

Pre-Kindergarten Overview

In Pre-Kindergarten, instructional time should focus on two areas: (1) developing a good sense of numbers using concrete objects including concepts of correspondence, counting, cardinality, and comparison; (2) describing shapes in their everyday environment. More learning time in Pre-Kindergarten should be devoted to exploring* and developing the sense of numbers than any other topic. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Counting and Cardinality** domain, students:
 - develop a sense of numbers and count to determine the number of objects;
 - understand that number words refer to quantity;
 - use 1:1 correspondence to solve problems by matching sets and comparing number amounts and in counting objects to 10 through a variety of experiences; and
 - understand that the last number name said tells the number of objects counted (cardinality) and they count to determine number amounts and compare quantities (using language such as more than, fewer than, or equal to (the same as) the number of objects in another group).
2. Through their learning in the **Geometry and Measurement and Data** domains, students:
 - describe the position of objects in space based on the relations of those objects (e.g., shape and special relations) using appropriate vocabulary;
 - identify and name basic two-dimensional shapes, such as triangles, rectangles, squares, and circles; and
 - use basic shapes and spatial reasoning to model objects in their everyday environment.

***Note:** *Explore* indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

Mathematical Practices

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| <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. | <ol style="list-style-type: none"> 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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