

Marking Period 1

- K.1** The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set; using the concept of one-to-one correspondence.
- K.2** The student, given a set containing 5 or fewer concrete items, will
 - a) tell how many are in the set by counting the number of objects orally;
 - b) write the numeral to tell how many are in the set; and
 - c) select the corresponding numeral from a given set of numerals.
- K.4** The student will
 - a) count forward to 100 and count backward from 10.
- K.11** The student will
 - a) identify, describe, and trace two-dimensional (plane) geometric figures; and
 - b) compare the size (larger, smaller) and shape of plane geometric figures.
- K.12** The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures regardless of their position and orientation in space.
- K.14** The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.
- K.15** The student will sort and classify objects according to attributes.
- K.16** The student will identify, describe, and extend repeating patterns.

Marking Period 2

- K.2, K.4a, K.14, K.15 & K.16** (See Marking Period 1 for descriptions)
- K.2** The student, given a set containing 10 or fewer concrete objects, will
 - a) tell how many are in the set by counting the number of objects orally;
 - b) write the numeral to tell how many are in the set; and
 - c) select the corresponding numeral from a given set of numerals.
- K.3** The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.
- K.4** The student will
 - c) count by fives and tens to 100.
- K.13** The student will gather data by counting and tallying.

Marking Period 3

- K.3, K.4a&c, & K.14** (See Marking Period 2 for descriptions)
- K.2** The student, given a set containing 15 or fewer concrete objects, will
 - a) tell how many are in the set by counting the number of objects orally;
 - b) write the numeral to tell how many are in the set; and
 - c) select the corresponding numeral from a given set of numerals.
- K.7** The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.
- K.8** The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital & analog; calendar: day, month, & season), and temperature (thermometer).
- K.9** The student will tell time to the hour, using analog and digital clocks.
- K.10** The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.

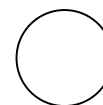
Marking Period 4

- K.2, K.3, K.4a&c, K.13** (See Marking Periods 1 & 2 for descriptions)
- K.4** The student will
 - b) identify one more than a number and one less than a number.
- K.5** The student will identify the parts of a set and/or region that represents fractions for halves & fourths.
- K.6** The student will model adding and subtracting whole numbers, using up to 10 concrete objects.





Mathematics in Kindergarten

The VA Kindergarten Standards of Learning place emphasis on developing the concept of number by counting; combining, sorting, and comparing sets of objects; recognizing and describing simple repeating patterns; and recognizing shapes and sizes of figures and objects. Students will investigate nonstandard measurement, collect data, and create graphs. The idea of fractions will be introduced.

Patterns



Plane Geometric Figures

circle	rectangle	triangle	square
			

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Parent Resources

- Playing **BINGO** is fun and reinforces number skills
- Create **patterns** with objects found in the home
- Make your own **number flash cards**. Practice stating the name of each numeral, show 2 cards and state which numeral is larger or smaller, and put the cards in order. Draw a set of objects on each card to match the numeral.
- Visit www.portaportal.com to access web sites that support the VA Standards of Learning. Enter **reslab** in the Guest Access box.