## Kindergarten Report Card Expectations using Bridges in Mathematics 2014-15

## DRAFT 9/15/14; 10/8/14; 10/22/14

| MATHEMATICS     | Trimester 1                         | Trimester 2                         | Trimester 3                         |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Your child:     |                                     |                                     |                                     |
| Recognizes,     | E = Names and writes numerals       | E = Names and writes numerals       | E = Names and writes numerals       |
| names and       | to $20 + 5$ random, 2-digit #s      | to 20 + 5 random, 2-digit #s        | to $20 + 5$ random, 2-digit #s      |
| writes numerals | above 31                            | above 31                            | above 31                            |
| _to 10          | M = Names and writes numerals       | M = Names and writes numerals       | M = Names and writes numerals       |
| _to 15          | to 10                               | to 15                               | to 20                               |
| _to 20          | A = Recognizes 0 - 10 and           | A = Names and writes numerals       | A = Names and writes numerals       |
|                 | names and writes some numerals      | to 10                               | to 15                               |
|                 | SB = Unable to recognize 0 - 10     | SB = Recognizes 0 - 10 and          | BE = Recognizes 0 - 10 and          |
|                 | UNIT 2 (K.CC.3)                     | names and writes some numerals      | names and writes some numerals      |
|                 |                                     | UNIT 4 (K.CC.3)                     | UNIT 6 (K.CC.3)                     |
|                 |                                     | JANUARY – Number Corner             |                                     |
| Counts orally   | E = 50 and beyond                   | E = 100 and beyond                  | Count to 100 by ones and by         |
| _ to 20         | M = 20-50                           | M= 50-99                            | tens. Count forward beginning       |
| _to 50          | A = 10-19                           | A = 20-49                           | from a given number within the      |
| _to 100.        | SB = 0.9                            | SB = 0.19                           | known sequence (instead of          |
|                 |                                     |                                     | having to begin at 1).              |
|                 | UNIT 1 (K.CC.1)                     | UNIT 3 (K.CC.2)                     | E = 110 and beyond                  |
|                 | OCTOBER – Number Corner             | UNIT 4 (K.CC.1; K.CC.2)             | M = 100-109                         |
|                 |                                     | MARCH – Number Corner               | A= 30-99                            |
|                 |                                     |                                     | SB = 0.29                           |
|                 |                                     |                                     | UNIT 6 (K.CC.1)                     |
|                 |                                     |                                     | MAY- Number Corner                  |
| Demonstrates    | (No E)                              | (No E)                              | (No E)                              |
| reverse         | M = From 10                         | M = From 15                         | M = 20                              |
| counting        | A = Partial understanding of        | A = From 10                         | A = From 10                         |
| _from 10        | reverse counting sequence           | SB = Partial or no understanding    | SB = Partial or no understanding    |
| _from 20        | SB = No understanding of            | of reverse counting sequence        | of reverse counting sequence        |
|                 | reverse counting sequence           |                                     |                                     |
|                 | OCTOBER – Number Corner             |                                     |                                     |
| Matches a       | E = Represents a number of          | E = Represents a number of          | E = Represents a number of          |
| number to a     | objects with a numeral 0-30         | objects with a numeral 0-30         | objects with a numeral 0-30         |
| given set of    | (with 0 representing a count of     | (with 0 representing a count of     | (with 0 representing a count of     |
| objects         | no objects).                        | no objects).                        | no objects).                        |
| _0-10           | M = Represents sets of objects      | M = Represents sets of objects      | M = Represents a number of          |
| _0-15           | with a number to 10 (with 0         | with a number to 15 (with 0         | objects with a numeral 0-20         |
| _0-20           | representing a count of no          | representing a count of no          | (with 0 representing a count of     |
|                 | objects).                           | objects).                           | no objects).                        |
|                 | A = Represents some sets of         | A = Represents some sets of         | A = Represents sets of objects      |
|                 | objects with a number               | objects with a number               | with a number to 15                 |
|                 | SB = Unable to represent sets of    | SB = Unable to represent sets of    | SB = Represents some sets of        |
|                 | objects with a number               | objects with a number               | objects with a number               |
|                 | UNIT 1 & 2 (K.CC.4b)                | UNIT 3 (K.CC.3; K.CC.4b)            | UNIT 6 (K.CC.3)                     |
| Compares        | (No E)                              | (No E)                              | (No E)                              |
| numbers         | M = Identify whether the            | M = Identify whether the            | M = Identify whether the            |
|                 | number of objects in one group is   | number of objects in one group is   | number of objects in one group is   |
|                 | greater than, less than or equal to | greater than, less than or equal to | greater than, less than or equal to |
|                 | the number of objects in another    | the number of objects in another    | the number of objects in another    |
|                 | group, e.g., by using matching      | group, e.g., by using matching      | group, e.g., by using matching      |
|                 | and counting strategies. (#s to 5)  | and counting strategies.(#s to10)   | and counting strategies.(#s to10)   |
|                 | UNIT 2 (K.CC.6)                     | UNIT 2 (K.CC.6)                     | UNIT 2 (K.CC.6)                     |
|                 |                                     |                                     |                                     |
|                 |                                     |                                     |                                     |

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| Understands      | Not assessed                           | M = Represent addition with             | M = Solve addition word  |
|------------------|--|---|--|
| addition as      |  | objects, fingers, mental images,        | problems and add within 10 using   |
| putting          | Teachers should be instructing         | drawings, five frames, number           | objects, drawings, and equations   |
| together and     | students in a variety of strategies to | lines, sounds (claps), acting out       | to represent the problem.  |
| adding to        | build fact fluency to 5.               | situations, verbal explanations         | Fluently add within five using   |
| 8                | Use maniplatives finaers five          | expressions $(2+3)$ , or equations      | addition strategies (ie- add 1   |
|                  | frames drawings etc                    | (2+3=5)                                 | doubles counting on)   |
|                  | $\frac{1}{1000}$                       | $\frac{(2+3+3)}{(1+3+3)}$               | $\frac{1}{1000} \frac{1}{1000} \frac{1}{1000$   |
|                  |  | IINIT 4 (K OA 1)                        | $\frac{1}{1} \frac{1}{1} \frac{1}$ |
|                  |  | MARCH – Number Corner                   | $\frac{1}{1} \frac{1}{1} \frac{1}$ |
|                  |  |   | MAY – Number Corner  |
| Understands      | Not assessed                           | M = Represent subtraction with          | M = Solve subtraction word   |
| subtraction as   | Not assessed                           | objects fingers montal images           | problems and subtract within 10  |
| taking apart of  | Teachers should be instructing         | drawings Five frames number             | using objects drawings and   |
| taking apart of  | teachers should be instructing         | lines, sounds (slong), esting out       | a sustions to represent the  |
| taking irom      | students in a variety of strategies to | situations, worked employed             | equations to represent the   |
|                  | build fluency to 5. Use                | situations, verbai explanations         | problem. Fluency subtract  |
|                  | manipulatives, jingers, jive frames,   | expressions $(+-2)$ , or equations      | within rive using subtraction  |
|                  | drawings, etc.                         | (4-2-2)                                 | strategies (i.e subtract 1,  |
|                  | UNIT I (K.OA.3)                        | $\frac{\text{UNIT}}{3} (\text{K.OA.1})$ | counting up to, counting back).  |
|                  |  | UNIT 4 (K.OA.I)                         | $\frac{\text{UNIT} 5 (\text{K.OA.4})}{\text{UNIT} ( (\text{K.OA.4}) \text{C.A.5})}$  |
|                  |  | MARCH – Number Corner                   | UNI16 (K.OA.4; K.OA.5)   |
|                  |  |   | UNIT 7 (K.OA.1; K.OA.5)  |
|                  |  |   | MAY – Number Corner  |
|                  | Not assessed                           | Not assessed                            | M = Compose and decompose  |
| Understands      |  |   | numbers from 11-19 into ten  |
| place value      | Teachers will be instructing students  | Teachers will be instructing students   | ones and some further ones, by   |
| (tens and ones)  | in composing and decomposing           | in composing and decomposing            | using objects or drawings and  |
|                  | numbers 11-19 with a focus on tens     | numbers 11-19 with a focus on tens      | record each composition or   |
|                  | and ones. (K.NBT.1)                    | and ones. <b>(K.NBT.1)</b>              | decomposition by a drawing or  |
|                  |  |   | equation. Ex. $18 = 10 + 8;$   |
|                  | SEPTEMBER - Number                     | DECEMBER – Number                       | understand that these numbers  |
|                  | Corner                                 | Corner                                  | are composed of ten ones and   |
|                  | OCTOBER – Number Corner                | JANUARY – Number Corner                 | one, two, three, four, etc., ones  |
|                  | NOVEMBER – Number                      | FEBRUARY – Number                       | UNIT 6 (K.NBT.1)   |
|                  | Corner                                 | Corner                                  | UNIT 7 (K.NBT.1)   |
|                  |  |   |  |
| Classifies       | Not assessed                           | M = Classify up to 15 objects           | M = Classify up to 20 objects  |
| objects          |  | into 3 given categories; count the      | into 4 given categories; count the   |
|                  |  | number of objects in each               | number of objects in each  |
|                  |  | category and sort the categories        | category and sort the categories   |
|                  |  | by count.                               | by count.  |
|                  |  | JANUARY – Number Corner                 | UNIT 5 (K.MD.3)  |
|                  |  | (K.MD.3)                                |  |
| Identifies and   | (No E)                                 | (No E)                                  | (No E)   |
| describes shapes | M = Names 3 of 5 (circle,              | M = Names 4  of  5                      | M = Names 5 of 5   |
|                  | square, rectangle, triangle,           | (circle, square, rectangle,             | (circle, square, rectangle,  |
|                  | hexagon)                               | triangle, hexagon); names 2 of          | triangle, hexagon); names 4 of 4   |
|                  |  | 4 (cubes, cones, cylinders, and         | (cubes, cones, cylinders, and  |
|                  |  | spheres)                                | spheres). Identify shapes as flat or   |
|                  |  | JANUARY – Number Corner                 | solid.   |
|                  |  | (K.G.1-4)                               | UNIT 5 (K.G.1, 2, 4, 6)  |
|                  |  | MARCH – Number Corner                   | UNIT 6 (K.G.1, 2, 3, 4, 5)   |
|                  |  | (K.G.5)                                 |  |
|                  |  |   |  |