

# Mathematics

## Counting and Cardinality CC

### **A Know number names and the counting sequence.** A

- 1 Count forward from 1 to 30. PK.CC.A.1
  - 2 This standard begins in Kindergarten. PK.CC.A.2
  - 3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines). PK.CC.A.3
  - 4 Begin to name numerals 0-10. PK.CC.A.4
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### **B Count to tell the number of objects.** B

- 4 Understand the relationship between numbers and quantities; connect counting to cardinality. PK.CC.B.4
    - a When counting objects, say the number names in the standard order, using one-to-one correspondence. PK.CC.B.4.A
    - b Understand that the last number name said tells the number of objects counted. PK.CC.B.4.B
    - c Recognize that one more object added to a group of objects changes the quantity as a whole. PK.CC.B.4.C
  - 5 Understand that a number represents a corresponding quantity. PK.CC.B.5
    - a Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking). PK.CC.B.5.A
    - b Given a number from 1-10, count out that many objects. PK.CC.B.5.B
    - c With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle. PK.CC.B.5.C
    - d With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration. PK.CC.B.5.D
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### **C Compare numbers.** C

- 6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects. PK.CC.C.6
  - 7 This standard begins in Kindergarten PK.CC.C.7
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## Operations and Algebraic Thinking OA

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

- 1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. PK.OA.A.1
- 2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem). PK.OA.A.2
- 3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings. PK.OA.A.3
- 4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5. PK.OA.A.4
- 5 This standard begins in Kindergarten. PK.OA.A.5

## Number and Operations in Base Ten NBT

### **A Work with numbers 11-19 to gain foundations for place value.** A

- 1 This standard begins in Kindergarten. PK.NBT.A.1

## Measurement and Data MD

### **A Describe and compare measurable attributes.** A

- 1 Describe measurable attributes of a single object, such as length, width, height. PK.MD.A.1
- 2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.). PK.MD.A.2

### **B Work with money.** B

- 3 Begin to recognize currency and its purpose. PK.MD.B.3

### **C Classify objects and count the number of objects in each category.** C

- 4 Sort a collection of objects into given categories using more than one attribute. PK.MD.C.4

## Geometry G

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

- 1 Begin to use relative position words in appropriate context, such as above, below, beside, and between. PK.G.A.1
- 2 Correctly name some two-dimensional shapes. PK.G.A.2
- 3 Begin to explore shapes as two-dimensional or three-dimensional. PK.G.A.3
- 4 Begin to describe objects in the environment using names of shapes. PK.G.A.4

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**B Analyze, compare, create, and compose shapes. B**

- 4 Describe similarities and differences between two-dimensional shapes. PK.G.B.4
- 5 Model shapes in the world by building and drawing shapes. PK.G.B.5
- 6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape. PK.G.B.6