

Pre K-Kindergarten Math Curriculum Overview - Adapted from Fall River Diocesan Curriculum Guidelines

PLEASE NOTE: *These learner outcomes are presented and/or reinforced over a two-year period in Pre K (if applicable) and Kindergarten. It is expected that students (by the end of Kindergarten) will be able to do the following:*

| Number Sense and Operations | |
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| 1) | Count by ones to at least 20. |
| 2) | Match quantities up to at least 10 with numerals and words. |
| 3) | Identify positions of objects in sequences (e.g., first, second) up to fifth. |
| 4) | Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than), and order numbers. |
| 5) | Understand the concepts of whole and half. |
| 6) | Identify U.S. coins by name. |
| 7) | Use objects and drawings to model and solve related addition and subtraction problems to ten. |
| 8) | Estimate the number of objects in a group and verify results. |

| Patterns, Relations, and Algebra | |
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| 1) | Identify the attributes of objects as foundation for sorting and classifying (e.g., a red truck, a red block, and a red ball share the attribute of being red). |
| 2) | Sort and classify objects by color, shape, size, number, and other properties. |
| 3) | Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes (e.g., ABABAB...). |
| 4) | Count by fives and tens at least up to 50. |

| Geometry | |
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| 1) | Name, describe, sort, and draw simple two-dimensional shapes. |
| 2) | Describe attributes of two-dimensional shapes (e.g., number of sides, number of corners). |
| 3) | Name and compare three-dimensional shapes. |
| 4) | Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions. |

| Measurement | |
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| 1) | Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language (e.g., longer, taller, shorter, same length; heavier, lighter, same weight; holds more, holds less, holds the same amount). |
| 2) | Make and use estimates of measurements from everyday experiences.. |
| 3) | Use nonstandard units to measure length, area, weight, and capacity. |

| Data Analysis, Statistics, and Probability | |
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| 1) | Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers and graphs. |