

Frankfort School District 157C
Math Curricular Expectations
Grade: Kindergarten

- Skills students should know and be able to do by the end of Kindergarten

Counting & Cardinality	Operations & Algebraic Thinking	Measurement & Data	Number Sense & Systems	Geometry
<ul style="list-style-type: none"> • Know the number names and be able to count to 100 by ones and tens. • Be able to write and represent, using objects, numbers 0 to 20. • Be able to count and tell the number of given objects. • Understand one to one correspondence when counting objects. • Understand that the last number said when counting objects is the number of objects represented. • Be able to answer the question "how many?" when given twenty objects in any arrangement and when given a number from one to twenty be able to count out the objects correctly. • Determine whether the number of objects in one group is greater than the number of objects in another group up to ten objects. • Be able to count on from any given number. • Understand that each successive number name equals a quantity that is one larger. • Be able to compare and contrast written numbers one through ten. 	<ul style="list-style-type: none"> • Be able to use various ways (ex. Objects, fingers, sounds, mental images and drawings) to understand that addition means putting together and adding to and subtraction means taking apart and taking from. • Be able to solve addition and subtraction word problems up to 10 using objects or drawings to represent the problem. • Be able to make numbers less than or equal to 10 using more than one way through the use of objects or drawings. ($5=2+3$ or $5=4+1$) • Be able to name the number that should be added to any given number (1-9) to make ten. (ex. If I say 8 you need to tell me 2) • Be able to fluently add and subtract up to five. 	<ul style="list-style-type: none"> • Classify objects and count the number of objects in a given category and into a category <ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight of a single object. • Directly compare two objects with a measurable attributes in common, to see which object has "more of" / "less of" the attribute, and describe the difference. 	<ul style="list-style-type: none"> • Work with numbers 11-19 to gain foundations for place value. 	<ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) in the environment using the names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. • Identify, describe, and correctly name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size. • Model and draw shapes by building shapes from components (e.g., sticks and clay balls). • Compose simple shapes to form larger shapes. For example, can you join these two triangles with full sides touching to make a rectangle. • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) as two dimensional (lying in a plane, "flat") and three dimensional ("solid"). • Analyze and compare two and three dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, (e.g., number of sides or vertices/"corner") and other attributes (e.g., having sides of equal length).