## Kindergarten Kansas College & Career Readiness Standards for MATH

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

Counting	Counting and Cardinality: Number names and counting																								
CC1	Count to 100 by ones and by tens.																								
dates>																									
CC2	Count	forw	ard be	eginnir	ng fro	m a g	iven n	umber	withi	n the	know	n sequ	ience	(inste	ad of	havin	g to b	egin a	t 1).	-		-			
dates>																									
CC3	Write	numb	ers fr	om 0	to 20	. Repr	esent	a nun	nber o	f obje	ects w	ith a v	writter	n num	eral 0	-20 ( <sup>1</sup>	with 0	repre	sentir	ng a co	ount o	of no c	bject	s).	
dates>																									
Counting	Counting and Cardinality: Counting Objects																								
CC4	Understand the relationship between numbers and quantities; connect counting to cardinality.																								
dates>																									
CC4a	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.																								
dates>																									
CC4b	Unde										iber o	obje	cts co	unted	. The	numb	er of c	bject	s is tr	ie sam	e reg	ardles	s of th	neir	
	arrangement or the order in which they were counted.																								
dates>																									
CC4c	CC4c Understand that each successive number name refers to a quantity that is one larger.																								
dates>																									
				"how	_	•				_		_		_		•	-	gular a	rray,	or a ci	rcle, d	or as n	nany a	<u> </u>	
CC5	thing	s in a	scatte	ered c	onfigu	ıratior	າ; give	n a nu	ımber	from	1–20,	coun	t out	<u>that n</u>	nany c	bject	s.								
dates>																									
Counting	Counting and Cardinality: Comparing Numbers  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																								
		_					-		grou	p is g	reater	than,	less t	han, c	or equ	al to	the nu	mber	of obj	ects i	n ano	ther g	roup,	e.g., b	у
CC6	using	matc	hing a	nd co	unting	strat	egies.																		
dates>																									
CC7	Comp	are tv	wo nui	<u>mbers</u>	betw	een 1	and 1	0 pre	sente	d as w	vritten	nume	erals.												
dates>																									
Numbers																									
	Comp	ose a	nd de	compo	ose nu	ımber	s from	า 11-1	9 into	ten o	ones a	nd so	me fu	rther (	ones (	by us	ing ob	jects	or dra	wings	, and	record	l each	ı	
	comp	ositio	n or d	ecom	positio	on by	a drav	ving o	r equa	ition (	(18=1)	0+8))	; unde	erstan	d that	: thes	e num	bers a	re co	mpose	d of t	en on	es and	d one,	two,
NBT1	three	, four	, five,	six, se	even,	eight,	or nin	e one	s.																
dates>																									

Measurement and Data: Measurement  MD1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.																									
MD1	Descr	ibe m	easur	able a	ttribu	tes of	objec	cts, su	ch as	length	or w	eight.	Desc	ribe s	everal	meas	surable	e attri	butes	of a s	single	object			
dates>																									
	Direct	ly co	mpare	two	bject	s with	a me	asura	ole att	ribute	in co	mmoi	i, to s	ee wh	ich ob	ject l	has "n	ore o	f/less	of" t	he att	ribute	, and	Jescril	be
MD2	the di	ffere	nce. (e	ex: dir	ectly (	comp	are th	e heig	hts of	two o	childre	n and	desci	ibe or	ne chil	d as t	aller/s	shorte	er)						
dates>			T .																ľ						
Measuren	nent ai	nd Da	ta: Cla	ssifyi	ng and	d Cou	nting	Object	s																
MD3								count		ımber	s of c	bjects	in ea	ch cat	tegory	/ and	sort t	he cat	egorie	es by	count				
dates>			ĺ				<u> </u>					ľ							Ī						
Operation	s and	Algel	raic T	hinkin	g: Ad	dition	and S	Subtrac	ction																
	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations,																								
OA1	expressions, or equations.																								
dates>				1																					
						I						<u> </u>					<b>!</b>		<u> </u>			I			
OA2	Solve	addit	ion an	ıd sub	traction	on wo	rd pro	blems	, and	add a	nd sul	otract	withir	า 10 (	by usi	ng ob	jects	or dra	wings	to re	preser	nt the	proble	₽m).	
dates>																									
		-					-	to 10	-	airs ii	n mor	e than	one v	vay (b	y usir	ig obj	ects c	r drav	vings,	and r	ecord	each	decon	ipositi	on
OA3	by a c	drawir	ng or e	equati	on (5=	=2+3	and 5	<b>=4+1</b> )	)).																
dates>																									
		-						ber th	at mal	ces 10	) whe	n adde	ed to	the giv	ven nu	ımber	by u	sing c	bject	s or d	rawing	js, and	reco	d the	the
OA4	answe	er wit	h a dr	awing	or eq	uatior	1).																		
dates>																									
OA5	Fluent	tly ad	d and	subtr	act wi	thin 5	) <u>.</u>																		
dates>																									
Geometry	r: Ident	tifying	Shap	es																					
			-					ng nar		f shap	es, ar	nd des	cribe	the re	lative	positi	ions o	f thes	e obje	cts u	sing te	erms s	uch as	<i>abov</i>	⁄e, ∣
G1	<i>belo</i> и	v, bes	ide, in	front	of, be	ehind,	and r	ext to	).																
dates>																									
G2	Correc	tly na	me sha	apes re	gardle	ss of	their o	rientat	ions or	overa	II size.														
dates>																									
G3	Identi	fy sh	apes a	s two	-dime	nsiona	al (lyir	g in a	plane	, "flat	") or	three-	<u>dimen</u>	sional	("soli	<u>d").</u>									
dates>																									
Geometry	r: Anal	lyzing	Shap	es							10														
	_			•				mensi		•	•							_		_	_		ve the	ır	
G4	simila	rities,	<u>, differ</u>	ences	, part	s (nur	mber (	of side	s and	vertic	es/"	orner	s") an	d othe	er attr	ibute	s (hav	ing si	des of	equa	l lengt	:h).	1		
dates>			<u></u>			L	<u> </u>					Ĺ,													
G5	Mode	shap	es in t	the wo	orld by	y build	ling sl	napes	trom (	compo	nent	s (stic	ks and	clay	balls)	and c	<u>Irawin</u>	g shap	es.	1			1		
dates>																									
G6	Comp	ose s	imple	shape	s to f	orm la	arger s	shapes	s. (ex:	"Can	you j	oin the	ese tw	o tria	ngles v	with f	ull sid	es tou	ıching	to ma	ake a	<u>rectan</u>	gle?")	,	
dates>																									