












Kindergarten Number strand CASH map

K.N.1		K.N.6 Compare by matching		K.N.5		K.N.3 Numeral decoding
						
K.N.2		K.N.6 Compare by counting		K.N.4		K.N.3 Relate numeral to count

Comments:

-  Each cell of the CASH map refers to an outcome or part of an outcome. At least one lesson (consisting of a well-sequenced series of activities) is required to develop the outcome/part of an outcome for each cell.
-  Real counting (outcome K.N.5) involves matching a word (oral) to a collection of objects. The count is the last word said. Thus, real counting involves knowing the counting words “by heart” (outcome K.N.1) and matching a word to a collection of objects. The last counting word said is the count of the collection. K.N.5 is the critical outcome of the Kindergarten number strand.
-  K.N.6 was spit into two parts : (1) comparing by matching and (2) comparing by counting. Part 1 attends to one precursor of real counting,namely, students must be able to match. Part 2 can only by developed after students understand and are proficient in real counting.
-  K.N.3 was split into parts: (1) numeral decoding (seeing a numeral (e.g. ‘2’) and being able to say the word for it (e.g. ‘two’) and (2) relating numeral to a count (e.g. realize that the numeral ‘2’ refers to a count of 2 objects). The reason for the split is that numeral decoding is quite a different skill than relating a numeral to a collection of objects. The split pays attention to the general principle that oral language is a precursor of other matters.