

Math Kindergarten - [Bridges](#) Competencies & Experiences

Fall or Early Winter:	Winter and Spring:
<ul style="list-style-type: none"> • Sorting • Graphing • Counting • Exploring Shapes 	<ul style="list-style-type: none"> • Counting • Sorting • Measuring • Shapes • Story Problems

Number Sense & Numeration

Competencies	Experiences
<ul style="list-style-type: none"> • Count, recognize, represent, name and order numbers to 30. • Compare 2 or more sets (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other. • Estimate the number of objects in a collection up to 20 with reasonable accuracy (give or take 10). • Understand that the next number in the counting sequence is 1 more than the number just named. • Identify penny, nickel, and dime by name and value. 	<ul style="list-style-type: none"> • Count by rote: <ul style="list-style-type: none"> by 10s to 100 by 2s to 10 by 5s to 30 • Read and write numbers to 50. • Count objects by groups of 2s, 5s, and 10s. • Estimate the number of objects in collections up to 30.

Computation

Competencies	Experiences
<ul style="list-style-type: none"> • Solve story/picture problems involving addition, subtraction, multiplication, or division for quantities under 10 with manipulatives and/or drawings. (i.e., 3 ladybugs each have 2 antennae. How many antennae in all? “Six!”) 	<ul style="list-style-type: none"> • Invent ways to represent addition and subtraction story problems using objects, pictures, and symbols. (i.e., There are 4 frogs in the pond. 2 more jump in. How many in all?)

Algebraic Thinking

Competencies	Experiences
<ul style="list-style-type: none"> • Sort a collection of objects by a variety of attributes. • Identify, copy, extend, and create repeating patterns. • Understand that adding 1 more object or taking 1 away is a type of pattern. 	<ul style="list-style-type: none"> • Identify, copy, extend, and create repeating patterns beyond ABABAB complexity, such as ABBABB or ABCABC.

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Data Analysis & Probability

Competencies	Experiences
<ul style="list-style-type: none"> Tell what a 2-column class graph is about and how many more 1 column has than the other. “2 more people like apples. Not so many like oranges.” 	<ul style="list-style-type: none"> Create a simple 2-column real graph by sorting a small collection of objects and then graphing the results. “I made my graph about spiders and insects. See? I put the spiders on one side and the other insects on the other. Do you have any more spiders?” Answer the following questions about simple 2-column graphs: how many more, fewer, how many in all? Work with 3- and 4-column real and picture graphs. Play games with fair and unfair spinners.

Measurement

8Competencies	Experiences
<ul style="list-style-type: none"> Compare lengths of similar objects (i.e., pieces of ribbon, yarn, wood). Use the terms “longer than,” “shorter than,” and “the same as.” Explore weights of various objects. Use a cup to compare the capacity of various containers. Use the terms “holds more than,” “holds less than,” “holds the same amount.” Understand that people use a clock to tell time, money to buy things, and calendars to tell the day and month. 	<ul style="list-style-type: none"> Start to determine duration on the calendar (i.e., use the calendar to keep track of how many days it will be until vacation.) Name the days of the week. Recognize time to the hour. Demonstrate understanding of morning, afternoon, and evening; yesterday, today, and tomorrow.

Geometry

Competencies	Experiences
<ul style="list-style-type: none"> Sort 2- and 3-dimensional shapes by a variety of attributes. Recognize and name these basic shapes and possibly more: square, triangle, circle, rectangle, cube, and cone. Identify shapes by their association with well known objects in the environment. “I know it’s a rectangle because it looks like a door.” “Triangles look like my roof.” 	<ul style="list-style-type: none"> Build 2- and 3-dimensional constructions with blocks, pattern blocks, and polydrons, etc. Understand that shapes remain the same even when rotated. “This is still a triangle, even though it’s turned on its point.” See and work with many different triangles and quadrilaterals.

Updated 8/1/07.