|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Examples** | Getting There | Getting There | Got it! |
| Count to 20 by ones with increasing accuracy | Recites or signs the numbers 1-20 incompletely or with errors. Chants, sings or signs 1-20 in order while marching. |  |  |  |
| Identify and name numerals 1-9 | Points to and names numerals on spinner while playing game or while reading a book. |  |  |  |
| Identify without counting small quantities of up to 3 items | Looks briefly at a picture and immediately communicates the quantity of up to three objects in the picture. Identifies quantities up to three without counting during play. |  |  |  |
| Demonstrate one-to-one correspondence when counting objects up to 10 | Counts the number of cars on the rug, “One, two, three, four, five, six.” Counts out napkins for snack time, saying the number aloud as he puts each one on the table. Accurately counts five crackers to match the picture in a chart. |  |  |  |
| Understand that the last number spoken tells the number of objects counted. | Moves an equivalent number of steps indicated on a large number cube, during gross motor play. When asked how many napkins he passed out for snack says, “Ten napkins.” |  |  |  |
| Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10. | Points to the set with six blocks when asked which set has more blocks, the set with five or the set with six. Compares the number of letters in written names of two objects and indicates which word has more or fewer letters. |  |  |  |
| Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. | Counts the number of crackers left after everyone is served at snack. Groups and counts the number of objects that are yellow and the number of objects that are blue. |  |  |  |
| Sort and classify objects by one or more attributes (e.g., size, number). | Sorts red and blue counting bears, and then sorts each group of bears by size; sorts blocks by size and shape. |  |  |  |
| Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. | Follows pattern for placing utensils and plates on table in preparation for lunchtime. Uses colored pattern blocks to copy a pattern picture. Extends a pattern started by another. Finds and identifies patterns in the environment. |  |  |  |
| Create patterns. | Builds a road alternating long and short unit blocks. Orders colored bears in red, blue, yellow; red, blue, yellow pattern. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight). | Compares shoe sizes to see who has the bigger or smaller shoe. Sorts and classifies objects and can explain the sorting criteria (e.g., one rock is heavier than the other; one pencil is longer, etc.). |  |  |  |
| Order objects by measurable attribute (e.g., biggest to smallest, etc.). | Places the different sized plates from biggest to smallest on the table. Orders blocks by height, tallest to shortest while building his “town” in the block area. |  |  |  |
| Measure length and volume (capacity) using non-standard or standard measurement tools. | Measures how many paper clips it takes to be as long as a pencil. Measures how many small containers it takes to fill one large container at the sand table. |  |  |  |
| Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/ below, beside/between, in front of/ behind and next to. | Communicates, “My toy fell under the table,” or “I left my ball outside,” or “Sit down beside me.” Navigates an obstacle course when the teacher says, “Go under the bridge, and then go around the climber.” Says, “My dad keeps the car inside the garage.” Builds simple but meaningful “maps” using blocks and toys such as trees, cars, houses, and describes relative positions. (e.g., “The truck is beside the road.” “The dog is behind the house.”). |  |  |  |
| Understand and use names of shapes when identifying objects. | Points and names the circle, square, rectangle and triangle shapes while working with puzzles. Identifies different shapes that are called out loud, while playing a game of shape bingo. Asks a friend, “Can I have another square block?” |  |  |  |
| Name three-dimensional objects using informal, descriptive vocabulary. | Refers to a cube as a “box.” Calls the cone “ice cream cone.” Calls a sphere a “ball.” |  |  |  |
| Compare two-dimensional shapes, in different sizes and orientations, using informal language. | Locates two-dimensional geometric shapes of differing size and orientation in the classroom environment. Answers questions like, “How do you know the shape is a triangle?” by describing the number of “lines” and “points.” Identifies a triangle whether sitting on its base or on its point. |  |  |  |
| Create shapes during play by building, drawing, etc. | Draws a picture of his house using some basic shapes such as a rectangle for the building and a triangle for the roof and a circle for the sun. Creates symmetrical block structures. Draws shapes from memory. |  |  |  |
| Combine simple shapes to form larger shapes. | Uses blocks to create larger shape structures. Manipulates pattern blocks to form larger shapes. Describes the shapes used to create new shapes. |  |  |  |