COASTMETRO

ELEMENTARY MATH PROJECT

Kindergarten

Year at a Glance

The following overview of the year is a suggested plan for Kindergarten mathematics taking into consideration introducing significant foundational concepts in the first half of the year so there is time for spacing learning experiences over the year as well as balancing each term with number concepts alongside other areas of math.

Term One Mathematics Learning Standards
Number concepts to 5 (ways to make five, decomposition of quantities to 5, subitizing to 5, counting with one-to-one correspondence to 5)
Communicating and Representing curricular competencies
Concrete or pictorial graphs as a visual tool (graphing data about self and peers, interests, events)
Likelihood of familiar life events (connect to weather, seasonal changes using comparative language)
Repeating patterns with two or three elements (describe and sort materials used for patterning; read patterns in different ways)

Term Two Mathematics Learning Standards
Number concepts to 10 (decomposition of quantities to 10, counting with one-to-one correspondence to 10, cardinality, stable number order, comparing magnitude of quantities to 10)
Reasoning and Analyzing and Understanding and Solving curricular competencies
Change in quantity to 10, using concrete materials (build and change stories such as there are six ducks in the pond, if 2 flew away, how many would be in the pond)
Equality as a balance and inequality as an imbalance (using language to compare quantities such as same as, more than, less than; use of pan balance to show “same as” or equal or imbalance, not equal)

Single attributes of 2D and 3D shapes (describe and sort blocks, boxes and shapes in the environment with math language such as curved, straight, quantity of sides or edges or corners/points, object that rolls, can stack, etc.)

Term Three Mathematics Learning Standards
Number concepts to 10 (decomposition of quantities to 10, counting fluently to 10, matching number symbols to concrete sets and pictures such as ten frames, comparing and ordering quantities to 10)
Connecting and Reflecting curricular competencies
Direct Comparative Measurement (linear, mass, capacity; find something that is longer than your hand, heavier than the book, holds more than the cup)
Financial literacy – attributes of coins (size, colour, pictures, names) **and financial role-play** (restaurant, grocery store dramatic play, etc.)