

i-Ready Classroom Mathematics Kindergarten Center Library Alignment to California Preschool Learning Foundations

	Center Name and Skill	Preschool Learning Foundation Connections	Notes and Considerations
1	Sort It Out Compare Height, Length, and Weight	Algebra and Functions: 1.1; 1.2	
2	Build to Compare Compare Height, Length, and Weight	Algebra and Functions: 1.1 Number Sense: 1.2	<i>Consider number ranges used.</i>
3	Memory Work with Shapes		<i>3-D shapes are not explicitly called out in the PLF, however, there are examples of them provided under them in the California Mathematics Framework. It includes the vocabulary terms: cube, cone, cylinder, and sphere.</i>
4	Board Game Work with Shapes	Geometry: 1.2 (Options B and C)	<i>Related to Option A: 3-D shapes are not explicitly called out in the PLF, however, there are examples of them provided under them in the California Mathematics Framework. It includes the vocabulary terms: cube, cone, cylinder, and sphere.</i>
5	Sort It Out Work with Shapes	Algebra and Functions: 1.1	
6	Go Fish Show, Count, and Write Numbers to 20	Number Sense: 1.3; 1.4	<i>Option C also supports Number Sense 1.2</i>
7	Shake and Spill Show, Count, and Write Numbers to 20	Number Sense: 1.3; 1.4	<i>Consider the number of counters and workmat used and select based on student understanding.</i>
8	Tile Puzzles Show, Count, and Write Numbers to 20	Number Sense: 1.3; 1.4; 1.5	<i>Option C goes beyond PLF expectations for 60-month olds.</i>
9	Counting Collections Show, Count, and Write Numbers to 20	Number Sense: 1.4; 1.5	<i>Sizes of collections available should be within numbers students are working with.</i>
10	Let's Move Show, Count, and Write Numbers to 20	Number Sense: 1.1; 1.2	<i>Consider number ranges used.</i>
11	Estimate and Count Show, Count, and Write Numbers to 20	Number Sense: 1.3; 1.4; 1.5	<i>Option C also includes comparison and supports Number Sense 2.1. Consider number ranges used.</i>
12	Writing Center Show, Count, and Write Numbers to 20	Number Sense: 1.2; 1.4; 1.5	
13	Show It Show, Count, and Write Numbers to 20	Number Sense: 1.4; 1.5	<i>Consider number ranges used. Option C goes beyond scope of PLF.</i>

14	Shake and Spill Compose Numbers Within 5	Number Sense: 2.2; 2.3	Option C requires that students have an understanding of operation symbols.
15	Tile Puzzles Compose Numbers Within 5	Number Sense: 2.2; 2.3	Option C requires that students have an understanding of operation symbols.
16	Shake and Spill Compose Numbers Within 10	Number Sense: 2.2; 2.3	Option C requires that students have an understanding of operation symbols.
17	Tile Puzzles Compose Numbers Within 10	Number Sense: 2.2; 2.3	Option C requires that students have an understanding of operation symbols.
18	Board Games Compare Within 10	Number Sense: 1.2; 1.4; 2.1	
19	Build to Compare Compare Within 10	Number Sense: 1.4; 2.1	Options B and C include the word “more than,” “less than,” and “equal to” on the workmats. Emerging readers may need support when using these.
20	Dare to Compare Compare Within 10	Number Sense: 1.4; 2.1	
21	Memory Add and Subtract Within 5		This center features addition and subtraction equations that TK students may not be ready for, and exceed the expectations of the PLF. For students who demonstrate readiness for this work, consider having them model the equations with concrete materials to support their understanding.
22	Roll and Cover Add and Subtract Within 5		
23	Dominoes Add and Subtract Within 5	Number Sense: 1.4; 2.2; 2.3; 2.4	This center features addition and subtraction equations that TK students may not be ready for, and exceed the expectations of the PLF. For students who demonstrate readiness for this work, consider having them model the equations with concrete materials to support their understanding.
24	Memory Add and Subtract Within 5		This center features addition and subtraction equations that TK students may not be ready for, and exceed the expectations of the PLF. For students who demonstrate readiness for this work, consider having them model the equations with concrete materials to support their understanding.