# Math Teachers Press, Inc.

# LOUISIANA GRADE LEVEL EXPECTATIONS TO
# MOVING WITH MATH® *EXTENSIONS* KINDERGARTEN

|  |  | Student Book | Skill Builders |
|---|---|---|---|
|  | **NUMBER AND NUMBER RELATIONS** |  |  |
| 1. | Count by ones to 20 (**N-1-E**) (**N-3-E**) | 25, 61-63 | 10-1, 10-2 |
| 2. | Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (**N-1-E**) (**N-3-E**) (**A-1-E**) |  | 5-1, 5-2, 10-1, 10-2, 29-2 |
| 3. | Use the ordinal numerals 1st through 10th to discuss positions in ordered lists (**N-1-E**) | 22 | 9-1 |
| 4. | Identify the numerals for the numbers 0 through 20 (**N-1-E**) (**N-3-E**) | 20, 23, 24, 27, 61-63 | 5-1, 5-2, 6-1, 6-2, 10-1, 10-2, 11-1 |
| 5. | Using a number line or chart, identify the numbers coming before/after a given number and between 2 given numbers (**N-1-E**) (**N-3-E**) (**A-1-E**) | 10, 26, 43 | 7-1, 7-2 |
| 6. | Identify pennies, nickels, and dimes and their values using the cent sign (¢) (**N-1-E**) (**N-2-E**) (**M-1-E**) | 32-36, 52, 53 | 24-1, 24-2, 25-1 |
| 7. | Count forward and backward from a given number between 1 and 10 (**N-3-E**) | 43 |  |
| 8. | Compare sets containing 20 or fewer objects using the words *same/different* and *more/less/greater/fewer* (**N-3-E**) (**N-1-E**) | 1, 3, 5, 28, 54, 56 | 2-1, 3-1, 8-1, 13-1, 28-1 |
| 9. | Use concrete objects to model simple real-life addition and subtraction problems (**N-4-E**) | 44-51 | 26-1, 26-2, 27-1, 27-2 |
| 10. | Use operational vocabulary (*add, subtract, join, remove, take away, put together*) to explore sets of objects (**N-5-E**) | T.G. pp. 44, 47 | 29-1 |
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|  | **ALGEBRA** |  |  |
| 11. | Use the words *same, different, equal, not equal, greater than,* and *less than* while using concrete objects for comparative models (**A-1-E**) | 1, 5, 11, 28, 56 | 8-1, 13-1, 28-1 |
| 12. | Model and act out story problems, physically or with objects, to solve whole numbers sentences with sums less than or equal to 6 (**A-2-E**) | 44, 45, 46 | 26-1, 26-2 |

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| | **MEASUREMENT** | | |
| 13. | Use vocabulary such as: *yesterday, today, tomorrow, hours, weeks,* names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (**M-1-E**) (**M-2-E**) (**M-5-E**) | 8, 29-31, 64 | 17-1, 18-1, 19-1 |
| 14. | Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (**M-2-E**) (**M-3-E**) | 38, 39, 41 | 20-2 |
| 15. | Use comparative and superlative vocabulary in measurement settings (e.g., *longest, shortest, most, hottest, heaviest, biggest*) (**M-3-E**) (**M-1-E**) (**M-2-E**) | 6, 37, 40, 42 | 14-1, 20-1 |
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| | **GEOMETRY** | | |
| 16. | Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (**G-2-E**) (**G-1-E**) (**G-4-E**) (**G-5-E**) | 13-16, 18, 19 | 15-1, 16-1 |
| 17. | Compare, contrast, and sort objects or shapes according to two attributes e.g., shape and size, shape and color, thickness and color) (**G-2-E**) | T.G. p. 7 | |
| 18. | Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (**G-3-E**) | 4 | 12-1 |
| 19. | Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.) (**G-3-E**) (**G-1-E**) | T.G. p. 23 | 29-2 |
| 20. | Draw circles, squares, rectangles, and triangles (**G-4-E**) | 13-16, 50 | |
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| | **DATA ANALYSIS, PROBABILITY, AND DISCRETE MATH** | | |
| 21. | Collect and organize concrete data using tally mark charts (**D-1-D**) | 2 | |
| 22. | Collect an organize data in a simple bar graph using pictures or objects (**D-1-E**) (**D-2-E**) | 2 | |
| 23. | Sort, represent, and use information in simple tables and bar/picture graphs (**D-2-E**) (**D-3-E**) | 2, 21, 55 | 30-1 |
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| | **PATTERNS, RELATIONS, AND FUNCTIONS** | | |
| 24. | Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (**P-1-E**) | 7, 12, 17 | 4-1 |