Worksheet:** 50A, 80A, 130A **Performance Task Worksheet:** 50B, 80B, 130B **Math Center Activities Booklet:** p 15 Activity 35 (Lesson 73) **Test-Taking Strategies Practice (booklets):** 4–6, 8–13, 15–21 **Extend & Challenge CD:** Activity 7 (Lesson 51); Activity 10 (Lesson 89); Activity 14 (Lesson 128) This standard is covered to mastery in Grade 1. See Saxon Math 1: **New Concept:** Lessons 23, 37, 45-1, 58, 59, 68 **Class Fact Practice Worksheet:** 46, 47, 48, 61, 62, 71, 73

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.NBT Number and Operations in Base Ten		**Work with numbers 11-19 to gain foundations for place value.**	To understand place value, children must first understand the concept of ones and tens. In *Math K*, this is thoroughly developed and practiced by composing and using numbers 11–19 in a variety of ways and throughout the year. This is done with real-world objects and math manipulatives in lessons, teacher modeled and guided student practice and partner work. This concept is also practiced in the Math Meeting starting with an engaging estimation jar activity (Meeting 17), counting money using dimes and pennies and the calendar. This interactive learning also allows the teachers to informally assess the learning and adjust instruction. Decomposition of numbers is addressed along side of understanding numbers above 10 by allowing children time to investigate how to show a given number using groupings of ten and adding on ones. Use of objects provides solid foundations for this skill while students also show their concrete finding with representational drawings and oral explanations.
	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	<u>**INSTRUCTION:**</u> **The Meeting** (Estimation Jar): Meetings *17, 19, 21, 23, 25* **New Concept:** Lessons *65, 80-1, 110-1, 132* This standard is covered in Grade 1. See Saxon Math 1: **Meeting** (Counting)**:** Meetings 11–18 **Written Practice:** Lessons 12–15-1, 16–19, 21

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.MD Measurement and Data		**Describe and compare measurable attributes.**	Through the incremental teaching and yearlong development of concepts, students in *Math K* acquire a deep understanding of measurement and how to describe and compare measurable attributes. This concept is explored through students handling materials, making comparisons and discussing the findings through conversations and higher-order thinking questioning. Non-standard units of measurement are used at this level for the solid foundational understanding. As students gain skill in this area, they not only compare but also order and use comparative language to describe their understandings: heavier/heaviest-lighter/lightest, shorter/shortest-longer/longest, taller/tallest-smaller/smallest, etc. To support findings, opportunities for drawing and explanations are provided. This feedback gives the teacher informal assessment information as well. Weight, length, volume and time are all explored. As this skill is advanced over the year, many connections are made to other math strands such as geometric shapes. Many center activities, partner work and teacher guided practices offer students multiple ways to interact with developmentally appropriate materials in a variety of situations, including real world applications. Extension activities, oral assessments and Test Taking Skills Practice offer formal evidence of learning.
	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**INSTRUCTION:** **New Concept:** Lessons 53, 72, 83, 84, 87, 93, 106, 131, 133 **Standards Success Activity:** Activity 4 **MAINTENANCE:** **Lesson Practice Worksheet:** 72, 83, 84, 87, 93, 106, 112, 133 **Math Center Activities Booklet:** p 12 Activity 23 (Lesson 53); p 14 Activity 34 (Lesson 72); p 16 Activity 42 (Lesson 83); p 17 Activity 43 (Lesson 84); p 17 Activity 45 (Lesson 87); p 19 Activity 58 (Lesson 106); p 22 Activity 70 (Lesson 133) **Test-Taking Strategies Practice (booklets):** 5–8, 10–12, 17, 18

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.MD Measurement and Data	K.Md.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.	**INSTRUCTION:** **New Concept:** Lessons 53, 72, 83, 84, 87, 90-1, 93, 112, 115, 120-1, 131 **Standards Success Activity:** *Activity 4* **MAINTENANCE:** **Lesson Practice Worksheet:** *23, 32, 43,* 83, 84, 87, 93, 112 **Math Center Activities Booklet:** p 12 Activity 23 (Lesson 53); p 14 Activity 34 (Lesson 72); p 16 Activity 42 (Lesson 83); p 17 Activity 43 (Lesson 84) **Test-Taking Strategies Practice (booklets):** 5–8, 10–12, 17, 18
		Classify objects and count the number of objects in each category.	By starting early in the year in Lesson 11, *Math K* capitalizes on young learners natural inquisitiveness for sorting and classifying objects. The foundation for this concept is laid with sorting by only one attribute in order to understand the reasoning skill associated with this concept. At this early stage, sorting familiar objects and physically placing them on a real graph allows children to clearly see groupings, count them and compare the numbers of objects in each group while also working on the concept of interpreting graphed information. As the skill evolves during the school year with the incremental developmental of *Saxon Math,* other attributes are introduced, expanding both the understanding and application of classification, counting and comparing. Children also see that sets of objects may be sorted in different ways and they learn to reason abstractly and express that reasoning orally. This is accomplished by students first sorting and comparing, then practicing groupings using a variety of manipulatives over the course of the year. Graphing of relevant student data, real world applications with classroom materials, such as sorting and returning objects to storage areas after use, and classroom exercises that allow students to create sets based on their own set of attributes all combine to form a very strong groundwork for classifying and sorting. Through questioning and guiding children to verbally express their understandings in this area, *Math K* is laying the conceptual understanding for reasoning skills and problem solving abilities more fully developed in subsequent grade levels. Math centers, lesson extensions and manipulatives tasks all offer informal assessments of learning. Oral assessments, Test Taking Skills Practice, oral explanations of technology practice, and *Standards Success K* extensions and oral assessments are provided for formal evaluation to support evidence of mastery.

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.MD Measurement and Data	**K.MD.3**	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3] [[3] Limit category counts to be less than or equal to 10.]	**INSTRUCTION:** **New Concept:** Lessons 11, 16, 17, 22, 23, 32, 34, 43, 54, 58, 85, 105, 113, 123 **MAINTENANCE:** **Lesson Practice Worksheet:** 14, 15, 16, 17, 19, 22, 29, 31, 34, 58, 79, 104, 105, 123 **Math Center Activities Booklet:** p 8 Activity 6 (Lesson 17); p 9 Activity 9 (Lesson 24); p 10 Activity 13 (Lesson 34); p 12 Activity 26 (Lesson 58); p 20 Activity 62 (Lesson 113) **Extend & Challenge CD:** Activity 2 (Lesson 17); Activity 5 (Lesson 32); Activity 6 (Lesson 43) **Online Activity:** Shape and Color Matching (Lesson 32)

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.G Geometry		**Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**	With *Saxon Math,* concepts are developed over the course of the school year rather than over a limited time frame. In Kindergarten, they are introduced at a basic level of understanding, making certain foundational skills are well established. This framework is then expanded upon incrementally over the course of the school year, allowing time for mastery at each level of understanding. Informal monitoring of learning is done throughout each level of development with the interactive lessons and concept discussions. As with all mathematical strands in *Math K,* the development of geometric understanding can be clearly followed throughout the Math Meeting and the Lessons. Through daily activities with the calendar during the Math Meeting, children use the basic shapes with each being introduced separately, over time. Students name the 2-dimensional shapes, find objects in the physical environment and use them in a variety of ways to promote familiarity with each shape's unique attributes. Spatial sense and positional vocabulary is explored as patterning and simple designs using basic pattern blocks are covered. Teacher modeling, leading questions and verbal feedback combine to provide children with the platform for using correct terminology to describe the relative positions of the shapes. Engaging activities such as this provides multiple opportunities for learners to rotate, slide and flip shapes, while grasping the understanding that the name of the shapes have not changed with position or orientation. In Lesson 61, the first three-dimensional shape, a cube, is introduced with a simple and fun game using the shape name throughout the game and connecting the shape to objects in the classroom surroundings. The remainder of the three-dimensional shapes (cones, cylinders, and spheres) are introduced in a like manner, building upon prior knowledge of the basic shapes. Practice and informal assessment through centers, program technology and teacher guided practice is continual throughout the year using patterning, symmetry, pattern blocks, geoboards and tangrams for both active learning and developmentally appropriate concept application. Formal assessments for this concept occur through the Oral Assessment, Test Taking Skills Practice, and Performance Tasks.

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.G Geometry	K.G.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*.	**INSTRUCTION:** **The Meeting**: (Counting Chart): Meetings 22, 23 **New Concept:** Lessons *12,* 19, 23, 31, 32, 43, 54 **Standards Success Activity:** Activity 1 **MAINTENANCE:** **The Meeting** (Calendar)**:** Meetings *8, 10, 12, 13, 15, 19, 21, 23, 25* **Lesson Practice Worksheet:** shape: *4, 14, 15, 19, 22, 23, 29, 31,* 37, *56, 57, 63, 79, 86, 104, 108;* relative position: *28, 37, 46, 48, 53* **Math Center Activities Booklet:** *p 13 Activity 30 (Lesson 63)* **Test-Taking Strategies Practice (booklets):** 2–6, 9, 10, 13, *18, 19*

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.G Geometry	**K.G.2**	Correctly name shapes regardless of their orientations or overall size.	**INSTRUCTION:** **The Meeting** (Calendar)**:** Meetings 8, 10, 12, 15, 17, 19, 21, 23, 25 **New Concept:** Lessons 19, 31, 32, 43, 54, 56, 57, 63, 85, 105, 108, 114 **Problem-Solving Strategies:** Lessons 40-2, 70-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 14, 15, 19, 23, 29, 31, 32, 37, 43, 54, 56, 57, 63, 79, 85, 86, 101, 104, 105, 108, 129 **Problem-Solving Worksheet:** 40A, 70A **Performance Task Worksheet:** 40B, 70B **Math Center Activities Booklet:** *p 8 Activity 5 (Lesson 15); p 9 Activity 12 (Lesson 29); p 12 Activity 25 (Lesson 56);* p 13 Activity 30 (Lesson 63); p 16 Activity 40 (Lesson 79); p 17 Activity 44 (Lesson 86); p 18 Activity 53 (Lesson 101); p 19 Activity 57 (Lesson 105); p 19 Activity 59 (Lesson 108); p 20 Activity 63 (Lesson 114); p 22 Activity 69 (Lesson 129) **Test-Taking Strategies Practice (booklets):** 2–6, 9, 10, 13, 18, 19 **Extend & Challenge CD:** *Activity 1 (Lesson 15); Activity 4 (Lesson 29); Activity 5 (Lesson 32); Activity 5 (Lesson 43)* **Online Activity:** *Shape and Color Matching (Lesson 32)*
	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**INSTRUCTION:** **New Concept:** Lessons *19, 31, 61, 93, 112, 123* **Standards Success Activity:** Activity 6 **MAINTENANCE:** **Lesson Practice Worksheet:** Lessons *19, 31, 93, 112, 123*

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.G Geometry		**Analyze, compare, create, and compose shapes.**	Understanding the similarities, differences and attributes of both two-dimensional and three-dimensional is taught and incrementally developed over the course of the school year, providing the time for conceptual understanding and mastery at each level of difficulty. Beginning in Lesson 19, students compare and contrast circles and rectangles using round and square crackers. The vocabulary of "curved edge" and 'sides and corners" is introduced and used as children explore these common and familiar, yet fun, objects. Attributes for analyzing and comparing shapes continue to be used throughout the Lessons in several ways: covering a set design pattern, creating a unique shape with smaller shapes, and making shapes and designs on geoboards. The concept of two-dimensional shapes, or "flat" is taught to mastery before the first three dimensional, or "solid" object (cylinder) is introduced and comparisons are made through math conversations and teacher lead questioning. Students are encouraged to describe similarities and difference using informal language and correct mathematical vocabulary. Practice is continual throughout the year using math centers, program technology and problem solving activities, providing ample opportunities for informal assessment, reinforcement and mastery at each level of difficulty. Formal assessments are found in the Oral Assessments, Extend and Challenge questions, Performance Tasks and Test Taking Skills Practice.
	K.G.4	Analyze and compare a variety of 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 or corners") and other attributes (e.g., having sides of equal length).	**INSTRUCTION:** **New Concept:** Lessons 19, 23, 31, 32, 43, 50-1, 54, 57, 61, 63, 85, 86, 93, 105, 108, 112, 123 **MAINTENANCE:** **Lesson Practice Worksheet:** 23, 29, 31, 32, 43, 54, 56, 57, 63, 85, 86, 93, 104, 105, 108, 112, 123 **Math Center Activities Booklet:** p 17 Activity 44 (Lesson 86); p 22 Activity 69 (Lesson 129) **Test-Taking Strategies Practice (booklets):** 2–6, 9, 10, 13 **Extend & Challenge CD:** Activity 5 (Lesson 32); Activity 6 (Lesson 43)

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.G Geometry	**K.G.5**	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**INSTRUCTION:** **New Concept**: Lessons 14, 15, 29, 56, 57, 63, 79, 86, 108, 114, 129 **Problem-Solving Strategies:** Lessons 40-2, 70-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 14, 15, 29, *33, 35, 36, 38,* 57, 63, *65,* 79, 86, 88, *91,* 101, 104, 108, 121, 122, 123, *125,* 126, 128, 129, 131, 132 **Handwriting Practice Worksheet:** 14, 17, 22, 26, 32, 36, 42, 46, 52, 57 **Counting Practice Worksheet:** *66, 67, 69, 93, 95, 98, 103, 105, 109, 111, 113, 115, 118, 122, 124* **Problem-Solving Worksheet:** 40A, 70A **Performance Task Worksheet:** 40B, 70B **Math Center Activities Booklet:** p 8 Activity 5 (Lesson 15); p 9 Activity 12 (Lesson 27); p 12 Activity 25 (Lesson 56); p 13 Activity 30 (Lesson 63); p 16 Activity 40 (Lesson 79); p 17 Activity 44 (Lesson 86); p 19 Activity 59 (Lesson 108); p 20 Activity 63 (Lesson 114); p 22 Activity 69 (Lesson 129) **Test-Taking Strategies Practice (booklets):** 2–6

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
K.G Geometry	K.G.6	Compose simple shapes to form larger shapes.	**INSTRUCTION:** **New Concept:** Lessons *3, 4,* 14, 15, 29, 79, 104, 105, 108, 114 **Problem-Solving Strategies:** Lesson 70-2 **MAINTENANCE:** **Lesson Practice Worksheet:** 14, 15, 29, 79, 104, 108 **Workmats:** 15, 29, 79, 105, 108, 114 **Problem-Solving Worksheet:** 70A **Performance Task Worksheet:** 70B **Math Center Activities Booklet:** *p 8 Activity 2 (Lesson 4);* p 8 Activity 5 (Lesson 15); p 9 Activity 12 (Lesson 29); p 16 Activity 40 (Lesson 79); p 19 Activity 57 (Lesson 105); p 19 Activity 59 (Lesson 108); p 20 Activity 63 (Lesson 114) **Center Workmats:** 5, 12, 40, 105, 108, 114 **Extend & Challenge CD:** Activity 1 (Lesson 15); Activity 4 (Lesson 29) **Tangrams**