Prekindergarten Common Core Suggested Sequence with Preschool 3 Year Old Skills

Suggested Sequence PK Math *White = Direct Instruction (e.g., small group rotations, center activities)* *Gray = Indirect/Informal Instruction (e.g., calendar math, integration)* *Black = not expected for age*		Q 1	Q 2	Q 3	Q 4
PK.CC.A.1	Count verbally to 10 by ones and develop verbal counting to 20 by ones (rote counting) • Ability to rote count number words in order • Ability to use verbal counting as meaning full counting to solve a problem, such as finding out how many are in a set				
	Preschool 3 Count verbally to 3, then 5, by ones • Ability to rote count number words in order • Ability to use verbal counting as meaning full counting to solve a problem, such as finding out how many are in a set				
PK.CC.A.2	Identify which number comes just after or just before a given number in the counting sequence up to 10 with visual supports or manipulatives. • Ability to use concrete materials and/or number cards arranged in a line to count and then determine what number comes before or away from a specific number Students are not expected to write numerals.				
	Preschool 3 Not expected for age 3.				
PK.CC.A.3	Identify written numerals 0-10, and pair them with concrete objects first to 5 then to 10. • Ability to match written numerals with concrete representations. Students not be expected to write numerals.				
	Preschool 3 Recognize some written numerals, does not yet relate to concrete representations of quantity.				
PK.CC.B.4	Understand the relationship between numbers and quantities to 5 then to 10; connect counting to cardinality.				
	Preschool 3 Understand the relationship between numbers and quantities to 3 and then 5; connect counting to cardinality.				
PK. CC.B.4a	When counting objects 1-10, say the number names in standard order, pairing each object with one and only one number name. • Ability to apply the strategies of touching objects as they are counted and by organizing the objects in a row • Knowledge of and ability to apply one-to-one correspondence when counting				

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	Preschool 3 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 • Ability to apply the strategies of touching objects as they are counted and organized in a row by the adult • Knowledge of and ability to apply one-to-one correspondence when counting				
PK.CC.B.4b	Recognize that the last number name said tells the number of objects counted. Recognize the count remains the same regardless of the order or arrangement of the objects. • Ability to use one-to-one correspondence when counting objects • Ability to answer 'how many" after counting the objects in a set • Ability to recognize that the quantity remains the same regardless of the arrangement or change in order				
	Preschool 3 • Not expected for age 3. Counts 3, then 5 objects, Attempts to recount objects when asked "how many".				
PK.CC.B.4c	Begin to recognize that each successive number name refers to a quantity that is one larger • Ability to build and compare sets that increase by one • Ability to use concrete materials and 0-10 number line				
	Preschool 3 • Recognize that 1 is less than 2, 2 is less than 3, …up to 5				
PK.CC.B.4d	Recognize the number of objects in a set without counting (Subitizing) using 1-5 objects. Use 1- 5 objects of irregular or unfamiliar patterns and 4 or 5 objects with familiar patterns.				
	Preschool 3 • Recognizes when small sets are the same size • When shown a set of 1 to 4 objects, makes another set of 1-4 objects				

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PK.CC.B.5	Represent a number by producing sets of objects with concrete materials, pictures, and/or numerals (first 0-5 and then to 10). Can correctly respond when asked "how many" after counting concrete objects. • Ability to build sets with concrete materials to show a given amount • Ability to represent sets with drawings which will lead to the ability to subitize • Knowledge of the relationship between counting and quantity • Ability to match sets with numerals and create sets to match numerals, up to five, then to ten (Students are not expected to write numerals) • Knowledge of an ability to use of regular confirmations/structured sets especially when working with larger numbers and ability to use varied configurations				
	Preschool 3 Represent a number (0-3, then to 4) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects) • Ability to build sets (0-4) with concrete materials to show a given amount given a model • Knowledge of the relationship between counting and quantity				
PK.CC.6	Compare groups of up to 5, and then to 10 objects. Identify whether the number of the objects in one group is greater then, less than, or equal to the number of object in another group e.g. by using matching and counting strategies. (Include groups with up to 5 objects). • Ability to compare sets visually and/or matching the sets using one-to-one correspondence • Knowledge of the teams "greater than/more than", "less than", and "equal to/same" through experiences with comparing objects (e.g., "There are more boys than girls.") • Ability to compare two sets by matching and counting objects • Ability to compare sets numerically • Ability to know when a set has more than another set, the number that represents its quantity comes later in the counting sequence than the number that represents the smaller set				

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	Preschool 3 Explore relationships by comparing groups of objects that are quite different in size to determine greater than/more or less than, and equal to/same for groups of 1-4 • Ability to compare sets visually and/or matching the sets using one-to-one correspondence for sets of 1-4 • Begins to have knowledge of the terms "greater than/more than", "less than", and "equal to/same" through experiences with comparing objects when variance is quite large				
PK.MD.A.1	Describe measureable attributes of objects, such as length or weight • Ability to use vocabulary specific to measureable attributes of objects				
	Preschool 3 Begins to use comparative words such as big, little, tall, short, and long in everyday conversations.				
PK.MD.A.2	Directly compare two objects with a measurable attribute in common, using words such as bigger/smaller; longer/shorter; heavier/lighter; or taller/shorter. Order up to 3 objects by a measurable attribute (e.g. biggest to smallest). • Ability to physically align two objects to determine which is longer, shorter, or if they are the same length • Ability to physically align two objects to determine which is taller, shorter, or if they are the same height • Ability to compare the weight of two concrete objects to determine which is heavier, lighter, or if they are the same weight				
	Preschool 3 Begins to use descriptive words such as big, little, tall, short, and long in everyday conversations. Can select one of two objects by measurable attribute (e.g. which one is bigger).				
PK.MD.B.3	Sort objects into given categories and self-selected categories. Identify the attribute by which the objects were sorted. (Limit the categories counts to less then 5).				
	Preschool 3 Sorts by single and common attributes (color, shape, size, function) Respond to question about attributes (e.g. "what colors?" "What shapes?"				

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PK.MD.B.4	Compare categories using words such as greater than/more, less than, and equal to/same • Ability to sort objects into categories (e.g., There are more bus riders than car riders; or there are the same number of large and small bears) • Ability to compare quantities of the categories visually or by aligning of the items one to one, not by the numeric comparison • Knowledge of and ability to apply appropriate comparison vocabulary				
	Preschool 3 Uses simple comparative words for categories that are quite different using greater than/more, less than (10 bears vs. 2 dogs, "More bears than dogs") and equal to/same for small categories of same objects (2 bears and 2 bears "same/equal")				
PK.G.A.1	Match like two-dimensional shapes and correctly name the shapes regardless of their orientation or overall size. • Ability to match similar shapes when given various two-dimensional shapes • Label shapes • Students do not need to identify attributes at this time.				
	Preschool 3 Match congruent shapes. Labels and identifies simple shapes by name				
PK.G.A.2	Group the shapes by like attributes and distinguish between examples and non-examples of various two-dimensional shapes. • Ability to sort shapes by applying real-life experiences of sorting by color • Knowledge that rectangles and squares may be grouped together as 4-sided figures • Ability to explain their groupings				
	Preschool 3 Sorts shapes (circles vs. squares vs. triangles)				
PK.G.B.3	Match and sort three-dimensional shapes • Knowledge of three-dimensional figures and their relationship to each other and to two-dimensional shapes Students are not expected to name shapes.				
	Preschool 3 Not expected for this age				
PK.G.B.4	Use real world examples to describe three-dimensional objects using correct mathematical vocabulary (cube, sphere, and cylinder). • Ability to describe three-dimensional objects using correct vocabulary				

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	Preschool 3 Comments on common attribute ("These are all round")				
PK.G.B.5	Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc. • Ability to build structures using manipulatives and blocks • Ability to describe the structures incusing shapes, sizes, comparisons, positional relationships, etc.				
	Preschool 3 • Copy simple structures using three-dimensional shapes. • Ability to build structures using manipulatives and blocks after a model • Ability to describe the structures including some positional relationships, etc.				
PK.OA.A.1	Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations, up to 5. • Knowledge that putting together and adding to are two different processes of addition • Knowledge that taking apart and taking from are two different processes of subtraction • Ability to use actual, physical objects to represent the problem when working on a solution • Ability to use math manipulatives to represent the objects (e.g. unifix cubes may represent foods, two-side counters may represent animals) when working on a problem • Ability to use pictures either drawn by teacher and/or student to solve a problem (drawing need not show details, but should show the mathematics of the problem) • Ability to use visualization of the problem to arrive at a solution				
	Preschool 3 Not expected for this age				
PK.OA.A.2	Decompose quantity less than or equal to 5, then to 10 into pairs in more than one way (e.g., by using objects or drawings) • Ability to manipulate sets to explore decomposition of number				
	Preschool 3 Not expected for this age				

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PK.OA.A.3	For any given quantity from 1 to 5, use objects or drawings to find the quantity that must be added to make 5, • Ability to use manipulatives to find the amount needed to complete the set				
	Preschool 3 Not expected for this age				