



Kindergarten Math
4th 9 Weeks Parent Syllabus

Listed below are learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Students Will be Able to:	Vocabulary
<ul style="list-style-type: none"> • Know number names (0-20) and the count sequence (1-100). • Write a numeral to match a set of counted objects. (0-20) • Count out a number of objects to match a numeral. • Answer the question “How many would there be if we added one more object?”. • Start counting at a number other than one and continue counting to a given number. • Solve addition and subtraction problems (within 5) by using fingers, objects, acting out or drawings. • Show an addition problem using a ten frame and write the equation. • Quickly add and subtract within 5 (using strategies such as mental math, fingers, counting on). • Break apart a number (within 10) to find all of its parts and show through drawings or an equation ($5=1+4$, $5=2+3$). • Use a partially filled ten frame and determine how many more counters it would take to make 10 and write an equation. • Write an addition equation that shows a group of ten and some ones for numbers 11-19 ($12=10 +2$, $10+2= 12$) 	<p style="text-align: center;"> number numeral count objects one more count on equal addition add plus put together ten frame equation sort subtract minus take away less compose decompose break apart tens ones compare greater than less than equal to category attribute shape in front above below beside behind next to </p>

- Point to each object in a set (one at a time) and say the counting sequence.
- Explain the counting strategy used to count a set of objects.
- Use matching strategies (drawing lines) to compare two groups of objects and determine which group is greater than, less than or if they are equal.
- Compare two groups of objects (with up to ten objects in each group) and tell if a group is greater than, less than or equal.
- Compare two written numerals (0-10) by using language such as greater than, less than and equal to.
- Sort objects into categories and count how many objects are in each category.
- Describe everyday objects by telling the name of their shapes (a ball is a sphere)
- Use terms such as “in front of, above, below” to describe the location of an object in relation to another
- Correctly name shapes, including shapes turned in various directions (upside down) and shapes of all sizes.
- Determine whether a shape is two-dimensional or three-dimensional.
- Compare two shapes by telling how they are similar (number of sides, vertices).
- Contrast two shapes by telling how they are different (number of sides, vertices).
- Analyze two- and three-dimensional shapes by describing their parts.
- Build shapes using objects (popsicle sticks, playdoh).
- Model shapes through drawing.
- Build (and name) larger shapes from smaller shapes.

square
 circle
 triangle
 rectangle
 hexagon
 cube
 cone
 cylinder
 sphere
 flat
 two-dimensional
 solid
 three-dimensional
 faces
 vertices
 sides

