

Northpoint Horizons

CAVS (Content Academic Vocabulary System) Math – K-2 Correlated to the Florida State Mathematic Content Standards

Grade K

This document provides a sampling of the extensive math directives offered throughout the CAVS program that meet the Florida Mathematics Content Standards.

| Math Content Standard | CAVS Math Grades K-2 Teacher's Guide Lessons |
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| BIG IDEA 1: Represent, compare, and order whole numbers and join and separate sets. | |
| MA.K.A.1.1 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives. | <p>Students use the math content words: <i>number</i>, <i>numeral</i>, and <i>digit</i> while representing numbers with objects, writing numerals with digits, sequencing numbers from 1 to 10, and using numbers to count how many: Lesson 1 – TG p. 1 <i>How do you count?</i></p> <p>Students use the math vocabulary words: <i>whole number</i>, <i>cardinal number</i>, and <i>ordinal number</i> while using numbers to tell how many, to tell in what position, and by using whole numbers to count from 1 to 10: Lesson 2 – TG p. 7 <i>What are some kinds of numbers?</i></p> <p>Students count to 50: Lesson 8 – TG p. 43 <i>How do you use money?</i></p> |
| MA.K.A.1.2 Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20. | <p>Lesson 1 – TG p. 1 <i>How do you count?</i></p> <p>Lesson 2 – TG p. 7</p> |

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| | <p><i>What are some kinds of numbers?</i></p> <p>Lesson 3 – TG p. 13</p> <p><i>How do numbers work together?</i></p> |
| <p>MA.K.A.1.3 Solve word problems involving simple joining and separating situations.</p> | <p>Lesson 4 - TG p. 19</p> <p><i>Why do you add numbers?</i></p> <p>Lesson 5 – TG p. 25</p> <p><i>Why do you subtract numbers?</i></p> |
| <p>BIG IDEA 2: Describe shapes and space.</p> | |
| <p>MA.K.G.2.1 Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.</p> | <p>Lesson 6 – TG p. 31</p> <p><i>How are objects the same?</i></p> <p>Students use and follow positional directions: Lesson 16 – TG p. 91</p> <p><i>Where are you?</i></p> <p>Students use and follow positional directions: Lesson 17 – TG p. 97</p> <p><i>Where are you now?</i></p> |
| <p>MA.K.G.2.2 Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.</p> | <p>Lesson 19 – TG p. 109</p> <p><i>What are some common shapes?</i></p> |
| <p>MA.K.G.2.3 Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders.</p> | <p>Students use the math content words: <i>corner</i> and <i>side</i> while using 3-D blocks and cubes: Lesson 20 – TG p. 115</p> <p><i>How can you describe shapes?</i></p> |
| <p>MA.K.G.2.4 Interpret the physical world with geometric shapes and describe it with corresponding vocabulary.</p> | <p>Lesson 19 – TG p. 109</p> <p><i>What are some common shapes?</i></p> <p>Lesson 20 – TG p. 115</p> <p><i>How can you describe shapes?</i></p> |
| <p>MA.K.G.2.5 Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment</p> | <p>Lesson 19 – TG p. 109</p> <p><i>What are some common shapes?</i></p> |

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| and to construct more complex shapes. | |
| BIG IDEA 3: Order objects by measurable attributes. | |
| MA.K.G.3.1 Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight. | <p>Lesson 11 – TG p. 61 <i>How far? How long?</i></p> <p>Lesson 12 – TG p. 67 <i>How do you tell how far or how long?</i></p> <p>Lesson 14 – TG p. 79 <i>How much does it weigh?</i></p> |
| SUPPORTING IDEAS: ALGEBRA | |
| MA.K.A.4.1 Identify and duplicate simple number and non-numeric repeating and growing patterns. | Lesson 7 – TG p. 37 <i>What makes a pattern?</i> |
| SUPPORTING IDEAS: Geometry and Measurement | |
| MA.K.G.5.1 Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, and shorter/longer. | <p>Lesson 9 – TG p. 49 <i>How do you tell time?</i></p> <p>Lesson 10 – TG p. 55 <i>When is your birthday?</i></p> |