

Math – Pre-Kindergarten

(PK. 1) Counting Skills: Pre-kindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means. The student is expected to:

- (A) knows that objects, or parts of an object, can be counted
- (B) uses words to rote count from 1 to 30
- (C) counts 1-10 items, with one count per item
- (D) demonstrates that the order of the counting sequence is always the same regardless of what is counted.
- (E) counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- (F) demonstrates understanding that when counting, the items can be chosen in any order
- (G) uses the verbal ordinal terms
- (H) verbally identifies, without counting, the number of objects from 1 to 5
- (I) recognizes numerals, 0-20
- (J) begins to compare the numbers of concrete objects using language (same, equal, one more, etc.)
- (K) recognizes and describes the concept of zero

(PK.2) Adding To/Taking Away Skills: Pre-kindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same. The student is expected to:

- (A) uses concrete models for adding up to 5 objects
- (B) uses concrete models for subtracting 1-5 objects from a set
- (C) uses informal strategies to share or divide up to 10 items equally

(PK 3) Geometry and Spatial Sense Skills: Pre-kindergarten children recognize, describe, and name attributes of shapes. The student is expected to:

- (A) names common shapes (circle, square, triangle, rectangle, diamond, oval)
- (B) creates shapes
- (C) demonstrates use of location words (such as over, under, above, on, beside, next to, between, in front of, near, far, etc.)
- (D) slides, flips, and turns shapes to demonstrate that the shape remains the same.
- (E) puts together puzzles of increasing complexity

(PK 4) Measurement Skills – Pre-kindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight. The student is expected to:

- (A) recognizes and compares heights or lengths of people or objects
- (B) recognizes how much can be placed within an object
- (C) informally recognizes and compares weights of objects or people
- (D) uses language to describe concepts associated with the passing of time
- (E) sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different
- (F) collects data and organizes it in a graphic representation
- (G) recognizes and creates patterns

(PK 5) Classification and Data Collection. The student is expected to:

- (A) describes similarities and differences between objects
- (B) sorts objects into groups by an attribute and begins to explain how the grouping was done
- (C) participates in creating and using real and pictorial graphs