
Prekindergarten | Arkansas Academic Standards – Mathematics

Correlation to *Eureka Math*²®

When the original *Eureka Math*[®] curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds[®] teacher–writers have created *Eureka Math*²®, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math*² carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students’ mastery of math—from prekindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

Teachability

*Eureka Math*² employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

Accessibility

*Eureka Math*² incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math*² teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum’s readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

Digital Engagement

The digital elements of *Eureka Math*² add to students’ engagement with the math. The curriculum provides teachers with digital slides for select lessons. In addition, each grade level includes wordless videos that spark students’ interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components of <i>Eureka Math</i> ²
<p>MP.1 Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.2 Reason abstractly and quantitatively.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.4 Model with mathematics.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.5 Use appropriate tools strategically.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.6 Attend to precision.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.7 Look for and make use of structure.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>

Number Concepts and Operations

MT1.1 Demonstrates number sense and an understanding of quantity

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<p>MT1.1.A Number Names & Count Sequence</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>MT1.1.A.1 Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range</p>	<p>PK M1 Lesson 3: Crayon Group PK M1 Lesson 5: Sorting Bags PK M1 Lesson 6: Matching Markers PK M1 Lesson 8: Let’s Count! PK M1 Lesson 10: Written Numbers PK M1 Lesson 15: Let’s Count! PK M1 Lesson 25: More Written Numbers PK M1 Lesson 26: Count on the Rekenrek PK M1 Lesson 27: 5-Groups PK M1 Lesson 30: Let’s Count and Record! PK M2 Lesson 17: Let’s Count and Record! PK M3 Topic C: Analyze the Count Sequence PK M5 Lesson 1: Bears on Stairs PK M5 Lesson 2: 1 Less PK M5 Lesson 3: 1 More, 1 Less PK M5 Lesson 24: Let’s Count and Record! PK M6 Project A: Create a Business PK M6 Project B: Plan a Celebration</p>

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<p>MT1.1.A.2</p> <p>Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)</p>	<p>PK M1 Lesson 3: Crayon Group</p> <p>PK M1 Lesson 5: Sorting Bags</p> <p>PK M1 Lesson 6: Matching Markers</p> <p>PK M1 Lesson 8: Let’s Count!</p> <p>PK M1 Lesson 10: Written Numbers</p> <p>PK M1 Lesson 15: Let’s Count!</p> <p>PK M1 Lesson 25: More Written Numbers</p> <p>PK M1 Lesson 26: Count on the Rekenrek</p> <p>PK M1 Lesson 27: 5-Groups</p> <p>PK M1 Lesson 30: Let’s Count and Record!</p> <p>PK M2 Lesson 17: Let’s Count and Record!</p> <p>PK M3 Topic C: Analyze the Count Sequence</p> <p>PK M5 Lesson 1: Bears on Stairs</p> <p>PK M5 Lesson 2: 1 Less</p> <p>PK M5 Lesson 3: 1 More, 1 Less</p> <p>PK M5 Lesson 24: Let’s Count and Record!</p> <p>PK M6 Project A: Create a Business</p> <p>PK M6 Project C: Care for Our Space</p>
<p>MT1.1.B</p> <p>Comparison of Quantity</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsection.</i></p>

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<p>MT1.1.B.1</p> <p>Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)</p>	<p>PK M4 Topic D: Compare Sets</p> <p>PK M4 Lesson 18: How Many Crayons?</p> <p>PK M4 Lesson 19: Compare Groups</p> <p>PK M4 Lesson 20: Explore Area</p> <p>PK M4 Lesson 21: How Many Scoops?</p> <p>PK M6 Project A: Create a Business</p> <p>PK M6 Project B: Plan a Celebration</p> <p>PK M6 Project C: Care for Our Space</p>
<p>MT1.1.C</p> <p>Connection of Number, Numeral, & Quantity</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>MT1.1.C.1</p> <p>Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</p>	<p>PK M1 Lesson 7: Animal Count</p> <p>PK M1 Lesson 8: Let’s Count!</p> <p>PK M1 Lesson 9: How Many?</p> <p>PK M1 Lesson 14: Rice Scoops</p> <p>PK M1 Lesson 15: Let’s Count!</p> <p>PK M1 Lesson 18: Forest Path Game</p> <p>PK M1 Lesson 24: Mystery Eggs</p> <p>PK M1 Lesson 28: Counting with Puppet</p> <p>PK M1 Lesson 29: Match Game</p> <p>PK M1 Lesson 30: Let’s Count and Record!</p> <p>PK M1 Lesson 34: Culminating Activity</p> <p>PK M2 Lesson 17: Let’s Count and Record!</p>

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<p>MT1.1.C.1 <i>continued</i></p>	<p>PK M3 Lesson 7: Do You See 5?</p> <p>PK M3 Lesson 10: Decompose 8 and 9</p> <p>PK M3 Lesson 11: Decompose 10</p> <p>PK M3 Lesson 17: Let’s Count and Record!</p> <p>PK M6 Project A: Create a Business</p> <p>PK M6 Project B: Plan a Celebration</p> <p>PK M6 Project C: Care for Our Space</p>
<p>MT1.1.C.2</p> <p>Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)</p>	<p>PK M1 Lesson 7: Animal Count</p> <p>PK M1 Lesson 11: Match Game</p> <p>PK M1 Lesson 29: Match Game</p> <p>PK M3 Lesson 7: Do You See 5?</p>
<p>MT1.1.C.3</p> <p>Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)</p>	<p>PK M1 Lesson 10: Written Numbers</p> <p>PK M1 Lesson 11: Match Game</p> <p>PK M1 Lesson 12: Count the Math Way</p> <p>PK M1 Lesson 13: Rosetta Stone</p> <p>PK M1 Lesson 14: Rice Scoops</p> <p>PK M1 Lesson 16: Number Recipe</p> <p>PK M1 Lesson 17: Bean Bag Toss</p> <p>PK M1 Lesson 21: How Many Ways?</p> <p>PK M1 Lesson 22: Animal Sort</p>

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<p>MT1.1.C.3 <i>continued</i></p>	<p>PK M1 Lesson 25: More Written Numbers</p> <p>PK M1 Lesson 29: Match Game</p> <p>PK M1 Lesson 31: Match or No Match?</p> <p>PK M1 Lesson 32: Make It Match</p> <p>PK M1 Lesson 34: Culminating Activity</p> <p>PK M6 Project A: Create a Business</p> <p>PK M6 Project B: Plan a Celebration</p>
<p>MT1.1.C.4</p> <p>Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)</p>	<p>PK M1 Lesson 11: Match Game</p> <p>PK M1 Lesson 16: Number Recipe</p> <p>PK M1 Lesson 17: Bean Bag Toss</p> <p>PK M5 Lesson 1: Bears on Stairs</p> <p>PK M5 Lesson 2: 1 Less</p>
<p>MT1.1.C.5</p> <p>Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)</p>	<p>PK M1 Topic D: Count Out a Set of Up to 5 Objects</p> <p>PK M1 Lesson 31: Match or No Match?</p> <p>PK M1 Lesson 32: Make It Match</p> <p>PK M1 Lesson 33: Dinosaur World</p> <p>PK M3 Lesson 8: Make Your Own Rekenrek!</p> <p>PK M3 Lesson 9: Decompose 6 and 7</p> <p>PK M3 Lesson 10: Decompose 8 and 9</p> <p>PK M3 Lesson 11: Decompose 10</p>

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<p>MT1.1.C.5 <i>continued</i></p>	<p>PK M3 Lesson 13: Number Stairs</p> <p>PK M5 Lesson 4: 1 More, 1 Less the Math Way</p> <p>PK M5 Lesson 16: Show and Hide Fingers</p> <p>PK M6 Project A: Create a Business</p> <p>PK M6 Project B: Plan a Celebration</p>
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Number Concepts and Operations

MT1.2 Explores combining and separating groups (numerical operations)

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<p>MT1.2.A</p> <p>Changes in Quantity</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsection.</i></p>
<p>MT1.2.A.1</p> <p>Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)</p>	<p>PK M3 Lesson 3: Decompose 3</p> <p>PK M3 Lesson 4: Decompose 4</p> <p>PK M3 Lesson 5: Decompose 5</p> <p>PK M3 Lesson 6: 5-Piece Puzzles</p> <p>PK M3 Lesson 9: Decompose 6 and 7</p> <p>PK M3 Lesson 10: Decompose 8 and 9</p> <p>PK M3 Lesson 11: Decompose 10</p> <p>PK M5 Lesson 3: 1 More, 1 Less</p> <p>PK M5 Lesson 4: 1 More, 1 Less the Math Way</p> <p>PK M5 Lesson 5: Market Math</p> <p>PK M5 Topic B: Represent Addition Stories</p>

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<p>MT1.2.A.1 <i>continued</i></p>	<p>PK M5 Topic C: Compose and Decompose Numbers in More than One Way PK M5 Topic D: Represent Subtraction Stories PK M6 Project C: Care for Our Space</p>
<p>MT1.2.B Addition & Subtraction</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>MT1.2.B.1 Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g., when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)</p>	<p>PK M5 Lesson 3: 1 More, 1 Less PK M5 Lesson 4: 1 More, 1 Less the Math Way PK M5 Lesson 5: Market Math PK M5 Topic B: Represent Addition Stories PK M6 Project C: Care for Our Space</p>
<p>MT1.2.B.2 Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)</p>	<p>PK M5 Lesson 3: 1 More, 1 Less PK M5 Lesson 4: 1 More, 1 Less the Math Way PK M5 Lesson 5: Market Math PK M5 Topic D: Represent Subtraction Stories PK M6 Project C: Care for Our Space</p>

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<p>MT1.2.C Early Division and Fractions</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>MT1.2.C.1 Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

Algebraic Thinking

MT2.1 Uses classification and patterning skills

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<p>MT2.1.A Classification</p>	<p><i>This standard is partially addressed by the lessons aligned to its subsection.</i></p>
<p>MT2.1.A.1 Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)</p>	<p>PK M1 Topic A: Use Attributes to Match and Sort PK M1 Topic E: Sort to Decompose PK M1 Lesson 34: Culminating Activity PK M6 Project A: Create a Business <i>Supplemental material is necessary to address this standard.</i></p>

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<p>MT2.1.B Patterning</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>MT2.1.B.1 Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)</p>	<p>PK M3 Topic D: Use Structure to Analyze Patterns PK M5 Lesson 21: Create Patterns PK M5 Lesson 22: Music and Movement PK M5 Lesson 23: Patterns Everywhere PK M6 Project B: Plan a Celebration</p>
<p>MT2.1.B.2 Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)</p>	<p>PK M3 Lesson 18: Pattern Units PK M3 Lesson 20: Find the Missing Piece PK M3 Lesson 21: A Story in Strings PK M5 Lesson 21: Create Patterns PK M5 Lesson 22: Music and Movement PK M5 Lesson 23: Patterns Everywhere PK M6 Project B: Plan a Celebration</p>

Measurement and Comparison

MT3.1 Participates in exploratory measurement activities and compares objects

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<p>MT3.1.A Measurement</p>	<p><i>This standard is partially addressed by the lessons aligned to its subsections.</i></p>
<p>MT3.1.A.1 Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity</p>	<p>PK M4 Lesson 12: Balance Scale PK M4 Lesson 21: How Many Scoops? PK M4 Lesson 22: Compare Attributes PK M6 Project C: Care for Our Space</p> <p><i>Supplemental material is necessary to address this standard.</i></p>
<p>MT3.1.A.2 Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</p>	<p>PK M4 Topic B: Compare Heights and Lengths PK M4 Lesson 22: Compare Attributes</p>
<p>MT3.1.B Comparison</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>

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<p>MT3.1.B.1</p> <p>Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)</p>	<p>PK M4 Lesson 3: Explore Capacity</p> <p>PK M4 Lesson 4: How Much Juice?</p> <p>PK M4 Topic B: Compare Heights and Lengths</p> <p>PK M4 Topic C: Compare Weights</p> <p>PK M4 Lesson 22: Compare Attributes</p> <p>PK M6 Project C: Care for Our Space</p>
<p>MT3.1.B.2</p> <p>Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare</p>	<p>PK M1 Topic B: Answer <i>How Many</i> Questions</p> <p>PK M4 Topic D: Compare Sets</p> <p>PK M4 Lesson 18: How Many Crayons?</p> <p>PK M4 Lesson 19: Compare Groups</p> <p>PK M4 Lesson 20: Explore Area</p> <p>PK M4 Lesson 21: How Many Scoops?</p> <p>PK M6 Project A: Create a Business</p> <p>PK M6 Project B: Plan a Celebration</p> <p>PK M6 Project C: Care for Our Space</p>
<p>MT3.1.C</p> <p>Seriation</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsection.</i></p>
<p>MT3.1.C.1</p> <p>Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)</p>	<p>PK M4 Lesson 8: Compare by Using Numbers</p> <p>PK M4 Lesson 9: Straw Line Up</p> <p>PK M4 Lesson 15: Trains</p>

Geometry and Spatial Sense

MT4.1 Explores and describes shapes and spatial relationships

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<p>MT4.1.A Shape Knowledge</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsection.</i></p>
<p>MT4.1.A.1 Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)</p>	<p>PK M2 Topic B: Analyze and Name Two-Dimensional Shapes PK M2 Lesson 13: Shape Towers PK M2 Lesson 14: Puppet’s Picture PK M2 Lesson 15: Roll, Slide, or Stack</p>
<p>MT4.1.B Spatial Sense</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsection.</i></p>
<p>MT4.1.B.1 Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)</p>	<p>PK M2 Topic A: Spatial Relations PK M2 Lesson 8: Shape Games</p>

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<p>MT4.1.C Shape Manipulation</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>MT4.1.C.1 Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</p>	<p>PK M2 Topic C: Build and Compose Two-Dimensional Shapes PK M2 Lesson 13: Shape Towers PK M2 Lesson 14: Puppet’s Picture PK M2 Lesson 16: Pyramids! PK M3 Lesson 1: How Many Parts? PK M3 Lesson 2: Bunny Puzzles PK M6 Project B: Plan a Celebration</p>
<p>MT4.1.C.2 Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</p>	<p>PK M2 Lesson 9: Shape Pictures PK M2 Lesson 10: Shape Puzzles PK M2 Lesson 13: Shape Towers PK M2 Lesson 14: Puppet’s Picture PK M2 Lesson 16: Pyramids! PK M3 Lesson 1: How Many Parts? PK M3 Lesson 2: Bunny Puzzles PK M6 Project B: Plan a Celebration</p>