# Prekindergarten | New Hampshire Early Learning Standards
## Correlation to *Eureka Math²®*

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 Math²®*, 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 Math²* 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 Math²* 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 Math²* 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 Math²* 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 Math²* 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 *Eureka Math²* |
|---|---|
| **MP.1**<br><br>Make sense of problems and persevere in solving them. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |
| **MP.2**<br><br>Reason abstractly and quantitatively. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |
| **MP.3**<br><br>Construct viable arguments and critique the reasoning of others. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |
| **MP.4**<br><br>Model with mathematics. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |
| **MP.5**<br><br>Use appropriate tools strategically. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |
| **MP.6**<br><br>Attend to precision. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |
| **MP.7**<br><br>Look for and make use of structure. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |
| **MP.8**<br><br>Look for and express regularity in repeated reasoning. | Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson. |

## Number Operations

**Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting**

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
|---|---|
| Identify by sight how many are in a small group of up to 3 items | PK M1 Lesson 11: Match Game<br><br>PK M3 Lesson 3: Decompose 3 |
| Demonstrate understanding of one-to-one correspondence | PK M1 Lesson 7: Animal Count<br><br>PK M1 Lesson 8: Let's Count!<br><br>PK M1 Lesson 15: Let's Count!<br><br>PK M1 Topic D: Count Out a Set of Up to 5 Objects<br><br>PK M1 Lesson 30: Let's Count and Record!<br><br>PK M1 Lesson 31: Match or No Match?<br><br>PK M1 Lesson 32: Make It Match<br><br>PK M1 Lesson 33: Dinosaur World<br><br>PK M2 Lesson 17: Let's Count and Record!<br><br>PK M3 Lesson 8: Make Your Own Rekenrek!<br><br>PK M3 Lesson 9: Decompose 6 and 7<br><br>PK M3 Lesson 10: Decompose 8 and 9<br><br>PK M3 Lesson 11: Decompose 10<br><br>PK M3 Lesson 13: Number Stairs<br><br>PK M3 Lesson 17: Let's Count and Record!<br><br>PK M4 Lesson 17: Let's Count and Compare!<br><br>PK M5 Lesson 4: 1 More, 1 Less the Math Way<br><br>PK M5 Lesson 16: Show and Hide Fingers<br><br>PK M5 Lesson 24: Let's Count and Record! |

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
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| Demonstrate understanding of one-to-one correspondence *continued* | PK M6 Topic A: Project: Create a Business |
| | PK M6 Topic B: Project: Plan a Celebration |
| | PK M6 Topic C: Project: Care for Our Space |
| Recognize that the last number used in counting is the same as the total (e.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.") | PK M1 Lesson 7: Animal Count |
| | PK M1 Lesson 8: Let's Count! |
| | PK M1 Lesson 9: How Many? |
| | PK M1 Lesson 14: Rice Scoops |
| | PK M1 Lesson 15: Let's Count! |
| | PK M1 Lesson 24: Mystery Eggs |
| | PK M1 Lesson 28: Counting with Puppet |
| | PK M1 Lesson 29: Match Game |
| | PK M1 Lesson 30: Let's Count and Record! |
| | PK M1 Lesson 34: Culminating Activity |
| | PK M2 Lesson 17: Let's Count and Record! |
| | PK M3 Lesson 7: Do You See 5? |
| | PK M3 Lesson 9: Decompose 6 and 7 |
| | PK M3 Lesson 10: Decompose 8 and 9 |
| | PK M3 Lesson 11: Decompose 10 |
| | PK M3 Lesson 17: Let's Count and Record! |
| | PK M4 Lesson 17: Let's Count and Compare! |
| | PK M5 Lesson 24: Let's Count and Record! |
| | PK M6 Topic A: Project: Create a Business |
| | PK M6 Topic B: Project: Plan a Celebration |
| | PK M6 Topic C: Project: Care for Our Space |

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
|---|---|
| Count objects in two different collections (up to ten in each) to determine which is the larger one | PK M4 Topic D: Compare Sets<br>PK M4 Lesson 18: How Many Crayons?<br>PK M4 Lesson 19: Compare Groups<br>PK M4 Lesson 20: Explore Area<br>PK M6 Topic A: Project: Create a Business<br>PK M6 Topic B: Project: Plan a Celebration<br>PK M6 Topic C: Project: Care for Our Space |
| Can answer the question "What comes after…" a number without having to recount (e.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.) | PK M1 Lesson 10: Written Numbers<br>PK M1 Lesson 14: Rice Scoops<br>PK M1 Lesson 25: More Written Numbers<br>PK M1 Lesson 26: Count on the Rekenrek<br>PK M3 Topic C: Analyze the Count Sequence<br>PK M5 Lesson 3: 1 More, 1 Less<br>PK M5 Lesson 4: 1 More, 1 Less the Math Way<br>PK M5 Lesson 5: Market Math<br>PK M6 Topic A: Project: Create a Business<br>PK M6 Topic C: Project: Care for Our Space |
| Change small collections of objects by combining or removing objects and then counting to determine how many they have (e.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.") | PK M5 Lesson 3: 1 More, 1 Less<br>PK M5 Lesson 4: 1 More, 1 Less the Math Way<br>PK M5 Lesson 5: Market Math<br>PK M5 Topic B: Represent Addition Stories<br>PK M5 Topic C: Compose and Decompose Numbers in More Than One Way<br>PK M5 Topic D: Represent Subtraction Stories<br>PK M6 Topic C: Project: Care for Our Space |

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|---|---|
| Begin to recognize and attempt to write numerals up to 10 | PK M1 Lesson 10: Written Numbers |
| | PK M1 Lesson 11: Match Game |
| | PK M1 Lesson 12: Count the Math Way |
| | PK M1 Lesson 13: Rosetta Stone |
| | PK M1 Lesson 14: Rice Scoops |
| | PK M1 Lesson 16: Number Recipe |
| | PK M1 Lesson 17: Bean Bag Toss |
| | PK M1 Lesson 21: How Many Ways? |
| | PK M1 Lesson 22: Animal Sort |
| | PK M1 Lesson 25: More Written Numbers |
| | PK M1 Lesson 29: Match Game |
| | PK M1 Lesson 31: Match or No Match? |
| | PK M1 Lesson 32: Make It Match |
| | PK M1 Lesson 34: Culminating Activity |
| | PK M3 Lesson 2: Bunny Puzzles |
| | PK M3 Lesson 3: Decompose 3 |
| | PK M3 Lesson 4: Decompose 4 |
| | PK M3 Lesson 5: Decompose 5 |
| | PK M3 Lesson 9: Decompose 6 and 7 |
| | PK M3 Lesson 10: Decompose 8 and 9 |
| | PK M3 Lesson 11: Decompose 10 |
| | PK M6 Topic A: Project: Create a Business |
| | PK M6 Topic B: Project: Plan a Celebration |

## Geometry and Spatial Sense
**Shapes and their attributes, position, comparing and contrasting two or more objects, and distance**

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
|---|---|
| Use words that show understanding of order and position of objects | PK M2 Topic A: Spatial Relations<br><br>PK M2 Lesson 8: Shape Games<br><br>PK M5 Lesson 21: Create Patterns<br><br>PK M6 Topic B: Project: Plan a Celebration |
| Identify and name common shapes | PK M2 Lesson 5: Circles<br><br>PK M2 Lesson 7: Triangles, Rectangles, and Square Rectangles<br><br>PK M2 Lesson 8: Shape Games<br><br>PK M2 Lesson 14: Puppet's Picture |
| Describe basic features of shapes (e.g. Finnley says, "This triangle has three sides and this square has four sides.") | PK M2 Topic B: Analyze and Name Two-Dimensional Shapes<br><br>PK M2 Lesson 11: Build Shapes<br><br>PK M2 Lesson 12: Build My Shape<br><br>PK M2 Lesson 13: Shape Towers<br><br>PK M2 Lesson 15: Roll, Slide, or Stack |
| Compare the shape of two objects (e.g. Reanna draws two round shapes and says, "This one is an oval and this one is a circle.") | PK M2 Lesson 4: Shapes in Art<br><br>PK M2 Lesson 5: Circles<br><br>PK M2 Lesson 6: Sort the Shapes<br><br>PK M2 Lesson 7: Triangles, Rectangles, and Square Rectangles<br><br>PK M2 Lesson 13: Shape Towers<br><br>PK M2 Lesson 15: Roll, Slide, or Stack |

## Measurement
**Size, volume, quantity and other measurable qualities, and the tools to measure them**

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
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| Recognize that objects can be measured by height, length, weight, and volume (e.g. Palo makes a stack of unifix cubes next to his friend and says, "You're 40 cubes tall.") | PK M4 Topic A: Describe Size<br><br>PK M4 Topic B: Compare Heights and Lengths<br><br>PK M4 Topic C: Compare Weights<br><br>PK M4 Lesson 21: How Many Scoops?<br><br>PK M4 Lesson 22: Compare Attributes<br><br>PK M6 Topic C: Project: Care for Our Space |
| Make comparison such as bigger or smaller between two groups of objects | PK M4 Lesson 3: Explore Capacity<br><br>PK M4 Lesson 4: How Much Juice?<br><br>PK M4 Topic B: Compare Heights and Lengths<br><br>PK M4 Topic C: Compare Weights<br><br>PK M4 Lesson 21: How Many Scoops?<br><br>PK M4 Lesson 22: Compare Attributes<br><br>PK M6 Topic C: Project: Care for Our Space |
| Recognize that time is measured in units (e.g. John asks how many more minutes he can stay outside.) | *Supplemental material is necessary to address this standard.* |

## Patterns and Relationships
**Recognizing or creating planned or random repetitions and comparisons**

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
|---|---|
| Order or sequence several objects based on one characteristic | PK M4 Lesson 8: Compare by Using Numbers<br><br>PK M4 Lesson 9: Straw Line Up<br><br>PK M4 Lesson 15: Trains |
| Begin creating simple patterns with familiar objects (e.g. Max places the blocks in rows of long, short, long, short, etc.) | PK M3 Topic D: Use Structure to Analyze Patterns<br><br>PK M5 Lesson 21: Create Patterns<br><br>PK M5 Lesson 22: Music and Movement<br><br>PK M5 Lesson 23: Patterns Everywhere<br><br>PK M6 Topic B: Project: Plan a Celebration |

## Data Collection and Analysis
**Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world**

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
|---|---|
| Sort objects and count and compare the groups formed. (e.g. Carlo says, "There are 3 brown teddy bears and 4 black teddy bears.") | PK M1 Topic A: Use Attributes to Match and Sort<br><br>PK M1 Topic E: Sort to Decompose<br><br>PK M1 Lesson 34: Culminating Activity<br><br>PK M2 Lesson 6: Sort the Shapes<br><br>PK M4 Lesson 13: Collect Data and Compare<br><br>PK M4 Lesson 19: Compare Groups<br><br>PK M6 Topic A: Project: Create a Business |

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
|---|---|
| Organize and represent information visually, with adult support (e.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.) | PK M5 Lesson 14: Sorting Apples<br><br>PK M6 Topic A: Project: Create a Business<br><br>PK M6 Topic B: Project: Plan a Celebration<br><br>PK M6 Topic C: Project: Care for Our Space |

## Time and Sequence

**Concept of time as it relates to daily routines, and sequencing of events**

| New Hampshire Early Learning Standards | Aligned Components of *Eureka Math²* |
|---|---|
| Begin to differentiate between yesterday, today, and tomorrow | *Supplemental material is necessary to address this standard.* |