

MATHEMATICS

Nebraska Early Learning Guidelines for Ages 3 to 5

M.01 Number and Operations

- * Child develops awareness of numbers and numerals
 - + Uses one-to-one matching (correspondence)
 - + Distinguishes between numbers and letters
 - + Identifies written numerals
- * Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)
 - + Begins to learn sequences of events in time (first, next, last)
- * Child develops an understanding of the counting process
 - + Counts in order, up to ten or higher
 - + Counts all types of objects; plays with counting forward or backward
 - + Can judge whether groups of up to five objects contain the same number of objects

M.02 Geometry and Spatial Sense

- * Child develops knowledge of geometric principles
 - + Classifies and sorts different shapes
 - + Recognizes and names simple shapes in various sizes and positions
 - + Combines different shapes to make representations or patterns
- * Child develops spatial sense
 - + Uses comparison words correctly
 - + Uses words that describe the relative position of things
- * Child groups objects together that are the same in some way and gives reasons for groupings

M.03 Patterns and Measurement

- * Child develops knowledge of patterns
 - + Describes patterns in the environment
 - + Begins to recognize duplicates and extends simple patterns using a variety of materials
- * Child demonstrates use of measurement
 - + Uses standard and/or non-standard measures
 - + Recognizes that different types of measurement can be made (height, length, weight)

MATHEMATICS

Scope and Sequence for 3 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Number Concepts	<ul style="list-style-type: none"> *Begins to verbally count to 10 *Begins to count up to five objects accurately, using one number name for each object *Begins to recognize and name the number of items in a small set (up to five) instantly *Begins to combine and separate up to five objects and describe the parts *Recognizes and names a few numerals 	<ul style="list-style-type: none"> *Verbally counts to 10 *Counts up to five objects accurately, using one number name for each object *Begins to recognize and name the number of items in a small set (up to five) instantly *Begins to combine and separate up to five objects and describe the parts *Begins to identify numerals to 5 by name and connect each to counted objects 	<ul style="list-style-type: none"> *Begins to count verbally to 20 *Begins to count 10-20 objects accurately *Begins to know that the last number states how many in all *Begins to tell what number (1-10) comes next in order by counting *Recognizes and names the number of items in a small set (up to five) instantly *Combines and separates up to five objects and describes the parts *Identifies numbers to 5 by name and connects each to counted objects
Spatial Relationships and Shapes	<ul style="list-style-type: none"> *Follows simple directions related to proximity (beside, between, next to) *Begins to identify a few basic shapes (circle square, triangle) 	<ul style="list-style-type: none"> *Follow simple directions related to proximity (beside, between, next to) *Identifies a few basic shapes (circle, square, triangle) 	<ul style="list-style-type: none"> *Begins to use and respond appropriately to positional words indicating location, direction and distance *Begins to describe basic two- and three-dimensional shapes by using own words *Begins to recognize basic shapes when they are presented in a new orientation
Measurement	<ul style="list-style-type: none"> *Make simple comparisons between two objects 	<ul style="list-style-type: none"> *Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume *Knows the usual sequence of basic daily events *Knows a few ordinal numbers 	<ul style="list-style-type: none"> *Begins to use multiples of the same unit to measure *Begins to use numbers to compare *Begins to know the purpose of standard measuring tools
Patterns	<ul style="list-style-type: none"> *Begins to copy simple repeating patterns 	<ul style="list-style-type: none"> *Begins to copy simple repeating patterns 	<ul style="list-style-type: none"> *Copies simple repeating patterns

Scope and Sequence for 4 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Number Concepts	<ul style="list-style-type: none"> *Begins to count verbally to 20 *Begins to count 10-20 objects accurately *Begins to know the last number states how many in all *Begins to tell what number (1-20) comes next in order by counting *Recognizes and names the number of items in a small set (up to five) instantly *Combines and separates up to five objects and describes the parts *Identifies numerals to 5 name and connects each to counted objects 	<ul style="list-style-type: none"> *Begins to verbally count to 20 *Begins to count 10-20 objects accurately *Begins to know the last number states how many in all *Begins to tell what number (1-10) comes next in order by counting *Begins to make sets of 6-10 objects and then describe the parts *Begins to identify which part has more, less (fewer), or the same (equal) *Begins to count all or count on to find out how many *Begins to identify numerals to 10 by name and connect each to counted objects. 	<ul style="list-style-type: none"> *Verbally counts to 20 *Counts 10-20 objects accurately *Knows that the last number states how many in all *Tells what number (1-10) comes next in order by counting *Makes sets of 6-10 objects and then describes the parts *Identifies which part has more, less, or the same (equal) *Counts all or counts on to find out how many *Identifies numerals to 10 by name and connects each to counted objects
Spatial Relationships and Shapes	<ul style="list-style-type: none"> *Begins to use and respond appropriately to positional words indicating location, direction, and distance *Begins to describe basic two- and three-dimensional shapes by using own words 	<ul style="list-style-type: none"> *Uses and responds appropriately to positional words indicating location, directions and distance *Begins to describe basic two- and three-dimensional shapes by using own words *Begins to recognize basic shapes when they are presented in a new orientation 	<ul style="list-style-type: none"> *Begins to use and make simple sketches, models, or pictorial maps to locate objects *Describes basic two- and three-dimensional shapes by using own words *Recognizes basic shapes when they are presented in a new orientation
Measurement	<ul style="list-style-type: none"> *Completes and orders a small set of objects as appropriate according to size, length, weight, area or volume *Knows usual sequence of basic daily events *Knows a few ordinal numbers 	<ul style="list-style-type: none"> *Use multiples of the same units to measure *Uses numbers to compare *Knows the purpose of standard measuring tools 	<ul style="list-style-type: none"> *Begins to use measurement words and some standard measuring tools accurately *Begins to use ordinal numbers from <i>first</i> to <i>tenth</i>
Patterns	<ul style="list-style-type: none"> *Copies simple repeating patterns 	<ul style="list-style-type: none"> *Extends and creates simple repeating patterns 	<ul style="list-style-type: none"> *Begins to recognize, create, and explain more complex repeating and simple growing patterns