NYS Next Generation Learning Standard
NY-PK.CC.1 Count to 20.
NY-PK.CC.2 Represent a number of objects (0 - 5), with a written numeral 0–5 (with 0 representing a count of no objects). **<u>Note</u>: Students can select the corresponding number card and/or write the numeral.**

NY-PK.CC.3 Understand the relationship betveen numbers and quantities to 10; connect counting to cardinality.

NY-PK.CC.3a 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. **(1:1 correspondence)**

NY-PK.CC.3b Explore and develop the concept that the last number name said tells the number of objects counted, **(cardinality)**. The number of objects is the same regardless of their arrangement or the order in which they were counted.

NY-PK.CC.4a Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration.

e.g., "How many _____ are there?"

NY-PK.CC.4b Given a number from 1–10, count out that many objects.

NY-PK.CC.5 Recognize whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group.

e.g., using matching and counting strategies.

Note: Include groups with up to five objects.

NY-PK.CC.6 Identify "first" and "last" related to order or position.

NY-PK.OA.1 Explore addition and subtraction by using objects, fingers, and responding **to real world situations**.

e.g., If we have 3 apples and add two more, how many apples do we have all together?

NY-PK.OA.2 Duplicate and extend simple patterns using concrete objects.

e.g., "What comes next?"

NY-PK.MD.1 Identify measurable attributes of objects, such as length or weight, and describe them using **appropriate** vocabulary. e.g., small, big, short, tall, empty, full, heavy, and light.
NY-PK.MD.2 Sort objects **and shapes** into categories; count the objects in each category. Note: Limit category counts to be less than or equal to 10.

NY-PK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, and next to.

NY-PK.G.2 Name shapes regardless of size.

NY-PK.G.3 Explore two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes.

NY-PK.G.4 Create and build shapes from components.

e.g., sticks and clay balls.