Mathematics - Kindergarten

Marking Period Two	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.		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.*	**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 50 by ones. -I can count to 50 by tens.	-I can show addition and subtraction using objects, fingers, sounds, and acting out situations.		-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 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 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 an express regularity in repeated reasoning.	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.	2. Reason abstractly and quantitatively. 3. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure.

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MP Learning Targets	-I can explain as I count to 50 by 10's, I add 10 more each time to get the next number.	-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 demonstrate positions in the spatial relationships of object.

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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).**				**2. Correctly name shapes regardless of their orientations or overall size.**
Learning Target	-I can write numbers 0-10. -I can represent a group of objects with a written numeral 0-10.				-I can identify a square, circle, triangle, rectangle, diamond, oval, heart, and star.
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. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure.
MP Learning Targets	-I can explain as I write 0-10, 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.

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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	**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.**			**3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**	
Learning Target	-I can count objects in a group up to 10.			-I can determine the number of objects in a category. -I can sort the categories by number or count.	

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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.			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.	
MP Learning Targets	-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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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 10 in a variety of arrangements.				-I can draw and create shapes 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.				4. Model with mathematics. 5. Use appropriate tools strategically 6. Attend to precision.

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MP Learning Targets	-I can explain why I identified a specific number of items in a group. -Given a number, 0-10, I can make a matching group of objects.				- 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]				
Learning Target	-I can say which group has more 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.				

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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.				