

# Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

## Math: Kindergarten– Age 5

**Using manipulatives/ equipment, your child will be introduced to:**

EALRs	Skinner Elementary Montessori
<p><b>EALR 1. The student understands and applies the concepts and operations/ procedures of mathematics.</b>  <b>Component 1.1: Understand and apply concepts and procedures from number sense.</b>            1.1.1 Understand the concept of number to at least 31.            1.1.2 Understand sequential relationships among whole numbers to at least 20.            1.1.5 Understand the meaning of addition.</p> <p><b>Component 1.2: Understand and apply concepts and procedures from measurement</b>            1.2.1 Understand the concept of measurable attributes.            1.2.4 Understand and use direct comparison to measure.</p> <p><b>Component 1.3: Understand and apply concepts and procedures from geometric sense.</b>            1.3.1 Recognize the properties of familiar objects            1.3.2 Use the properties of familiar objects.            1.3.3 Recognize the relative position of objects in the environment.</p> <p><b>Component 1.4: Understand and apply concepts and procedures from probability and statistics.</b>            1.4.3 Understand how data can be organized. 1.4.5 Understand how a display provides information.</p> <p><b>Component 1.5: Understand and apply concepts and procedures from algebraic sense.</b>            1.5.1 Recognize and recall patterns.            1.5.3 Understand the concepts of equality and inequality.</p> <p><b>EALR 2: The student uses mathematics to define and solve problems.</b></p> <p><b>Component 2.1: Define problems.</b>            2.1.1 Identify questions to be answered to solve a problem in familiar situations.            2.1.2 Recognize when information is missing in familiar situations.            2.1.3 Identify what is known and unknown in familiar situations.</p> <p><b>Component 2.2: Construct solutions.</b>            2.2.1 Understand how to use information to solve a problem with teacher guidance            2.2.2 Select and use appropriate concepts and procedures from number sense to construct solutions.</p>	<p><b>Understand the concept of numbers up to 9,999</b></p> <p><b>Sequential counting up to 100</b></p> <p><b>Addition-</b></p> <ul style="list-style-type: none"> <li>• Static/no carrying up to 9,999</li> <li>• Dynamic/carrying up to 9,999</li> </ul> <p><b>Subtraction-</b></p> <ul style="list-style-type: none"> <li>• Static/no borrowing to 9,999</li> <li>• Dynamic/ borrowing up to 9,999</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>• Multiplication tables</li> <li>• Multiple counting</li> <li>• Problems with 1 digit multiplier and up to 4 digits in the multiplicand</li> </ul> <p><b>Division-</b></p> <ul style="list-style-type: none"> <li>• Short division with no remainders</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• The different measurable characteristics (length and/or weight) of an object by using comparative vocabulary such as longer, shorter, heavier, lighter, bigger, smaller, thicker, thinner</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Geometric plane shapes</li> <li>• Geometric solids</li> </ul> <p><b>Story Problems</b></p> <ul style="list-style-type: none"> <li>• Simple story problems using addition</li> </ul>

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<p>2.2.3 Apply a variety of strategies to construct solutions. 2.2.4 Determine whether a solution is mathematically correct.</p> <p><b>EALR 3: The student uses mathematical reasoning.</b> <b>Component 3.1: Analyze information.</b> 3.1.1 Understand how to compare numerical, measurement, and geometric information presented in familiar situations with teacher guidance.</p> <p><b>Component 3.3: Verify results.</b> 3.3.1 Understand how to justify results using evidence.</p> <p><b>EALR 4: The student communicates knowledge and understanding in both everyday and mathematical language.</b> <b>Component 4.2: Organize, represent, and share information.</b> 4.2.1 Understand how to organize numerical, measurement, and geometric information to communicate for a given purpose with teacher guidance. 4.2.2 Understand how to represent numerical, measurement, and geometric information in graphs or other appropriate forms. 4.2.3 Use mathematical language to explain or describe numerical, measurement, and geometric ideas and information that are relevant to kindergarten students.</p> <p><b>EALR 5: The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-world situations</b></p> <p><b>Component 5.1: Relate concepts and procedures within mathematics.</b> 5.1.1 Understand how to use concepts and procedures from any two of the content strands, including number sense, measurement, geometric sense, statistics, and algebraic sense, in a given problem or situation. 5.1.2 Understand how to represent a mathematical idea using equivalent mathematical models and representations.</p> <p><b>Component 5.2: Relate mathematical concepts and procedures to other disciplines.</b> 5.2.1 Recognize mathematical thinking, modeling, patterns, and ideas in other disciplines.</p> <p><b>Component 5.3: Relate mathematical concepts and procedures to real-world situations.</b> 5.3.1 Understand how mathematics is used in everyday life</p>	