

**A Harcourt Education Standard Correlation Of Saxon Math K, © 2008  
To The National Council of Teacher’s of Mathematics (NCTM) Focal Points and Connections**

<b>GRADE KINDERGARTEN</b>	
<b>NCTM FOCAL POINTS AND CONNECTIONS</b>	<b>SAXON MATH KINDERGARTEN</b>
<b>Mathematics</b>	
<b>Number and Operations</b>	
<b>Representing, comparing, and ordering whole numbers and joining and separating sets</b>	
Children use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set, creating a set with a given number of objects, comparing and ordering sets or numerals by using both cardinal and ordinal meanings, and modeling simple joining and separating situations with objects.	<b>New Concepts:</b> Lessons: 8, 17, 21, 24, 35, 36, 38, 42, 48, 62, 69, 71, 73, 74, 76, 89, 98, 128 <b>Problem-Solving Strategies:</b> Lessons: 50-2, 80-2 <b>Lesson Practice:</b> Lessons: 8, 17, 21, 24, 35, 36, 38, 42, 48, 62, 69, 71, 73, 98, 128 <b>Counting Practice:</b> Lessons: 69, 98, 111 <b>Math Center Activity:</b> Lessons: 8, 21, 24, 35, 38, 42, 62, 73, 74, 111 <b>Oral Assessment:</b> Lessons: 30-2, 40-2
They choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the number in a small set, counting and producing sets of given sizes, counting the number in combined sets, and counting backward.	<b>New Concepts:</b> Lessons: 7, 8, 9, 13, 21, 24, 36, 42, 61, 62, 69, 73, 109 <b>Lesson Practice:</b> Lessons: 7, 8, 9, 13, 21, 24, 36, 42, 61, 62, 69, 73, 109 <b>Counting Practice:</b> Lessons: 69, 109 <b>Math Center Activity:</b> Lessons: 8, 21, 24, 42, 61, 62, 73 <b>The Meeting:</b> 13 <b>Oral Assessment:</b> Lessons: 40-2
<b>Geometry</b>	
<b>Describing shapes and space</b>	
Children interpret the physical world with geometric ideas (e.g., shape, orientation, spatial relations) and describe it with corresponding vocabulary.	<b>New Concepts:</b> Lessons: 12, 23, 28, 32, 37, 43, 46, 48, 54, 75, 83, 84, 87, 103, 108, 114, 131 <b>Lesson Practice:</b> Lessons: 23, 28, 32, 37, 43, 46, 48, 54, 84, 87, 103, 108 <b>Math Center Activity:</b> Lessons: 83, 84, 108, 114 <b>Oral Assessment:</b> Lessons: 80-2, 120-2
They identify, name, and describe a variety of shapes, such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g., with different sizes or orientations), as well as such three dimensional shapes as spheres, cubes, and cylinders.	<b>New Concepts:</b> Lessons: 19, 23, 31, 32, 43, 54, 57, 61, 63, 85, 86, 93, 105, 108, 112, 114, 115, 123 <b>Lesson Practice:</b> Lessons: 19, 23, 31, 32, 43, 54, 57, 63, 85, 86, 93, 104, 105, 108, 112, 115, 123 <b>Math Center Activity:</b> Lessons: 63, 86 <b>The Meeting:</b> 7, 8, 10, 11, 12, 13, 15, 17, 19, 22, 23, 24, 25 <b>Oral Assessment:</b> Lessons: 130-2
They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.	
<b>Measurement</b>	
<b>Ordering objects by measurable attributes</b>	
Children use measurable attributes, such as length or weight, to solve problems by comparing and ordering objects.	<b>New Concepts:</b> Lessons: 53, 83, 84, 87, 90-1, 93, 112, 120-1, 131 <b>Lesson Practice:</b> Lessons: 83, 84, 87, 93 <b>Math Center Activity:</b> Lessons: 53, 83, 84, 87 <b>Oral Assessment:</b> Lessons: 120-2
They compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third object), and they order several objects according to length.	<b>New Concepts:</b> Lessons: 83, 84, 131 <b>Lesson Practice:</b> Lessons: 83, 84 <b>Oral Assessment:</b> Lessons: 120-2

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<b>Mathematics</b>	
<b>Connections to the Focal Points</b>	
<b>Data Analysis</b>	
Children sort objects and use one or more attributes to solve problems. For example, they might sort solids that roll easily from those that do not.	<b>New Concepts:</b> Lessons: 16, 17, 34, 105, 113, 123 <b>Lesson Practice:</b> Lessons: 16, 123 <b>Math Center Activity:</b> Lessons: 17, 22, 24, 34, 58, 83, 113 <b>Oral Assessment:</b> Lessons: 60-2
Or they might collect data and use counting to answer such questions as, “What is our favorite snack?”	<b>New Concepts:</b> Lessons: 11, 22, 122
They re-sort objects by using new attributes (e.g., after sorting solids according to which ones roll, they might re-sort the solids according to which ones stack easily).	<i>This objective falls out of the scope of Saxon Math Grade K</i>
<b>Geometry</b>	
Children integrate their understandings of geometry, measurement, and number. For example, they understand, discuss, and create simple navigational directions (e.g., “Walk forward 10 steps, turn right, and walk forward 5 steps”).	<i>This objective falls out of the scope of Saxon Math Grade K</i>
<b>Algebra</b>	
Children identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes) as preparation for creating rules that describe relationships.	<b>New Concepts:</b> Lessons: 9, 25, 26, 33, 52, 55, 60-1, 88, 95, 101 <b>Lesson Practice:</b> Lessons: 25, 26, 52, 55, 88, 95, 101 <b>The Meeting:</b> 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 <b>Math Center Activity:</b> Lessons: 9, 25, 26, 52, 55, 88, 95, 101 <b>Oral Assessment:</b> Lessons: 70-2