

Pre-Kindergarten

Math

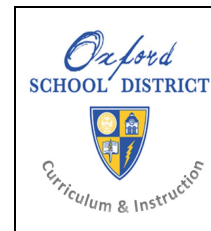
Levels of Understanding

Revised 7/30/2020

PK Math

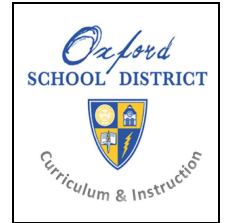
Standard: **M.CC.PK4.1**

With prompting and support, recite numbers 1 to 30 in the correct order.



I Can Statement: **I can count to 30.**

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• count 1-30 by ones.	TSW rote count to 30: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• count 1-15 by ones.• recognize or recall specific vocabulary: count, number• perform a basic process such as:• Say number names in the range 1-15 in correct order.• Know the multiples of 10 up to 30.• Identify the points of transition between the multiples of 10. (Example from 9 to 10, from 19 to 20 and from 29 to 30).• Understand the structure of number sequence and that 1-9 are recycled in the count sequence by being paired with the names of different multiples of 10.	



With prompting and support, recognize, name, and attempt writing numerals 0 - 20.

I Can Statement: **a-I can write numerals 0-20.**

b-I can recognize and name numerals 0-20.

	Example
<p><u>I am a level 3 when I can:</u></p> <p>a. write numbers 0-20. (Digit reversals are acceptable.) The student may use classroom visuals independently.</p> <p>b. recognize numbers 0-20.</p>	<p>TSW be able to recognize numbers 0-20 in random order: 9, 19, 1, 11, 8, 18, 2, 12, 7, 17, 3, 13, 6, 16, 4, 14, 5, 15, 0, 10, 20, 30</p>
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <p>a. write 10 out of the 21 numbers from 0-20. (Reversals are acceptable.) recognize or recall vocabulary: count, number perform a basic process such as:</p> <ul style="list-style-type: none">● Explain that each written number represents one and only one spoken number.● Read numbers in the range 0-9.● Write numbers in the range 0-9.● Associate digits in the range 0-9 with the correct number name.● Place numbers in the range 0-9 in the correct order.● Explain that a written number may consist of more than one digit. <p>b. recognize 5 numbers out of the numbers 0-10. recognize or recall vocabulary: one, two, three, four, five, six, seven, eight, nine, ten</p>	



PK Math

Standard: M.CC.PK.4.4b

With guidance and support, understand the relationship between numerals and quantities.

I Can Statement: I can match a number to a set of quantities 0-10.

I am a level 3 when I can:

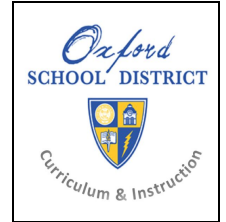
- Match the correct number to the corresponding number of objects 0-10.

I am a level 2 progressing toward grade level when I:

- match the correct number to the corresponding number of objects 0-5.
- recognize or recall specific vocabulary: count, number, match

Perform basic processes such as:

- Identify the numbers 0-5.
- Use 1-1 correspondence to count a set of objects 0-5.
- Understand that the last number stated is the amount of objects in the set.



PK Math

Standard: M.CC.PK4.5

Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.

I Can Statement: a - I can count objects in a row. b - I can count scattered objects.

I am a level 3 when I can:

a- Count and say the number names in the standard order, pairing each number name with one and only one object to 10.

b- In addition to level 2, TSW count 10 objects in a scattered design.

I am a level 2 progressing toward grade level when I:

a-

- Count and say the number names in the standard order, pairing each number name with one and only one object to 5.
- Recognize and recall specific vocabulary: count, number, total.

Perform basic processes such as:

- Say the count sequence in the range 1-10 in the correct order.
- Understand that numbers can be used to indicate how many of something there are.
- When counting objects pair each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said when counting a set of objects represents the total number of objects in the set.
- Understand that each object being counted represents one more.
- Understand that the number 0 represents a count of no objects.

b-

- count 5 objects in a scattered design.
- will recognize and recall specific vocabulary: count, number, total.

Perform basic processes such as:

- Say the count sequence in the range 1-10 in the correct order.
- Understand that numbers can be used to indicate how many of something there are.
- When counting objects, pair each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said when counting a set of objects represents the total number of objects in the set.
- Understand that each object being counted represents one more.
- Understand that objects can only be counted one time in the scattered design. (Student will not recount objects.)




PK Math

Standard: M.OA.PK.4.4

With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (duplicate and extend simple patterns using concrete objects).

I Can Statement: I can copy and extend simple patterns.

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">● Copy and extend AB patterns using manipulatives.	
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">● Copy and extend AB patterns using manipulatives with prompting and support. <p>Perform basic processes such as:</p> <ul style="list-style-type: none">● Demonstrate an understanding of the same and different.● Name colors and shapes.● Differentiate sizes.● Understand that patterns repeat.	

Revised 7/30/2020

PK Math

Standard: M.MD.PK4.3

With guidance and support, sort, categorize, or classify objects (e.g. color, shape, size, length, height, weight, area, temperature).



I Can Statement: I can sort objects by attributes.

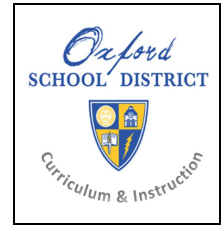
	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">Sort manipulatives using three different attributes (color, size, and shape).	
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">Am able to sort manipulatives using two different attributes (color, size, or shape).Recognize or recall specific vocabulary: attribute, category, classify, different, similar, sort. <p>Perform basic processes such as:</p> <ul style="list-style-type: none">Identify various attributes of a given object (For example: When given a shape identify attributes such as color, shape, and size.)Identify similarities and differences in the attributes of two or more given objects. (For example: When given a red circle and blue circle explain what is similar and what is different. Both are circles but they are different colors.Explain that objects can be sorted into groups or categories according to similar attributes.Explain that a set of objects can be sorted in different ways according to different attributes. (For example: When given a set of colored pattern blocks, explain that they can be sorted into pattern blocks with the same color or pattern blocks with the same shape.)	

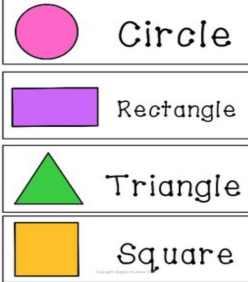
PK Math

Standard: M.G.PK.4.1

With guidance and support, correctly name shapes.

I Can Statement: I can name shapes.

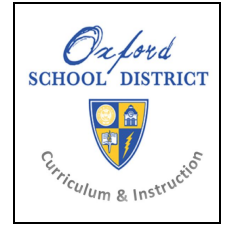


	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• Name all 4 2-D shapes. (square, circle, triangle, rectangle)	 A vertical stack of four boxes, each containing a colored shape and its name. The first box has a pink circle and the word "Circle". The second box has a purple rectangle and the word "Rectangle". The third box has a green triangle and the word "Triangle". The fourth box has a yellow square and the word "Square".
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• Name at least 2 out of the 4 2-D shapes (square, circle, triangle, rectangle)• Recognize or recall specific vocabulary: corners, sides, long, short, equal (same), circle, triangle, square, rectangle, cube, cone, cylinder, sphere, faces, flat, two dimensional, three dimensional, curve. <p>Perform basic processes such as:</p> <ul style="list-style-type: none">• Understand that even if the orientation of the shape changes it is still the same shape.	

Revised 7/30/2020

PK Math

Standard: M.G.PK.4.2



With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.

I Can Statement: I can name shapes in the environment no matter what size they are or which way they are turned.

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• Name 4 out of 4 2-D shapes in the environment.	A 5x2 grid of images illustrating 2-D shapes in real-world contexts. Row 1: a red circle, a black and white wheel. Row 2: a green triangle, a slice of pizza. Row 3: a yellow square, a blue door. Row 4: a pink square, a yellow gift box with a red ribbon. Row 5: a purple oval, a red egg with yellow spots.
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• Name at least 2 out of the 4 2-D shapes in the environment.• Recognize or recall specific vocabulary: triangle, square, rectangle, circle, environment, corners, sides, points <p>Perform basic processes such as:</p> <ul style="list-style-type: none">• Understand that even if the orientation of the shape changes it is still the same shape.• Understanding the difference between 2-D and 3-D shapes.	

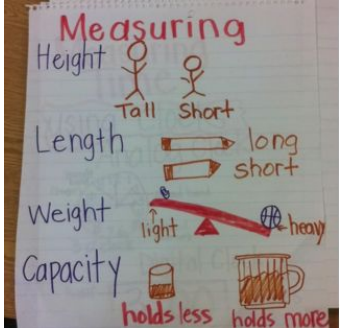
PK Math

Standard: M.MD.PK.4.1



With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (small, big, short, tall, empty, full, heavy, light).

I Can Statement: I can describe the attributes of objects.

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none"> Describe multiple attributes of an object which can be measured. (Examples are size, color, shape, texture, weight, length) (Prompt-Can you tell me anything else about these objects). Note-Student can use measurement vocabulary to describe a variety of classroom objects. 	
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none"> Identify attributes of an object which can be measured with one prompt. (Prompt- Can you point to an object that is orange?) Recognize or recall specific vocabulary: small, big, short, tall, empty, full, heavy, light attributes <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the attributes of length and volume Differentiate between small/big, short/tall, empty/full, and heavy/light Identify different attributes of a given object (For example, a given object has attributes such as color, weight, length, and volume.) 	

Revised 7/30/2020


PK Math

Standard: **M.CC.PK4.3**

With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, the same and different.



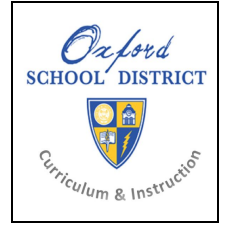
I Can Statement: **I can compare quantities using manipulatives (more than, less than, same).**

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">Identify more than, less than, and same when looking at a set of manipulatives or a graph. <p>Note-Student will answer questions about a graph. Example-Which color has the most?</p>	 A photograph of a classroom display titled "What is Your Favorite Color?". The display is a grid of children's drawings. At the top, the title "What is Your Favorite Color?" is written in black marker. Below the title, there are six columns labeled "green", "orange", "purple", "pink", "blue", and "black". Each column contains several drawings of people in that color. The drawings are done by children and are colorful. The grid is organized into rows and columns, with each drawing placed under its corresponding color label.
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">Identify 2 out of the 3 sets of manipulatives using the terminology: more than, less than, and/or same.Recognize or recall specific vocabulary: more than, less than, same/equal, count. <p>Perform basic processes such as:</p> <ul style="list-style-type: none">Comparing sets of manipulatives.	

Revised 7/30/2020

PK Math

Standard: M.G.PK4.4



With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (eg popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).

I Can Statement: I can create shapes from a variety of materials.

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• Create the 4 basic shapes (circle, square, rectangle, triangle) using developmentally appropriate materials such as: popsicle sticks, play dough, pipe cleaners, pattern blocks, string.	A photograph of a worksheet titled "Exploring 2D Shapes with Popsticks". The worksheet shows several 2D shapes constructed from colorful popsicle sticks: a hexagon, a pentagon, a square, a rectangle, and a triangle. The shapes are arranged on a light-colored background. The text "Exploring 2D Shapes with Popsticks" is written in the top left corner of the worksheet. The name "Teacher: Pippa" is written in the bottom right corner.
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• Create 2 out of 4 basic shapes (circle, square, rectangle, triangle).• Recognize or recall specific vocabulary: corners, sides, long, short, equal (same), circle, triangle, square, rectangle, create, model	



PK Math

Standard: M.OA.PK.4.2

With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.



**I Can Statement: (a) I can add up to 5.
(b) I can subtract from 5.**

Proficiency Scales	Example A	Example B
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none"> (a) Model addition problems up to 5. (b) Model subtraction problems from 5. 		
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none"> (a) Show an understanding of basic addition with teacher modeling the story problem. (b) Show an understanding of basic subtraction with teacher modeling the story problem. understand specific vocabulary such as count, addition, subtraction, take away, put together, combine, add, how many in all, equal <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> 1-1 correspondence, identify numbers 1-5 		