

# Kindergarten Snapshot



## Standards New

### NY-K.OA.6

**NY-K.MD.4** Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes. Recognizing coins is an expectation **Related Grade** with this standard to NY-K.OA.1, 3, and 4, NY-K.NBT.1 and NY-K.MD.3.

## Standards Moved from Kindergarten

No standards moved.

## Highlights/Instructional Considerations

**NY-K.CC.2** Counting to 100 by ones beginning from any given number (instead of beginning at 1).

**NY-K.CC.4** Understand the relationship between numbers and quantities up to and including 20.

**NY-K.CC.4c** Concept of successive numbers is now introduced in grade K, standard PK.CC.3c was removed from PK.

**NY-K.CC.6** Added language of “more than”, “equal to” should ~~also~~ be used when comparing numbers.

**NY-K.OA.1** Pennies have been added as a manipulative to be used for addition and subtraction. Other strategies may be utilized ~~instead~~ than those

**NY-K.OA.5** Added fluency clarification Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.

**NY-K.NBT.1** Students do not need to represent the composition of teen numbers as an equation, though still representation. Focus is on using objects or drawings.

**NY-K.G.3** Understand the difference between two-dimensional and three-dimensional shapes. Language change from “identify shapes as” to “understand the difference between”.

Students are still identifying/naming shapes in ~~NY.G.2~~.

**NY-K.G.4** Students are analyzing, comparing and sorting two and three-dimensional shapes. This standard builds upon standard ~~PK.G.3~~ where students are exploring two and three-dimensional objects using informal language, ~~connects~~ to the grade-level standard ~~NY.G.3~~.

**NY-K.G.5** Students should be taught to model objects by building and drawing shapes; however, when answering a question, ~~students can~~ model the object by building or drawing the shape.