

Kindergarten Math Planner

	Number	Space	Measurement, Chance and Data	Structure
1 st Quarter	<ul style="list-style-type: none"> ordering of objects and sets; for example, largest to smallest 	<ul style="list-style-type: none"> sorting of objects according to shape and color matching of shapes to solve puzzles; for example, jigsaw puzzles sequences of movements following simple directions 		<ul style="list-style-type: none">
2 nd Quarter	<ul style="list-style-type: none"> use of drawn simple symbols in place of object 	<ul style="list-style-type: none"> use of the terms <i>next to</i>, <i>beside</i> or <i>in front of</i> to describe their own location relative to other students 	<ul style="list-style-type: none"> awareness that a clock changes in response to time in a daily cycle 	<ul style="list-style-type: none"> verbal description of simple patterns and extension of these patterns
3 rd Quarter	<ul style="list-style-type: none"> association of number names with numerals and models of numbers up to 10 use of one-to-one correspondence and numbers 1 to 10 when counting 	<ul style="list-style-type: none"> naming of common two-dimensional objects according to geometrical shape 	<ul style="list-style-type: none"> use of a die or similar device to determine the range of outcomes in a game 	<ul style="list-style-type: none"> recognition that addition is relevant to a task
4 th Quarter	<ul style="list-style-type: none"> placement of a variety of objects in order from first to fifth <p>Revise, complete and link relationships between units of work covered.</p>	<p>Revise, complete and link relationships between units of work covered.</p>	<p>Revise, complete and link relationships between units of work covered.</p>	<ul style="list-style-type: none"> selection of appropriate materials for illustrating a mathematical problem or its solution <p>Revise, complete and link relationships between units of work covered.</p>