

CURRICULUM MAP MATH PRESCHOOL

| August/September | October | November | December |
|--|---|--|---|
| <p>Number, Number Sense and Operations 1. Count to 10 in the context of daily activities and play (e.g., number songs).</p> <p>Geometry and Spatial Sense 4. Identify, name and describe three-dimensional objects using the child’s own vocabulary (e.g., sphere-“ball,” cube-“box,” cylinder –“can” or “tube,” and cone-“ice cream cone”).</p> | <p>Number, Number Sense and Operations 2. Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs). 4. Determine “how many” in sets of 5 or fewer objects.</p> <p>Measurement <i>*3. Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who’s next for the computer).</i></p> <p>Geometry and Spatial Sense <i>*5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).</i></p> | <p>Number, Number Sense and Operations <i>*3. Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).</i> 8. Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects).</p> <p>Geometry and Spatial Sense 1. Match identical two- and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs). <i>*10. Identify and name numerals 0-9.</i></p> | <p>Number, Number Sense and Operations 11. Compare and order whole numbers up to 5.</p> <p>Measurement 1. Begin to identify and use the language of units of time. For example: a. Day, night, week; b. Yesterday, today, tomorrow.</p> <p>Data Analysis and Probability 2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).</p> <p>Geometry and Spatial Sense 2. Sort and classify similar two- and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).</p> |

3/15/06

** Power Indicators are in italics.*

The following process standards are embedded within the K-3 Integrated Curriculum: Mathematical Processes, Science and Technology, Scientific Inquiry, Scientific Ways of Knowing, Reading Process, Writing Process, Writing Conventions, Social Studies Skill and Methods.

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| January | February | March | April | May |
|--|---|---|--|---|
| <p>Patterns, Functions and Algebra 1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use).</p> <p>Data Analysis and Probability <i>*3. Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).</i></p> <p>Number, Number Sense and Operations 9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).</p> | <p>Number, Number Sense and Operations 5. Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks). 15. Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks).</p> <p>Patterns, Functions and Algebra <i>*2. Identify, copy, extend and create simple patterns or sequences of sound, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).</i></p> | <p>Measurement 5. Order a set of objects according to size, weight or length (e.g., cups of different sizes). 2. Recognize that various devices measure time (e.g., clock, timer, calendar).</p> <p>Number, Number Sense and Operations 14. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5). 7. Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).</p> | <p>Number, Number Sense and Operations 6. Compare sets of equal, more and fewer and use the language of comparison (e.g., equal, more and fewer).</p> <p>Geometry and Spatial Sense <i>*3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).</i></p> <p>Measurement 6. Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers it takes to fill one big container using sand, rice or beans).</p> <p>Patterns, Functions and Algebra 3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).</p> | <p>Number, Number Sense and Operations 13. Construct sets with more or fewer objects than a given set. <i>*12. Identify penny, nickel, dime and quarter and recognize that coins have different values.</i></p> <p>Data Analysis and Probability 1. Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).</p> |

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