

Math Competencies- Grade K		
Lin-Wood Proficiencies (COMPETENCY)	I Can Statements	Standards
<p>Counting & Cardinality</p> <p>Students will demonstrate an understanding of quantity by counting to 100 from any given whole number by ones and tens, by counting, reading, writing, and recording whole numbers up through 20, comparing numbers between 1 and 10, and by connecting counting to cardinality.</p>	<p>1.I can count to 100 by ones</p> <p>2.I can count to 100 by tens.</p> <p>3.I can count on from any given number other than 1 up to 100.</p> <p>4.I can write numbers from 0 to 20.</p> <p>5 I can represent sets of objects with written numerals.</p> <p>6 I can connect numbers as a measure of the "number of objects" in a set.</p> <p>7 I can say how many are in a group after counting all the objects in that group.</p> <p>8 I can count objects in a group correctly regardless of their arrangement or the order in which they were counted.</p> <p>9 I know by counting that the last number said is the number of items.</p> <p>10 I can count on to the original number of objects when one more is added without recounting the whole group.</p> <p>11 I can count the number of items (up to 20) in a set arranged in a variety of ways.</p> <p>12 I can count the number of items (up to ten) which are in a scattered formation.</p> <p>13 I can count out the number of objects for any given number up to 20.</p> <p>14 I can use a variety of strategies to compare the number of objects in two groups.</p> <p>15 I can compare two groups of objects using terms such as more than, less than, or same as.</p> <p>16 I can compare two numerals between 1 and 10.</p>	<p>K.CC.A.1</p> <p>K.CC.A.2</p> <p>K.CC.A.3</p> <p>K.CC.B.4</p> <p>K.CC.B.4.A</p> <p>K.CC.B.4.B</p> <p>K.CC.B.4.C</p> <p>K.CC.B.5</p> <p>K.CC.C.6</p> <p>K.CC.C.7</p>

<p>Operations & Algebraic Thinking</p> <p>Students will demonstrate an understanding of addition with sums less than or equal to 10 by using a variety of strategies, manipulatives, pictures, and symbols, by making and recording ten pairs, and by understanding that the teen numbers are composed of one group of ten plus some number of ones; fluently add within 5.</p>	<ol style="list-style-type: none"> 1. I can show addition using various strategies, manipulatives, pictures, and symbols (numbers). 2. I can show subtraction using various strategies, manipulatives, pictures, and symbols. 3. I can add and subtract numbers within 10. 4. I can use objects or drawings to solve addition (within 10) word problems. 5. I can use objects or drawings to solve subtraction (within 10) word problems. 6. I can use objects or drawings to show different ways that a given number within 10 can be decomposed. 7. I can record how a number (within 10) was decomposed with a drawing or equation. 8. I can make a ten pair given any number, 1 through 9, using objects or drawings. 9. I can record the ten pairs with a drawing or equation. 10. I can add numbers with ease that add to 5 or less. 11. I can subtract numbers with ease when the starting number is 5 or less. 	K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5
<p>Number & Operations in Base Ten</p> <p>Students will demonstrate an understanding of subtraction with minuends to 10 by using a variety of strategies, manipulatives, pictures, and symbols; fluently subtracting within 5.</p>	<ol style="list-style-type: none"> 1. I understand that the numbers 11 - 19 are composed of ten ones and some other ones (e.g. 12 is a group of ten ones and 2 more ones). 2. I can compose numbers 11-19 using a group of ten ones plus some ones; showing work with a drawing or equation. 3. I can decompose numbers 11- 19 into a group of ten ones and some ones; showing work with a drawing or equation. 	K.NBT.A.1
<p>Measurement & Data</p> <p>Students will demonstrate an understanding of measurement by describing and comparing informally objects with measurable attributes such a</p>	<ol style="list-style-type: none"> 1. I can describe several measurable attributes of objects. 2. I can describe the measurable attributes of a given object. 3. I can describe the difference between two objects, with a common measurable attribute, using terms such as "more of" /"less of" or "taller than"/"shorter than". 4. I can sort objects into given categories. 	K.MD.A.1 K.MD.A.2 K.MD.B.3

length, weight, and height.	<p>5. I can count the number of objects in each category (w/ no more than ten objects per category).</p> <p>6. I can sort the categories by number or count.</p>	
<p>Geometry</p> <p>Students will demonstrate an understanding of shapes by identifying them as two- or three-dimensional, by naming them regardless of size or position, by comparing them using informal language, by drawing and modeling, using a variety of materials, shapes found in the world, and by understanding that component shapes are composed of simple shapes.</p>	<p>1. I can use the names of shapes to describe objects.</p> <p>2. I can describe the position of objects using positional words.</p> <p>3. I can name shapes correctly regardless of orientation or size.</p> <p>4. I can identify a shape as being two-dimensional or as three-dimensional.</p> <p>5. I can describe two- and three-dimensional shapes by telling about different attributes such as number of sides or vertices.</p> <p>6. I can compare two-dimensional shapes, using informal language to describe similarities and differences.</p> <p>7. I can compare three-dimensional shapes, using informal language to describe similarities and differences.</p> <p>8. I can model shapes in the world by building shapes from a variety of materials.</p> <p>9. I can draw shapes found in the world.</p> <p>10. I can put simple shapes together to make new shapes.</p> <p>11. I can name the component simple shapes of a composite shape made.</p>	<p>K.G.A.1</p> <p>K.G.A.2</p> <p>K.G.A.3</p> <p>K.G.A.4</p> <p>K.G.A.5</p> <p>K.G.A.6</p>