Idaho Mathematics

Grade K

Adopted 2022

Standards for Mathematical Practice

1. **Make sense of problems and persevere in solving them.** MP.1
2. **Reason abstractly and quantitatively.** MP.2
3. **Construct viable arguments and critique the reasoning of others.** MP.3
4. **Model with mathematics.** MP.4
5. **Use appropriate tools strategically.** MP.5
6. **Attend to precision.** MP.6
7. **Look for and make use of structure.** MP.7
8. **Look for and express regularity in repeated reasoning.** MP.8

Counting and Cardinality

A. Know number names and the count sequence. K.CC.A

1. Count to 100 by ones and by tens. K.CC.A.1
2. Starting at a given number, count forward within 100 and backward within 20. K.CC.A.2
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). K.CC.A.3

B. Count to tell the number of objects. K.CC.B

4. Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.4
   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. K.CC.B.4.A
   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. K.CC.B.4.B
   c. Understand that each successive number name refers to a quantity that is one larger. Recognize the "one more" pattern of counting using objects. K.CC.B.4.C

Skip to main content

5. Given a group of up to 20 objects, count the number of objects in that group and state the number of objects in a rearrangement of that group without recounting. Given a verbal or written number from zero to 20, count out that many objects. K.CC.B.5

C. Compare numbers. K.CC.C

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 for groups with up to ten objects. K.CC.C.6
7. Compare two numbers between one and ten presented as written numerals. K.CC.C.7

Operations and Algebraic Thinking

A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.A

1. Represent addition and subtraction of two whole numbers within ten. Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.1
2. Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations. K.OA.A.2
3. Decompose whole numbers from one to ten into pairs in more than one way by using physical, visual, or symbolic representations. K.OA.A.3
4. For a given whole number from one to nine, find the number that makes ten when added to the number by using physical, visual, or symbolic representations. K.OA.A.4
5. Fluently add and subtract within five, including zero. K.OA.A.5

Number and Operations in Base Ten

A. Work with numbers 11 – 19 to gain foundations for place value. K.NBT.A

1. Compose (put together) and decompose (break apart) numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by using physical, visual, or symbolic representations; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. K.NBT.A.1

Measurement and Data

A. Describe and compare measurable attributes. K.MD.A

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.A.1
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. K.MD.A.2

B. Classify objects and count the number of objects in each category. K.MD.B

Skip to main content

3. Classify objects into given categories; count the numbers of objects in each category (up to and including ten) and sort the categories by count. K.MD.B.3

Geometry

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). K.G.A

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.A.1
2. Correctly name shapes regardless of their orientations or overall size. K.G.A.2
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). K.G.A.3

B. Analyze, compare, create, and compose shapes. K.G.B

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. K.G.B.4
5. Model shapes in the world by building shapes from components/materials and drawing shapes. K.G.B.5
6. Compose simple shapes to form larger two-dimensional shapes. K.G.B.6