

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

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

<b>MATHEMATICS</b>	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>Your child:</b>			
<b>Recognizes, names and writes numerals</b> _to 10 _to 15 _to 20	E = Names and writes numerals to 20 + 5 random, 2-digit #s above 31 M = Names and writes numerals to 10 A = Recognizes 0 – 10 and names and writes some numerals SB = Unable to recognize 0 - 10 <b>UNIT 2 (K.CC.3)</b>	E = Names and writes numerals to 20 + 5 random, 2-digit #s above 31 M = Names and writes numerals to 15 A = Names and writes numerals to 10 SB = Recognizes 0 – 10 and names and writes some numerals <b>UNIT 4 (K.CC.3)</b> <b>JANUARY – Number Corner</b>	E = Names and writes numerals to 20 + 5 random, 2-digit #s above 31 M = Names and writes numerals to 20 A = Names and writes numerals to 15 BE = Recognizes 0 – 10 and names and writes some numerals <b>UNIT 6 (K.CC.3)</b>
<b>Counts orally</b> _to 20 _to 50 _to 100.	E = 50 and beyond M = 20-50 A = 10-19 SB = 0-9  <b>UNIT 1 (K.CC.1)</b> <b>OCTOBER – Number Corner</b>	E = 100 and beyond M= 50-99 A = 20-49 SB = 0-19  <b>UNIT 3 (K.CC.2)</b> <b>UNIT 4 (K.CC.1; K.CC.2)</b> <b>MARCH – Number Corner</b>	Count to 100 by ones and by tens. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). E = 110 and beyond M = 100-109 A= 30-99 SB = 0-29 <b>UNIT 6 (K.CC.1)</b> <b>MAY- Number Corner</b>
<b>Demonstrates reverse counting</b> _from 10 _from 20	(No E) M = From 10 A = Partial understanding of reverse counting sequence SB = No understanding of reverse counting sequence <b>OCTOBER – Number Corner</b>	(No E) M = From 15 A = From 10 SB = Partial or no understanding of reverse counting sequence	(No E) M = 20 A = From 10 SB = Partial or no understanding of reverse counting sequence
<b>Matches a number to a given set of objects</b> _0-10 _0-15 _0-20	E = Represents a number of objects with a numeral 0-30 (with 0 representing a count of no objects). M = Represents sets of objects with a number to 10 (with 0 representing a count of no objects). A = Represents some sets of objects with a number SB = Unable to represent sets of objects with a number <b>UNIT 1 &amp; 2 (K.CC.4b)</b>	E = Represents a number of objects with a numeral 0-30 (with 0 representing a count of no objects). M = Represents sets of objects with a number to 15 (with 0 representing a count of no objects). A = Represents some sets of objects with a number SB = Unable to represent sets of objects with a number <b>UNIT 3 (K.CC.3; K.CC.4b)</b>	E = Represents a number of objects with a numeral 0-30 (with 0 representing a count of no objects). M = Represents a number of objects with a numeral 0-20 (with 0 representing a count of no objects). A = Represents sets of objects with a number to 15 SB = Represents some sets of objects with a number <b>UNIT 6 (K.CC.3)</b>
<b>Compares numbers</b>	(No E) M = Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies. (#s to 5) <b>UNIT 2 (K.CC.6)</b>	(No E) M = Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies.(#s to10) <b>UNIT 2 (K.CC.6)</b>	(No E) M = Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies.(#s to10) <b>UNIT 2 (K.CC.6)</b>

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