# Bridging the [NYS Mathematics Common Core Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics) ~ Transition from Pre-K into Kindergarten The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the Pre-Kindergarten teacher will comment on the 2019-2020 mathematics common core curriculum relating to that year’s instruction; the Kindergarten teacher will use this information to plan/teach all standards within the mathematics course to meet the needs of all learners for the 2020-2021 school year.

**Key:** Each standard includes an image of an instructor () and an image of a laptop () to indicate whether the standard was taught in the classroom or remotely. Circling or deleting the appropriate image will best indicate the method of instruction for that standard during the 2019-2020 school year. Deleting both images would mean the standard was not addressed during the 2019-2020 school year.

## Domain: Counting and Cardinality

### Cluster: Know number names and the count sequence.

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|  | Kindergarten Learning Standard | Instruction Provided | Pre-Kindergarten  Comments & Considerations | Connects with Standards in Kindergarten | Kindergarten  Reflection & Planning  2020 – 2021 |
| **PK.CC.1** | Count to 20. | ClassroomInternet |  | K.CC.1 |  |
| **PK.CC.2** | Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects. | ClassroomInternet |  | K.CC.3 |  |

## Domain: Counting and Cardinality

### Cluster: Count to tell the number of objects.

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| **PK.CC.3** | Understand the relationship between numbers and quantities to 10; connect counting to cardinality.   1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 3. Understand that each successive number name refers to a quantity that is one larger. | ClassroomInternet |  | K.CC.4 |  |
| **PK.CC.4** | Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. | ClassroomInternet |  | K.CC.5 |  |

## Domain: Counting and Cardinality

### Cluster: Compare numbers.

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|  | Kindergarten Learning Standard | Instruction Provided | Pre-Kindergarten  Comments & Considerations | Connects with Standards in Kindergarten | Kindergarten  Reflection & Planning  2020 – 2021 |
| **PK.CC.5** | Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects) | ClassroomInternet |  | K.CC.6 |  |
| **PK.CC.6** | Identify “first” and “last” related to order or position. | ClassroomInternet |  | K.CC.4 |  |

## Domain: Operations and Algebraic Thinking

### Cluster: Understand addition as adding to, and understand subtraction as taking from.

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|  | Kindergarten Learning Standard | Instruction Provided | Pre-Kindergarten  Comments & Considerations | Connects with Standards in Kindergarten | Kindergarten  Reflection & Planning  2020 – 2021 |
| **PK.OA.1** | Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?). | ClassroomInternet |  | K.OA.1 |  |
| **PK.OA.2** | Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. | ClassroomInternet |  | K.OA.6 |  |

## Domain: Measurement and Data

### Cluster: Describe and compare measurable attributes.

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|  | Kindergarten Learning Standard | Instruction Provided | Pre-Kindergarten  Comments & Considerations | Connects with Standards in Kindergarten | Kindergarten  Reflection & Planning  2020 – 2021 |
| **PK.MD.1** | Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light). | ClassroomInternet |  | K.MD.1 |  |

## Domain: Measurement and Data

### Cluster: Sort objects and count the number of objects in each category.

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|  | Kindergarten Learning Standard | Instruction Provided | Pre-Kindergarten  Comments & Considerations | Connects with Standards in Kindergarten | Kindergarten  Reflection & Planning  2020 – 2021 |
| **PK.MD.2** | Sort objects into categories; count the numbers of objects in each category.  **Note: limit category counts to be less than or equal to 10.** | ClassroomInternet |  | K.MD.3 |  |

## Domain: Geometry

### Cluster: Identify and describe shapes (squares, circles, triangles, and rectangles).

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|  | Kindergarten Learning Standard | Instruction Provided | Pre-Kindergarten  Comments & Considerations | Connects with Standards in Kindergarten | Kindergarten  Reflection & Planning  2020 – 2021 |
| **PK.G.1** | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. | ClassroomInternet |  | K.G.1 |  |
| **PK.G.2** | Correctly name shapes regardless of size. | ClassroomInternet |  | K.G.2 |  |

## Domain: Geometry

### Cluster: Analyze, compare, and sort objects.

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| **PK.G.3** | Analyze, compare and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size and shape). | ClassroomInternet |  | K.G.4 |  |
| **PK.G.4** | Create and build shapes from components (e.g., sticks and clay balls). | ClassroomInternet |  | K.G.5 |  |