

Pre-Kindergarten

Number, Number Sense and Operations Standard

Number and Number Systems

1. Count to 10 in the context of daily activities and play.
2. Touch objects and say the number names when counting in the context of daily activities and play.
3. Demonstrate one-to-one correspondence when counting objects.
4. Determine “how man” in sets of 5 or fewer objects.
5. Construct two sets of objects each containing the same number of objects.
6. Compare sets of equal, more, and fewer and use the language of comparison (i.e., equal, more and fewer).
7. Group and regroup a given set in the contest of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).
8. Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects).
9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).
10. Identify and name numerals 0-9.
11. Compare and order whole numbers up to 5.
12. Identify some coins (e.g., penny, dime, quarter).
13. Recognize that coins have different values.

Meaning of Operations

14. Construct sets with more or fewer objects than a given set.
15. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns.
16. Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces, combining 2 groups of blocks, each containing 3 blocks).
17. Distribute equally a set of objects into 2 or more smaller sets.

Measurement Standard

*Measurement
Units*

1. Begin to identify and use the language of units of time. For example:
 - a. Day, night, week;
 - b. Yesterday, today, tomorrow

*Use
Measurement
Techniques
and Tools*

2. Recognize that various devices measure time (e.g., clock, timer, calendar).
3. Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).
4. Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).
5. Order a set of objects according to size, weight or length.
6. Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers it takes to fill one big container using sand, rice, or beans).

Geometry and Spatial Sense Standard

*Characteristics
and Properties*

1. Match identical two-and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs).
2. Sort and classify similar two-and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).
3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).
4. Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere- "ball", cube-"box", cylinder-"can" or "tube", and cone-"ice cream cone").

*Spatial
Relationships*

5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situation (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, beside, next to, right side up and upside down).

Patterns, Functions and Algebra Standard

*Use Patterns,
Relations and
Functions*

1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use).
2. Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play.

*Use
Algebraic
Representations*

3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?)

Data Analysis and Probability Standard

*Data
Collection*

1. Gather, sort and compare objects by similarities and differences in the context of daily activity and play.

2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).

*Statistical
Methods*

3. Select the category or categories that have the most or fewest objects in a floor or table graph.