Mathematics – Pre-Kindergarten

Revised Summer 2014

(PK. 1) Counting Skills: Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means. The student is expected to:

HF #	Objective
1	(A) knows that objects, or parts of an object, can be counted
2	(B) uses words to rote count from 1 to 30
3	(C) counts 1-10 items, with one count per item
4	(D) demonstrates that the order of the counting sequence is always the same regardless of what is counted.
5	(E) counts up to 10 items, and demonstrates that the last count indicates how many items were counted
6	(F) demonstrates understanding that when counting, the items can be chosen in any order
7	(G) uses the verbal ordinal terms
8	(H) verbally identifies, without counting, the number of objects from 1 to 5
9	(I) recognizes numerals, 0-20
10	(J) recognizes and describes the concept of zero

(PK.2) Adding To/Taking Away Skills: Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same. The student is expected to:

HF #	Objective
11	(A) uses concrete models or makes a verbal word problem for adding up to 5 objects
12	(B) uses concrete models or makes a verbal word problem for subtracting 1-5objects from a set
13	(C) uses informal strategies to share or divide up to 10 items equally
14	(D) identifies two groups of objects placed side-by-side as being equal or non-equal
15	(E) begins to compare the numbers of concrete objects using language (same, equal, one more, etc.)

(PK 3) Geometry and Spatial Sense Skills: Prekindergarten children recognize, describe, and name attributes of shapes. The student is expected to:

HF #	Objective
16	(A) recognizes and names common shapes (circle, square, triangle, rectangle, diamond, oval)
17	(B) creates shapes
18	(C) demonstrates use of location words (such as over, under, above, on, beside, next to, between, in front of, near, far, etc.)
19	(D) slides, flips, and turns shapes to demonstrate that the shape remains the same.
20	(E) puts together puzzles of increasing complexity

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(PK 4) Measurement Skills – Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight. The student is expected to:

HF #	Objective
21	(A) recognizes and compares heights or lengths of people or objects
22	(B) recognizes how much can be placed within an object
23	(C) informally recognizes and compares weights of objects or people
24	(D) uses language to describe concepts associated with the passing of time

(PK 5) Classification and Data Collection. Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns. The student is expected to:

HF #	Objective
25	(A) describes similarities and differences between objects
26	(B) sorts objects into groups by an attribute and begins to explain how the grouping was done
27	(C) participates in creating and using real and pictorial graphs
28	(D) sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different
29	(E) collects data and organizes it in a graphic representation
30	(F) recognizes and creates patterns