

MATH- STANDARD	
1. Demonstrates general skills and uses concepts of mathematics.	
1:1	<p>BENCHMARK: Demonstrates an understanding of numbers and counting.</p> <ul style="list-style-type: none"> a) Imitates rote counting using the names of numbers. b) Counts in sequence to 5 and beyond. c) Arranges sets of objects in one-to-one correspondence. d) Understands that a single object is always “one” regardless of size, shape, and/or other attributes. e) Counts concrete objects to 5 and beyond. f) Uses math language to express quantity in everyday experiences. g) Compares concrete quantities to determine which has more. h) Recognizes that a set of objects remains the same amount if physically rearranged. i) Realizes that the last number counted is the total amount of objects. j) Recognizes some numerals and associates number concepts with print materials in a meaningful way. k) Names and writes some numerals.
KEY VOCABULARY	
<p>GUIDING QUESTIONS: Does the child attempt to count items? Does the child use previously learned information at a later time or in another situation, such as using number words to count? How high can the child count? How does the child count items? Does the child touch each item as he counts it? How does the child tell you how many items there are? Can the child count items that are not in a straight row? Can the child count items no matter what order the items are placed? Does the child use ordinal words in play (first, second, third)? How does the child say order of objects? Can the child tell you how many items there are without counting? How does the child show that he can read numerals?</p>	
<p>KINDERGARTEN: Counting & Cardinality: Know number names and the count sequence – Count to 100 by ones and tens. Count forward beginning from a given number with in the known sequence (other than 1). Count to tell the number of objects –Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. Compare numbers –Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies (groups up to ten objects). Measurement & Data: Describe and compare measurable attributes – Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common to see which object has “more of” / “less of” the attribute and describe the difference. Classify objects and count the number of objects in each category –Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p>	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1a	BENCHMARK: Demonstrates an understanding of numbers and counting. a) Imitates rote counting using the names of numbers.		
KEY VOCABULARY	One, two, three, four, five, six, seven, eight, nine, ten		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20a. Counts – Verbally counts to 10; counts up to five objects accurately, using one number name for each object.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • During a game Benjamin copies an adult who says, “One, two, three!” • As her teacher places crackers on her plate, Emily says, “One, four, six.” (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can imitate number names.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1b	BENCHMARK: Demonstrates an understanding of numbers and counting. b) Counts in sequence to 5 and beyond.		
KEY VOCABULARY	One, two, three, four, five, six, seven, eight, nine, ten sequence		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20a. Counts – Verbally counts to 10; counts up to five objects accurately, using one number name for each object.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Yandi counts correctly, “One, two, three, four, five...” Andre counts as he climbs the stairs, “One, two, three, four, five, six, seven, eight...” (Approaches to learning: Persistence and Attentiveness) Olivia signs the number of blocks she stacked during small group time. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Count to ten in sequence.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1c	BENCHMARK: Demonstrates an understanding of numbers and counting. c) Arranges sets of objects in one-to-one correspondence.		
KEY VOCABULARY	Zero, one, two, three, four, five, six, seven, eight, nine, ten sequence, set arrange		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20b. Quantifies: Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Cami sets table so that each person gets one napkin and one plate. • Evan puts one paper in each child's cubby. • Adam gives each friend one cookie. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Count objects to ten.	Make a set of objects to ten.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1d	BENCHMARK: Demonstrates an understanding of numbers and counting. d) Understands that a single object is always “one” regardless of size, shape, and/or other attributes.		
KEY VOCABULARY	Zero, one, quantity, attribute		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20b. Quantifies: 2. Demonstrates understanding of the concepts of one, two, and more.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Reagan says, “There is one big rock and one little rock.” • Steven always identifies a single puzzle piece as “one.” • When her therapists asks, “Show me one block.” Kendra picks up, points, nods, or touches a single block. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Identify the quantity of one.	One is one no matter the size, shape, etc.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1e	BENCHMARK: Demonstrates an understanding of numbers and counting. e) Counts concrete objects to 5 and beyond.		
KEY VOCABULARY	Number names		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20a. Counts: 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Mykala counts 5 blocks in the block center. Elian says the next number (7) when Caleb counts beads, "One, two, three, four, five, six..." (Approaches to Learning: Persistence and Attentiveness) Stanesha counted the puzzle pieces. There were 9. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Count using numbers names in sequence with 1 to 1 correspond.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1f	BENCHMARK: Demonstrates an understanding of numbers and counting. f) Uses math language to express quantity in everyday experiences.		
KEY VOCABULARY	Number, names, quantity		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20b. Quantifies: Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Myra tells her friend, "Look, there are two cookies left." Adrian recognizes that there are four blocks on the rug without counting them. While playing outside, Saveem and Crystal count the number of jumps it takes to move from one area to another. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Use a number name to express a quantity.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1g	BENCHMARK: Demonstrates an understanding of numbers and counting. g) Compares concrete quantities to determine which has more.		
KEY VOCABULARY	Compare, more, quantity		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20b. Quantifies: 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> In the block center Liam looks over at art center and says, "There are more kids over there." During snack, Tamika says, "She has more cereal." Jay said, "I used more blocks than you. My building is taller." 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Quantity to each number name.	I can compare groups of – to determine which has more.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1h	BENCHMARK: Demonstrates an understanding of numbers and counting. h) Recognizes that a set of objects remains the same amount if physically rearranged.		
KEY VOCABULARY	Compare, more, quantity		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20b. Quantifies: Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> April counts three blocks in a vertical line and three blocks in a horizontal line and recognizes that each row contains three blocks. There are five raisins close together in one line and five raisins spread apart in another. Kelly tells his Dad that here is the same number of raisins in each line. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Quantity of each number name.	When objects are rearranged they can determine the quantity is the same.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1i	BENCHMARK: Demonstrates an understanding of numbers and counting. i) Realizes that the last number counted is the total amount of objects.		
KEY VOCABULARY	Total		
TSG CONNECTIONS: 20. Uses number concepts and operations. 20a. Counts: 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Samatha says, "One, two three; three children on the swings." At snack time Mykala says, "There are five straws." Emily counted her fingers and said, "I have 5 fingers on each hand." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Identify quantity of number.	Knowing the last number named is the total.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1j	BENCHMARK: Demonstrates an understanding of numbers and counting. j) Recognizes some numerals and associates number concepts with print materials in a meaningful way.		
KEY VOCABULARY			
TSG CONNECTIONS: 20. Uses number concepts and operations. 20c. Connects numerals with their quantities. Identifies numerals to 10 by name and connects each to counted objects.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Nicki sees a five on the calendar and says, "That's a 5." Cory counts the number of dogs on the page of a picture book. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Recognize number in print 0 to ten. Quantity of number names.	Match print numeral to quantity.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:1k	BENCHMARK: Demonstrates an understanding of numbers and counting. k) Names and writes some numerals.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19b. Writes to convey meaning. 20. Uses number concepts and operations. 20c. Connects numerals with their quantities. Identifies numerals to 10 by name and connects each to counted objects.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Lu writes a four while working in the writing center. • Royce says, "That 4 was on my birthday cake." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Name numbers. Write number.	Connecting which number goes with which number name.		Correctly written number when named.

MATH- STANDARD	
1. Demonstrates general skills and uses concepts of mathematics.	
1:2	<p>BENCHMARK: Recognizes and describes shapes and spatial relationships.</p> <ul style="list-style-type: none"> a) Recognizes some basic shapes. b) Creates and duplicates shapes. c) Completes simple puzzles d) Identifies shapes. e) Recognizes parts of a whole. f) Recognizes the position of objects. g) Uses words that indicate directionality, order and position of objects.
KEY VOCABULARY	
<p>Guiding Questions: Does the child display awareness of the distinctions between things (object characteristics, size differences, differences in object functions)? What common shapes can the child name or point to when asked? Can the child tell you her plate is a circle or the book is a rectangle? Does the child use common shapes in his everyday drawing (house from a square and triangle, adds rectangle for door)? Can child create new shapes by putting together two or more shapes (two triangles into a square)? Can the child create shapes (make a square with straws, make a triangle with hands)? Can the child follow directions (places an object on, around, beside or under a chair)? How does the child describe the location of something (book is on top of table next to cup)? How does the child play with shapes (shape, sorter, puzzles)?</p>	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) – Describe objects in the environment using 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. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes – Analyze and compare two- and three- dimensional shapes in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes. Model shapes in the world by building shapes from components and drawing shapes. Compose simple shapes to form larger shapes. Measurement & Data: Describe and compare measurable attributes – Directly compare two objects with a measurable attribute in common to see which object has “more of” / “less of” the attribute and describe the difference. Classify objects and count the number of objects in a category – Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p>	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:2a	BENCHMARK: Recognizes and describes shapes and spatial relationships. a) Recognizes some basic shapes.		
KEY VOCABULARY	Circle, square, triangle, rectangle, oval, shapes		
TSG CONNECTIONS:			
21. Explores and describes spatial relationships and shapes. 21b. Understands shapes: Identifies a few basic shapes (circle, square, triangle)			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> The teacher says, "Show me a circle," and Kenniah points to a circle on the table. Ms. Jamie says, "Put the square block in the right hole, and Sammy puts the square block in the correct hole. Alisha looks at a picture with many overlapping shapes and finds the individual shapes of circles, triangles and squares. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Know shapes circle, square, triangle, rectangle, oval.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:2b	BENCHMARK: Recognizes and describes shapes and spatial relationships. b) Creates and duplicates shapes.		
KEY VOCABULARY	Lines, attributes, curves, corner, straight, short, length, equal, long, same		
TSG CONNECTIONS: 21. Explores and describes spatial relationships and shapes. 21b. Understands shapes: Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Shelby builds a “city” using the construction blocks. (Approaches to Learning: Persistence and Attentiveness) • Ellie looks at a rectangle and puts two square blocks together to make a rectangle. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Name shapes.	Know attributes of the shape to know how to make the shapes.		Create or duplicate a shape.

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:2c	BENCHMARK: Recognizes and describes shapes and spatial relationships. c) Completes simple puzzles.		
KEY VOCABULARY	Puzzle		
TSG CONNECTIONS: 21. Explores and describes spatial relationships and shapes. 21b. Understands shapes: Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Cary chooses the puzzles with knobs that have one shape for each knob. Elise can complete the 5 piece puzzle with circle, square, oval, rectangle, and triangle shapes. Taylor and Maria take turns putting together 10 and 12 piece interlocking puzzles. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Identify a puzzle.	Recognize size and shape.	Manipulate pieces to complete the puzzle.	Complete puzzle.

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:2d	BENCHMARK: Recognizes and describes shapes and spatial relationships. d) Identifies shapes		
KEY VOCABULARY	Square, triangle, rectangle, oval, circle		
TSG CONNECTIONS: 21. Explores and describes spatial relationships and shapes. 21b. Understands shapes: Identifies a few basic shapes (circle, square, triangle)			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Shayla says, "The door is a rectangle." Amanda points at the library window and says, "That's a square." Julie draws a heart on her paper and says, "I like hearts". (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Identify shapes.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:2e	BENCHMARK: Recognizes and describes shapes and spatial relationships. e) Recognizes parts of a whole.		
KEY VOCABULARY	Part, whole		
TSG CONNECTIONS: 21. Explores and describes spatial relationships and shapes. 21b. Understands shapes: Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Juan says, "This is part of an apple." • Curt says, "This piece belongs to the cat puzzle." • Shawna told her teacher she needed the top to the paint container. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Realize that different parts make up a whole.	Look at a whole object and know what the part is and how it fits together.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:2f	BENCHMARK: Recognizes and describes shapes and spatial relationships. f) Recognizes the position of objects.		
KEY VOCABULARY	Under, over, between, in front of, beside, next to, on, off, above, below, in, out, behind, top, bottom, near, far, middle		
TSG CONNECTIONS: 21. Explores and describes spatial relationships and shapes. 21a. Understands spatial relationships: Uses and responds appropriately to positional words indicating location, direction, and distance.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Louis finds the markers when told they are on the shelf next to the pink paper. • The teacher says, “Show me the one on the bottom,” and Damon points to the correct object. (Approaches to Learning: Persistence and Attentiveness) • When asked, Kayla goes and gets the book that’s on the table. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Show knowledge of positional words.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:2g	BENCHMARK: Recognizes and describes shapes and spatial relationships. g) Uses words that indicate directionality, order and position of objects.		
KEY VOCABULARY	First, last, end, 1st, 2nd, 3rd, 4th, beginning.		
TSG CONNECTIONS: 21. Explores and describes spatial relationships and shapes. 21a. Understands spatial relationships: Uses and responds appropriately to positional words indicating location, direction, and distance.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Hector puts his hands on his head in response to a movement song. Caleb says, "The ball is under the table." Tran says, "I put the green car first and the blue car last." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Know positional and ordinal words.	Apply positional and ordinal words in context.		

MATH- STANDARD	
1. Demonstrates general skills and uses concepts of mathematics.	
1:3	<p>BENCHMARK: Uses the attributes of objects for comparison and patterning.</p> <ul style="list-style-type: none"> a) Matches objects. b) Sorts objects by one or more attributes c) Describes objects by one or more attributes. d) Recognizes, duplicates, and extends simple patterns. e) Creates original patterns.
KEY VOCABULARY	
<p>Guiding Questions: Does the child display an awareness of the distinction between things (puts all the cars in a box and all the trucks in a different box) and explains why? How does the child sort and label groups of objects? How does the child describe characteristics of the items in a group (all soft, all farm animals)? What does the child know about comparing data, graphs, or charts (talks about the class-made graph showing weather)? Does the child play with patterning (uses different materials to create patterns)? How elaborate of a pattern can the child create? Does the child create or recognize patterns in the environment (repeated patterns, predictable books, color blocks)?</p>	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Geometry: <i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</i> – Describe objects in the environment using 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. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes – Analyze and compare two- and three- dimensional shapes in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes. Model shapes in the world by building shapes from components and drawing shapes. Compose simple shapes to form larger shapes. Measurement & Data: Describe and compare measurable attributes – Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common to see which object has “more of” / “less of” the attribute and describe the difference. Classify objects and count the number of objects in a category – Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p>	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:3a	BENCHMARK: Uses the attributes of objects for comparison and patterning. a) Matches objects.		
KEY VOCABULARY	Matching, same		
TSG CONNECTIONS: 13. Uses classification skills. Matches similar objects.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Edie matches a red bead to a picture of a red bead. RaShonda fits the circle and the triangle into the form board. Natalie put the shapes in the shape sorter. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Identify objects and attributes.	Finding the things that are the same about the object.	Match two or more objects that are the same.	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:3b	BENCHMARK: Uses the attributes of objects for comparison and patterning. b) Sorts objects by one or more attributes		
KEY VOCABULARY	Sort		
TSG CONNECTIONS: 13. Uses classification skills. Places objects in two or more groups based on differences in a single characteristic (color, size, or shape).			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Tamara places all the green objects in a bucket. Skylar places all the red stars in a box and all the blue ovals in another box. Myra places pennies in one cup and nickels in another cup. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Knowing attributes and objects.	Find the common attributes.	Sort objects by one or more attribute.	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:3c	BENCHMARK: Uses the attributes of objects for comparison and patterning. c) Describes objects by one or more attributes.		
KEY VOCABULARY			
TSG CONNECTIONS: 13. Uses classification skills. Places objects in two or more groups based on differences in a single characteristic (color, size, or shape).			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> “That is a square,” states Mitchell. Marco says, “That’s a big blue triangle.” (Approaches to Learning: Persistence and Attentiveness) When Ryan sees mixed coins he points and says, “These are pennies.” 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Know attributes. Describe objects by one or more attributes.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:3d	BENCHMARK: Uses the attributes of objects for comparison and patterning. d) Recognizes, duplicates, and extends simple patterns.		
KEY VOCABULARY	Pattern, continue, repeat, copy		
TSG CONNECTIONS: 23. Demonstrates knowledge of patterns. Extends and creates simple repeating patterns.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • When walking down the hallway, Desiree says, “It’s red, blue, red, blue, red, blue on the floor.” (Approaches to Learning: Persistence and Attentiveness) • Ashley makes a bracelet using beads as seen in a picture. • When creating a zoo in the block center, Chance and Joshua made a pattern of blocks around the outside. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Identify patterns.	Find what comes next in a pattern.	Create and extend a pattern.	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:3e	BENCHMARK: Uses the attributes of objects for comparison and patterning. e) Creates original patterns.		
KEY VOCABULARY			
TSG CONNECTIONS: 23. Demonstrates knowledge of patterns. Extends and creates simple repeating patterns.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Using blocks Gregory makes a path of square, square, rectangle. • When cutting and putting together a paper chain, Lindy creates a color pattern and says to her caregiver “This is red, blue, yellow, red, blue, yellow, red, blue, yellow.” 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Know what a pattern is.	Know what comes next in a pattern.		Create a pattern.

MATH- STANDARD	
1. Demonstrates general skills and uses concepts of mathematics.	
1:4	<p>BENCHMARK: Uses nonstandard and/or standard units to measure and describe.</p> <ul style="list-style-type: none"> a) Compares and orders by size. b) Uses tools to explore measuring. c) Explores, compares, and describes length, weight or volume using nonstandard units. d) Explores, compares, and describes length, weight, or volume using standard units. e) Shows awareness of simple time concepts. f) Categorizes and sequences time intervals and uses language associated with time in everyday situations.
KEY VOCABULARY	
<p>Guiding Questions: In what way does the child compare sizes/lengths of objects (places 2-10 objects shortest to tallest..)? How does the child compare people's heights? Does the child display an awareness of the distinctions between things (object characteristics, size differences, difference in object functions? Can child pour liquid/sand into a container without spilling over the top? Does the child display awareness of the distinctions between things (object heavier or lighter)? Does the child comment on weights of different objects? Does the child comment on future and past events using time phrases? How does the child show an awareness of the passing of time? How does the child show the understanding of time related to daily routine?</p>	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Counting & Cardinality: Know number names and the count sequence – Count to 100 by ones and tens. Count forward beginning from a given number with in the known sequence (other than 1). Count to tell the number of objects –Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. Compare numbers –Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies (groups up to ten objects). Compare two numbers between 1 and 10 presented as written numerals. Measurement & Data: Describe and compare measurable attributes – Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common to see which object has “more of” / “less of” the attribute and describe the difference. Classify objects and count the number of objects in each category –Classify objects into given categories; count the number of objects in each category and sort the categories by count. Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) – Describe objects in the environment using 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. Correctly name shapes regardless of their orientations or overall size.</p>	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:4a	BENCHMARK: Uses nonstandard and/or standard units to measure and describe. a) Compares and orders by size.		
KEY VOCABULARY	Large, larger, largest, longest, shortest, long, small, medium, large, big, little, short, tall, compare		
TSG CONNECTIONS: 22. Compare and measures. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Kyle says, "Chris is taller than me." • Kaisar lines up three crayons on the table, from shortest to longest. • Juan says, "This ball is bigger than yours." • Ashanti is able to stack nesting rings by size. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Recognize sizes.	Recognize differences in sizes.	Place objects in order by sizes.	

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:4b	BENCHMARK: Uses nonstandard and/or standard units to measure and describe. b) Uses tools to explore measuring.		
KEY VOCABULARY	Measuring cup, ruler, scales, tape measure, inches, centimeters balance, cup, feet, ounces		
TSG CONNECTIONS:			
22. Compares and measures. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Amy pretends to measure the length of her block road with a tape measure. Philip uses cups, bowls and spoons in the sand table to measure (i.e., how many cups can be poured into the bowl). Jarred places objects on each side of the balance scale, manipulating objects to alter the balance. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Know tool and how to use it (what it is used for)			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:4c	BENCHMARK: Uses nonstandard and/or standard units to measure and describe. c) Explores, compares, and describes length, weight or volume using nonstandard units.		
KEY VOCABULARY	Non-standard		
TSG CONNECTIONS:			
22. Compares and measures. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Andre pours water from a small cup to a large cup. Tamika uses teddy bears to measure the side of a table and says, "This is 9 teddy bears long." John places objects in each side of the balance scale and says, "This truck weighs five blocks." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Know measuring tools (non-standard)	Use the correct tool to measure a particular object.		

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:4d	BENCHMARK: Uses nonstandard and/or standard units to measure and describe. d) Explores, compares, and describes length, weight, or volume using standard units.		
KEY VOCABULARY	Standard		
TSG CONNECTIONS:			
22. Compares and measures. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Using a ruler, Nora says that the paper is six inches long. Christi steps on the bathroom scale and asks her Mommy, "How many pounds am I?" Louey helps his Mom fill up the measuring cup with water to the six ounce mark when they are making cupcakes. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Know what tool will measure and how to use it.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:4e	BENCHMARK: Uses nonstandard and/or standard units to measure and describe. e) Shows awareness of simple time concepts.		
KEY VOCABULARY	Morning, afternoon, evening, day, night, schedule, time, clock, next, first		
TSG CONNECTIONS: 22. Compares and measures. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> LaShonda says, "In the morning we get up." Cory says, "At night it gets dark." (Approaches to Learning: Initiative and Curiosity) Kimmy says that she is in school for a long time until Mommy gets off from work. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
Show awareness of simple time concepts.			

MATH- STANDARD			
1. Demonstrates general skills and uses concepts of mathematics.			
1:4f	BENCHMARK: Uses nonstandard and/or standard units to measure and describe. f) Categorizes and sequences time intervals and uses language associated with time in everyday situations.		
KEY VOCABULARY	Calendar, days of the week, first, then, yesterday, today, tomorrow, months		
TSG CONNECTIONS: 22. Compares and measures. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Angelica says, "After lunch we go outside." • Lucia says, "I see 'Dora the Explorer' on Saturday." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can use language to tell time events.			