

Kindergarten

Areas of Focus:

1. Number and Number Sense
2. Patterns, Relations, Functions
3. Geometry
4. Data Analysis and Statistics

Content Standard	Trimester	Skills/Concepts	Assessment
Number and Number Sense	First	-Counts by 1's to 30 with 1 to 1 correspondence using manipulatives -Rote counts by 1, 5's/10s to 100 -Sequences/writes/compares/recognizes numbers to 30 -Introduce place value w/ 1's & 10's using manipulatives -Produces and compares sets to 12	*Teacher Observation *Teacher Observation *Teacher Test (sequencing/writes) *Teacher Observation /Checklist (recognizing/comparing)
	Second	-Counts by 1's to 30 with 1 to 1 correspondence using manipulatives -Rote counts by 1, 5's/10s to 100 -Sequences/writes/compares/recognizes numbers to 30 -Introduce place value w/ 1's & 10's using manipulatives -Produces and compares sets to 12 -Demonstrates understanding of ordinal numbers through 5 -Introduce concept of fractions to halves -Uses numbers in real-life situations	*Teacher Observation *Teacher Observation *Teacher Test (sequencing/writes) *Teacher Observation /Checklist (recognizing/Comparing)
	Third	-Counts by 1's to 30 with 1 to 1 correspondence using manipulatives -Rote counts by 1, 5's/10s to 100 -Sequences/writes/compares/recognizes numbers to 30 -Introduce place value w/ 1's & 10's using manipulatives	*Teacher Test *Teacher Observation
	Third	-Demonstrates understanding of ordinal numbers through 5 -Introduce concept of fractions to halves -Uses numbers in real-life situations	*Teacher Test

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Number and Number Sense (cont)		-Introduce counting by 2's	
Computation	Second	-Demonstrates a conceptual understanding of combining and separating sets to 10 using manipulatives . -Mentally adds and subtracts whole numbers by naming one more or less than the original number.	*Teacher Test *Teacher Observation *Teacher Test
	Third	-Demonstrates a conceptual understanding of combining and separating sets to 10 using manipulatives . -Mentally adds and subtracts whole numbers by naming one more or less than the original number.	*Teacher Observation
Discrete Mathematics	First	-Classifies objects into 2 categories by size, shape, colors or other attributes	*Teacher Observation/Checklist *Teacher Observation/Checklist
	Second	-Classifies objects into 2 categories by size, shape, colors or other attributes	*Teacher Observation/Checklist
	Third	-Classifies objects into 2 categories by size, shape, colors or other attributes	*Teacher Observation/Checklist
Geometry	First	-Identifies colors: red, orange, yellow, green, blue, purple, pink, brown, black, white, gray, -Identifies shapes: rhombus, trapezoid, hexagon, oval, square, circle, triangle, rectangle, -Uses positional words: i.e. left/right, over/under, behind/in front, etc. -Demonstrates understanding of spatial relationships using location and position by using positional words to locate and describe where an object is found in the environment -Uses properties, attributes, composition to sort or classify	*Teacher Observation/Checklist *Teacher Observation/Checklist *Teacher Observation/Checklist

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		<p>(rhombi, triangles, squares, rectangles, trapezoids, hexagons) and recognizes, names, and builds polygons, and circles in the environment.</p>	
	<p>Second</p>	<ul style="list-style-type: none"> -Identifies colors: red, orange, yellow, green, blue, purple, pink, brown, black, white, gray, -Identifies shapes: rhombus, trapezoid, hexagon, oval, square, circle, triangle, rectangle, -Uses positional words: i.e. left/right, over/under, behind/in front, etc. -Demonstrates understanding of spatial relationships using location and position by using positional words to locate and describe where an object is found in the environment -Demonstrates understanding of spatial relationships using location and position by using positional words to locate and describe where an object is found in the environment -Uses properties, attributes, composition to sort or classify (rhombi, triangles, squares, rectangles, trapezoids, hexagons) and recognizes, names, and builds polygons, and circles in the environment. 	<p>*Teacher Observation/Checklist</p> <p>*Teacher Observation/Checklist</p> <p>*Teacher Observation/Checklist</p> <p>*Teacher Observation/Checklist</p> <p>*Teacher Observation/Checklist</p>

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	Third	<ul style="list-style-type: none"> -Identifies colors: red, orange, yellow, green, blue, purple, pink, brown, black, white, gray, -Identifies shapes: rhombus, trapezoid, hexagon, oval, square, circle, triangle, rectangle, -Uses positional words: i.e. left/right, over/under, behind/in front, etc. -Demonstrates understanding of spatial relationships using location and position by using positional words to locate and describe where an object is found in the environment -Demonstrates understanding of spatial relationships using location and position by using positional words to locate and describe where an object is found in the environment -Uses properties, attributes, composition to sort or classify (rhombi, triangles, squares, rectangles, trapezoids, hexagons) and recognizes, names, and builds polygons, and circles in the environment. 	
Measurement	First	<ul style="list-style-type: none"> -Introduce calendar: days of the week, months, yesterday, today, tomorrow -Determines elapsed time and accrued time as it relates to calendar patterns (days of the week, yesterday, today, tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools. 	*Teacher
Measurement	Second	<ul style="list-style-type: none"> -Introduce calendar: days of the week, months, yesterday, today, tomorrow -Introduce non-standard measurement to measure length/weight/size/temp -Demonstrates conceptual understanding of measurable attributes using comparative language to describe/compare attributes of objects (length-longer,shorter;height-taller, shorter; weight-heavier, lighter; temperature-warmer, cooler;capacity-more, less. 	Observation/Checklist *Teacher Observation/Checklist

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		<ul style="list-style-type: none"> -Identifies coins and their values: penny, nickel, dime, quarter -Determines elapsed time and accured time as it relates to calendar patterns (days of the week, yesterday, today, tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools. 	
	Third	<ul style="list-style-type: none"> -Introduce calendar: days of the week, months, yesterday, today, tomorrow -Introduce telling time to hour -Introduce non-standard measurement to measure length/weight/size/temp P 20 K (7)NH -Identifies coins and their values: penny, nickel, dime, quarter -Determines elapsed time and accured time as it relates to calendar patterns (days of the week, yesterday, today, tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools. 	
Data Analysis and Statistics	First	<ul style="list-style-type: none"> -Uses tally marks 	<ul style="list-style-type: none"> *Teacher Test/Observation *Teacher Test *Teacher Observation
	Second	<ul style="list-style-type: none"> -Uses tally marks -Creates/interprets bar graphs 	
	Third	<ul style="list-style-type: none"> -Uses tally marks -Creates/interprets bar graphs -Analyzes patterns, trends, or distribution in a variety of contexts by determing more, less, same or equal. 	
Probability	Second	<ul style="list-style-type: none"> -Makes estimates of the number of objects in a set (up to 20) by making and revising estimates as objects are counted. (student estimates the number of pennies in a jar and then counts the first 10 and makes an estimation based on those counted and those remaining in the jar.) 	<ul style="list-style-type: none"> *Teacher Observation *Teacher Observation

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	Third	-Makes estimates of the number of objects in a set (up to 20) by making and revising estimates as objects are counted. (student estimates the number of pennies in a jar and then counts the first 10 and makes an estimation based on those counted and those remaining in the jar.)	
Mathematical Reasoning	Third	-Introduce to students how to explain their reasoning both verbally and with drawings -Demonstrate if the solution of a problem is reasonable -Solve problems using manipulatives graphs, charts, diagrams, and calculators	
Patterns, Relations,	First	-Extends/creates/labels/identifies color and shape patterns: ABC, AB, AAB, ABB, AABB, ABCD	*Teacher Test/Observation
Functions	Second	-Extends/creates/labels/identifies color and shape patterns: ABC, AB, AAB, ABB, AABB, ABCD	*Teacher Test/Observation
	Third	-Extends/creates/labels/identifies color and shape patterns: ABC, AB, AAB, ABB, AABB, ABCD	*Teacher Test/Observation
Algebra Concepts			
Mathematical Communication	Second	-Introduce the meaning of the following symbols: $-/+/=$ -Demonstrate mathematical communication through discussion, reading, writing, listening and responding individually and in groups. -Draws pictures and use objects to illustrate mathematical concepts	
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