Math - Kindergarten
(K.1)Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:
(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;
(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20)
(C)use numbers to describe how many objects are in a set (through 20).
(D) identify coins, such as penny, nickel, dime and quarter
(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:
(A) use language such as before or after to describe relative position in a sequence of events or objects;
(B) name the ordinal positions in a sequence such as first, second, third, etc.
(K.3) Number, operation, and quantitative reasoning. The student understands that there are quantities less than a whole. The student is expected to:
(A) share a whole by separating it into equal parts;
(B) explain why a given part is half of the whole.
(K.4) Number, operation, and quantitative reasoning. The student models addition and subtraction. The student is expected to:
(A) model and create addition and subtraction problems in real situations with concrete objects.
(K.5) Patterns, relationships, and algebraic thinking. The student is expected to:
(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.
(K.6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:
(A) use patterns to predict what comes next, including cause-and-effect relationships;
(B) count by ones to 100.
(K.7) Geometry and spatial reasoning. The student describes the relative positions of objects. The student is expected to:
(A) describe one object in relation to another using informal language such as over, under, above, and below; and
(B) place an object in a specified position.
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:
(A) describe and identify an object by its attributes using informal language;
(B) compare two objects based on their attributes; and
(C) sort objects according to their attributes and describe how those groups are formed.
(K.9) Geometry and spatial reasoning. The student recognizes characteristics of shapes and solids. The student is expected to:
(A) describe and compare real-life objects or models of solids;
(B) recognize shapes in real-life objects or models of solids; and
(C) describe, identify, and compare circles, triangles, and rectangles including squares.
(D) begins to investigate and predict the results of putting together 2 or more shapes
(E) puts together puzzles of increasing complexity
(K.10) Measurement. The student uses attributes such as length, weight, or capacity to compare and order objects. The student is expected to:
(A) compare and order 2 or 3 concrete objects according to length (shorter or longer), capacity (holds more or holds less), or weight.
(B) find concrete objects that are the same as, less than, or greater than a given object according to length, capacity, or weight.
(K.11) Measurement. The student uses time and temperature to compare and order events, situations, and/or objects. The student is expected to:
(A) compare situations or objects according to temperature such as hotter or colder;
(B) compare events according to duration such as more time than or less time than;
(C) sequence events; and
(D) read a calendar using days, weeks, and months.
(E) tell time by the hour

(K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:
(A) construct graphs using real objects or pictures in order to answer questions; and
(B) use information from a graph of real objects or pictures in order to answer questions.
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences in and outside of school. The student is expected to:
(A) identify mathematics in everyday situations;
(B) use a problem-solving model, with guidance, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem
(D) use tools such as real objects, manipulatives, and technology to solve problems.
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:
(A) explain and record observations using objects, words, pictures, numbers, and technology;
(B) relate everyday language to mathematical language and symbols.
(K.15) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to;
(A) reason and support his or her thinking using objects, words, pictures, numbers, and technology.