

## Kindergarten Grade Level Expectations in Mathematics

*Learning Standards from the MA Mathematics Curriculum Framework for the end of Kindergarten are numbered and printed in bold. The Franklin Public School System's grade level expectations for Kindergarten are bulleted below each learning standard. If there are no bulleted items after the MA Learning Standard, that standard is the grade level expectation. All students are expected to meet all grade level expectations.*

### Number Sense and Operations

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
<b>1. Count by ones to at least 30.</b>	<b>D:</b> Pg. 189, 302, 130, 118,119, 216
<ul style="list-style-type: none"> <li>• Count by ones to 30.</li> </ul>	Counting should be ongoing.
<b>2. Match quantities up to at least 20 with numerals.</b>	<b>B:</b> Pg. 80, 171, 28, 29
<b>3. Compare sets of up to at least 10 concrete objects using appropriate language (e.g., more than, fewer than, same number of, one more than), and order numbers up to at least 10.</b>	<b>B</b>
<b>4. Model and solve addition sums to 10 and subtraction situations using objects and drawings.</b>	
<ul style="list-style-type: none"> <li>• Model and solve addition and subtraction situations to 10 using manipulatives, objects, drawings (not numerical equations).</li> </ul>	<b>B:</b> Pg. 94, 132, 196, 201,202,217,226,227, 228,230,232
<b>5. Identify positions of objects in sequences (e.g., first, second) up to fifth.</b>	
<ul style="list-style-type: none"> <li>• Identify positions of objects in sequences, first, second, third, fourth, fifth, last, middle.</li> </ul>	<b>B:</b> Pg. 208,160 This is an ongoing activity.
<b>6. Estimate the number of objects in a group up to 20.</b>	<b>B:</b> Pg. 171 In the teacher resource book EDM discusses the importance of having children explore with estimating by filling a jar with objects and allowing children to record their estimations over time. Each class should have an estimating jar for this purpose.

### Number Sense and Operations Continued

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
<b>7. Understand the concepts of whole and half.</b>	<b>B:</b> Symmetry lessons are appropriate for discussion Pg.61, 62,65,270,246,245
<b>8. Identify U.S. coins by name.</b>	<b>B:</b> Pg. 15, 40, 41, 142, 143, 144, 180 Naming penny, nickel, dime, and quarter

### Patterns, Functions, and Algebra

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
<b>1. Sort and classify objects by color, shape, size, and number.</b>	
<ul style="list-style-type: none"> <li>• Sort and classify objects by shape, size and number.</li> </ul>	<b>B:</b> Pg. 37, 99, 164, 166
<b>2. Identify, reproduce, describe, extend, and create color, shape, number, and letter repeating patterns with simple attributes.</b>	<b>B:</b> Pg. 38, 39, 75,76, 102, 103, 163, 165, 187, 188
<b>3. Skip count by fives and tens up to 100.</b>	<b>B:</b> Pg. 126, 131, 175, 221, 222 Money games may also be used for this purpose on pg. 172, 266.

## Geometry

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
<p><b>1. Name, describe, and draw simple two-dimensional shapes.</b></p> <ul style="list-style-type: none"> <li>Name, describe, and draw simple two-dimensional shapes (rectangle, triangle).</li> </ul>	<p><b>B:</b> Pg. 71, 106, 108, 110, 195 Have children draw frequently and observe when illustrating.</p>
<p><b>2. Describe attributes of two-dimensional shapes (circle, square, rectangle, triangle) given a model, e.g., number of sides, number of corners</b></p>	<p><b>B:</b> Lessons above can be added to the following: Pg. 59, 72, 218,220,234,269,270. Class discussions should be integrated on an ongoing basis.</p>
<p><b>3. Recognize the names of three-dimensional concrete objects, cubes, cylinders, and spheres.</b></p>	<p><b>B:</b> Pg. 73, 273 Although there are only two lessons in EM, these concepts should be introduced earlier and the vocabulary should be introduced sooner than May. These concepts can be integrated into the Ball and Ramps curriculum, class discussions, community projects such as donating canned goods to a food pantry, bringing in shapes from home, looking at pictures in Graphic Learning curriculum and talking about what shapes are seen in the community and by asking the question, "What are some things in the classroom/ community shaped like cubes, cylinders, spheres?"</p>
<p><b>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.</b></p>	<p><b>B:</b> There are no lessons in ED. However, using ongoing discussion through all curricular areas when lining up or talking about pictures in a drawing, in pretend or blocks, etc.</p>

## Measurement

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
<b>1. Use nonstandard units to measure length, area, weight, temperature, and capacity.</b>	
<ul style="list-style-type: none"> <li>• Use and record nonstandard units of measure.</li> </ul>	<b>B:</b> Daily temp. recording. Pg. 12, 43, 46, 48, 92, 95, 136, 190
<b>2. Compare lengths, weights, and capacities using appropriate language, e.g., longer, taller, shorter, same length; heavier, lighter, same weight; holds more, holds less, holds the same amount.</b>	
<ul style="list-style-type: none"> <li>• Compare weights and capacities, using appropriate language, e.g., heavier, lighter, same weight; holds more, holds less, holds the same amount.</li> </ul>	<b>B:</b> Pg. 13, 14, 47, 135, 138, 146, 148, 150, 168, 204, 235, 236, 239

## Data Analysis, Statistics, and Probability

Curriculum Framework Learning Standard	Everyday Math Reference/Notes
<b>1. Collect and organize data using concrete objects, pictures, and numbers.</b>	<b>B:</b> Pg. 32, 100 161, 184, 244, 296