

Mathematics - Kindergarten

Marking Period Four	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, 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 <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.
Learning Target	-I can count to 100 by ones. -I can count to 100 by tens.	-I can show addition and subtraction using objects, fingers, sounds, and acting out situations. -I can identify the mathematical symbols to show addition and subtraction. -I can explain addition and subtraction.	-I can compose (put together) numbers 11-19 using a 10 and some ones, and show my work with a drawing or equation.	-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 persevere in 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.

Math K Quarter 4

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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.
MP Learning Targets	-I can explain as I count to 100, I add one more each time to get the next number. -I can explain as I count to 100 by 10's, I add 10 more 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 compose (put together) numbers 11-19 using a 10 and some ones, and show my work with a drawing or equation.	-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.

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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 100.	-I can add and subtract numbers within 10. -I can solve addition and subtraction word problems using objects and drawings.		-I can tell which object is longer (or shorter or 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. -I can name shapes correctly even when their size and orientation is unusual or different.
Mathematical Practices	7. Look for and make use of structure.	1. Make sense of problem and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically.		1. Make sense of problems and persevere in solving them. 6. Attend to precision. 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.

Math K Quarter 4

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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).
MP Learning Targets	-I can explain how to count on from a number other than one up to 100.	-I can explain how to add and subtract numbers within 10. -I can solve addition and subtraction word problems using objects and drawings.		-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.

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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 1-19 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. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).			3. Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").
Learning Target	-I can write numbers 0-20. -I can represent a group of objects with a written numeral 0-20.	-I can decompose (break apart) numbers to 10 using objects or drawings. -I can record the answer using a drawing or equation.			-I can define 2-D as being flat. -I can define 3-D as being solid. -I can identify 2-D shapes. -I can identify 3-D shapes.
Mathematical Practices	2. Reason abstractly and quantitatively. 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. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.			7. Look for and make use of structure.
MP Learning Targets	-I can explain as I write 0-20, 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 how to break apart numbers to 10 using objects or drawings. -I can explain how to record the answer using a drawing or equation.			-I can explain that a 2-D shape is flat. -I can explain that a 3-D shape is solid.

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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	<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>	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	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	<p>-I can count objects in a group up to 20.</p> <p>-If I already know how many are in a group, I can say how many there are (without recounting the whole group) when one more object is added to the group.</p>	-I can determine the number to add a given number 1-9 to make 10, and show the answer with a drawing or equation.		<p>-I can determine the number of objects in a category.</p> <p>-I can sort the categories by number or count.</p>	<p>-I can describe a shape by telling things like the number of sides, vertices (corners), and other special qualities.</p> <p>-I can compare 2-D and 3-D shapes and describe their similarities and differences.</p>
Mathematical Practices	<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>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>4. Model with mathematics.</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 and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</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>	<p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p>

Math K Quarter 4

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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 how to determine the number to add a given number 1-9 to make 10, and show the answer with a drawing or equation.		-I can explain why I sorted objects describing their similar attributes.	-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.

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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. Fluently add and subtract within 5.			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 20 in a variety of arrangements. -I can show the correct number of objects when I am told a number up to 20.	-I can easily add numbers that add up to 5 or less. -I can easily subtract numbers when the starting number is 5 or less.			-I can draw shapes in my environment. -I can build shapes from materials in my environment.
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.	<i>2. Reason abstractly and quantitatively.</i> <i>7. Look for and make use of structure.</i> <i>8. Look for and express regularity in repeated reasoning.</i>			4. Model with mathematics. 5. Use appropriate tools strategically 6. Attend to precision.
MP Learning Targets	-I can explain why I identified a specific number of items in a group. -Given a number, 0-20, I can make a matching group of objects.	-I can explain how to add numbers that add up to 5 or less. -I can explain how to subtract numbers when the starting number is 5 or less.			- I can demonstrate how to correctly draw or build geometric shapes. -I can draw and build shapes to help solve problems.

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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.¹				6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
Learning Target	-I can say which group has more or less by matching or counting the number of objects in both groups. -I can identify equal groups by matching or counting.				-I can put shapes together to make new shapes. -I can name the new shape that results from composing two simple shapes.
Mathematical Practices	2. Reason abstractly and quantitatively. 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. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 7. Look for and make use of structure.
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.				-I can explain how to put shapes together to make new shapes. -I can name the new shape that results from composing two simple shapes.

Math K Quarter 4

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CCSS Cluster Statement	Compare Numbers				
CCSS Standard	7. Compare two numbers between 1 and 10 presented as written numerals.				
Learning Target	-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.				