



## Kindergarten

Kindergarten mathematics students learn basic number sense, two and three-dimensional shapes, and how to compare and order objects by various attributes. Integrating math vocabulary with various visual concepts to include written numerals, counting, patterning, identification, comparing, and ordering creates the foundation for more advanced understanding of numbers, operations with numbers, and geometric reasoning.

<b>Oregon State Standards/Math</b>	<b>Montessori Material that meets this Standard</b>
K.1.1 Read and write whole numbers to 10.	Sandpaper numbers
K.1.2 Connect numbers, including written numerals, to the quantities they represent, using various physical models and representations.	Spindle box Cards and counters Number rods Sandpaper numbers Odd end even game Handing bead Frame
K.1.3 Count forward by ones beginning with any number less than 30; count backward by ones beginning with any number 10 or less.	10 Boards Sequin Boards 100 Board
K.1.4 Recognize the number of objects in a small set (such as the arrangements of dots on a number cube) without counting.	Golden Bead Material 1-10 bars
K.1.5 Count objects in a set using one-to-one correspondence and produce sets of given sizes.	Spindle box Cards and counters Odd and even game Golden bead material
K.1.6 Compare and order sets or numerals by using both cardinal and ordinal meanings.	Golden Bead material and number cards
K.1.7 Model simple joining and separating situations and represents them with objects, pictures, and/or numerals.	Various math cards

K.1.8 Choose, combine, and apply effective strategies for solving joining and separating problems.	
K.1.9 Identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes).	Sensorial materials
K.2.1 Identify, name, and describe basic two-dimensional shapes (e.g., square, circle, triangle, rectangle, regular hexagon) presented in a variety of ways (e.g., with different sizes or orientations).	Geometric cabinet Triangle Box Hexagon Box
K.2.2 Identify, name, and describe basic three-dimensional shapes (e.g., sphere, cube, and cylinder).	Geometric solids
K.2.3 Use basic shapes and spatial reasoning to describe and model objects in their environment, and to construct more complex shapes.	Geometric solids
K.3.1 Identify the measurable attributes (e.g., length, weight) and non-measurable attributes (e.g., Color) of an object.	Red Rods Weighted cylinders Color boxes Sensorial materials
K.3.2 Compare, sort, and order objects according to measurable (e.g., longest to shortest, lightest to heaviest) and non-measurable (e.g., color, texture) attributes.	Sensorial materials
K.3.3 Compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third object).	Geometric Solids game
<b>Oregon State Standards/Language</b>	
K.1.1 Demonstrate an understanding of the concepts about print: Front of book Print contains a message Where to start on a page that has both print and an illustration Which way to go when reading a line of text Return sweep to left (follows with finger) Sentences in print are made of separate words and words are separated by spaces An upper case letter A period, question mark	3 part cards Booklets through out the Montessori Classroom

K.1.2 Identify by name all upper and lowercase letters in random order.	Sandpaper sounds games
K.1.3 Recognize pairs of rhyming words	Rhyming cards
K.1.4 Syllable: Identify the number of syllables in a multi-syllabic word when given an oral prompt.	Word games using picture word cards, moveable alphabet
K.1.5 Orally segment single syllable spoken words into their components (e.g., cat = /c/a/t/).	Word games with 3 part cards
K.1.6 Listen to one-syllable words and tell the beginning and ending sounds	Word games with 3 part cards
K.1.7 Syllables: Orally blend the parts of a 2-3 syllable word (e.g., /nap/ /kin/ = napkin/marsh-/mel/-/low/ = marshmallow)	Moveable alphabet and 3 part cards
K.1.8 Onset and Rime: Blend the onset and rime (e.g., /c/ + /at/) when a single syllable word is pronounced.	Moveable alphabet
K.1.9 Phoneme:*Orally blend 2-3 phonemes to make a word (e.g., /p/ /i/ /g/).	Phonograms, moveable alphabet, 3 part cards
K.1.10 Phoneme:*Segment the sounds	
K.1.11 Learn most one-to-one letter sounds	Sandpaper sounds
K.1.12 Demonstrate knowledge of letters and sounds to read one-syllable decodable words.	Moveable alphabet
K.1.13 Recognize first and last name in print.	Name cards, cubby labels
K.1.14 Read 20 or more high-frequency words.	3 part cards, moveable alphabet
K.1.15 Read aloud grade level text at 93%-100% accuracy.	3 part cards, moveable alphabet, nomenclature cards
K1.16 Know that print is spoken words written down and has meaning.	Moveable alphabet
K.1.17 Listen to spoken sentences and recognize individual words in a sentence.	Moveable alphabet
K.1.18 Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).	Moveable alphabet
K.1.19 Given oral sets like “pan, pan, pen,” identify the first two as being the same and the third as different.	Moveable alphabet, 3 part cards
K.1.20 Given oral sets like “sat, cap, run,” identify the first two as sharing a same sound.	Moveable alphabet , object boxes
K.1.21 Understand that as letters of words change, so	Sandpaper sounds,

do the sounds (alphabetic principle).	phonograms
K.1.22 Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are)	Vocabulary games
<b>Reading Standards</b>	
2.1 Learn and use new grade level vocabulary from literary and informational text during: <input type="checkbox"/> read aloud <input type="checkbox"/> shared reading <input type="checkbox"/> content studies <input type="checkbox"/> classroom conversations	
2.2 With teacher support determine meaning of words by using a picture dictionary.	
2.3 Develop and use vocabulary by talking about words and word meanings:  <input type="checkbox"/> words that have the same meaning (e.g., sleepy-tired) <input type="checkbox"/> words that have the opposite meaning (e.g., happy-sad) for known words.	Environment cards throughout the classroom
2.4 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	
2.5 Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).	Interwoven into all categories of the Montessori classroom
3.1 Read simple one and two-step written instructions, signs and labels (e.g., center signs, sign-in signs).	Command cards
3.2 Recognize types of everyday print material (e.g., newspaper, signs, labels).	Environment cards
3.3 Read, interpret and use information from grade level labeled diagrams, charts and graphs.	Interwoven throughout the classroom
3.4 Locate text features:  <input type="checkbox"/> title <input type="checkbox"/> author <input type="checkbox"/> illustrations <input type="checkbox"/> table of contents	Part of group daily
3.5 Use classroom resources to locate information.	
4.1 Listen to, understand and respond to a wide variety of informational and narrative texts	

4.2 Demonstrate listening comprehension of more complex text through discussion.	
4.3 Choose books for own interest and purpose	Library available, books by subject in the classroom
4.4 Use strategies when reading: <input type="checkbox"/> monitor <input type="checkbox"/> re read <input type="checkbox"/> self correct	Moveable alphabet, 3 part cards, nomenclature cards
4.5 Begin to use a variety of comprehension strategies to assist with meaning during read alouds:	Interwoven into the Montessori curriculum through out all categories
4.6 Begin to use a variety of comprehension strategies to assist with meaning during read alouds:	Interwoven
5.1 Correctly answer simple questions about a text read aloud.	Group lessons
5.2 Answering questions about information gained from text.	One on One and group lessons
5.3 Describe information gained from text.	One on One and group lessons
6.1 Ask questions about informational text.	One on One and group lessons
6.2 Make predictions using grade level informational text.	One on One and group lessons
6.3 Connect the information in text to life experience.	One on One and group lessons
7.1 Connect and compare information across selections	One on One and group lessons
<b>Literature</b>	

1.1 Listen to, make connections and respond to grade level traditional and contemporary literature from a variety of cultures and genres.	
1.2 Demonstrate listening comprehension of more complex literary text through discussion.	
1.3 Choose books for own interest and purpose.	
1.4 Use strategies when reading □ monitor □ re read □ self correct	
1.5 □ make connections/use background knowledge □ ask questions □ make predictions □ visualize	
2.1 Retell familiar stories including characters, setting and events in sequential order when prompted.	
2.2 Use information from literary text to support answer.	
3.1 Ask questions before and during read alouds	
3.2 Make connections to background knowledge and personal experience during read alouds	
3.3 Make predictions during read alouds.	
3.4 Identify cause and effect relationships during read alouds.	
3.5 Use words to describe characters	
4.1 Describe the roles of authors and illustrators	
4.2 Discuss differences in the different genres	
4.3 Begin to recognize the sounds and features of language (e.g., rhyme, rhythm, repetition and pattern).	
<b>Writing Standards</b>	
1.1 Use talk and/or other grade level prewriting strategies to initiate writing.	Metal insets
1.2 Express ideas on paper using sound and letter knowledge.	Journal writing, making booklets, labeling
1.3 Make an effort while writing to reread one's own writing.	
1.4 With teacher support begin editing process	
1.5 When complete, make an effort to read and share own writing.	
2.1 Write a complete sentence.	
2.2 Write by moving from left to right and from top to bottom.	
2.3 Independently write many uppercase and lowercase letters.	

2.4 Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.	
2.5 Write most letters and some words when they are dictated.	
2.6 Write some consonant-vowel-consonant words such as <i>man, cat, and run</i> (demonstrating the alphabetic principle)	
2.7 Write (unconventionally) to express own meaning.	
2.8 Produce or dictate writing that approximates natural or story language.	
3.1 Write narratives based on personal experiences that have a beginning, middle and end.	
3.2 Write factual information about a topic.	
3.3 Identify and write about a problem/solution and/or cause/effect.	
3.4 Write grade level descriptive pieces that compare and contrast people, places or events	
3.5 Write a letter or card that includes salutation, body, and signature	
3.6 Write instructions that illustrate 2-steps	
3.7 Write instructions that illustrate 2-steps	
4.1 Write about a topic that includes: 2 supporting details and visual appropriate to topic.	
5.1 Spell a minimum of any 10 commonly known words and words from the Most Frequently Written Words List.	
5.2 Write CVC words (e.g., cat, man, run)	Moveable alphabet
5.3 Demonstrate semi-phonetic to phonetic stage spelling by using phonemic awareness and letter knowledge.	
5.4 Demonstrate an awareness of punctuation.	
5.5 Use upper and lowercase letters appropriately when writing own name.	Montessori curriculum introduces lower case only
5.6 beginning of sentence by locating uppercase letters.	
5.7 Print uppercase and lowercase letters independently.	Lowercase cursive preferred