

Mathematics - Kindergarten

Marking Period One	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
<b>CCSS Cluster Statement</b>	Know number names and the count sequence.	Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	Work with numbers 11-19 to gain foundations for place value.	Describe and compare measurable attributes	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cylinders, and spheres).
<b>CCSS Standard</b>	1. Count to 100 by ones and by tens.				1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i> .
<b>Learning Target</b>	-I can count to 25 by ones.				-I can find and name shapes in my environment. -I can describe the position of objects as above, below, beside, in front of, behind, and next to.
<b>Mathematical Practices</b>	7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.				2. Reason abstractly and quantitatively. 3. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure.
<b>MP Learning Targets</b>	-I can explain as I count to 25, I add one more each time to get the next number.				-I can explain the attributes that define a specific shape. -I can demonstrate positions in the spatial relationships of object.

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<b>CCSS Standard</b>	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).				2. Correctly name shapes regardless of their orientations or overall size.
<b>Learning Target</b>	-I can write numbers 0-5. -I can represent a group of objects with a written numeral 0-5.				-I can identify a square, circle, triangle, and rectangle.
<b>Mathematical Practices</b>	7. Look for and make use of structure. 2. Reason abstractly and quantitatively. 8. Look for and express regularity in repeated reasoning.				2. Reason abstractly and quantitatively. 3. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure.
<b>MP Learning Targets</b>	-I can explain as I write 0-5, I add one more each time to get the next number. -I can explain why I identified a specific number of items in a group.				-I can explain the attributes that define a specific shape. -I can demonstrate positions in the spatial relationships of object.

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<b>CCSS Cluster Statement</b>	Count to tell the number of objects.			Classify objects and count the number of objects in each category.	Analyze, compare, create and compose shapes.
<b>CCSS Standard</b>	<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>			3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
<b>Learning Target</b>	-I can count objects in a group up to 5.			-I can sort (classify) objects into categories (groups).	
<b>Mathematical Practices</b>	<p>2. Reason abstractly and quantitatively.</p> <p>5. Use appropriate tools strategically.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>			<p>2. Reason abstractly.</p> <p>3. Construct viable arguments.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p>	

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<b>MP Learning Targets</b>	-I can explain why I identified a specific number of items in a group.			-I can explain why I sorted objects describing their similar attributes.	

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<b>CCSS Standard</b>	5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.				
<b>Learning Target</b>	-I can count objects up to 5 in a variety of arrangements.				
<b>Mathematical Practices</b>	2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.				
<b>MP Learning Targets</b>	-I can explain why I identified a specific number of items in a group. -Given a number, 0-5, I can make a matching group of objects.				

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<b>CCSS Cluster Statement</b>	Compare Numbers				
<b>CCSS Standard</b>					
<b>Learning Target</b>					
<b>Mathematical Practices</b>					
<b>MP Learning Target</b>					