ELK GROVE United School District **EGUSD Transitional Kindergarten Standards - Math**

Preschool Learning Foundation Strand (CCSS Kindergarten Domain)	Transitional Kindergarten Standard *Students will be able to:*	Suggested Instructional Strategies/Examples	Desired Materials
Number Sense (Counting and Cardinality) **NS 1.0 Understands numbers and quantities**	• NS 1.1 Rote count to 20 (Referencing standards CC K.1) • NS 1.2 Count, recognize, represent, name, and order a number of objects/numbers up to 10 (CC K.4a-c) • NS 1.3 Subitize numbers to 4	• Students match number cards to real objects • Students put number cards in numerical order • Students match number and dot cards • Students put real objects on dot cards while counting • Teacher models using number words (e.g., "You have five bears on your mat.") • Teach students to recognize quantities up to 4 without counting (subitization). This is an on-ramp to using ten frames and building early place value understanding	• Small manipulatives (e.g., cubes, bears, etc.) • Two-sided counters • 5 frame mats and various manipulatives
NS 2.0 Number relationships and operations (Operations and Algebraic Thinking)	• NS 2.1/2.2 Compare two or more numbers and/or sets of up to 5 objects and communicate which set is greater/more, less/fewer and equal to/same (CC K.6)	• Use sets of real objects to compare • Focus on academic language: more than, less than, equal to • Compare quantities using a balance • Students match number cards to real objects • Students put number cards in	• Small manipulatives (e.g., cubes, bears, etc) • Number lines: large display and small on sentence strips for desk/floor • 2-pan balance • 5 and 10 frames • Number cards 0 – 5 • Dot cards

		numerical order • Students match number and dot cards • Students put real objects on dot cards while counting	• Embroidery hoops or yarn to make circles to frame quantities
NS 2.0 **Number relationships and operations** **(Operations and Algebraic Thinking)**	• NS 2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups (OA K.1, K.3)	• Same activities as above, with teacher guidance and modeling academic language: *more than, less than, equal to, greater, fewer, least, most*	Same as above
	• NS 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting (OA K.1)	• Use manipulatives and mats to solve oral addition and subtraction problems	• Small manipulatives (e.g., cubes, bears, etc) • Part – Part – Whole mats
	• NS 2.5 Decompose numbers less than or equal to 5 into pairs in more than one way using real objects (OA K.3)	• Given an undefined quantity of objects, students make as many combinations as possible to represent a given number • "Use your finger sets to show me a way to make 5. Now show me another way." • Put a quantity in the "whole" section of the mat. Show multiple ways to separate that whole into parts	• Small manipulatives (e.g., cubes, bears, etc.) • Part – Part – Whole mats
Algebra and Functions **AF 1.0 Understand classification** **(Measurement and Data)**	• AF 1.1 Sort and classify objects by one attribute in a variety of ways, (e.g. color, shape, size, etc.) (MD K.3)	• Teacher can provide rules for sorting • Students can sort in any way but must describe their sorting rule	• Sorting mats • Reference materials to show colors, shapes • Attribute blocks • Sorting objects (e.g., buttons,

		• Students are asked to describe attributes by which they are sorting	pasta, beans)
AF 2.0 Understand patterning	• AF 2.1 Recognize and duplicate simple repeating patterns • AF 2.2 Extend and create simple repeating patterns (MP K.7)	• Create body motion patterns • Create patterns in a bead necklaces • Block structures	• Variety of manipulatives
Measurement (Measurement and Data)	• M 1.1 Describe and compare two or more objects by length, weight, and capacity by making direct (side by side) or indirect (against a third object) comparisons (MD K.1) • M 1.2 Order four or more objects by size	• Use measurement tools (e.g., rulers, scales, balance, beans, string, paper clips, unifix cubes) in a variety of activities to compare objects • Line up by size	• Balance, rulers, scales, beans, string, paper clips, unifix cubes, sand/water tables
History-Social Science Self and Society **Culture and Diversity**	• Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, yesterday, today, tomorrow, week, year) (CA Standard H-SS K2) • Name the days of the week (CA Standard H-SS K2)	• Reference the times of the day when activities are being done (e.g., morning, afternoon) • Discuss seasons • Use songs and finger plays • Use "time words" • Use songs and finger plays • Use calendar daily	• Clock, calendar, hour glass, songs • Calendar • Days of week, months of year cards or posters
Geometry (Geometry) **1.0 Identify and use shapes**	• G 1.1 Identify and describe common two-dimensional geometric objects (circle, triangle, rectangle, square) (G K.1)	• Experience recognizing shapes in their environment • Make shapes with playdough, beans, rice, etc. • Sort manipulatives by shape • Use academic language to describe shapes and attributes • Play with and describe shapes in multiple contexts	• Salt trays • Playdough, rice, beans, etc. • Pattern blocks • Attribute blocks • Labels with pictures (e.g., door-rectangle)

		• Go on a shape walk	
2.0 Positions in space	• G 2.1 Describe the relative positions of objects or people in the environment such as in, on, above, beside, behind, etc. (G K.1)	• Experience recognizing shapes in their environment • Play games involving placing or finding objects and people using positional words • Use songs and finger plays	• Manipulatives • Stuffed animals
Mathematical Reasoning (Mathematical Practice Standards) **1.0 Use mathematical thinking in solving problems**	• MR 1.1 Identify and apply a variety of strategies to solve problems in their environment (MP K.4)	• Solve oral story problems • Help students describe and model math situations • Structure situations where students can explore and discover concepts	• Five frames • Part-part-whole mats • Manipulatives
	• Identify and name colors: red, orange, yellow, green, blue, purple, pink, white, black, brown	• Songs, fingerplays, books • Color mixing	• Color cards and various manipulatives