

Kindergarten Math: Instructional Focus and Fluency

Transitioning to the NYS Next Generation Math Learning Standards for Grades K-8, Effective September 2022

Instructional Focus	Developmental Focus	Instructional Considerations (via Standards)
Develop a sound sense of numbers by representing and comparing numbers, initially using sets of objects.	<ul style="list-style-type: none"> ▶ Counting sets/using numbers to represent quantities, comparing sets ▶ Model simple addition and subtraction equations using “taking apart and putting together 	<p>NY-K.CC.2 Counting to 100 by ones beginning from any given number (instead of beginning at 1).</p> <p>NY-K.CC.4 Understand the relationship between numbers and quantities up to and including 20.</p> <p>NY-K.CC.6 Added language of “more than”, “fewer than” and “the same as”, which should be used when comparing objects without a quantity. “Greater than”, “less than”, and “equal to” should also be used when comparing numbers.</p>
Recognizing and describing shapes and using spatial relations.	<ul style="list-style-type: none"> ▶ Two and three dimensional shapes should include: <ul style="list-style-type: none"> ➢ squares, triangles, circles, rectangles, and hexagons ➢ cubes, cones, cylinders, and spheres 	<p>NY-K.G.3 Understand the difference between two-dimensional and three-dimensional shapes.</p> <p>NY-K.G.4 Students are analyzing, comparing and sorting two and three-dimensional shapes.</p> <p>NY-K.G.5 Students should be taught to model objects by building and/or drawing shapes.</p>

Fluency	Fluency development	Fluency Standard
Fluently add and subtract within 5.	▶ Students can find sums and differences within 5 reasonably quickly, and say or write it.	NY-K.OA.5 Fluently add and subtract within 5.

Note: Fluency involves a mixture of just knowing some answers (automaticity), knowing some answers from patterns, and knowing some answers from the use of strategies. Some students may still need to use fingers or make drawings (considered a developmental strategy).