

**SAU 16**  
**Quarterly Guide for Kindergarten Common Core State Standards - Mathematics**

**Quarter 1 - Kindergarten**

STANDARDS FOR MATHEMATICAL CONTENT:

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

**\* count by ones to 25**

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 object).

**\* 0-5**

K.CC.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.

**\* within 10**

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.

**\* within 10**

K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**\* sort by shape, size, or color**

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**\* sort objects by shape, color, or size**

K.G.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*.

**\* behind, in front of**

K.G.2. Correctly name shapes regardless of their orientations or overall size.

**\* circle, square, triangle**

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

SUPPLEMENTAL RESOURCES

COMMENTS

## Quarter 2 - Kindergarten

### STANDARDS FOR MATHEMATICAL CONTENT:

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

**\* count by ones to 50, count by tens to 100**

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 object).

**\* 0-10**

K.CC.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.

**\* within 15**

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.

**\* within 15**

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.

**\* show up to 5 objects, show me a group  $>$ ,  $<$ ,  $=$  5**

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

**\* addition to 5 with manipulatives**

K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., 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.

**\* recognition of a teen number**

K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**\* sort by 1 attribute, now tell me how you sorted**

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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

**\* When presented with two objects, the child will identify an object by a given measurable attribute**

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**\* sort objects by shape, color, or size and counts**

K.G.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.*

**\* next to, beside**

K.G.2. Correctly name shapes regardless of their orientations or overall size.

**\* circle, square, triangle, rectangle, hexagon**

K.G.6. Compose simple shapes to form larger shapes. For example, “*Can you join these two triangles with full sides touching to make a rectangle?*”

**\* given smaller shape, create a larger shape**

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

SUPPLEMENTAL RESOURCES

COMMENTS

## Quarter 3 - Kindergarten

### STANDARDS FOR MATHEMATICAL CONTENT:

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

**\* count by ones to 75, count by tens to 100**

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

**\* within 10**

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 object).

**\* within 0-20**

K.CC.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.

**\* within 20**

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.

**\* within 20**

K.CC.6.

**\*Show up to 7 objects, show me a group that is  $>$ ,  $<$ ,  $=$  to 7**

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

**\* addition to 10 with manipulatives, subtraction within 5 with manipulatives**

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.

**\* addition**

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  $5=4+1$ ).

**\* add combinations to 5 with manipulatives**

K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., 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.

**\* represent teen numbers to 15 (and understand teen as a ten plus a ones digit)**

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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

**\* compare and describe a given attribute of two objects**

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**\* sort objects by shape, color, or size and counts**

K.G.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.*

**\* above, below**

K.G.2. Correctly name shapes regardless of their orientations or overall size.

**\* circle, square, triangle, rectangle, hexagon, cone, cube**

K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Identify shapes as 2 dimensional**

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).

**\* describe the similarities and differences between two shapes**

#### GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

#### SUPPLEMENTAL RESOURCES

#### COMMENTS

## Quarter 4 - Kindergarten

### STANDARDS FOR MATHEMATICAL CONTENT:

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

**\* count by ones to 100, count by tens to 100**

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

**\* within 20**

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 object).

**\* within 0-20**

K.CC.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.

**\* within 20**

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.

**\* within 20**

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.

**\* show up to 10 objects, show me a group  $>$ ,  $<$ ,  $=$**

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

**\* show 2 number cards, ask with  $is >$ ,  $<$ ,  $=$**

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

**\* addition to 10 with manipulatives, subtraction within 5 with manipulatives**

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.

**\* addition and subtraction**

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  $5=4+1$ ).

**\* add combinations to 10 and show drawing or equation**

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.

**\* combinations equal to 10, demonstrate ability to solve fact with manipulatives**

K.OA.5. Fluently add and subtract within 5.

**\* +/- within 5**

K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., 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.

**\* represent teen numbers to 19, (and understand teen as a ten plus a ones digit)**

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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

**\* sort 20 items by color and count each set of objects**

K.G.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.*

**\* all relative positions**

K.G.2. Correctly name shapes regardless of their orientations or overall size.

**\* circle, square, triangle, rectangle, hexagon, cone, cylinder, sphere, cube**

K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Identify shapes as 3 dimensional**

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).

**\* as 3 dimensional shapes are introduced, similarities and differences discussed**

K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**\* “informally assess”**

## GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS



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