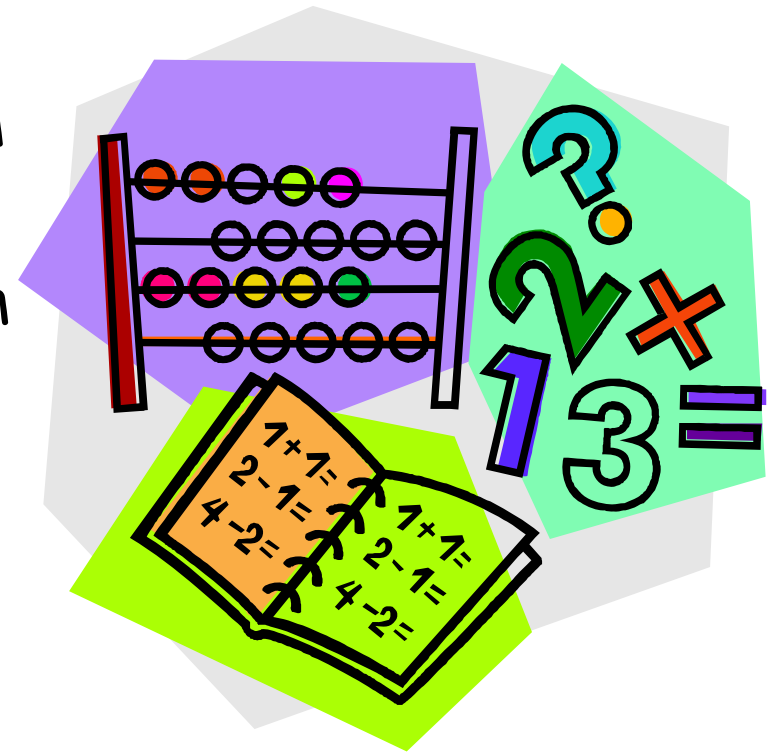


Kindergarten Mathematics

Correlation
between
1996 Curriculum
and
2006 Curriculum





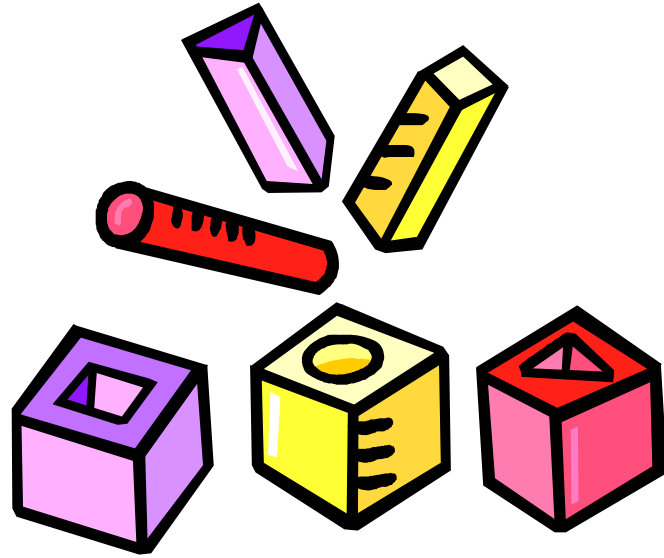
NUMBER

1996 Curriculum	2006 Curriculum
Counts the number of objects in a set (0-10) (N-I.1.0)	<p>K.N.2. Subitize and name familiar arrangements of 1 to 6 objects or dots. [C, CN, ME, V]</p> <p>K.N.3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</p> <p>K.N.5. Demonstrate an understanding of counting to 10 by</p> <ul style="list-style-type: none"> • indicating that the last number said identifies “how many” • showing that any set has only one count. <p>[C, CN, ME, R, V]</p>
Explores the representation of single digit numbers, using a calculator or computer to represent numerals on a screen (N-I.2.0)	
Builds, compares, and orders two sets of like objects, and describes relationships between them using the terms more than, greater than, less than, the same as, equal to (N-I.3.0)	<p>K.N.6. Compare quantities, 1 to 10,</p> <ul style="list-style-type: none"> ▪ using one-to-one correspondence ▪ by ordering numbers representing different quantities. <p>[C, CN, V]</p>
Represents the processes of addition and subtraction through role playing and the use of manipulatives (N-V.1.0)	<p>K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. [C, CN, ME, R, V]</p>
	<p>K.N.1. Say the number sequence by 1s starting anywhere from 1 to 30 and from 10 to 1. [C, CN, V]</p>



Patterns and Relations

1996 Curriculum	2006 Curriculum
Sorts objects using a single self-determined attribute (PR-I.1.0)	K.SS.2. Sort 3-D objects using a single attribute. [C, CN, PS, R, V]
Recognises, reproduces, extends, and creates patterns using actions, manipulatives, and orally describes them (PR-II.1.0)	K.PR.1. Demonstrate an understanding of repeating patterns (two or three elements), by: <ul style="list-style-type: none"> • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions. [C, CN, PS, V]



Shape and Space

1996 Curriculum	2006 Curriculum
Classifies and describes linear attributes, (long, short) and arranges objects in order of size, by length, or height (SS-I.1.0)	K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]
Covers a surface with a variety of objects (SS-II.1.0)	
Uses the words full, empty, more and less to talk about volume and capacity (SS-III.1.0)	K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]
Uses the words heavier or lighter to talk about the mass/weight of two objects (SS-IV.1.0)	K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]
Uses the terms long time or short time to talk about the duration of events (SS-VI.1.0)	
Exchanges play money for objects in a play store (SS-VII.1.0)	
Uses words like hot, hotter; cold, colder; warm, warmer; and cool, cooler to talk about temperature (SS-VIII.1.0)	
Identifies, sorts, and classifies 3-D objects in the environment, and describes and discusses objects, using such words as big, little, round, like a box, like a can (SS-IX.1.0)	K.SS.2. Sort 3-D objects using a single attribute. [C, CN, PS, R, V]
Builds 3-D objects (SS-IX.2.0)	K.SS.3. Build and describe 3-D objects. [CN, PS, V]
Describes the relative position of 3-D objects using such words as over, under, beside, between, inside, outside (SS-XII.1.0)	

Statistics and Probability



1996 Curriculum	2006 Curriculum
Chooses, with assistance, first-hand sources for obtaining information (SP-I.2.0)	
Collects, with assistance, first-hand information (SP-II.1.0)	
Constructs concrete-object graphs, with assistance, using 1:1 correspondence (SP-III.2.0)	
Compares data in two categories, using words such as more, less, the same (SP-IV.1.0)	