



Pre-Kindergarten Mathematics Standards
 Mathematics, Teaching and Learning
 OSPI

Counting and Cardinality	P.CC
<i>Know number names and the counting sequence.</i>	
1. Count to 20 by ones.	
2. Identify and name numerals 1-10, and write some.	
3. Given a number, give the next number (1-10) in the sequence.	
<i>Connect number to quantity.</i>	
4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. 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. b. Understand that the last number name spoken tells the number of objects counted up 10. The number of objects is the same regardless of their arrangement or the order in which they are counted. 	
5. Instantly recognize small quantities up to 4, and in special arrangements to 5.	
<i>Compare numbers.</i>	
6. Use comparative language such as <i>more/less than, equal to</i> , to compare and describe collections of objects.	
Operations and Algebraic Thinking	P.OA
<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	
Measurement and Data	P.MD
<i>Describe and compare measurable attributes.</i>	
1. Recognize the attributes of length and weight of everyday objects using general descriptions (e.g. <i>long, short, tall, heavy, light, big small, wide, narrow</i>).	
2. Compare two objects for length or weight using words including <i>longer/shorter/same, heavier/lighter/same, more/less/same</i> .	
<i>Classify and sort categories and count numbers in each category.</i>	
3. Sort objects (up to 10) into given categories; count and compare the number of objects in each category.	
Geometry	P.G
<i>Explore and describe spatial relationships and shapes.</i>	
1. Identify various two- and three-dimensional shapes using appropriate language (e.g. <i>square, circle, triangle, rectangle, sphere, and cube</i>) regardless of orientation or size.	
2. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>top, bottom; up, down; in front of, behind; over and under; next to</i> .	
3. Recognize geometric shapes in their environment.	
4. Compose simple shapes to form larger shapes.	