

Number, Number Sense and Operations Standard		Measurement Standard	Geometry and Spatial Sense Standard	Patterns, Functions and Algebra Standard	Data Analysis and Probability Standard
Number and Number Systems	Number and Number Systems	Measurement Units	Characteristics and Properties	Use Patterns, Relations and Functions	Data Collection
PK.1 Count to 10 in the context of daily activities and play.	PK.10 Identify and name numerals 0-9.	PK.1 Begin to identify and use the language of units of time. For example: a. Day, night, week; b. Yesterday, today, tomorrow	PK.1 Match identical two- and three-dimensional objects found in the same environment in play situations (e.g., 2 squares of same size, 2 stop signs).	PK.1 Sort, order and classify objects by one attribute (e.g., size, color, shape, use).	PK.1 Gather, sort and compare objects by similarities and differences in the context of daily activities and play.
PK.2 Touch objects and say the number names when counting in the context of daily activities and play.	PK.11 Compare and order whole numbers up to 5.	Use Measurement Techniques and Tools	PK.2 Sort and classify similar two- and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).	PK.2 Identify, copy, extend and create simple patterns or sequences of sound, shapes and motions in the context of daily activities and play.	PK.2 Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).
PK.3 Demonstrate one-to-one correspondence when counting objects.	PK.12 Identify some coins (e.g., penny, dime, quarter).				
PK.4 Determine "how many" in sets of 5 or fewer objects.	PK.13 Recognize that coins have different values.	PK.2 Recognize that various devices measure time (e.g., clock, timer, calendar).	PK.3 Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).	PK.3 Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).	PK.3 Select the category or categories that have the most of fewest objects in a floor or table graph.
PK.5 Construct two sets of objects each containing the same number of objects.	Meaning of Operations	PK.3 Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).			
PK.6 Compare sets of equal, more, and fewer and use the language of comparison (i.e., equal, more and fewer).	PK.14 Construct sets with more or fewer objects than a given set.	PK.4 Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).	PK.4 Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere-"ball", cube-"box", cylinder-"can" or "tube", and cone-"ice cream cone").	Use Algebraic Representations	PK.4 Model a problem situation using physical materials.
PK.7 Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).	PK.15 Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns.	PK.5 Order a set of objects according to size, weight or length.			
PK.8 Represent quantity using invented forms (e.g., child's marks to represent a quantity of objects).	PK.16 Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks).	PK.6 Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers it takes to fill one big container using sand, rice or beans).	Spatial Relationships		
PK.9 Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).	PK.17 Distribute equally a set of objects into 2 or more smaller sets.		PK.5 Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).		