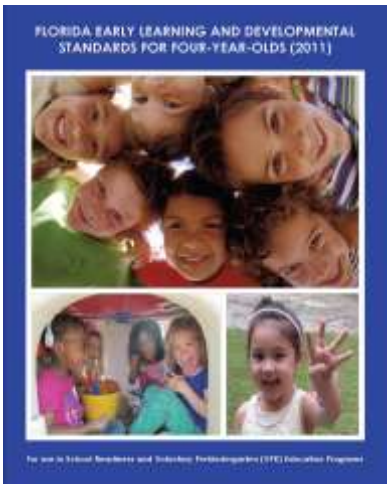
Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)



V. Cognitive Development and General Knowledge

A. Mathematical Thinking

a. Number Sense

1. Demonstrates understanding of one-to-one correspondence

Benchmark a: Child demonstrates one-to-one correspondence when counting.

Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.

2. Shows understanding of how to count and construct sets

Benchmark a: Child counts sets in the range of 10 to 15 objects.

Benchmark b: Child constructs sets in the range of 10 to 15 objects.

3. Shows understanding by participating in the comparison of quantities

Benchmark a: Child compares two sets to determine if they are equal.

Benchmark b: Child compares two sets to determine if one set has more.

Benchmark c: Child compares two sets to determine if one set has less.

Benchmark d: Child determines one set of objects is a lot more than another set of objects.

4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10

5. Counts and knows the sequence of number names (spoken)

Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.

Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.

6. Shows understanding of and uses appropriate terms to describe ordinal positions

Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).

Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).

V. Cognitive Development and General Knowledge (continued)

b. Number and Operations

1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)

Benchmark a: Child indicates there are more when they combine (add) sets of objects together.

Benchmark b: Child indicates there are less (fewer) when they remove (subtract) objects from a set.

2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities

Benchmark a: Child combines sets of objects to equal a set no larger than ten.

Benchmark b: Child removes objects from a set no larger than ten.

Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.

3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time

c. Patterns and Seriation

1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)

Benchmark a: Child recognizes patterns and non-patterns.

Benchmark b: Child duplicates identical patterns with at least two elements

Benchmark c: Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern).

Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.

2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)

Benchmark a: Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).

Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.

d. Geometry

1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)

Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.

Benchmark b: Child names two-dimensional shapes.

Benchmark c: Child constructs examples of two-dimensional shapes.

Benchmark d: Child identifies the number of sides of two-dimensional shapes.

2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations

Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.

Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.

Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.

3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)

Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.

Benchmark b: Child names three-dimensional shapes.

4. Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects

V. Cognitive Development and General Knowledge (continued)

e. Spatial Relations

1. Demonstrates understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under)

Benchmark a: Child shows understanding of positional words (receptive knowledge).

Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.

2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")

3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)

4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)

f. Measurement

1. Engages in activities that explore measurement

2. Compares continuous quantities using length, weight, and height

Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.

Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.

Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.

Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.

3. Represents and analyzes data

Benchmark a: Child assists with collecting and sorting materials to be graphed.

Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.

Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.

4. Predicts the results of a data collection, with teacher support and multiple experiences over time