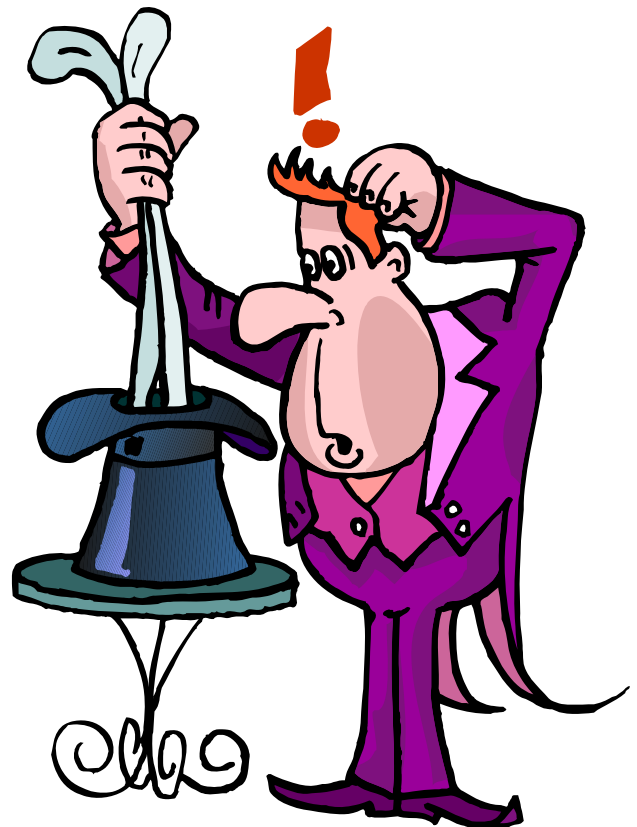


What are Magic Words?

Magic Words help math students explain WHY they solve problems in a certain way.

Use these Magic Words when you want to explain your mathematics work:

- To find...
- To get...
- To see...
- To figure out...
- To show...
- To prove...
- Because...
- Since...
- Therefore...

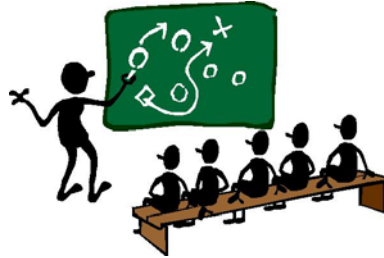


Tips for Solving Word Problems

-

<u>WORK</u>	<u>EXPLANATION</u>
1.	1.
Final Answer:	

Problem Solving Strategies



- ☑ Act It Out
- ☑ Use Objects
- ☑ Choose an Operation
- ☑ Guess and Check
- ☑ Look for a Pattern
- ☑ Use Logical Reasoning
- ☑ Draw a Picture
- ☑ Make a Table
- ☑ Make an Organized List
- ☑ Work Backwards
- ☑ Solve a Simpler Problem
- ☑ Write an Equation



Mathematics Materials List 2009 Kindergarten



Pearson enVision, 2009

Student Edition (Alternate Format - 24 pack)

Student Edition Big Book

Premium Digital System Upgrade (Student Edition users - 6 year license)

Teacher's Resource Package

- Overview and Implementation Guide
- Teacher Resource Masters 1-20
- Teaching Tool Masters Topics 1-20
- Teacher's Editions (Topics 1-20)
- Topic 1 - Sorting and Classifying
- Topic 2 - Position and Location
- Topic 3 - Patterns
- Topic 4 - Zero to Five
- Topic 5 - Six to Ten
- Topic 6 - Comparing Numbers
- Topic 7 - Geometry
- Topic 8 - Fractions and Ordinals
- Topic 9 - Measurement
- Topic 10 - Addition
- Topic 11 - Subtraction
- Topic 12 - Larger Numbers
- Topic 13 - Money
- Topic 14 - Calendar
- Topic 15 - Metric Measurement
- Topic 16 - Graphing
- Topic 17 - Time and Temperature
- Topic 18 - Multiplying Greater Numbers
- Topic 19- Dividing by 1-Digit Numbers
- Topic 20 - Data, Graphs, and Probability

Center Manipulative Kit

Interactive Math Stories Big Book

Guided Problem Solving Math Library

Visual Learning Bridge Transparencies

Diagnosis and Intervention System, Pt 1

Teacher Access Pack Premium Digital System

Investigations

Curriculum Units:

- Implementing the Investigations in Number, Data, and Space Curriculum (K-2)
- Mathematical Thinking at Kindergarten
- Pattern Trains and Hopscotch Paths
- Collection, Counting and Measuring
- Counting Ourselves and Others
- How Many in All?
- Making Shapes and Building Blocks

Resource Package:

- 12 decks of primary number cards
- 2 pads of 1 inch graph paper
- Students Materials Kit:
 - 1 package of blank one-inch cubes
 - 1,000 stickers for blank cubes
 - 800 square color tiles
 - 1 hundreds number wall chart
 - 200 2-color counters
 - 2 packages of paper pattern blocks
 - Approximately 1000 buttons
 - 240 teddy bear counters
 - 1 transparent plastic jar with lid
 - 2 sets of geoblocks (330) per set
 - 6 sets of wooden pattern blocks (250 per set)
 - 1,000 snap cubes

Implementing the Investigations in
Numbers Data and Space Curriculum K-2

MATH TEXT ALIGNMENT TO STANDARDS - KINDERGARTEN

Lesson	State Standard	Lesson Title
Topic 1: Sorting and Classifying		
1-1	2.4.3.A	Same and Different
1-2	2.4.3.A	Sorting by One Attribute
1-3	2.4.3.A	Sorting the Same Set in Different Ways
1-4	2.4.3.A	Sorting by More Than One Attribute
1-5	2.4.3.A, 2.5.3.A	Problem Solving: Use Logical Reasoning
Topic 2: Position and Location		
2-1	2.9.3.D	Inside and Outside
2-2	2.9.3.D	Over, Under, and On
2-3	2.9.3.D	Top, Middle, and Bottom
2-4	2.9.3.D	Before and After
2-5	2.9.3.D	Left and Right
2-6	2.9.3D, 2.5.3A	Problem Solving: Act It Out
Topic 3: Patterns		
3-1	2.8.3.A	Sound and Movement Patterns
3-2	2.8.3.A	Color Patterns
3-3	2.8.3.A	Shape Patterns
3-4	2.8.3.A	Comparing Patterns
3-5	2.8.3.A, 2.5.3.A	Problem Solving: Look for a Pattern
3-6	2.8.3.A	Using Patterns to Predict What Comes Next
3-7	2.8.3.A	Creating Patterns
Topic 4: Zero to Five		
4-1	2.1.3.G, 2.1.3.H, 2.1.3.I	Counting 1, 2, and 3
4-2	2.1.3.C, 2.1.3.G	Reading and Writing 1, 2, and 3
4-3	2.1.3.G, 2.1.3.H, 2.1.3.I	Counting 4 and 5
4-4	2.1.3.C, 2.1.3.G	Reading and Writing 4 and 5
4-5	2.1.3.G, 2.1.3.H, 2.1.3.I	Reading and Writing 0
4-6	2.1.3.C	Making 4 and 5
4-7	2.1.3.H	More, Fewer, and Same As
4-8	2.1.3.H	1 and 2 More
4-9	2.1.3.H	1 and 2 Fewer
4-10	2.5.3A, 2.1.3.C	Problem Solving: Make an Organized List
Topic 5: Six to Ten		
5-1	2.1.3.G, 2.1.3.H, 2.1.3.I	Counting 6 and 7
5-2	2.1.3.C	Making 6 and 7
5-3	2.1.3.C, 2.1.3.G	Reading and Writing 6 and 7
5-4	2.1.3.G, 2.1.3.H, 2.1.3.I	Counting 8 and 9
5-5	2.1.3.C	Making 8 and 9

MATH TEXT ALIGNMENT TO STANDARDS - KINDERGARTEN

Lesson	State Standard	Lesson Title
5-6	2.1.3.C, 2.1.3.G	Reading and Writing 8 and 9
5-7	2.1.3.G, 2.1.3.H, 2.1.3.I	Counting 10
5-8	2.1.3.C	Making 10
5-9	2.1.3.C, 2.1.3.G	Reading and Writing 10
5-10	2.1.3.A	Ordering Numbers on a Number Line
5-11	2.5.3.A, 2.6.3.A, 2.6.3.B	Problem Solving: Making a Graph
Topic 6: Comparing Numbers		
6-1	2.1.3.H	Comparing Numbers Through 10
6-2	2.1.3.H	Comparing Numbers to 5
6-3	2.1.3.H	Comparing Numbers to 10
6-4	2.1.3.H	1 and 2 More and Fewer
6-5	2.1.3.H, 2.5.3.A	Problem Solving: Use Objects
Topic 7: Geometry		
7-1	2.9.3.A	Squares and Other Rectangles
7-2	2.9.3.A	Circles and Triangles
7-3	2.9.3.B, 2.9.3.I	Making Shapes From Other Shapes
7-4	2.9.3.H	Same Size, Same Shape
7-5	2.9.3.E, 2.9.3.F	Symmetry
7-6	2.9.3.A	Solid Figures
7-7	2.9.3.A	Comparing Solid Figures
7-8	2.9.3.A	Flat Surfaces of Solid Figures
7-9	2.9.3.C, 2.9.3.D	Problem Solving: Use Objects
Topic 8: Fractions and Ordinals		
8-1	2.1.3.D	Equal Parts
8-2	2.1.3.D	Halves
8-3	2.1.3.D	Problem Solving: Act It Out
8-4	2.1.3.G	Ordinal Numbers Through Fifth
8-5	2.1.3.G	Ordinal Numbers Through Tenth
8-6	2.5.3.A	Problem Solving: Draw a Picture
Topic 9: Measurement		
9-1	2.4.3.A, 2.3.3.A	Comparing and Ordering by Size
9-2	2.3.3.A	Comparing Lengths
9-3	2.3.3.A	Ordering by Length
9-4	2.3.3.B	Measuring Length
9-5	2.5.3.A, 2.3.3.A, 2.3.3.G, 2.4.3.A	Problem Solving: Try, Check Revise
9-6	2.3.3.A	Comparing Capacities
9-7	2.3.3.B, 2.4.3.B	Measuring Capacity
9-8	2.3.3.A	Comparing Weights
9-9	2.3.3.B, 2.4.3.B	Measuring Weight
9-10	2.5.3.A, 2.3.3.F, 2.3.3.G, 2.4.3.A, 2.4.3.B	Problem Solving: Try, Check Revise
Topic 10: Addition		
10-1	2.2.3.A	Stories About Joining
10-2	2.2.3.A	More Joining
10-3	2.2.3.A	Joining Groups
10-4	2.2.3.A	Using the Plus Sign
10-5	2.2.3.A	Finding Sums

MATH TEXT ALIGNMENT TO STANDARDS - KINDERGARTEN

Lesson	State Standard	Lesson Title
10-6	2.2.3.A	Addition Sentences
10-7	2.2.3.A, 2.5.3.A	Problem Solving: Draw a Picture
Topic 11: Subtraction		
11-1	2.2.3.A	Stories About Separating
11-2	2.2.3.A	Stories About Take Away
11-3	2.2.3.A	Stories About Comparing
11-4	2.2.3.A	Using the Minus Sign
11-5	2.2.3.A	Finding Differences
11-6	2.2.3.A	Subtraction Sentences
11-7	2.2.3.A, 2.5.3.A	Problem Solving: Act It Out
Topic 12: Larger Numbers		
12-1	2.1.3.I, 2.1.3.C, 2.1.3.G, 2.1.3.H	Counting, Reading, and Writing 11 and 12
12-2	2.1.3.I, 2.1.3.C, 2.1.3.G, 2.1.3.H	Counting, Reading, and Writing 13, 14, and 15
12-3	2.1.3.I, 2.1.3.C, 2.1.3.G, 2.1.3.H	Counting, Reading, and Writing 16 and 17
12-4	2.1.3.I, 2.1.3.C, 2.1.3.G, 2.1.3.H	Counting, Reading, and Writing 18, 19, and 20
12-5	2.1.3.F	Odd and Even
12-6	2.1.3.A	Counting to 100
12-7	2.1.3.F	Counting Groups of Ten
12-8	2.1.3.A	Patterns on a Hundred Chart
12-9	2.1.3.A	Skip Counting by 2 and 5
12-10	2.1.3.A, 2.5.3.A	Problem Solving: Look for a Pattern
Topic 13: Money		
13-1	2.1.3E	Penny
13-2	2.1.3E	Nickel
13-3	2.1.3E	Dime
13-4	2.1.3E	Quarter and Dollar
13-5	2.1.3E	Comparing Money
13-6	2.1.3E, 2.5.3.A	Problem Solving: Act It Out
Topic 14: Time		
14-1	2.3.3.A	More Time and Less Time
14-2	2.3.3.A	Order of the Day
14-3	2.3.3.A	Order of Events
14-4	2.1.3.C	Finding Numbers on Clocks
14-5	2.3.3.D	Telling Time to the Hour
14-6	2.3.3.D	Times of Events
14-7	2.3.3.A, 2.5.3.A	Problem Solving: Use Logical Reasoning
Topic 15: Calendar		
15-1	2.3.3.A	Months and Seasons
15-2	2.3.3.A	Days of the Week
15-3	2.3.3.A	Yesterday, Today, and Tomorrow
15-4	2.3.3.A	Numbers on a Calendar
15-5	2.3.3.A	Calendar
15-6	2.3.3.A	Temperature
15-7	2.3.3.A, 2.5.3.A	Problem Solving: Draw a Picture

MATH TEXT ALIGNMENT TO STANDARDS - KINDERGARTEN

Lesson	State Standard	Lesson Title
Topic 16: Graphing		
16-1	2.1.3.H, 2.6.3.B	As Many, More, and Fewer
16-2	2.6.3.A	Collecting Data
16-3	2.6.3.A, 2.6.3.B	Real Graphs
16-4	2.6.3.A, 2.6.3.B	Picture Graphs
16-5	2.6.3.A, 2.6.3.B	Bar Graphs
16-6	2.6.3.C	More Likely, Less Likely
16-7	2.6.3.A, 2.6.3.B, 2.5.3.A	Problem Solving: Make a Graph

Mathematics Assessment Anchor Glossary Grades 3 & 4

The definitions for this glossary were taken from one or more of the following sources: Webster's Dictionary, various mathematics dictionaries, the PA Mathematics Standards glossary and various textbook glossaries.

Acute angle: An angle with a measure less than 90° .

Addend: Any number that is being added.

Analog time: Time displayed on a timepiece having hour and minute hands.

Area: The measure, in square units, of the inside of a plane figure.

Array: A rectangular arrangement of objects in equal rows or columns.

Combination: A group of items. Placing these items in a different order does not create a new combination.

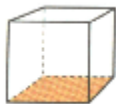
Cone: A solid figure that has a circular base and one vertex.



Congruent: Having the same size and shape.

- Congruent angles have the same measure.
- Congruent segments have the same length.

Cube: A rectangular solid having six congruent square faces.



Cylinder: A three-dimensional figure with two circular bases, which are parallel and congruent.



Edge: The line segment where two faces of a solid figure meet.

Equation: A statement that two mathematical expressions are equal.

Equivalent: Having the same value.

Expression: A variable, or any combination of numbers, variables, and symbols that represents a mathematical relationship (e.g., $24 \times 2 + 5$ or $4a - 9$).

Face: A plane figure that serves as one side of a solid figure.

Fact family: A set of related addition and subtraction, or multiplication and division equations using the same numbers (e.g., $6+9=15$, $15-9=6$, $9+6=15$, $15-6=9$).

Factor: A whole number that divides evenly into another whole number (e.g., 1, 3, 5, and 15 are factors of 15).

Function: A relation in which every input value has a unique output value.

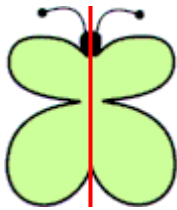
Hexagon: A polygon with 6 sides.

Inequality: A mathematical sentence that contains a symbol that shows the terms on either side of the symbol are unequal (e.g., $3+4>6$).

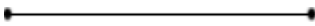
Line: A straight path extending in both directions with no endpoints.



Line of symmetry: A line that divides a figure into two halves that are mirror images of each other.



Line segment: A part of a line with two endpoints.



Mean (average): The number found by dividing the sum of a set of numbers by the number of addends.

Median: The middle number in an ordered set of data, or the average of the two middle numbers when the set has two middle numbers.

Mode: The number(s) that occurs most often in a set of data.

Multiples: The product of a given whole number and another whole number (e.g., multiples of 4 are 4, 8, 12, 16....).

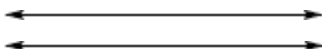
Number sentence: An equation or inequality with numbers.

Obtuse angle: An angle with a measure more than 90° .

Octagon: A polygon with 8 sides.

Ordered pair: A pair of numbers used to locate a point on a coordinate grid. The first number tells how far to move horizontally, and the second number tells how far to move vertically.

Parallel lines: Lines that never intersect and are always the same distance apart.



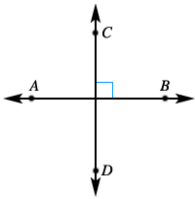
Parallelogram: A quadrilateral whose opposite sides are parallel and congruent.



Pentagon: A polygon with 5 sides.

Perimeter: The distance around a figure.

Perpendicular lines: Two lines, segments or rays that intersect to form right angles.



Pictograph: A graph that uses pictures to show and compare information.

Pyramid: A solid figure with a polygon base and triangular sides that meet at a single point (vertex).



rectangular pyramid



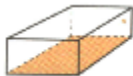
triangular pyramid

Quadrilateral: A polygon with 4 sides.

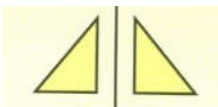
Ray: A part of a line that has one endpoint and continues without end in one direction.



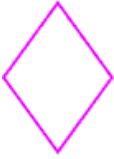
Rectangular prism: A solid figure in which all six faces are rectangles.



Reflection (flip): A transformation that produces the mirror image of a figure.



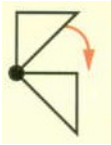
Rhombus: A parallelogram with four equal sides.



Right angle: An angle that measures exactly 90° .

Right triangle: A triangle that has a 90° angle.

Rotation (turn): A movement of a figure that turns that figure around a fixed point.



Sphere: A solid figure that has all points the same distance from the center.

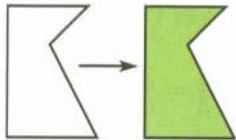


Tally chart: A table that uses tally marks to record data.

Favorite School Lunches

Hamburger		
Pizza		
Salad		
Hotdog		

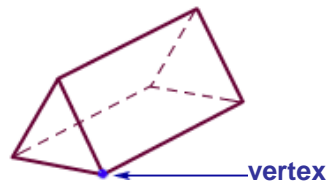
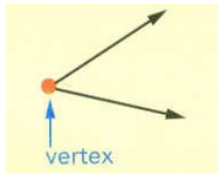
Translation (slide): A movement of a figure to a new position without turning or flipping it.



Trapezoid: A quadrilateral with exactly one pair of parallel sides.



Vertex: A point where lines, rays, sides of a polygon or edges of a polyhedron meet (corner).



Volume (capacity): The amount of space (in cubic units) that a solid figure can hold.



enVision Math Library – Kindergarten

- **Animals on Board (Adding)**
- **Every Buddy Counts (Counting)**
- **Jack the Builder (Counting On)**
- **Just Enough Carrots (Comparing Amounts)**
- **Same Old Horse (Making Predictions)**

Math Readiness

- Math in the Bath by Sara Atherlay (Simon and Schuster, 1995)
- Marvelous Math by Karen Barbour (Simon and Schuster, 1997)

Position and Classification

- Outside, Inside by Carolyn Crimi (Simon and Schuster, 1995)
- The Best Bug Parade by Stuart J. Murphy (Harper Collins, 1997)
- Becca Backward, Becca Frontward: A Book of Concept Pairs by Bruce McMillan (Lothrop, Lee, and Hepard, 1986)
- This is Figure Skating by Margaret Blackstone (Henry Holt and Company, Inc. 1998)

Sorting

- Shoes by Elizabeth Winthrop (HarperCollins Children's Books, 1987)
- Titch by Pat Hutchins (Aladdin Paperbacks, 1993)
- Whose Hat is That? by Ron Roy (Houghton Mifflin, Company, 1990)
- Of Colors and Things by Tana Hoban (Mulberry Books, 1996)
- The Color Box by Dayle Ann Dodds (Little, Brown 1992)

Data and Graphs

- Caps for Sale by Esphyr Slobodkina (HarperTrophy, 1987)
- A Three Hat Day by Laura Leringer (Harper Collins Children's Books, 1987)
- A Pocketful of Cricket by Rebecca Caudill (Econo-Clad, 1999)
- Guess Who My Favorite Person Is by Byrd Baylor (Simon and Schuster, 1995)
- The Mysterious Tadpole by Steven Kellogg (Dial Books for Young Readers, 1993)

Patterns

- The Very Busy Spider by Eric Carle (Putnam, 1989)
- The Button Box by Margaret S. Reid (Puffin, 1995)
- Hide and Snake by Keith Baker (Voyager/Harcourt Brace, 1991)
- My Mom and My Dad Make Me Laugh by Nick Sharratt (Candlewick Press, 1996)
- Lots and Lots of Zebra Stripes: Patterns in Nature by Stephen R. Swinburne (Boyd Mills Press, 1998)

Numbers to 5

- The Very Hungry Caterpillar by Eric Carle (Putnam, 1984)
- Five Little Monkeys Jumping on the Bed by Eileen Christelow (Houghton Mifflin, 1994)
- Five Chinese Brothers by Clair Bishop (Putnam, 1988)
- Millions of Snowflakes by Mary McKenna Siddals (Clarion Books, 1998)
- The Fourth Little Pig by Teresa Celsi (Raintree, 1990)

Mathematics and Children's Literature - Kindergarten

Numbers to 10

- Ten Black Dots by Donald Crews (Mulberry Books, 1994)
- Moja Means One by Muriel L. Feelings (Econo-Clad Books, 1999)
- Feast for 10 by Cathryn Falwell (Clarion, 1993)
- How Many Snails? by Paul Giganti, Jr. (Mulberry Books, 1994)
- Ten Flashing Fireflies by Philemon Sturges (North South Books, 1997)

Numbers to 20

- Counting Our Way to Maine by Maggie Smith (Orchard Books, 1995)
- Bears at the Beach by Niki Yekta (Milbrook Press, 1996)
- One Day, Two Dragons by Lynne Bertrand (Crown Books for Young Readers, 1992)
- An Invitation to the Butterfly Ball by Jane Yolen (Boyd Mills Press, 1997)
- How Many, How Many How Many? by Rick Walton (Candlewick Press, 1996)

Numbers to 100

- The Icky Bug Counting Book by Jerry Pallota (Charlesbridge, 1992)
- Counting Wildflowers by Bruce McMillan (Mulberry/Lothrop, Lee & Shepard, 1995)
- Miss Bindergarten Celebrates the 100th Day of Kindergarten by Joseph Slate (Dutton Books, 1998)
- Amazing and Incredible Counting Stories by Max Grover (Browndeer Press, 1995)
- Arctic Fives Arrive by Elinor Pinczes (Houghton Mifflin Company, 1996)

Money

- Benny's Pennies by Pat Brisson (Yearling Books, 1995)
- The Big Green Pocketbook by Candice Ransom (Harper Trophy, 1995)
- The Money Tree by Sarah Stewart (Sunburst, 1994)
- The Monster Money Book by Loreen Leedy (Holiday House, 2000)
- Four Dollars and Fifty Cents by Eric Kimmel (Holiday House, 1990)
- Monster Money by Grace Maccarone (Scholastic: Hello Math Series, Level 1); ISBN 0-590-12007-7
- Deena's Lucky Penny by Barbara deRubertis (Kane Press: Math Matters Series, Adding Coins to make \$1.00); ISBN 1-57565-091-6
- The Penny Pot by Stuart J. Murphy (HarperCollins, counting money); ISBN 0-06-027607-X
- A Slice of Pizza by Marice Bovetz (Wright Group counting money); ISBN 0-322-00194-3

Measurement

- Slower Than a Snail by Anne Schreiber (Scholastic Trade, 1995)
- Inch by Inch by Leo Lionni (Mulberry, 1995)
- Little and Big by Judy Hindley (Candlewick Press, 1996)
- Brave Bear by Kathy Mallat (Walker and Company, 1999)
- The Carrot Seed by Ruth Krauss (Scholastic: Big Book); ISBN 0-590-73301-X
- Everything Grows by Raffi (Silver Burdett Ginn: Big Book); ISBN 0517573873
- Ten Beads Tall by Pam Adams; ISBN 0-85953-242-9
- The Foot Book by Dr. Seuss (Random House); ISBN 0-394-80937-8
- Twelve Snails and One Lizard by Susan Hightower (Simon and Schuster ISBN 0-689-80452-0)
- The Fattest, Tallest, Biggest Snowman Ever by Bettina Ling (Scholastic: Hello Math Series, Level 1, connect to self—talents); ISBN 0-590-97284-7
- Super Sand Castle Saturday by Stuart J. Murphy (HarperCollins: Math Start Series); ISBN 0-06-446720-1
- How Big Is a Foot? by Sharon Largo; ISBN 62-10252
- Hershey's Weights and Measures, by Jerry Pallotta ISBN 0-439-38877-5
- How Tall, How Short, How Far Away by David A. Adler (Troll, quite advanced for K, but good); ISBN 0-8234-1375-6

Mathematics and Children's Literature - Kindergarten

- More for Me by Sydnie Meltzer Klinhenz (Scholastic: Hello Math Series, Level 2); ISBN 0-590-30877-7
- Number by Henry Pluckrose (Children's Press: Math Counts Series, calendars, rulers, volume, mass); ISBN 0-516-45454-4

Measurement Cont.

- Measuring Penny by Loreen Leedy (Henry Holt and Company); ISBN 0-8050-6572-5
- Is it Heavy? by Karen Bryant-Mole; ISBN 0-8368-1727-3
- How Big is Big? by Stephen Strauss (KPK); ISBN 1-55263-017-X
- Just Enough by Teri Daniels (Puffin Books); ISBN 0-14-230195-7
- Size by Henry Pluckrose (Children's Press: Math Counts Series); ISBN 0-516-45457-9

Time

- Froggy Gets Dressed by Jonathan London (Viking Children's Books, 1997)
- Dear Daisy, Get Well Soon by Maggie Smith (Crown, 2000)
- Now Soon Later by Lisa Grunwald (Greenwillow, 1996)
- Clocks and More Clocks by Pat Hutchins (Aladdin Paperbacks, 1994)
- Different Faces from Different Places by Henry Layne (Wright Group: Cultural Connection Big Book, ISBN 0-322-00191-9)
- Around the Clock with Harriet by Betsy and Giulio Maestro (Harcourt Brace: Big Book); ISBN 05-17755-1187
- Monster Math School Time by Grace Maccarone, Scholastic (Hello Math Series Level 1); ISBN 0-590-30859-9
- The Grouchy Ladybug by Eric Carle (HarperCollins); ISBN 0-06-443450-8

Time – Day and Night

- How Do Dinosaurs Say Good Night? by Jane Yolen and Mark Teague; ISBN 0-590-31681-8
- The Sun's Day by Mordicai Gerstein (Harper Row, What do people do in a day?); ISBN 0-06-022404-5
- Day and Night by Henry Pluckrose (Children's Press: Math Counts Series); ISBN 0-8368-2958-1
- Jesse Bear, What Will You Wear? by Nancy White Carlstrom (Macmillan Publishing Company, early in year, what is morning, noon and night); ISBN 0-02-717350-X

Calendar

- A Chick Called Saturday by Joyce Dunbar (Eerdmans Books for Young Readers); ISBN 0-8028-5260-2
- The Twelve Days of Kindergarten by Deborah Lee Rose (H.Abrams Inc.); ISBN 0-8109-4512-
- Pop Up Days by Larry Shapiro and Chuck Murphy; ISBN 0-8431-0964-5
- A Day by Robin Nelson (Lerner Publications Co.: First Step Series); 0-8225-0177-5
- A Week by Robin Nelson (Lerner Publications Co.: First Step Series); ISBN 0-8225-0178-3
- A Month by Robin Nelson (Lerner Publications Co.: First Step Series); ISBN 0-8225-0179-1

Addition Concepts

- Fish Eyes: A Book You Can Count On by Lois Ehlert (Harcourt Brace Jovanovich, 1990)
- One Gorilla by Matthew Price (Sunburst/Farrar, Straus & Giroux, 1990)
- 12 Ways to Get 11 by Eve Merriam (Aladdin Paperbacks, 1996)
- Mission: Addition by Loreen Leedy (Holiday Books, 1997)
- Dinner at the Panda Place by Stephanie Calmenson (Econo-Clad Books, 1999)

Subtraction Concepts

- Up to Ten and Down Again by Lisa Campbell Ernst (Mulberry/Lothrop, Lee & Shepard, 1995)
- 3 Pandas Planting by Megan Halsey (Bradbury Press, 1994)
- Bag Full of Pups by Dick Gackenbach (Houghton Mifflin, 1983)
- Much Bigger than Martin by Steven Kellogg (Dial Books for Young Readers, 1992)
- Seven Little Rabbits by John Becker (Scholastic Trade, 1992)

Geometry and Fractions

Mathematics and Children's Literature - Kindergarten

- Shape Space by Cathryn Falwell (Scholastic, 1993)
- Circles and Squares Everywhere! by Max Grover (Brown Deer Press, 1996)
- Block City by Robert Louis Stevenson (Puffin, 1992)
- The Shape of Things by Dayle Ann Dodds (Econo-Clad Books, 1999)
- Eating Fractions by Bruce McMillan (Scholastic, 1993)
- Two Greedy Bears by Mirra Ginsberg (Aladdin Paperbacks, 1998)

Other Books for Teaching Math

- The Cheerios Counting Book by Barbara McGrath, New York: Scholastic, 1998.
- The M&M's Brand Chocolate Candies Counting Book by Barbieri McGrath, Watertown, Massachusetts: Charlesbridge, 1994.
- How Many Feet? How Many Tails? Marilyn Burns, New York: Scholastic, 1996.
- Each Orange Had 8 Slices: A Counting Book by Giganti, Paul Jr. New York: Greenwillow Books, 1992.
- Let's Count by Tana Hoban, New York: Greenwillow Books, 1999.
- More or Less a Mess by Sheila Keenan, New York: Scholastic, 1997.
- Monster Math Picnic by Maccarone, Grace. New York: Scholastic, 1998.
- The Silly Story of Goldie Locks and the Three Squares by Maccarone, Grace, New York: Scholastic, 1996.
- Fluffy's 100th Day at School by McMullan, Kate, New York: Scholastic, 1999.
- I Spy Two Eyes: Numbers in Art by Micklewait, Lucy, New York: Greenwillow Books, 1993.
- A Pair of Socks by Stuart J. Murphy. New York: HarperCollins, 1996.
- Bug Dance by Stuart Murphy, New York: HarperCollins, 2002.
- Henry the Fourth by Stuart Murphy, New York: HarperCollins, 1999.
- Let's Fly a Kite by Stuart Murphy, New York: HarperCollins, 2000.
- Monster Musical Chairs by Stuart Murphy, New York: HarperCollins, 2000.
- One...Two...Three...Sassafras! by Stuart Murphy, New York: HarperCollins, 2002.
- Seaweed Soup by Stuart Murphy New York: Harper Collins, 2001.
- 3 Little Firefighters by Stuart Murphy, New York: HarperCollins, 2003.
- Reese's Pieces: Count by Fives by Jerry Pallotta, New York: Scholastic, 2000.
- Math Counts: Sorting by Henry , Chicago: Childrens Press, 1995.
- 100 School Days by Anne Rockwell, New York: HarperCollins, 2002.
- The 100th Day of School by Angela Mederias, New York: Scholastic, 1996.
- Counting by George Siede & Donna Preis, Lincolnwood, Illinois: Publications International, Ltd., 1993.
- Stay in Line by Terry Slater, New York: Scholastic, 1996.
- I Can Count 100 Bunnies and So Can You! by Cyndy Szekeres, New York: Scholastic, 1999.
- Math for All Seasons by Greg Tang, New York: Scholastic, 2002

Websites that have book lists of children's literature in mathematics:

<http://www.math.youngzones.org/literature.html>

Children's Literature in Mathematics

<http://www.luc.edu/schools/education/csimath/zbib.htm>

A selected bibliography of available books to teach and reinforce math concepts

<http://mathforum.org/t2t/faq/brandenburg.new.html>

Guy Brandenburg compiled a list of over 140 math and science-related books, mostly recent, for his geometry students to choose from, read, and do a report on, using recommendations from others and his own reading as well. This page includes the assignment he gave to his students and also the list, organized by topic, with links to Amazon.com.

<http://www.cde.ca.gov/ci/scimathlit/>

Literature for Science and Mathematics: Kindergarten Through Grade Twelve is a collection of outstanding science- and mathematics-related literature for children and adolescents. The

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recommended titles reflect the quality and the complexity of the types of materials students should be reading at school and outside of class.