



**Utah State Standards / Excel Math Correlation**  
**Kindergarten**

<b>Utah State Standards / Objectives</b>	<b>Excel Math Lesson Numbers</b>
<b>Standard 1: Students will understand simple number concepts and relationships.</b>	
<b>Objective 1: Identify and use whole numbers.</b>	
a. Relate a numeral to the number of objects in a set (e.g., $\sim \sim \sim = 3$ ).	12, 13, 14, 17, 18, 22, 23, 24, 28, 32, 33, 38, 40, 43, 48, 49, 52, 60, 67, 68, 78, 83, 87, 88, 101, 114, 128, 134, 140 Number Words: 122, 133, 144, 145, 155, 162, 168, 169, 177, 181, 188, 192
b. Construct models of numbers to 10 with physical objects or manipulatives.	12, 13, 17, 22, 23, 28, 32, 37, 38, 40, 43, 46, 52, 60, 67, 78, 83, 87, 88, 101, 114, 122, 128, 133, 134, 140, 145, 156, 162, 168, 169, 177, 181, 188, 192
c. Make pictorial representations of numbers to 10 (e.g., draw four circles, draw six squares).	14, 17, 23, 24, 49, 68, 78, 83, 156
d. Recognize and write numerals from 0 to 10.	12, 14, 18, 24, 27, 32, 37, 40, 46, 48, 49, 53, 66, 76, 85, 91, 99, 109, 120, 130, 142
e. Manipulate objects to demonstrate and describe multiple ways of representing a number (e.g., 5 can be 3 and 2 more, 5 can also be 2 and 2 and 1).	13, 17, 23
<b>Objective 2: Identify simple relationships among whole numbers.</b>	
a. Develop strategies for one-to-one correspondence and keeping track of quantities.	41, 44, 51, 54, 73, 121, 131
b. Compare two sets of objects to determine whether they have the same, fewer, or more elements.	36, *41, *44, 47, 58, 61, 62, 64, 70, 73, 74, 79, 81, 86, 90, 121
c. Order sets of objects from 1 to 9.	22, 28, 38, 52 Order Numerals: 100, 118, 139, 147, 170 Order Time: 84
d. Estimate quantities less than 10.	Estimate Measurement: 25
<b>Objective 3: Model and illustrate meanings of the operations of addition and subtraction and describe how they relate.</b>	
a. Demonstrate the joining and separating of sets with objects to solve problems.	64, 72, 73, 79, 82, 90, 92, 95, 102, 105, 107, 113, 119, 121, 124, 127, 129, 131, 132, 136, 141, 143, 150, 153, 156, 160, 163, 166, 174, 175, 179, 180, 182, 183, 186, 187, 189, 190, 194, 195, 196, 197, 198, 199, 200
b. Describe the joining or separating of sets with informal language when using models.	64, 72, 73, 79, 82, 90, 92, 95, 102, 105, 107, 119, 121, 124, 127, 129, 131, 132, 141, 143, 153, 160, 163, 174, 183
c. Record pictorially the results from the joining or separating of sets.	72, 73, 79, 82, 90, 92, 95, 102, 105, 113, 119, 121, 124, 129, 131, 136, 141, 143, 150, 153, 156, 160, 163, 166, 174, 175, 179, 180, 182, 183, 186, 187, 189, 190, 194, 195, 196, 197, 198, 199, 200
<b>Standard 2: Students will identify and use patterns to represent mathematical situations.</b>	
<b>Objective 1: Identify and sort objects according to common attributes.</b>	



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a. Sort objects into groups by color, shape, size, number, or other attributes.	4, 8, 11, 16, 21, 26, 31, 39, 56, 59, 65, 69, 75, 89, 97, 108, 112, 135, 172
b. Identify which attribute was used to sort objects into a group.	4, 8, 11, 16, 21, 26, 31, 39, 56, 59, 65, 69, 75, 89, 97, 108, 112, 135, 172
c. Find multiple ways to sort and classify a group of objects.	4, 8, 11, 16, 21, 26, 39, 56, 59, 65, 69, 75, 89, 97, 108, 112, 135, 172
<b>Objective 2: Identify and use patterns to describe numbers or objects.</b>	
a. Use patterns to count orally from 1 to 20 and backward from 10 to 0.	100, 118, 139, 147, 170
b. Identify simple patterns in the environment.	*20, *30, 34, 69, 93, 117, 165, 193 Money: 96, 116, 159, 185
c. Predict what comes next in an established pattern and justify thinking.	10, 20, 29, 30, 45, 56, 57, 63, 71, 100, 104, 118, 139, 147, 154, 170, 172, 178
d. Duplicate, extend, and create simple patterns using objects and pictorial representations.	10, 20, 29, 30, 45, 56, 57, 63, 71, 104, 118, 139, 147, 154, 170, 172, 178
<b>Standard 3: Students will identify and create simple geometric shapes and describe spatial relationships.</b>	
<b>Objective 1: Identify and create simple geometric shapes.</b>	
a. Identify circles, triangles, rectangles, and squares.	65, 80, 171, 191
b. Combine shapes to create two-dimensional objects (e.g., using a triangle and square to create a picture of a house).	*65, 172
c. Draw circles, triangles, rectangles, and squares.	65, 80
d. Recognize circles, triangles, rectangles, and squares in the students' environment.	*65, *80, *152
<b>Objective 2: Describe simple spatial relationships.</b>	
a. Visualize how to fit a shape into a design.	160, 165, 171, 172, 173, 183, 191
b. Use and demonstrate words to describe position with objects (i.e., on, over, under, above, below, top, bottom, up, down, in front of, behind, next to, beside).	1, 3, 5, 7, 9, 15, 35, 55, 94, 152, 171, 191 Ordinals: 42, 148
c. Use and demonstrate words to describe distance with objects (i.e., far, near).	*94, 152
<b>Standard 4: Students will understand and use simple measurement tools and techniques.</b>	
<b>Objective 1: Identify measurable attributes of objects and units of measurement.</b>	
a. Identify clocks and calendars as tools that measure time.	110, 111, 161
b. Identify a day, week, and month on a calendar.	*84



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c. Identify pennies, nickels, dimes, and quarters as units of money.	96, 116, 137, 149, 159, 185
<b>Objective 2: Use appropriate techniques and tools to determine measurements.</b>	
a. Compare two objects (e.g., shorter/longer, heavier/lighter, larger/smaller, more/less).	2, 6, 21, 25, 34, 50, 56, 77, 97, 115, 125, 158, 184
b. Find the length of an object using nonstandard units (e.g., pencils, paper clips).	25, 151, 158, 184 Capacity: 115 Weight: 125, 167
c. Name the days of the week in order.	
d. Sort pennies, nickels, dimes, and quarters.	137, 149, 159, 176, 185
<b>Standard 5: Students will collect and draw conclusions from data and understand basic concepts of probability.</b>	
<b>Objective 1: Collect, organize, and display simple data.</b>	
a. Collect, organize, and record data using objects and pictures.	34, 50, 61, 77, 84, 93, 98, 106, 125, 146, 151, 158, 167, 173, 184
b. Represent data in a variety of ways (e.g., graphs made from people, pictographs, bar graphs) and interpret the data (e.g., more people like red than blue).	34, 50, 61, 77, 84, 93, 98, 106, 125, 146, 151, 158, 167, 173, 184
<b>Objective 2: Determine the likelihood of events.</b>	
a. Describe events encountered in books read as possible or not possible.	93, 94, 165, <b>173</b> Possibilities: 117, 138, 165, 193
b. Describe events as likely or unlikely (e.g., It is likely to snow today. It is unlikely an elephant will be in school).	*93, *106, 138, *165, <b>173</b>

\* Gives opportunity to teach specific Standard