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STANDARDS	PAGE REFERENCES
NUMBER AND OPERATIONS	
Count, write, and order numbers	
<p>N.ME.00.01 <i>Count objects in sets up to 30.*</i></p> <p>GK-FP1</p>	<p>Student Edition: 43-44, 47-48, 101-112, 153-154, 163-164, 205-206, 207-208 Chapter Review 171, 221 Game Time 160 Problem Solving 61-62, 169-170, 219-220 Problem-Solving Strategy 209-210 Test Practice 125-126, 173-174</p> <p>Teacher Edition: CCL 39G(S), 97G(S)(R), 97H(SS), 201G, 201H; CP 99, 151, 203; CT 39H; FMC 43A, 47A, 101A-112A, 205A, 207A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 3-4, 5-6, 7-8, 9-10, 13-14, 15-16, 17-18, 20, 23-24, 26, 27-28, 29-30, A1-A2, A5-A6, A10</p> <p>Teacher Guide: T3-T4, T5-T6, T7-T8, T9-T10, T13-T14, T15-T16, T17-T18, T19-T20, T23-T24, T25-T26, T27-T28, T29-T30, A3-A4, A7-A8, A11-A12</p>

Codes used for Teacher Edition pages are the initial caps of headings on that page.

Correlation codes beginning with “GK” refer to the Focal Point. Full descriptions of the Focal Points are located in the front matter of the *Math Connects* Teacher Edition.

STANDARDS	PAGE REFERENCES
<p>N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as “same number”, “more than”, or “less than”; use counting and matching.</p> <p>GK-FP1/GK-FP4C</p>	<p>Student Edition: 27-28, 29-30, 31-32, 57-58, 115-116, 213-214, 215-216 Chapter Review 35 Spiral Review 36, 64 Start Smart 3</p> <p>Teacher Edition: A 30; BMV 27A; CP 41; FMC 27A, 29A, 31A, 115A, 213A, 215A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 7-8, 9-10, 13-14, 15-16, 19-20, 23-24, 29-30, A1-A2</p> <p>Teacher Guide: T7-T8, T9-T10, T13-T14, T15-T16, T19-T20, T23-T24, T29-T30, A3-A4</p>
<p>N.ME.00.03 Compare and order numbers to 30 using phrases such as “more than” or “less than.”</p> <p>GK-FP1/GK-FP4C</p>	<p>Student Edition: 29-30, 31-32, 57-58, 59-60, 115-116, 117-118, 165-166, 167-168, 213-214, 215-216 Problem-Solving Strategy 209-210</p> <p>Teacher Edition: A 30; CCL 201H(SS); CP 203; FMC 29A, 31A, 57A, 59A, 115A, 117A, 165A, 167A, 213A, 215A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 7-8, 9-10, 13-14, 15-16, 19-20, 23-24, 29-30, A1-A2</p> <p>Teacher Guide: T7-T8, T9-T10, T13-T14, T15-T16, T19-T20, T23-T24, T29-T30, A3-A4</p>

STANDARDS	PAGE REFERENCES
<p>N.ME.00.04 Read and write numbers to 30 and connect them to the quantities they represent.*</p> <p>GK-FP1</p>	<p>Student Edition: 45-46, 49-50, 105-106, 111-112, 155-156, 157-158, 163-164, 205-206, 207-208 Chapter Review 171 Problem Solving 169-170 Problem-Solving Strategy 209-210 Test Practice 173-174, 223-224</p> <p>Teacher Edition: CCL 201G(A)(R); CP 203; FMC 45A, 105A, 111A, 163A, 205A, 207A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 3-4, 5-6, 7-8, 9-10, 13-14, 15-16, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, A1-A2, A5-A6, A10</p> <p>Teacher Guide: T3-T4, T5-T6, T7-T8, T9-T10, T13-T14, T15-T16, T17-T18, T19-T20, T23-T24, T25-T26, T27-T28, T29-T30, A3-A4, A7-A8, A11-A12</p>
<p>N.ME.00.05 Count orally to 100 by ones. Count to 30 by 2's, 5's and 10's using grouped objects as needed.</p> <p>GK-FP1</p>	<p>Student Edition: Looking Ahead LA7-LA8</p> <p>Teacher Edition: ATS LA7; FMC LA7A</p> <p>Michigan Map for Success: Lesson 1 (MI 14)</p>
Compose and decompose numbers	
<p>N.ME.00.06 Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones. Also count by tens with objects in ten-groups to 100.</p> <p>GK-FP1</p>	<p>Student Edition: 205-206, 207-208 Chapter Review 221 #1 Looking Ahead LA9-LA10 Mid-Chapter Check 211 Test Practice 224 #2</p> <p>Teacher Edition: A 206, 208; FMC 205A, LA9A</p>
<p>N.MR.00.07 <i>Compose and decompose numbers from 2 to 10, e.g., $5 = 4 + 1 = 2 + 3$, with attention to the additive structure of number systems, e.g., 6 is one more than 5, 7 is one more than 6.*</i></p> <p>GK-FP1</p>	<p>Student Edition: 293-296, 297-298, 299-300, 301-302, 303-304</p> <p>Teacher Edition: A 102, 104; FMC 293A; 5MC 297A</p> <p>Student Edition: 197-198</p>

STANDARDS	PAGE REFERENCES
<p>N.MR.00.08 Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.</p> <p>GK-FP1</p>	<p>Student Edition: 47-48, 49-50 Problem Solving 61-62 Problem-Solving Strategy 113-114</p> <p>Teacher Edition: A 106, 110; CCL 39G(R)(H), 39H(A), 97G(R)(H); CT 13H, 39H; CP 41, 99; FMC 47A, 49A; RW 39</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 27-28, 31-32, 33-34, 35-36, 37-38, 39-40</p> <p>Teacher Guide: T27-T28, T31-T32, T33-T34, T35-T36, T37-T38, T39-T40</p>
Add and subtract numbers	
<p>N.MR.00.09 Record mathematical thinking by writing simple addition and subtraction sentences, e.g., $7 + 2 = 9$, $10 - 8 = 2$.</p> <p>GK-FP1</p>	<p>Student Edition: 291-292, 323-324, 325-328, 331-332, 333-334, 337-338 Chapter Review 309, 346</p> <p>Teacher Edition: CT 279H; FMC 291A, 323A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 33-34, 35-36</p> <p>Teacher Guide: T33-T34, T35-T36</p>
Explore number patterns	
<p>N.MR.00.10 Create, describe, and extend simple number patterns.</p> <p>GK-FP3</p>	<p>Student Edition: 239</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 41-42, 43-44</p> <p>Teacher Guide: T41-T42, T43-T44</p>

STANDARDS	PAGE REFERENCES
MEASUREMENT	
Explore concepts of time	
<p>M.UN.00.01 Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).</p> <p>GK-FP3</p>	<p>Student Edition: 229-230, 235-236 Mid-Chapter Check 237 Problem-Solving Strategy 243-244 Test Practice 250 #5, #6</p> <p>Teacher Edition: A 230; DI 229B, 235B; FMC 229A, 235A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 47</p> <p>Teacher Guide: T46-T47</p>
<p>M.TE.00.02 Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).</p> <p>GK-FP3</p>	<p>Student Edition: 233-234, 239-240, 241-242 Chapter Review 247 Problem-Solving Strategy 243 #1</p> <p>Teacher Edition: CCL 39H, 97H, 225G(A); FMC 233A, 239A, 241A</p>
<p>M.UN.00.03 Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock; bedtime is 8 o'clock).</p> <p>GK-FP3</p>	<p>Student Edition: 239-240 Chapter Review 247 Problem-Solving Strategy 243-244</p>

STANDARDS	PAGE REFERENCES
Explore other measurement attributes	
<p>M.UN.00.04 Compare two or more objects by length, weight and capacity, e.g., which is shorter, longer, taller?</p> <p>GK-FP3</p>	<p>Student Edition: 179-180, 181-182, 183-184, 185-186, 189-190 Chapter Review 197 Mid-Chapter Check 187 Problem-Solving Project P7-P10, P11-P14, P15-P18 Test Practice 199-200</p> <p>Teacher Edition: A 180, 184, 190; FMC 179A, 181A, 183A, 185A, 189A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 83-84, 85-86, 87-88, 89-90, 91-92, 95-96, 97-98, 101-102</p> <p>Teacher Guide: T83-T84, T85-T86, T87-T88, T89-T90, T91-T92, T95-T96, T97-T98, T101-T102</p>
<p>M.PS.00.05 Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.</p> <p>GK-FP3</p>	<p>Student Edition: 179-180, 181-182, 183-184, 185-186 Chapter Review 197 Mid-Chapter Check 187 Problem-Solving Project P11-P14 Test Practice 199-200</p> <p>Teacher Edition: A 180, 184; FMC 179A, 181A, 183A, 185A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 83-84, 87-88, 89-90, 91-92, 95-96, 97-98, 101-102</p> <p>Teacher Guide: T83-T84, T87-T88, T89-T90, T91-T92, T95-T96, T97-T98, T101-T102</p>

STANDARDS	PAGE REFERENCES
GEOMETRY	
Create, explore, and describe shapes	
<p>G.GS.00.01 Relate familiar three-dimensional objects inside and outside the classroom to their geometric name, e.g., ball/sphere, box/cube, soup can/cylinder, ice cream cone/cone, refrigerator/prism.</p> <p>GK-FP2</p>	<p>Student Edition: 255-256, 259-260</p> <p>Teacher Edition: CCL 251G(R), 251H(SS); CP 253; FMC 255A, 259A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 53-54, 55-56</p> <p>Teacher Guide: T53-T54, T55-T56</p>
<p>G.GS.00.02 Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.</p> <p>GK-FP2/GK-FP4C</p>	<p>Student Edition: 23-24, 257-258</p> <p>Mid-Chapter Check 25 #4 Problem-Solving Strategy 21</p> <p>Teacher Edition: A 22; FMC 23A, 257A</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 53-54, 55-56, 57-58, 59-60, 63-64, 65-66, 76</p> <p>Teacher Guide: T53-T54, T55-T56, T57-T58, T59-T60, T63-T64, T65-T66, T75-T76</p>
Explore geometric patterns	
<p>G.GS.00.03 Create, describe, and extend simple geometric patterns.</p> <p>GK-FP6C</p>	<p>Student Edition: 77-78</p> <p>Game Time 80 Test Practice 96 #8</p> <p>Teacher Edition: CCL 67G(A)(T); DI 77B</p> <p>Impact Mathematics Grade K</p> <p>Student Edition: 43-44</p> <p>Teacher Guide: T43-T44</p>