

Kindergarten – Everyday Mathematics Goals Aligned with NYS Standards

Strand: NUMBER AND NUMERATION

Program Goal: Understand the meanings, uses, and representations of numbers.

Content	EDM Grade Level Goal	NYS Standard(s)
Rote Counting	Goal 1. Count on by 1s to 100; Count on by 2s, 5s, and 10s and count back by 1s with number grids, number lines, and calculators.	K.N.4 Verbally count by 1's to 20 K.N.5 Verbally count backwards from 10
Rational Counting	Goal 2. Count 20 or more objects; estimate the number of objects in a collection.	K.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection(1 to 10) K.N.4 Verbally count by 1's to 20
Place value and notation	Goal 3. Model numbers with manipulatives, use manipulatives to exchange 1s for 10s and 10s for 100s; recognize that digits can be used and combined to read and write numbers; read numbers up to 30.	K.N.2 Count out (produce) a collection of a specified size 1 to 10 K.N.6 Represent collections with a finger pattern up to 10 K.N.8 Draw pictures or other informal symbols to represent how many in a collection up to 10 K.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling K.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems K.PS.9 Use drawings/pictures to model the action in problems
Meanings and uses of fractions	Goal 4. Use manipulatives to model half of a region or a collection; describe the model.	K.N.8 Draw pictures or other informal symbols to represent how many in a collection up to 10 K.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems
Number theory		

Program Goal: Understand equivalent names for numbers.

Content	EDM Grade Level Goal	NYS Standard(s)
Equivalent names for whole numbers	Goal 5. Use manipulatives, drawings, and numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names for whole numbers up to 20.	K.N.2 Count out (produce) a collection of a specified size 1 to 10 K.N.6 Represent collections with a finger pattern up to 10 K.N.8 Draw pictures or other informal symbols to represent how many in a collection up to 10 K.N.10 Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10 K.N.12 Solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten) K.N.13 Determine sums and differences by various means K.PS.6 Experience teacher-directed questioning process to understand problems K.R.1 Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations
Equivalent names for fractions, decimals, and percents		

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Program Goal: Understand common numerical relations.

Content	EDM Grade Level Goal	NYS Standard(s)
Comparing and ordering numbers	Goal 6. Compare and order whole numbers up to 20.	

Number and Numeration Indicators not appearing in EDM Goals:

<i>Number Systems</i>	<i>None listed</i>	K.N.3 Numerically label a data set of 1 to 5 K.N.7 Draw pictures or other informal symbols to represent a spoken number up to 10 K.N.9 Write numbers 1-10 to represent a collection K.N.11 Use and understand verbal ordinal terms, first to tenth
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Strand: OPERATIONS AND COMPUTATIONS

Program Goal: Compute accurately.

Content	EDM Grade Level Goal	NYS Standard(s)
Addition and subtraction facts		
Addition and subtraction procedures	Goal 1. Use manipulatives, number lines, and mental arithmetic to solve problems involving the addition and subtraction of single-digit whole numbers.	K.N.10 Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10 K.N.12 Solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten) K.N.13 Determine sums and differences by various means K.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling K.PS.6 Experience teacher-directed questioning process to understand problems

Program Goal: Make reasonable estimates.

Content	EDM Grade Level Goal	NYS Standard(s)
Computational estimations		

Program Goal: Understand meanings of operations.

Content	EDM Grade Level Goal	NYS Standard(s)
Models for the operations	Goal 2. Identify join and take-away situations.	K.N.10 Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10 K.N.12 Solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten) K.N.13 Determine sums and differences by various means K.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling K.PS.6 Experience teacher-directed questioning process to understand problems

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Strand: PATTERNS, FUNCTIONS, AND ALGEBRA

Program Goal: Understand patterns and functions.

Content	EDM Grade Level Goal	NYS Standard(s)
Patterns and functions	Goal 1. Extend, describe, and create visual, rhythmic, and movement patterns; use rules, which will lead to functions, to sort, make patterns, and play “What’s My Rule?” and other games.	K.A.1 Use a variety of manipulatives to create patterns using attributes of color, size, or shape K.A.2 Recognize, describe, extend, and create patterns that repeat (e.g., ABABAB or ABAABAAAB) K.G.1 Describe characteristics and relationships of geometric objects K.PS.9 Use drawings/pictures to model the action in problems K.PS.10 Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10 K.CM.2 Share mathematical ideas through the manipulation of objects, drawings, pictures, and verbal explanations K.CM.5 Use appropriate mathematical terms, vocabulary, and language

Program Goal: Use algebraic notation to represent and analyze situations and structures.

Content	EDM Grade Level Goal	NYS Standard(s)
Algebraic notation and solving number sentences	Goal 2. Read and write expressions and number sentences using the symbols +, -, and =.	K.R.1 Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations K.CN.2 Use counting strategies to solve problems in their daily lives
Properties of arithmetic operations		

Strand: GEOMETRY

Program Goal: Investigate characteristics and properties of two- and three-dimensional geometric shapes.

Content	EDM Grade Level Goal	NYS Standard(s)
Lines and angles		
Plane and solid figures	Goal 1. Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.	K.G.1 Describe characteristics and relationships of geometric shapes K.G.2 Sort groups of objects by size and size order (increasing and decreasing) K.G.4 Manipulate two- and three-dimensional shapes to explore symmetry K.CM.5 Use appropriate mathematical terms, vocabulary, and language K.R.2 Use standard and nonstandard representations

Program Goal: Apply transformations and symmetry in geometric situations.

Content	EDM Grade Level Goal	NYS Standard(s)
Transformations and symmetry	Goal 2. Identify shapes having line symmetry.	K.G.4 Manipulate two- and three-dimensional shapes to explore symmetry K.PS.2 Interpret information correctly, identify the problem, and generate possible solutions

Geometry Indicators not appearing in EDM Goals:

<i>Transformational Geometry</i>	<i>None listed</i>	K.G.3 Explore vertical and horizontal orientation of objects
<i>Coordinate Geometry</i>	<i>None listed</i>	K.G.5 Understand and use ideas such as over, under, above, below, on, beside, next to, and between

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Strand: MEASUREMENT AND REFERENCE FRAMES

Program Goal: Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.

Content	EDM Grade Level Goal	NYS Standard(s)
Length, weight, and angles	Goal 1. Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools.	K.M.1 Name, discuss, and compare attributes of length (longer than, shorter than) K.M.2 Compare the length of two objects by representing each length with string or a paper strip K.RP.2 Investigate the use of knowledgeable guessing as a mathematical tool K.RP.3 Explore guesses, using a variety of objects and manipulatives K.CM.3 Listen to solutions shared by other students K.R.2 Use standard and nonstandard representations K.R.3 Use objects to show and understand physical phenomena (e.g., guess the number of cookies in a package) K.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking
Area, perimeter, volume, and capacity		
Units and systems of measurement		
Money	Goal 2. Identify pennies, nickels, dimes, quarters, and dollar bills.	K.PS.4 Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar to teach counting) K.CN.1 Recognize the presence of mathematics in their daily lives K.CM.5 Use appropriate mathematical terms, vocabulary, and language

Program Goal: Use and understand reference frames.

Content	EDM Grade Level Goal	NYS Standard(s)
Temperature	Goal 3. Describe temperature using appropriate vocabulary, such as <i>hot</i> , <i>warm</i> , and <i>cold</i> ; identify a thermometer as a tool for measuring temperature.	K.CN.1 Recognize the presence of mathematics in their daily lives K.CM.5 Use appropriate mathematical terms, vocabulary, and language
Time	Goal 4. Describe and use measures of time periods relative to a day and week; identify tools that measure time.	K.M.3 Relate specific times such as morning, noon, afternoon, and evening to activities and absence or presence of daylight K.PS.4 Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar to teach counting). K.R.2 Use standard and nonstandard representations

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Strand: DATA AND CHANCE

Program Goal: Select and create appropriate graphical representations of collected or given data.

Content	EDM Grade Level Goal	NYS Standard(s)
Data collection and representation	Goal 1. Collect and organize data to create class-constructed tally charts, tables, and bar graphs.	K.S.1 Gather data in response to questions posed by the teacher and students K.S.2 Help to make simple pictographs for quantities up to 10, where one picture represents 1 K.S.3 Sort and organize objects by two attributes (e.g., color, size, or shape) K.S.4 Represent data using manipulatives K.RP.3 Explore guesses, using a variety of objects and manipulatives K.R.1 Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations K.CM.5 Use appropriate mathematical terms, vocabulary, and language

Program Goal: Analyze and interpret data.

Content	EDM Grade Level Goal	NYS Standard(s)
Data Analysis	Goal 2. Use graphs to answer simple questions.	K.S.1 Gather data in response to questions posed by the teacher and students K.S.5 Identify more, less, and same amounts from pictographs or concrete models K.CM.4 Formulate mathematically relevant questions with teacher guidance

Program Goal: Understand and apply basic concepts of probability.

Content	EDM Grade Level Goal	NYS Standard(s)
Qualitative probability	Goal 3. Describe events using <i>certain</i> , <i>possible</i> , <i>impossible</i> , and other basic probability terms.	