Maryland Mathematics

Prekindergarten

Number and Operation Sense NOS

A KNOW NUMBER NAMES AND THE COUNT SEQUENCE. PK.NOS.A

1 Count to 20 by ones. PK.NOS.A.1

2 Count backward from 10 by ones. PK.NOS.A.2

3 Identify which number comes just after or just before a given number in the counting sequence to 10. PK.NOS.A.3

4 Identify written numerals 0-10. PK.NOS.A.4

B COUNT TO TELL THE NUMBER OF OBJECTS. PK.NOS.B

5 Use the relationship between numbers and quantities within 10 to count objects with one-to-one correspondence and verbalizing the last number stated is the total when asked "How many…?" (cardinality). PK.NOS.B.5

6 When counting objects within 10, recognize that each successive number name refers to a quantity that is one larger. PK.NOS.B.6

7 Represent a number within 10 by producing a set of objects with concrete materials, drawing pictures, and/or writing numerals. Correctly respond when asked "How many" after counting concrete objects. PK.NOS.B.7

8 Recognize the number of objects in a set without counting (subitizing) with both unfamiliar patterns within 3 and familiar patterns within 5. PK.NOS.B.8

C COMPARE QUANTITIES. PK.NOS.C

9 Compare two groups of objects within 10. Identify whether the number of objects in one group is more than, equal to, or less than the number of objects in another group by using one-to-one correspondence, matching, and counting. PK.NOS.C.9

D DECOMPOSE NUMBERS. PK.NOS.D

10 Decompose numbers less than or equal to 5 in more than one way by using objects, fingers, drawings and/or verbal explanations. PK.NOS.D.10

Algebraic Thinking AT

A UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM. PK.AT.A

1 Represent addition and subtraction situations (presented verbally, without the use of numerals or mathematical symbols) within quantities of 5 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, and/or verbal explanations. PK.AT.A.1

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2 Given a quantity within 5, identify the quantity that must be added to equal 5 using objects, fingers, drawings and/or verbal explanations. PK.AT.A.2

B UNDERSTAND REPEATING PATTERNS. PK.AT.B

3 Identify and extend a repeating pattern (ABAB, AABB, or ABCABC) using concrete objects, shapes, sounds, or movements. PK.AT.B.3

Geometric Reasoning and Measurement GR

A DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES. PK.GR.A

1 Describe a measurable attribute of an object, such as length, height, weight, and capacity using appropriate vocabulary (e.g., long, short, tall, heavy, light, wide, narrow). PK.GR.A.1

2 Directly compare two objects with a measurable attribute in common, using words such as “more/less,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.” PK.GR.A.2

B WORK WITH TWO-DIMENSIONAL AND THREE-DIMENSIONAL SHAPES. PK.GR.B

3 Sort two-dimensional shapes (circles, triangles, and rectangles-including a square which is a special rectangle) by like attributes and distinguish between examples and non-examples. PK.GR.B.3

4 Match and name two-dimensional shapes (circles, triangles, and rectangles-including a square which is a special rectangle) regardless of their orientations or overall size. PK.GR.B.4

5 Match and sort three-dimensional shapes (cubes, spheres, and cylinders) by like attributes and distinguish between examples and non-examples. PK.GR.B.5

Reasoning with Data and Statistics DS

A SORT OBJECTS INTO CATEGORIES TO REPRESENT DATA. PK.DS.A

1 Organize data sets by sorting objects into categories. PK.DS.A.1

2 Analyze data sets by comparing the categories using words such as more than, less than, and equal to/same (Limit the total in any one category to maximum of 10). PK.DS.A.2