

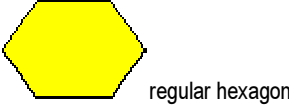

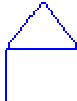
FLORIDA MATHEMATICS STANDARDS: GRADE K

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** by circling **M** or circle **W** for a **skill you are working on**. If you find a **skill you are not ready to tackle**, circle **NA**. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

Big Idea1: Represent, compare, and order whole numbers and join and separate sets.

STATUS	SKILL
M W NA	<p>Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p><i>Remarks/Examples:</i> Example: Have 20 plastic cups with numbers 1 through 20 on them. Have each student fill one cup with number of beans written on the cup.</p>
M W NA	<p>Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.</p> <p><i>Remarks/Examples:</i> Students will compare sets by ordering numbers, by using concrete objects and by using appropriate language such as none, more than, fewer than, same number of, and one more than.</p>
M W NA	<p>Solve word problems involving simple joining and separating situations.</p> <p><i>Remarks/Examples:</i> Students will use pictures and manipulatives to solve addition and subtraction problems.</p>

Big Idea2: Describe shapes and space.

STATUS	SKILL
M W NA	<p>Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.</p> <p><i>Remarks/Examples:</i> Students will use manipulatives. Position descriptions will include relative positions of objects in space such as beside, inside, outside, next to, above, and below.</p>
M W NA	<p>Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.</p> <p><i>Remarks/Examples:</i> Descriptions of attributes of 2-Dimensional shapes include the number of sides and the number of vertices. Students will reproduce the shapes by drawing pictures. Teachers should restrict hexagons and trapezoids to regular hexagons and isosceles trapezoids.</p> <div style="text-align: center;">   </div>
M W NA	<p>Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders.</p> <p><i>Remarks/Examples:</i> Students will use manipulatives and real-world objects.</p>
M W NA	<p>Interpret the physical world with geometric shapes and describe it with corresponding vocabulary.</p> <p><i>Remarks/Examples:</i> Students will use everyday examples to represent geometric shapes such as the edge of a clock to represent a circle and the edge of a ceiling tile to represent a rectangle.</p>
M W NA	<p>Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.</p> <p><i>Remarks/Examples:</i> Students will create new objects from a set of given shapes. Students will reproduce a model by selecting the shapes represented in the model. For example, students may choose to create a representation of a house using a square and a triangle.</p> <div style="text-align: center;">  </div>

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Big Idea3: Order objects by measurable attributes.

STATUS	SKILL
M W NA	<p>Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.</p> <p><i>Remarks/Examples:</i> Direct means that one object is compared to another. Example: The length of two crayons is compared to by placing them next to each other and stating which one is longer or shorter.</p> <p>Indirect means that a measurement is provided to allow the comparison. Example: One student's height is marked on the wall. Another student's height is marked on the wall. The two marks are compared to determine their relative height.</p>

Supporting Idea4: Algebra

STATUS	SKILL
M W NA	<p>Identify and duplicate simple number and non-numeric repeating and growing patterns.</p> <p><i>Remarks/Examples:</i> Students will complete patterns according to shape, size, and color. Consider up to two attributes at a time.</p>

Supporting Idea5: Geometry and Measurement

STATUS	SKILL
M W NA	<p>Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.</p>