Grade K \*

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| Name of Student | Create repeating patterns with 2-3 elements   * Identify the core | Number concept  (1-to-1) | Conservation of number to 10 | Cardinality to 10  (when finished counting that is the number in the set regardless if some are covered) | Stable order counting and sequencing to 10 (counting on from any number, before, after) | Ways to make 5 (perceptual subitizing-  Knowing without counting  “I see 5”) | Ways to make 5 (conceptual subitizing –  “I see 5 as 4 + 1) | Comparing quantities 1 -10  (concretely)  using concrete graphs as a strategy | Decomposing and recomposing quantities to 10 | Benchmarks of 5 and 10  -how many more to 5?  How many more to 10?  -using manipulatives/ten frames | Change in quantity of 10 generalizing by adding1 or 2 | Modeling equality as balance  -using concrete and visual models | Financial Literacy- noticing attributes and recognition of coins | Compare 2 and 3-d shapes  Sort items by 2/3 attributes |
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Math concepts embedded throughout the day- not necessarily “teaching focus “ or “assessed” – graphing, patterning, attributes, skip counting (2,5,10) comparative measurement, likelihood of events