
Prekindergarten | South Dakota Early Learning Guidelines 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.

Mathematical Thinking and Expression

CD-4 Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.

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Aligned Components of *Eureka Math*²

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<p>CD-4.a</p> <p>Rote count by ones to 20 with increasing accuracy.</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 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 24: Let’s Count and Record!</p> <p>PK M6 Topic A: Project: Create a Business</p> <p>PK M6 Topic C: Project: Care for Our Space</p> <p><i>This standard is also addressed by the Fluency Anytime activities suggested in modules 3 and 4.</i></p>
<p>CD-4.b</p> <p>Look at a group of up to 5 objects and quickly see and say, or sign the number of objects.</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>

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<p>CD-4.c</p> <p>With guidance and support, match numerals 1–5 to sets of objects.</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> <p>PK M1 Lesson 34: Culminating Activity</p> <p>PK M6 Topic A: Project: Create a Business</p>
<p>CD-4.d</p> <p>Count the number of items in a group of up to 10 objects and know that the last number tells how many.</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 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> <p>PK M3 Lesson 7: Do You See 5?</p>

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<p>CD-4.d <i>continued</i></p>	<p>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 M6 Topic A: Project: Create a Business PK M6 Topic B: Project: Plan a Celebration PK M6 Topic C: Project: Care for Our Space</p>
<p>CD-4.e Use fingers, objects, and drawings to show adding and taking away up to 5.</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 M5 Topic D: Represent Subtraction Stories PK M6 Topic C: Project: Care for Our Space</p>
<p>CD-4.f Explore simple addition with support. (When adding a group of 3 and a group of 2, counts, keeping track on fingers, “One, two, three…” and then counts on, “Four, five!”)</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 Topic C: Project: Care for Our Space</p> <p><i>Supplemental material is necessary to fully address exploring addition by counting on.</i></p>

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<p>CD-4.g</p> <p>Verbally count backward from 5 using fingers and use that skill to subtract a given number. (When asked how many would be left if we took 2 fingers away, counts, “Five, four, three!”)</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><i>Supplemental material is necessary to fully address using counting backward to subtract a given number.</i></p>
<p>CD-4.h</p> <p>Recognize numerals up to 10 and attempt to write them during play and daily activities.</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> <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 Topic A: Project: Create a Business</p> <p>PK M6 Topic B: Project: Plan a Celebration</p>

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<p>CD-4.i</p> <p>Use and understand the terms “first” through “fifth” and “last” in their play and daily activities. (“The engine is first, and the caboose is last.”)</p>	<p>PK M2 Lesson 2: Use the Clues</p> <p>PK M5 Lesson 21: Create Patterns</p> <p>PK M6 Topic B: Project: Plan a Celebration</p> <p><i>Supplemental material is necessary to fully address this standard.</i></p>
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Mathematical Thinking and Expression

CD-5 Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.

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<p>CD-5.a</p> <p>Create 2-dimensional shapes and 3-dimensional structures to create symmetry (are the same on both sides) or to represent real-world objects. (“We are building a castle and we need a round block for the tunnel.”)</p>	<p>PK M2 Topic C: Build and Compose Two-Dimensional Shapes</p> <p>PK M2 Lesson 13: Shape Towers</p> <p>PK M2 Lesson 14: Puppet’s Picture</p> <p>PK M2 Lesson 16: Pyramids!</p> <p><i>Supplemental material is necessary to fully address symmetry.</i></p>
<p>CD-5.b</p> <p>Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes. (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”)</p>	<p>PK M2 Topic B: Analyze and Name Two-Dimensional Shapes</p> <p>PK M2 Lesson 13: Shape Towers</p> <p>PK M2 Lesson 14: Puppet’s Picture</p> <p>PK M2 Lesson 15: Roll, Slide, or Stack</p>

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<p>CD-5.c</p> <p>Recognize that a shape remains the same shape when it changes position.</p>	<p>PK M2 Lesson 5: Circles</p> <p>PK M2 Lesson 7: Triangles, Rectangles, and Square Rectangles</p> <p>PK M2 Lesson 8: Shape Games</p> <p>PK M2 Lesson 14: Puppet’s Picture</p>
<p>CD-5.d</p> <p>Take a shape apart to make new shapes, such as finding two triangles in a square.</p>	<p>PK M2 Lesson 9: Shape Pictures</p> <p>PK M2 Lesson 10: Shape Puzzles</p> <p>PK M2 Lesson 13: Shape Towers</p> <p>PK M2 Lesson 14: Puppet’s Picture</p> <p>PK M2 Lesson 16: Pyramids!</p> <p>PK M3 Lesson 1: How Many Parts?</p> <p>PK M3 Lesson 2: Bunny Puzzles</p> <p>PK M6 Topic B: Project: Plan a Celebration</p>

Mathematical Thinking and Expression

CD-6 Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.

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<p>CD-6.a</p> <p>Identify and use measurements tools, such as ruler, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes).</p>	<p>PK M4 Lesson 12: Balance Scale</p> <p>PK M4 Lesson 21: How Many Scoops?</p> <p>PK M4 Lesson 22: Compare Attributes</p> <p>PK M6 Topic C: Project: Care for Our Space</p> <p><i>Supplemental material is necessary to fully address identifying and using measurement tools.</i></p>

<p style="text-align: center;">South Dakota Early Learning Guidelines</p>	<p style="text-align: center;">Aligned Components of <i>Eureka Math</i>²</p>
<p>CD-6.b</p> <p>Directly compare more than two objects by size, length, or weight. (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).</p>	<p>PK M4 Topic A: Describe Size</p> <p>PK M4 Topic B: Compare Heights and Lengths</p> <p>PK M4 Topic C: Compare Weights</p> <p>PK M4 Lesson 15: Trains</p> <p><i>Supplemental material is necessary to fully address directly comparing more than two objects.</i></p>
<p>CD-6.c</p> <p>Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color).</p>	<p>PK M1 Lesson 5: Sorting Bags</p> <p>PK M1 Topic E: Sort to Decompose</p> <p>PK M1 Lesson 34: Culminating Activity</p> <p>PK M6 Topic A: Project: Create a Business</p>
<p>CD-6.d</p> <p>Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest).</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> <p><i>Supplemental material is necessary to fully address arranging up to 5 objects in order according to attributes.</i></p>
<p>CD-6.e</p> <p>Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least.</p>	<p><i>Supplemental material is necessary to address sorting objects onto a large graph.</i></p>

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<p>CD-6.f</p> <p>Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature. (“Look, that zebra has a white stripe, black stripe, white stripe, black stripe!”)</p>	<p>PK M3 Topic D: Use Structure to Analyze Patterns</p> <p>PK M5 Lesson 21: Create Patterns</p> <p>PK M5 Lesson 22: Music and Movement</p> <p>PK M5 Lesson 23: Patterns Everywhere</p> <p>PK M6 Topic B: Project: Plan a Celebration</p>

Mathematical Thinking and Expression

CD-7 Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.

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<p>CD-7.a</p> <p>Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.</p>	<p><i>This standard is fully addressed as students engage in seeking answers to questions using mathematical strategies throughout each module.</i></p>
<p>CD-7.b</p> <p>Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).</p>	<p>PK M1 Topic D: Count Out a Set of Up to 5 Objects</p> <p>PK M1 Lesson 32: Make It Match</p> <p>PK M1 Lesson 33: Dinosaur World</p> <p>PK M6 Topic A: Project: Create a Business</p> <p>PK M6 Topic B: Project: Plan a Celebration</p> <p><i>This standard is also addressed by the Math Anytime activities suggested in module 1 topics D and G.</i></p>

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<p>CD-7.c</p> <p>Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack differently colored blocks to represent classmates' answers to a survey question).</p>	<p>PK M1 Lesson 19: Math Stories</p> <p>PK M1 Lesson 24: Mystery Eggs</p> <p>PK M1 Lesson 30: Let's Count and Record!</p> <p>PK M1 Lesson 32: Make It Match</p> <p>PK M2 Lesson 17: Let's Count and Record!</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 Topic D: Use Structure to Analyze Patterns</p> <p>PK M4 Lesson 17: Let's Count and Compare!</p> <p>PK M5 Topic A: Use the Count Sequence to Add and Subtract 1</p> <p>PK M5 Topic B: Represent Addition Stories</p> <p>PK M5 Topic C: Compose and Decompose Numbers in More than One Way</p> <p>PK M5 Topic D: Represent Subtraction Stories</p> <p>PK M5 Topic E: Extend and Create Patterns</p> <p>PK M6 Topic B: Project: Plan a Celebration</p> <p>PK M6 Topic C: Project: Care for Our Space</p>
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<p>CD-7.d</p> <p>Begin to explain how a mathematical problem was solved. (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”)</p>	<p><i>This standard is fully addressed as students engage in explaining how a mathematical problem was solved throughout each module.</i></p>
<p>CD-7.e</p> <p>Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.</p>	<p>PK M6 Topic A: Project: Create a Business</p> <p>PK M6 Topic B: Project: Plan a Celebration</p> <p>PK M6 Topic C: Project: Care for Our Space</p>