Mathematics - Kindergarten

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	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.
CCSS Standard	**1. Count to 100 by ones and by tens.**	**1. Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.**
Learning Target	-I can count to 75 by ones.	-I can show addition and subtraction using objects, fingers, sounds, and acting out situations.	-I can use numbers 1-19 to make 20 using objects or drawings.	-I can describe measurable attributes of objects.	-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.
Mathematical Practices	7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 5. Use appropriate tools strategically.	1.Make sense of problems and preserver is solving them. 2.Reason abstractly and quantitatively. 4. Model with mathematics. 7. Look for and make use of structure. 8. Look for and express regularity and repeated reasoning.	7. Look for and make use of structure.	2. Reason abstractly and quantitatively. 3. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	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.
PM Learning Targets	-I can explain as I count to 75, I add one each time to get the next number.	-I can talk about math using the right words. -I can use math symbols correctly. -I can tell about math symbols. -I can explain how do addition and subtraction using objects, fingers, sounds, and acting out situations.	-I can explain how to use numbers 1-19 to make 20 using objects or drawings.	-I can describe measurable attributes of objects.	-I can explain the attributes that define a specific shape. -I can demonstrate positions in the spatial relationships of object.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	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.
CCSS Standard	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		**2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.***	**2. Correctly name shapes regardless of their orientations or overall size.**
Learning Target	-I can count on from a number other than one up to 50.	-I can solve addition and subtraction word problems using objects and drawings.		-I can tell which object is longer (shorter, taller) than the other by comparing them side to side. -I can tell which object can hold more (or less) than the other by filling up one of the objects and pouring it into the other one. -I can tell which object is heavier (or lighter) by lifting one with each hand. -I can tell which object (or colder) than the other by touching them.	-I can identify a square, circle, triangle, rectangle, diamond, oval, heart, star, hexagon, trapezoid, cube, cone, cylinder, and sphere.
Mathematical Practices	7. Look for and make use of structure.	1. Make sense of problems and persevere in solving them. 5. Use appropriate tools strategically. 7. Look for and make use of structure. 8. Look for and express regularity and repeated reasoning.		1. Make sense of problems and persevere in solving them. 6. Attend to precision. 7. Look for and make use of structure.	7. Look for and make use of structure.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	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.
PM Learning Targets	-I can explain how to count on from a number other than one up to 50.	-I can show addition and subtraction using objects, fingers, sounds, and acting out situations and explain how it works.		-I can compare length, weight, and temperature, using the right words. -I can explain why I chose a tool for measuring.	-I can explain the attributes that define a specific shape. -I can explain how I identified a square, circle, triangle, rectangle, diamond, oval, heart, star, hexagon, trapezoid, cube, cone, cylinder, and sphere.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	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.
CCSS Standard	**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).**			**3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**	3. Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").
Learning Target	-I can write numbers 0-15. -I can represent a group of objects with a written numeral 0-15.			-I can determine the number of objects in a category. -I can sort the categories by number or count.	-I can define 2-D as being flat. -I can define 3-D as being solid.
Mathematical Practices	*2. Reason abstractly and quantitatively.* *7. Look for and make use of structure.* *8. Look for and express regularity in repeated reasoning.*			2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure.	7. Look for and make use of structure.
PM Learning Targets	-I can explain as I write 0-15, 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 why I sorted objects describing their similar attributes.	-I can explain that a 2-D shape is flat. -I can explain that a 3-D shape is solid.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	Count to tell the number of objects.			Classify objects and count the number of objects in each category.	Analyze, compare, create and compose shapes.
CCSS Standard	**4. Understand the relationship between numbers and quantities; connect counting to cardinality.** **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.** **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.** **c. Understand that each successive number name refers to a quantity that is one larger.**				4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
Learning Target	-I can count objects in a group up to 15.				-I can describe a shape by telling things like the number of sides, vertices (corners), and other special qualities.
Mathematical Practices	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.				6. Attend to precision. 7. Look for and make use of structure.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	Count to tell the number of objects.			Classify objects and count the number of objects in each category.	Analyze, compare, create and compose shapes.
MP Learning Targets	-I can explain why I identified a specific number of items in a group.				-I can explain shapes by telling things like the number of sides, vertices (corners), and other special qualities. -I can compare 2-D and 3-D shapes and describe their similarities and differences.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	Count to tell the number of objects.			Classify objects and count the number of objects in each category.	Analyze, compare, create and compose shapes.
CCSS Standard	**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.**				**5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.**
Learning Target	-I can count objects up to 15 in a variety of arrangements. -I can show the correct number of objects when I am told a number up to 15.				-I can draw and create shapes in my environment using various materials.
Mathematical Practices	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.				1. Make sense of problems and preserver in solving them. 4. Model with mathematics. 7. Look for and make use of structure.
MP Learning Targets	-I can explain why I identified a specific number of items in a group. -Given a number, 0-15, I can make a matching group of objects.				-I can explain how to draw and create shapes in my environment using various materials.

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	Compare Numbers				
CCSS Standard	**6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.**				
Learning Target	-I can say which group has more or less by matching or counting the number of objects in both groups. -I can say when groups are equal (same as) by matching or counting.				
Mathematical Practices	2. Reason abstractly and quantitatively. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.				
MP Learning Targets	-I can explain which group has more by matching or counting the number of objects in both groups. -I can explain when groups are equal (same as) by matching or counting.				

Marking Period Three	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	Compare Numbers				
CCSS Standard	**7. Compare two numbers between 1 and 10 presented as written numerals.**				
Learning Target	-I can read the numerals to 10. -I can compare two numerals between 1 and 10 and say which numeral has a greater value.				
Mathematical Practices	2. Reason abstractly and quantitatively.				
MP Learning Targets	-I can compare two numerals between 1 and 10 and explain which numeral has a greater value.				