Math

<u>**Counting and Cardinality**</u>

Know Number Names and the Count Sequence - All Year

K.CC.A.1--Count to 100 by ones and by tens.

I can count to 100 by ones and by tens.

K.CC.A.2--Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

I can count starting at any number.

K.CC.A.3--Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

I can write numbers from 0-20 and match numbers to the amount of things I count.

Count to Tell the Number of Objects - All Year

K.CC.B.4--Understand the relationship between numbers and quantities; connect counting to cardinality.

I know the last number I say is how many objects there are.

K.CC.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.

I can count 20 things.

Compare Numbers

<u>Semester 1</u>

KCC.C.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.

I can tell if a group is greater than, less than, or equal to another group.

<u>Semester 2</u>

K.CC.C.7--Compare two numbers between 1 and 10 presented as written numerals.

I can compare two written numbers.

Operations and Algebraic Thinking
Understand Addition as Putting Together and Adding To, and Understand Subtraction as Taking Apart and Taking From - 2nd Semester

K.OA.A.1--Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

I can add and subtract in one or more ways.

K.OA.A.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).

I can break apart numbers.

K.OA.A.5--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).

I can fluently add and subtract within 5.

Number and Operations in Base Ten
Work with Numbers 11-19 to gain Foundations for Place Value - 2nd Semester

K.NBT.A.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

I can show how many tens and how many ones are in a number.