

Kindergarten Math: I Can Statements

| Processes, Content Statements & Expectations (Disciplinary Knowledge) | I Can Student Statements | I Can Teacher Statements |
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| <u>Counting and Cardinality</u> | | |
| <i>Known number names and the count sequence</i> | | |
| K.CC.1. Count to 100 by ones and by tens | I can count to 10 by ones I can count to 20 by ones I can count to 30 by ones I can count to 50 by ones I can count to 100 by ones I can count by tens to 30 I can count by tens to 50 I can count by tens to 100 | I can count to 100 by ones I can count to 100 by tens |
| K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | I can count up from any number between 1-10 I can count up from any number between 1-20 I can count up from any number between 1-30 I can count up from any number between 1-50 I can count up from any number between 1-100 | I can count up from any number between 0-99 (ex. given 27 and I can count 28, 29, 30, etc.) |

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| <p>K.CC.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).</p> | <p>I can write the number for a given number of objects from 0-5</p> <p>I can write the number for a given number of objects from 0-10</p> <p>I can write the number for a given number of objects from 0-15</p> <p>I can write the number for a given number of objects from 0-20</p> | <p>I can write the number for a given number of objects from 0-20 (ex. if given ten bears, I can write the number 10)</p> <p>I can write numbers 0-20</p> |
| <p><i>Count to tell the number of objects</i></p> | | |

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| <p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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>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>Understand that each successive number name refers to a quantity that is one larger.</p> | <p>I can count objects in a group correctly. I make sure to count each object only once.</p> <p>I can explain how I counted objects in a group</p> <p>I can say how many objects are in a group.</p> <p>I know that the last number said when counting objects tells the number of objects I counted.</p> <p>When I know how many are in a group and one more is added I can say how many objects are in the new group without recounting.</p> | <p>I can use one-to-one correspondence to count objects out loud and I know the last number said represents the amount.</p> <p>I can add one more to a group and know the amount without recounting</p> |
| <p>K.CC.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.</p> | <p>I can count objects in any grouping up to 5</p> <p>I can count objects in any grouping up to 10</p> <p>I can count objects in any grouping up to 15</p> <p>I can count objects in any grouping up to 20</p> | <p>I can count objects in a group and say how many there are.</p> |

| <i>Compare numbers</i> | | |
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| <p>K.CC.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</p> | <p>I can compare two groups of objects and tell which group has more.</p> <p>I can compare two groups of objects and tell which group has less.</p> <p>I can compare two groups of objects and tell when the groups are equal.</p> | <p>I can tell which groups are more, less, and which are equal (same as).</p> |
| <p>K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</p> | <p>I can compare two written numerals between 1 and 10, using “more than” and “less than.” (5 is more than 2. 2 is less than 5.)</p> | <p>I can compare two numbers (written as numerals) between 1 and 10</p> |

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

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

I can show addition with objects.

I can show addition with my fingers.

I can picture addition in my head.

I can show subtraction with my fingers.

I can draw pictures to show subtraction.

I can picture subtraction in my head.

I can show subtraction with objects.

I can represent addition and subtraction sentences using: fingers, objects, mental images, drawings, sounds, acting out situations, verbal explanations, expression or equations.

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| <p>K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> | <p>I can solve addition word problems up to 5 using objects.</p> <p>I can solve addition word problems up to 5 using drawings.</p> <p>I can solve subtraction word problems up to 5 using objects.</p> <p>I can solve subtraction word problems up to 5 using drawings.</p> <p>I can solve addition word problems up to 10 using objects.</p> <p>I can solve addition word problems up to 10 using drawings.</p> <p>I can solve subtraction word problems up to 10 using objects.</p> <p>I can solve subtraction word problems up to 10 using drawings.</p> | <p>I can add and take away two groups up to 10 by using objects or a drawing to show the problem.</p> |
| <p>K.OA.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 $5 = 4 + 1$).</p> | <p>I can show more than one way to make a group of 5.</p> <p>I can show more than one way to make a group of 10.</p> | <p>I can use numbers less than or equal to 10 and pair them to make two number sentences that have the same answer.</p> |
| <p>K.OA.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.</p> | <p>I can show how many to add to make the group equal 10.</p> | <p>I can find the number need to represent 10 when given any number from 1 to 9.</p> |

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| K.OA.5. Fluently add and subtract within 5. | I can add with numbers 0-5 I can subtract with numbers 0-5 | I can add with numbers 0-5 I can subtract with numbers 0-5 |
| <u>Numbers and Operations in Base Ten</u> | | |
| <i>Work with numbers 11-19 to gain foundations for place value</i> | | |
| K.NBT.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 the numbers 11-19 as ten ones and some ones using objects and drawings. I can write the numbers 11-19 as ten ones and some ones using drawings and place value. | I can show different ways to make a number with base ten blocks, straws, money, or drawings. |
| <u>Measurement and Data</u> | | |
| <i>Describe and compare measurable attributes</i> | | |
| K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | I can tell when two objects are the same. I can tell when two objects are different. I can tell when two objects have similarities. | I can show you an object that is taller, shorter, longer, heavier, and lighter than another object. |
| K.MD.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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> | I can compare two objects and tell which is: taller/shorter, heavier/lighter, and longer/shorter. | I can describe what measurable attributes (taller, shorter, longer, heavier, lighter, etc.) are alike and different about two objects. |
| <i>Classify objects and count the number of objects in each category</i> | | |

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| <p>K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> | <p>I can group objects that are alike.</p> <p>I can count the number of objects in a group up to 5.</p> | <p>I can sort and classify objects into groups and then count the objects within a group.</p> |
| <p><u>Geometry</u></p> | | |
| <p><i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</i></p> | | |

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| <p>K.G.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>.</p> | <p>I can identify and name squares.</p> <p>I can identify and name circles.</p> <p>I can identify and name triangles.</p> <p>I can identify and name rectangles.</p> <p>I can identify and name hexagons.</p> <p>I can identify and name cubes.</p> <p>I can identify and name cones.</p> <p>I can identify and name cylinders.</p> <p>I can identify and name spheres.</p> <p>I can tell where an object is using words, like above, below, beside, in front of, behind, and next to.</p> | <p>I can name the same and describe its relative position (ex. It is above, below, beside, in front of, behind, and/or next to).</p> |
| <p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p> | <p>I can name shapes, even if they are turned.</p> <p>I can name shapes regardless of their size.</p> | <p>I can name and recognize shapes.</p> |

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| <p>K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> | <p>I can identify flat shapes as two-dimensional.</p> <p>I can identify solid shapes as three-dimensional.</p> <p>I can sort objects into the categories of flat or solid.</p> | <p>I can identify two-dimensional shapes.</p> <p>I can identify three-dimensional shapes.</p> |
| <p>Analyze, compare, create, and compose shapes</p> | | |
| <p>K.G.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).</p> | <p>I can describe two-dimensional and three-dimensional shapes by telling about the shapes parts, including vertices (corners), and sides.</p> <p>I can tell how two shapes are alike and different by describing their parts.</p> | <p>I can compare 2D and 3D shapes of different sizes and orientations (ex. There is a large and small triangle. Both have 3 sides).</p> |
| <p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> | <p>I can use shapes to build things I see around me.</p> <p>I can draw shapes that look like things I see around me.</p> | <p>I can make and draw shapes (ex. make or draw a house by combining a square, rectangle, and triangle).</p> |
| <p>K.G.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></p> | <p>I can use smaller shapes to make a larger shape.</p> | <p>I can join single shapes to make larger shapes (ex. join two triangles with full sides touching to make a rectangle).</p> |