

Kindergarten

As PA transitions to the PA Core Standards, the focus of Kindergarten instruction needs to shift:

Less emphasis on:	More emphasis on:
	<p><u>Standards for Mathematical Practice</u></p> <ul style="list-style-type: none"> • Describe mathematical “habits of mind” • Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement • Connect with content standards in each grade
<p><u>Numbers and Operations</u></p> <ul style="list-style-type: none"> • Ordering quantities from least to greatest or greatest to least. • While money is used for counting, addition and subtraction, identification of coins and counting money is not emphasized. 	<p><u>Numbers and Operations</u></p> <ul style="list-style-type: none"> • Understanding number, not just rote counting. • Counting beginning with any number, not just 1. • Counting for a purpose, e.g., to answer “how many?” questions. • Comparing numbers and quantities. • Decomposing numbers more than one way • Making a ten • Fluently adding and subtracting to 5 • Decomposing teen numbers into tens and ones
<p><u>Measurement</u></p>	<p><u>Measurement</u></p> <ul style="list-style-type: none"> • Measurement as direct comparison
<p><u>Geometry</u></p> <ul style="list-style-type: none"> • Symmetry 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> • Composing shapes to make larger shapes. • Naming shapes regardless of orientation • Comparing two- and three-dimensional shapes in different sizes and orientations

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Less emphasis on:	More emphasis on:
<p><u>Algebraic Concepts</u></p> <ul style="list-style-type: none"> • Number and geometric patterns in isolation. 	<p><u>Algebraic Concepts</u></p>
<p><u>Data Analysis and Probability</u></p> <ul style="list-style-type: none"> • While graphs can be used as tools for counting, addition and subtraction, there is not an emphasis on gathering data and constructing graphs. • Probability 	<p><u>Data Analysis and Probability</u></p>

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