



Kindergarten Math
1st 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 and the count sequence (1-10). • Write a numeral to match a set of counted objects. • Count out a number of objects to match a numeral. • Point to each object in a set (one at a time) and say the counting sequence. • Answer the question “How many are there?”, knowing that the last number counted is the answer. • Answer the question “How many would there be if we added one more object?”. • Explain the counting strategy used to count a set of objects. • Start counting at a number other than one and count on to ten. • Count as many as ten things in a scattered configuration. • Keep track of which objects have been counted and which objects have not. • Compare two groups of objects and use language greater than, less than and equal to when comparing the groups. • Compare two numerals (1-5) by using language greater than, less than and 	<p style="text-align: center;"> number numeral count objects ten frame one more one (1) two (2) three (3) four (4) five (5) Six (6) seven (7) eight (8) nine (9) ten (10) count on compare greater than less than equal to decompose break apart counters equation </p>

equal to.

- 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.
- Break apart a number to find all of its pairs or partners using various objects or tools (e.g., ten-frames, ten wands, rekenreks, dot patterns, double sided counters, etc.)
- Record ways to break apart a number (decompose) through drawings or an equation.