

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 Cluster	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, 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. N.MR.00.06 N.MR.00.09		
Learning Target	I can count to 100.	I can draw or show stories about putting together numbers from 2-10. I can draw or show stories about taking apart numbers from 2-10.	I can tell and show you that the numbers 11-19 are made up of 1 group of ten and ----ones.		
Power Standard	N.ME.00.01	N.MR.00.08	N.MR.00.08		

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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.			
Learning Target	I can count forward (20 numbers) from any number (larger than 5) my teacher gives me.	I can draw or show stories about putting together numbers from 2-10. I can draw or show stories about taking apart numbers from 2-10.			
Power Standard		N.MR.00.08			
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 $5 = 4 + 1$). N.MR.00.09			
Learning Target	I can write numbers to 20. I can read numbers to 20.	I can show my teacher different ways to break apart a number he/she gives me (2-10).			
Power Standard	N.ME.00.04	N.MR.00.07			

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CCSS Standard		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.			
Learning Target		I can take any number and add another number to make ten.			
Power Standard		N.MR.00.07/.08			
CCSS Standard		5. Fluently add and subtract within 5.			
Learning Target		I can quickly tell you the answers to addition and subtraction (2-5).			
Power Standard					

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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. N.ME.00.02				
Learning Target	I can count objects to 20.				
Power Standard					