

1st Quarter Kindergarten Math SOL Checklist 2011 - 2012 Student _____

SOL		Mastered	Not Mastered	Re Test	Mastered
	Geometry Focus: Plane Figures				
K.11	b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).				
K.12	Describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.				
	Probability and Statistics Focus: Data Collection and Display				
K.14	Display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.				
	Patterns, Functions, and Algebra Focus: Attributes and Patterning				
K.15	Sort and classify objects according to attributes.				
K.16	Identify, describe, and extend repeating patterns.				

Middlesex County Schools Curriculum Pacing Guide

Grade/Course

Kindergarten/Math

School Year

2011– 2012 2nd Quarter

Time Frame	Unit/SOLs Math	SOL #	Strand Math	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/ Benchmark Tests)
9 weeks	K.1 The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one to one correspondence.	K1	Number and Number Sense	Understand how quantities relate to each other, which leads to an understanding of how numbers are related to each other. Match each member of one set with each member of another set, using the concept of one-to-one correspondence to compare the number of members between sets, where each set contains 10 or fewer items. Compare and describe two sets of 10 or fewer items, using the terms more, fewer, and the same.	January
9 weeks	K.2 The student, given a set containing 10 or fewer concrete items, will	K.2 a	Number and Number Sense	Count orally the number of items in a set containing 10 or fewer concrete items, using one-to-one correspondence, and identify the corresponding numeral. Understand that the total number of objects can be found by counting.	January
	a) tell how many are in the set by counting the number of items orally;	K.2 b	Number and Number Sense	Identify written numerals from 0 through 10 presented in random order. Select the numeral from a given set of numerals that corresponds to a set of 10 or fewer concrete items.	
	b) select the corresponding numeral from a given set	K.2 c	Number and Number Sense	Write the numerals from 0 through 10. Write a numeral that corresponds to a set of 10 or fewer concrete items.	
	c) write the numeral to tell how many are in the set.	K.4a	Number and Number Sense	Use the correct oral counting sequence in both forward and backward counting situations. Count backward from 10 to 1.	January
K.4 The student will	K.4a	Number and Number Sense	Use the correct oral counting sequence in both forward and backward counting situations. Count backward from 10 to 1.	January	
a) count backward from 10.					
9 weeks	K.11 The student will identify, describe, and trace two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).	K.11a	Geometry	Use their knowledge of two-dimensional figures to help them systematically represent and describe their world. Develop an understanding of the shapes of geometric figures by using various methods. Identify a circle, triangle, square, and rectangle. Describe the properties of triangles, squares, and rectangles, including number of sides and number of corners. Describe a circle. Draw a circle, triangle, square, and rectangle.	January

Middlesex County Schools Curriculum Pacing Guide

Grade/Course

Kindergarten/Math

School Year

2011 – 2012 3rd Quarter

Time Frame	Unit/SOLs Math	SOL #	Strand Math	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/ Benchmark Tests)
9 weeks	K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.	K.3	Number and Number Sense	Understanding the cardinal and ordinal meanings of numbers is necessary to quantify, measure, and identify the order of objects.	April
9 weeks	K.4 The student will a) count forward to 100 and backward from 10	K.4a	Number and Number Sense	Counting skills are essential components of the development of number ideas; however, they are only one of the indicators of the understanding of numbers. Counting forward by rote advances the child's development of sequencing.	April
	K.4 The student will b) identify one more than a number and one less than a number;	K.4b	Number and Number Sense	Counting forward and backward leads to the development of counting on and counting back.	
	K.4 The student will c) count by fives and tens to 100.	K.4c	Number and Number Sense	Skip counting by fives lays the foundation for reading a clock effectively and telling time to the nearest five minutes, counting money, and developing the multiplication facts for five. • Skip counting by tens is a precursor for use of place value, addition, counting money, and multiplying by multiples of 10.	
9 weeks	K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.	K.7	Measurement	Counting money helps students gain an awareness of consumer skills and the use of money in everyday life, students manipulate physical models of money and count forward to determine the value of a collection of coins are important activities to ensure competence with using money.	April
9 weeks	K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).	K.8	Measurement	Many experiences in measuring physical objects, using nonstandard and standard units of measure, help to develop an intuitive understanding of measurement and will help students connect a tool with its purpose in measuring.	April

9 weeks	K.9 The student will tell time to the hour, using analog and digital clocks.	K.9	Measurement	<p>Many experiences in relating time on the hour to daily routines and school schedules (e.g., catching the bus, lunch time, recess time, help students develop personal referents for time.</p> <ul style="list-style-type: none"> • Making sense of telling time to the nearest hour is reinforced when students recognize the positions of the hands on an analog clock and identify the corresponding time to the hour. 	April
9 weeks	K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.	K.10	Measurement	<p>Length is the distance between two points, height is the vertical length of a perpendicular to its base, weight is a measure of the heaviness of an object, temperature is the degree of hotness or coldness of an object (e.g., a body) or environment.</p>	April
9 weeks	K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.	K.14	Probability and Statistics	<p>Display data by arranging concrete objects into organized groups to form a simple object graph.</p> <p>Display gathered data, using pictures to form a simple picture graph (e.g., a picture graph of the types of shoes worn by students on a given day).</p> <p>Display gathered data in tables, either in rows or columns.</p> <p>Answer questions related to the gathered data displayed in object graphs, picture graphs, and tables by:</p> <ul style="list-style-type: none"> –Describing the categories of data and the data as a whole (e.g., the total number of responses) and its parts. – Identifying parts of the data that represent numerical relationships, including categories with the greatest, the least, or the same. 	April

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Grade/Course

Kindergarten/Math

School Year

2011 – 2012 4th Quarter

Time Frame	Unit/SOLs Math	SOL #	Strand Math	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/ Benchmark Tests)
9 weeks	K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.	K.5	Number and Number Sense	<ul style="list-style-type: none"> A fraction is a way of representing part of a whole (as in a region/area model) or part of a group (as in a set model). The fractional parts of a set model are subsets of an equal number. For example, in a set of ten cubes, each half would be a subset of five cubes. 	May
9 weeks	K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.	K.6	Computation and Estimation	<ul style="list-style-type: none"> Addition is the process of combining or joining sets. Subtraction can be viewed as a “taking away” or “separating” process or as compare to find the difference between two sets. Counting on from the larger set to determine the sum of the combined sets is a strategy for finding a sum. Counting backward from the larger set to determine the difference between two sets is a strategy for subtraction. 	May
9 weeks	K.13 The student will gather data by counting and tallying.	K.13	Probability and Statistics	<p>Data are pieces of information collected about people or things. The primary purpose of collecting data is to answer questions.</p> <ul style="list-style-type: none"> Tallying is a method for gathering information. Tally marks are used to show how often something happens or occurs. Each tally mark represents one occurrence. Tally marks are clustered into groups of five, with four vertical marks representing the first four occurrences and the fifth mark crossing the first four on a diagonal to represent the fifth occurrence. When data are presented in an organized manner, students can describe the results of their investigation (i.e., identifying parts of the data that have special characteristics, including categories with the greatest, the least, or the same number of responses). 	May