Kindergarten Math Standards and "I Can Statements"

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

- I can count to 100 by ones starting at 1.
- I can count to 100 by 10's starting at 10.

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

- I can count forward beginning with another number other than 1.

CC.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 objects).

- I can count numbers 0 to 20.
- I can write numerals 0 to 20.
- I can write the numeral that matches a number of objects 0 to 9.
- I can write the numeral that matches a number of objects 10 -20.

CC.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.

- I can match each object with a number when counting.

CC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

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.

- I can tell how many objects are in a group.

CC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

c. Understand that each successive number name refers to a quantity that is one larger.

- I can tell the number that is one more.

CC.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.

- I can count up to 20 objects that are arranged differently.
- I can count objects to match numbers from 1 to 20.

CC.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.)

- I can describe "equal to".
- I can describe "greater than".
- I can describe "less than".
- I can identify if a group of objects is greater than, less than or equal to another group.

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

- I can tell if a numeral is greater than, less than, or equal to another number.

CC.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.

- I can show that adding is putting groups together.
- I can show that subtraction is taking apart or taking away.
- I can identify the symbols for plus, minus and equal.
- I can show addition in different ways.
- I can show subtraction in different ways.

CC.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.

- I can understand the concept of putting together = add and taking apart = subtract.
- I can add and subtract numbers within 10 (0-10).
- I can solve addition and subtraction word problems.

CC.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).

- I can show numbers to 10 with different groups.

CC.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.

- I can add two numbers to make 10.
- I can find a missing number to make 10.

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

- I can add and subtract.

CC.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.

- I can describe positions such as above, below, beside, in front of, behind, and next to.
- I can determine the position of objects.

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

- I can name shapes.

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

- I can identify 2 dimensional shapes.
- I can identify 3 dimensional shapes.

CC.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).

- I can describe two and three dimensional shapes.
- I can compare and contrast two and three dimensional shapes.

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

- I can identify shapes in the real world.
- I can use attributes to determine shapes in the real world.
- I can make shapes.
- I can draw shapes.

CC.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?"

- I can use more than one shape to make a larger shape.

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

- I can make a number using a group of ten and ones.
- I can tell how many tens and ones are in a number.

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

- I can describe objects using length and width.
- I can describe objects using height and weight.

CC.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.

- I can compare two objects and describe them.

CC.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.)

- I can recognize attributes of size, shape and color.
- I can classify.
- I can sort.
- I can put categories in order by number.