

OR 2007 Mathematics Standards for Kdg. Compared to Teacher to Teacher Publications' Making Sense of Problem Solving

<p>It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.</p>	<p align="center">Making Sense of Prob. Slvng</p>
<p>K.1 Number and Operations and Algebra: Represent, compare, and order whole numbers, and join and separate sets.</p>	
<p>K.1.1 Read and write whole numbers to 10.</p>	<p>A.1 How Many Buttons, p. 3-8, 13-18</p>
<p>K.1.2 Connect numbers, including written numerals, to the quantities they represent, using various physical models and representations.</p>	<p>A.1 How Many Buttons, p. 1, 3-8, 13-18; A.2 Time for Tea, p. 2-9, 16-21; A.3 Playground Puzzles, p. 2-5, 11-16</p>
<p>K.1.3 Count forward by ones beginning with any number less than 30; count backward by ones beginning with any number 10 or less.</p>	
<p>K.1.4 Recognize the number of objects in a small set (such as the arrangements of dots on a number cube) without counting.</p>	<p>Section 1, p. 29-31</p>
<p>K.1.5 Count objects in a set using one-to-one correspondence and produce sets of given sizes.</p>	<p>A.1 How Many Buttons, p. 1, 3-8, 13-18; A.2 Time for Tea, p. 2-9, 16-21; A.3 Playground Puzzles, p. 2-5, 11-16</p>
<p>K.1.6 Compare and order sets or numerals by using both cardinal and ordinal meanings.</p>	<p>A.5 Who's on First, p. 2-5, 14-16</p>
<p>K.1.7 Model simple joining and separating situations and represent them with objects, pictures, and/or numerals.</p>	<p>A.1 How Many Buttons, p. 1, 3-8, 13-18; A.2 Time for Tea, p. 2-9, 16-21; A.3 Playground Puzzles, p. 2-5, 11-16</p>
<p>K.1.8 Choose, combine, and apply effective strategies for solving joining and separating problems.</p>	<p>A.3 Playground Puzzles, p. 2-5, 11-16</p>
<p>K.1.9 Identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes).</p>	<p>Section 1, p. 25-28</p>

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<p>K.2 Geometry: Describe shapes and space.</p>	
<p>K.2.1 Identify, name, and describe basic two-dimensional shapes (e.g., square, circle, triangle, rectangle, regular hexagon) presented in a variety of ways (e.g., with different sizes or orientations).</p>	<p>(Identifying but not naming and describing) A.5 Who's On First, p. 4-6, 14-16</p>
<p>K.2.2 Identify, name, and describe basic three-dimensional shapes (e.g., sphere, cube, and cylinder).</p>	<p>A.6 Block and Roll, p. 2-5, 9-14</p>
<p>K.2.3 Use basic shapes and spatial reasoning to describe and model objects in their environment, and to construct more complex shapes.</p>	<p>A.4 Over and Under, p. 2-5, 9-14; A.7 Be a Builder, p. 2-5, 9-14</p>
<p>K.3 Measurement: Compare and order objects by attributes.</p>	
<p>K.3.1 Identify the measurable attributes (e.g., length, weight) and non-measurable attributes (e.g., color) of an object.</p>	<p>A.11 Where Does It Go, p. 2-6; A.6 Block and Roll, p. 2;</p>
<p>K.3.2 Compare, sort, and order objects according to measurable (e.g., longest to shortest, lightest to heaviest) and non-measurable (e.g., color, texture) attributes.</p>	<p>A.8 A pound or Not a Pound, p. 2-5, 8-13; A.9 Longer, Shorter or the Same p. 2-5, 10; A.11 Where Does It Go, p. 2-10, 16-21; A.12 What Do You Like, p. 2-6, 14-19</p>
<p>K.3.3 Compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third object).</p>	<p>A.9 Longer, Shorter or the Same, p. 2-10; A.10 Going to Great Lengths, p. 2-4, 7-12</p>