

# **Farmington Woods IB/PYP Magnet Elementary School**

Farmington Woods IB/PYP Magnet Elementary School will promote inquiry and provide an international awareness while educating our children to become life long learners.

## **Kindergarten Curriculum Objectives Second Quarter Math Study Guide**



**A WCPSS International  
Baccalaureate PYP Magnet School**

This brochure is designed to share grade level standards and benchmarks with our families. Your understanding of what your child is expected to learn at each grade level is essential as we work together to reach your child's fullest potential.

## Counting and Cardinality

Count to 100 by ones and by tens.  
(Quarter 2: Rote count to 40, Count by tens to 100)

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  
(Quarter 2: Write 1-20)

Understand the relationship between numbers and quantities; connect counting to cardinality.

- A. Student can count objects and tell how many to 20.
- B. Student can add one more to number and tell that number. Example: Student should be able to answer— What is one more than 15? (16) ( $15+1=16$ )

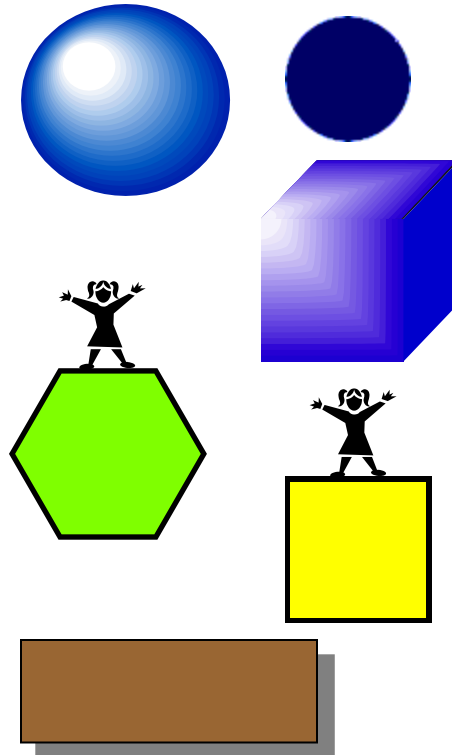
Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.)

Compare two numbers between 1 and 10 presented as written numerals.

## Number and Operation in Base Ten

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones.



## Geometry

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *front of*, *behind*, and *next to*.

Correctly name shapes regardless of their orientations or overall size.

Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Students will need to be able to identify the following shapes: square, rectangle, circle, sphere, cube and hexagon.