Math Curriculum Outline
Kindergarten Parent Copy

The ultimate goal of mathematics education is for all students to develop mathematical power, which allows them to participate fully as a citizen and working in our technological world. A mathematically powerful individual can reason and communicate mathematically and use math to solve problems.

K:1 The students will count whole numbers and recognize how many objects are in sets to 30. Use one-to-one correspondence to compare and order sets of objects to 30 using such phrases as "same number", "more than", or "less than"; use counting and matching. Compare and order numbers to 30 using phrases such as "more than" or "less than". Read and write numerals to 30 and connect them to the quantities they represent. Count orally to 100 by ones. Count to 30 by 2s, 5s, and 10s using grouped objects as needed.

K:2 The students will understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones. Also count by tens with objects in ten-groups to 100. Compose and decompose numbers from 2 to 10, e.g., 5=4+1=2+3, with attention to the additive structure of numbers, e.g., 6 is more than 5, 7 is one more than 6. Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10, use finger and object counting.

K:3 The students will record mathematical thinking by writing simple addition and subtraction sentences, e.g., 7+2=9, 10-8=2.

K:4 The students will create, describe, and extend simple number patterns.

K:5 The students will know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year). Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months). Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock; bedtime is 8 o'clock).

K:6 The students will compare two or more objects by length, weight, and capacity, e.g., which is shorter, longer, taller? Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.

K:7 The students will relate familiar three-dimensional objects inside and outside the classroom to their geometric name, e.g., ball/sphere, box/cube, soup can/cylinder, ice cream cone/cone, refrigerator/prism. Identify, sort and classify objects by attribute and identify objects that do not belong in a particular group.

K:8 The students will create, describe, and extend simple geometric patterns.

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