

Student: _____

Year: _____

Teacher: _____

**Indicates not taught this 9 weeks*

Kindergarten Math Checklist	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
Number and Operations				
<i>MKN1: Students will connect numerals to the quantities they represent.</i>				
a. Count a number of objects up to 30.				
b. Produce models for number words through ten.				
c. Write numerals through 20 to label sets.				
d. Sequence and identify using ordinal numbers (1st - 10th).				
e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.				
f. Estimate quantities using five and ten as a benchmark.	*	*		
g. Use informal strategies to share objects equally (divide) between two to three people or sets.	*	*		
h. Identify coins by name and value (penny, nickel, dime, and quarter).				
i. Count out pennies to buy items that together cost less than 30 cents.	*	*	*	
j. Make fair trades using combinations involving pennies and nickels and pennies and dimes.				
<i>MKN2: Students will use representations to model addition and subtraction.</i>				
a. Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared.	*	*		
b. Build number combinations up to 10.	*	*		
c. Use objects, pictures, numbers, or words to create, solve and explain story problems.	*	*		
Measurement				
<i>MKM1: Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.</i>				
a. Compare and order objects on the basis of length.	*	*	*	
b. Compare and order objects on the basis of capacity.	*			
c. Compare and order objects on the basis of height.	*	*	*	
d. Compare and order objects on the basis of weight.	*			
<i>MKM2: Students will understand the measurement of calendar time.</i>				
a. Know the names of the days of the week as well as understand yesterday, today, and tomorrow.	*	*	*	
b. Know the months of the year.	*	*	*	
c. Know the four seasons.	*	*	*	
<i>MKM3: Students will understand time as it relates to a daily schedule.</i>				
a. Order daily events.	*	*	*	
b. Tell the time when daily events occur, such as morning, afternoon, and evening.	*	*	*	
c. Know the name of day of the week when weekly events occur in class.	*	*	*	

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Geometry				
<i>MKG1: Students will correctly name simple two and three-dimensional figures, and recognize them in the environment.</i>				
a. Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares), and circles.				
b. Recognize and name the following three-dimensional figures: spheres and cubes.				
c. Observe concrete objects in the environment and represent the objects using basic shapes.	*	*		
d. Combine basic figures to form other basic and complex figures into basic figures; decompose basic and complex figures into basic figures.	*	*		
e. Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.	*	*		
<i>MKG2: Students will understand basic spatial relationships.</i>				
a. Identify when an object is beside another object, above another object, or below another object.				
b. Identify when an object is in front of another object, behind another object, inside another object or outside it.				
<i>MKG3: Students will identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes.</i>				
a. Identify missing elements within a given pattern.				
b. Extend a given pattern and recognize similarities in different patterns.				
c. Create a pattern in a different context with attributes similar to a given pattern.				
Data Analysis and Probability				
<i>MKD1: Students will pose information questions, collect data, organize, and display results using objects, pictures, and picture graphs.</i>				
Process Skills				
<i>MKP1: Students will solve problems (using appropriate technology).</i>				
a. Build new mathematical knowledge through problem solving.				
b. Solve problems that arise in mathematics and in other contexts.				
c. Apply and adapt a variety of appropriate strategies to solve problems.				
d. Monitor and reflect on the process of mathematical problem solving.				
<i>MKP2: Students will reason and evaluate mathematical arguments.</i>				
a. Recognize reasoning and proof as fundamental aspects of mathematics.				
b. Make and investigate mathematical conjectures.				
c. Develop and evaluate mathematical arguments and proofs.				
d. Select and use various types of reasoning and methods of proof.				
<i>MKP3: Students will communicate mathematically.</i>				
a. Organize and consolidate their mathematical thinking through communication.				
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.				
c. Analyze and evaluate the mathematical thinking and strategies of others.				
d. Use the language of mathematics to express mathematical ideas precisely.				
<i>MKP4: Students will make connections among mathematical ideas and to other disciplines.</i>				
a. Recognize and use connections among mathematical ideas.				
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
c. Recognize and apply mathematics in contexts outside of mathematics.				
<i>MKP5: Students will represent mathematics in multiple ways.</i>				
a. Create and use representations to organize, record, and communicate mathematical ideas.				
b. Select, apply, and translate among mathematical representations to solve problems.				
c. Use representations to model and interpret physical, social, and mathematical phenomena.				