BALLSTON SPA CENTRAL SCHOOL DISTRICT
The Common Core State Standards in Our Schools

Kindergarten Mathematics

Standard	In school, I am learning to…
COUNTING AND CARDINALITY	
Know number names and the count sequence	
K.CC.1 Count to 100 by ones and tens **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1) **K.CC.3** Write numbers from zero to twenty. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)	▪ Count from 0-25 by ones ▪ Count from 0-50 by ones. ▪ Count from 0-75 by ones. ▪ Count from 0-100 by ones. ▪ Count to 100 by tens. • Begin counting from any given number and continue the sequence from 0-25. • Begin counting from any given number and continue the sequence from 0-50. • Begin counting from any given number and continue the sequence from 0-75. • Begin counting from any given number and continue the sequence from 0-100. • Write numbers 0-10 from memory. • Write numbers 0-20 from memory. • Count a group of objects (0-10) and write the correct numeral. • Count a group of objects (0-20) and write the correct numeral
Count to tell the number of objects	

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 are counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangle 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	• Point to objects as I count and say the correct number (0-10). • Point to objects as I count and say the correct number (0-20). • Stop counting when there are no more objects, and understand that is the correct number of objects. • Understand that as I count in order, by ones, I am adding one more each time I say a number. • Count up to 10 objects when they are organized. • Count up to 20 objects when they are organized • Count up to 10 objects when they are un-organized. • Count out a number of objects from 0-10. • Count out a number of objects from 0-20.
Compare numbers	
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 (include groups with up to ten objects). **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.	• Look at two different groups of objects and describe each group as greater than, less than or equal to. • Look at two numerals (1-10) and tell which one is greater than, less than, or if they are equal.

Standard	In school, I am learning to…
OPERATIONS AND ALGEBRAIC THINKING	
Understand addition as putting together and adding to, and understand subtractions as taking apart and taking from	
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details but should show the mathematics in the problem), sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. **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 **K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. by using numbers or drawings, and record each decomposition by drawing or equation (e.g., 5=2+3 and 5=4+1) **K.OA.4** For any number from 1to 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. **K.OA.5** Fluently add and subtract within 5.	• Use manipulatives to represent addition. • Use manipulatives to represent subtraction. • Combine sets of objects to find how many in all. • Define and show that sum and total represent the answer to an addition problem. • Define and show that difference represents the answer to a subtraction problem. • Use drawings to show addition problems. • Use drawings to show subtraction problems. • Use many methods (acting out, drawing, using sounds, expressions, verbal explanations) to add and subtract. • Tell in my own words what a simple word problem is asking. • Choose addition or subtraction to solve the problem correctly. • Use objects or drawings to show how to solve the problem. • Separate a given number, equal to or less than 10, into two groups (in more than one way). e.g. 8 is 3 and 5 or 4 and 4 • Use a drawing to show my work. • Use numbers to make an equation. • Re-arrange manipulatives to find a missing number in an addition equation that equals 10. • Combine two numbers between 0 – 5 from memory. • Take away a number from 5 or less and give the answer from memory.

Standard	In school, I am learning to…
MEASUREMENT AND DATA	
Describe and compare measurable attributes	
K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	• Describe ways to measure a certain object. • Compare two alike objects to see which is taller or shorter. • Compare two alike objects to see which is heavier or lighter. • Compare two alike groups to see which has more or less.
Classify objects and count the number of objects in each category	
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).	• Separate objects into groups, using many different ways (shape, color, size, etc.) • Count the number of objects in each group. • Find groups that have the same number of items.
Standard	In school, I am learning to…
NUMBERS AND OPERATIONS IN BASE TEN	
Work with numbers 11-19 to gain foundations for place value	
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.	• Use a group of manipulatives to form one group of ten ones. • Use a group of manipulatives to form one group of ten ones plus more ones to form numbers 11-19. • Use pictures or numbers to represent numbers 11-19 (draw base ten blocks or use numbers).

Standard	In school, I am learning to…
GEOMETRY	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cyclones, cylinders, and spheres)	
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*. **K.G.2.** Correctly name shapes regardless of their orientations or overall size. **K.G.3.** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	• Identify squares, circles, rectangles, triangles, diamonds, hearts, ovals, and stars, rectangular prisms, cubes, cylinders, spheres, cones, and pyramids. • Describe the position of a shape using the following positional words: above, below, beside, in front of, behind, and next to. • Identify a shape no matter the size, color, or where it is placed. • Tell if a shape is a plane shape or a solid shape.
Analyze, compare, create, and compose shapes	
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). **K.G.5.** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **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?"*	• Use my own words to tell how two shapes are alike and how they are different. • Identify a side or corner of a shape. • Make shapes using a variety of materials (e.g. – play-dough, molding clay, common objects, etc.) • Use pattern blocks or tangrams to form new shapes.