

**School District U-46
Kindergarten Mathematics**

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
K01	I can recognize and count numbers.	6.A Knowledge and use of numbers and their many representations in theoretical and practical settings. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Speaking 1-2</i> <i>3.Writing 1</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • use concepts that include number recognition, counting and one-to-one correspondence, and • count with understanding and recognize “how many” in sets of objects. 	1 (continuous reinforcement)		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Number Line • Number Cards • Manipulatives • Calendar Time • See Glossary/Index in Teacher’s Manual
K02	I can solve problems using manipulatives.	6.B Investigate, represent, and solve problems using numbers, facts, operations (additions, subtraction, multiplication, division) and their properties, algorithms and relationships. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 1-2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • solve simple mathematical problems with the use of manipulatives. 	2		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Manipulatives • See Glossary/Index in Teacher’s Manual

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K03	I can estimate. I can solve problems in my head.	6.C Compute and estimate using mental mathematics, paper-pencil methods, calculators and computers. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Writing 1-2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • explore quantity and number, • connect numbers to quantities they represent using physical models and representations, • use mental mathematics to recognize sets less than five, and • understand that an estimate is a reasonable guess. 	1 1 1 1		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Number Cards • Manipulatives • Calculators • See Glossary/Index in Teacher’s Manual
K04	I can find things that are more, less, or equal.	6.D Solve problems using comparisons of quantities, ratios, proportions and percents. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 1</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • make comparisons of quantities using the terms more, less, and equal to. 	1		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Manipulatives • Number Line • Dominoes • See Glossary/Index in Teacher’s Manual

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K06	I can estimate while I measure.	7.B Estimate measurements and determine acceptable levels of accuracy ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • show an understanding of and use comparative words (see K05). 	2		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Coins • Growth Chart • Timer • Tape Measures • Thermometer • Scale • Balance Scale • Manipulatives • See Glossary/Index in Teacher's Manual

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K07	I can estimate and measure at centers.	7.C Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • estimate and measure during play activities. 	late 1		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Coins • Growth Chart • Timer • Tape Measures • Thermometer • Scale • Balance Scale • Manipulatives • See Glossary/Index in Teacher's Manual

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K08	I can separate objects by size and shape.	8.A Describe numerical relationships using variables and patterns. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 1-3</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • sort and classify objects by a variety of properties using manipulatives, • recognize, duplicate, and extend simple patterns, and • sort, classify, and order objects by size and shape. 	1 1 1		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Pattern Blocks • Template • Manipulatiaves • Pattern • Calendar • See Glossary/Index in Teacher’s Manual

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
K09	I can talk about a graph.	8.B Interpret and describe numerical relationships using tables, graphs, and symbols. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Listening 1</i> <i>3.Reading 1</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • analyze graphs. 	1 (continuous reinforcement)		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Manipulatives • Graphs • Stickers • See Glossary/Index in Teacher's Manual
K10	I can add and subtract using manipulatives.	8.C Solve problems using systems of numbers and their properties. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • participate in situations that involve addition and subtraction using manipulatives. 	2		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Manipulatives • Slates/Dry Erase Boards • Number Line • See Glossary/Index in Teacher's Manual

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K11	I can find the missing number.	8.D Use algebraic concepts and procedures to represent and solve problems. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Speaking 1</i>	I model and provide students with the opportunity to: • Identify and write in missing addends.	3		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources • Manipulatives • Number Cards • Number Line • 100 Charts • See Glossary/Index in Teacher's Manual
K12	I can recognize and name basic shapes.	9.A Demonstrate and apply geometric concepts involving points, lines, and planes. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening1-2</i>	I model and provide students with the opportunity to: • recognize and name the four basic shapes-circle, square, triangle, and rectangle.	late 1		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources • Pattern Blocks • Template • See Glossary/Index in Teacher's Manual

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K15	I can make and read a graph.	10.A Organize, describe and make predictions from existing data. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Writing1-2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • represent data using concrete objects, pictures, and graphs, and • make predictions about what will happen next. 	2		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Graphs • Manipulatives • See Glossary/Index in Teacher’s Manual
K16	I can collect data.	10.B Formulate questions, design data collection methods, gather and analyze data and communicate findings. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 1</i> <i>3.Speaking1-2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • gather data about themselves and their surroundings. 	2		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Graphs • Manipulatives • See Glossary/Index in Teacher’s Manual

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K17	I can make a prediction.	10.C Determine, describe, and apply the probabilities of events. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Speaking 1-2</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • collect data from dice, spinners, or number games. 	3		Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Centers Strategies/Resources <ul style="list-style-type: none"> • Dice • Spinners • Number Cards • Manipulatives • See Glossary/Index in Teacher's Manual