Pre-K & Kindergarten Comparative/Analysis Chart

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| **Pre-K** | **Kindergarten** |
| **Counting & Cardinality** | **Counting & Cardinality** |
| Know number names & Count Sequence  0 to 30 and beyond  Recognize, name & experiment with writing numerals 0 – 10  Understand the relationship between numerals and quantities *(Recognize numeral and symbol for objects using materials, 0 – 10; count many kinds of concrete objects & actions up to 10 with 1 to 1 correspondence; up to 7 things in a scattered configuration; use the number name of the last object counted to represent the number of objects in a set 0 – 10)*  Use comparative language (more than, less than, equal to, same) | Count to 100 by ones and tens  Count forward beginning from a given number within the sequence (not starting with 1)  Write numbers 0 to 20  Understand the relationships between numbers & quantities; connect counting to cardinality *(counting objects, pair each object with one and only one number name; last number said tells the number of objects counted; each successive number name refers to a quantity that is one larger)*  Count to answer “how many” questions (up to 20)  Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group  Compare two numbers between 1 and 10 presented as written numerals |
| **Operations & Algebraic Thinking** | **Operations & Algebraic Thinking** |
| Experiment with adding and subtracting using appropriate pre-k materials  Model real-world addition and subtraction problems up through 5 using developmentally appropriate pre-k materials  Patterns: duplicate & extend simple patterns using concrete objects | Represent addition & subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.  Solve addition and subtraction word problems, and add and subtract within 10  Decompose numbers less than or equal to 10 into pairs in more than one way (ex.: 5 = 2 + 3 and 4 + 1 = 5)  For any number from 1 to 9, find the number that makes 10 when added to the given number  FLUENTLY add and subtract within 5 |
| **Numbers & Operations in Base Ten** | **Numbers & Operations in Base Ten** |
| N/A | Compose & decompose numbers from 11 to 19 into tens and tens and ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or an equation (eg: 18 = 10 + 8 or 18 ones); understand that numbers 11 – 19 are composed of ten ones or a ten and 1, 2, 3, 4, ,5 ,6, 7, 8 or 9 ones |
| **Measurement & Data Analysis** | **Measurement & Data Analysis** |
| Compare 2 objects using attributes of length, weight, and size (bigger, longer, taller, heavier, same weight, same amount, empty, full)  Explore standard tools of measurement  Classify objects by color, size, length, height, weight, area, & temperature  Identify positions of objects in space using language (e.g.: under, over, beside, behind, inside) to describe and compare their relative positions  Begin to identify the position of objects in a series (1st, 2nd, 3rd, middle, next, last)  Represent ideas, experiences in graphs; Use graphs to answer questions | Describe measurable attributes of objects, such as length or weight; describe several measurable attributes of a single objects  Directly compare 2 objects with a measurable attribute in common, to see which has “more of” or “less of” the attribute & describe the difference  Describe positions of objects in environment: above, below, beside, in front of, behind, next to  N/A on Kindergarten Pacing Guide (?) |
| **Geometry (pre-K shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)** | **Geometry** |
| Correctly name shapes regardless of their orientation or overall size; relate to shapes in the environment  Use shapes to create representations of common objects ( eg.: a square and a triangle to make a house)  Explore the differences between 2-d and 3-d shapes | Describe objects in environment using names of shapes regardless of their orientation or overall size  Analyze and compare 2-d and 3-d shapes according to their attributes (vertices – corners- number of sides; equal side lengths, etc.)  Compose simple shapes to form larger shapes  Identify, reproduce, and extend repeating patterns in visual, auditory, and physical contexts |
| **Other** | **Other** |