K for ME Math Connections

Though not taught directly through the *K for ME* Curriculum, mathematics inquiry can be incorporated throughout many aspects of each unit through purposeful teacher questioning, facilitation, and provocations. For direct instruction of math content, please refer to your local (school) curriculum for mathematics.

- *Beautiful Stuff:* Children can sort items based on item or attributes and count the number of items in the sorted group (numbers less than 20). Children can also compare quantities of items in sorted groups.
- *Read Alouds:* Opportunities for counting or for children to answer "how many?" may appear in read alouds. Counting and numbers may also be part of predictions children use to talk about the story. Children may act out or draw the putting together or taking from aspects of a story (potentially talking about adding or subtracting).
- *Block Center:* Children could answer the questions related to the number of blocks, shapes of blocks (3-D shape and 2-D shape of a face of a 3-D figure), relative position of items, and comparison of blocks (weight, length, quantity). This might also be an opportunity to label blocks with number or dot patterns and have children work with recognizing the numbers and dots or counting to find a total.
- *Writing:* In procedural writing children will have experiences with sorting shapes based on attributes. Children could answer questions related to quantity (overall, sorted groups, number of sides) and comparison. Children may also work on procedural writing and writing related to construction involving shapes, quantity, and attributes.
- *Dramatic Play:* Children may have the opportunity to fulfill orders of items when shopping for items at the market or picking items from the garden. They may choose to use money (coins or bills) to pay for items (which could be labeled with amounts in whole numbers).
- *STEM Investigations:* Children can sort items based on attributes or describe their Investigation using comparisons such as weight, length, and quantity. They could also create a graph or tally chart to represent the data they may collect and answer questions about the data in the graph.
- *Question Ideas:*
    - How many blocks/cubes/crayons/toilet paper rolls are you using? (quantities under 20)
    - What shape are you including/drawing? Is it 2-D or 3-D?
    - What shape is this (tracing the face of one of the blocks)?
    - Where is the ____ shaped block? (relative position – above, below, behind, beside, between, in front)?
    - Is that block (heavier, lighter, longer, shorter) than this block?
    - Which has more/less?
    - Make a graph (e.g., food students like or dislike) and ask questions related to the graph.

Maine's Kindergarten Math Standards

QR.C.1 Know the number names and the count sequence.
QR.C.2 Count to tell the number of objects.
QR.C.3 Compare numbers.
QR.C.5 Understand place value.
AR.C.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
GR.C.1 Identify, describe, analyze, compare, create, and compose shapes based on their attributes.
SR.C.1 Describe and compare measurable attributes.

For more detailed description of performance expectations of the Kindergarten Mathematics Standards please visit:
https://www.maine.gov/doe/learning/content/mathematics/learningresults.