

Kindergarten Math Learning Targets

Algebra:

K.A.2.1 Students are able to compare collections of objects to determine more, less, and equal (greater than and less than). - Comprehension

- I can tell or show which group of things contains more objects. (K.A.2.1)
- I can tell or show which group of things contains fewer objects. (K.A.2.1)
- I can tell or show when 2 groups of things have the same number of objects. (K.A.2.1)
- I can say “greater than” to tell which group has more objects. (K.A.2.1)
- I can say “less than” to tell which group has fewer objects. (K.A.2.1)
- I can say “equal to” to tell when 2 groups have the same number of objects. (K.A.2.1)

K.A.3.1 Students are able to use concrete objects to model the meaning of the “+” and “-” symbols. - Knowledge

- I can show that “+” means putting more objects together into a group. (K.A.3.1)
- I can show that “-” means taking objects away from my starting group. (K.A.3.1)

K.A.4.1 Students are able to identify and extend two-part repeating patterns using concrete objects. - Knowledge

- I can recognize a pattern. (K.A.4.1)
- I can name the pattern type. (K.A.4.1)
- I can continue an AB pattern. (K.A.4.1)
 - I can continue an ABC pattern.
 - I can continue an ABB pattern.
 - I can continue an AAB pattern.

K.A.4.2 Students are able to sort and classify objects according to one attribute. – Comprehension

- I can sort objects into groups by color. (K.A.4.2)
- I can sort objects into groups by shape. (K.A.4.2)
- I can sort objects into groups by size. (K.A.4.2)
 - I can sort objects into groups by kind.
- I can name the sorting rule. (K.A.4.2)

Geometry:

K.G.1.1 Students are able to identify basic two-dimensional (plane) figures. - Knowledge

- I can name a circle. (K.G.1.1)
- I can name a square. (K.G.1.1)
- I can name a rectangle. (K.G.1.1)
- I can name a triangle. (K.G.1.1)
- I can tell how a circle, square, rectangle, and triangle are alike. (K.G.1.1)
 - I can tell how a group of shapes are alike.
- I can tell how circle, square, rectangle, and triangle are different. (K.G.1.1)
 - I can tell how a group of shapes are different.

K.G.2.1 Students are able to describe the position of two-dimensional (plane) figures. - Comprehension

- I can find a circle in my setting. (K.G.2.1)
- I can describe where the circle is. (K.G.2.1)
- I can find a square in my setting. (K.G.2.1)
- I can describe where the square is. (K.G.2.1)
- I can find a rectangle in my setting. (K.G.2.1)
- I can describe where the rectangle is. (K.G.2.1)
- I can find a triangle in my setting. (K.G.2.1)
- I can describe where the triangle is. (K.G.2.1)

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| Measurement: |
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| Time: |
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K.M.1.1 Students are able tell time to the nearest hour using digital and analog clocks. - Knowledge

- I can name a digital clock. (K.M.1.1)
- I can tell time to the hour on a digital clock. (K.M.1.1)
 - I can tell time to the half-hour on a digital clock.
- I can name an analog clock. (K.M.1.1)
- I can tell time to the hour on an analog clock. (K.M.1.1)
 - I can tell time to the half-hour on an analog clock.

K.M.1.2 Students are able to name the days of the week. - Knowledge

- I can name all of the days of the week in the correct order. (K.M.1.2)

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| Money: |
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K.M.1.3 Students are able to identify pennies, nickels, dimes, and quarters using money models. - Knowledge

- I can point to a penny. (K.M.1.3)
- I can name a penny. (K.M.1.3)
 - I can tell what a penny is worth.
- I can point to a nickel. (K.M.1.3)
- I can name a nickel. (K.M.1.3)
 - I can tell what a nickel is worth.
- I can point to a dime. (K.M.1.3)
- I can name a dime. (K.M.1.3)
 - I can tell what a dime is worth.
- I can point to a quarter. (K.M.1.3)
- I can name a quarter. (K.M.1.3)
 - I can tell what a quarter is worth.
 - I can read a “¢” symbol.

U.S. Customary:

K.M.1.4 Students are able to estimate length using non-standard units of measure. -

Knowledge

- I can guess how many manipulatives it would take to equal the length of an object being measured. (K.M.1.4)
 - I can guess how many manipulatives it would take to equal the weight of an object being weighed.
 - I can guess how many manipulatives it would take to equal the height of an object being measured.

K.M.1.5 Students are able to compare and order concrete objects by length, height, and weight. - Comprehension

- I can put objects in order of long, longer, and longest. (K.M.1.5)
- I can put objects in order of short, shorter, shortest. (K.M.1.5)
- I can put objects in order of tall, taller, tallest. (K.M.1.5)
- I can put objects in order of heavy, heavier, heaviest. (K.M.1.5)
- I can put objects in order of light, lighter, lightest. (K.M.1.5)
- I can put objects in order of big, bigger, biggest. (K.M.1.5)
- I can put objects in order of small, smaller, smallest. (K.M.1.5)

Number Sense:

K.N.1.1 Students are able to read, write, count, and sequence numerals to 20. -

Comprehension

- I can say the numbers from 0 to 20 in order. (K.N.1.1)
- I can say the numbers from 10 to 0 in order. (K.N.1.1)
- I can say the number before each number from 0 to 20. (K.N.1.1)
- I can say the number after each number from 0 to 20. (K.N.1.1)
- I can say the number between two numbers from 0 to 20. (K.N.1.1)
- I can count 20 objects one by one. (K.N.1.1)
- I can keep track of what's been counted. (K.N.1.1)
- I can write the numbers from 0 to 20 in order. (K.N.1.1)
- I can match number words I hear to numbers 0 to 20. (K.N.1.1)
- I can name which object is 1st, 2nd, 3rd ... 10th. (K.N.1.1)

K.N.1.2 Students are able to use fraction models to create one half of a whole. - Knowledge

- I can show $\frac{1}{2}$ of an object. (K.N.1.2)
 - I can divide an object into equal parts.

K.N.3.1 Students are able to solve addition and subtraction problems up to 10 in context. -

Application

- I know to add when I hear the word “addition”. (K.N.3.1)
- I know that I use a “+” symbol when I add objects together. (K.N.3.1)

- I can find the answer to an addition story problem. (K.N.3.1)
- I know to subtract when I hear the word “subtraction”. (K.N.3.1)
- I know that I use a “–“ symbol when I subtract objects from a group. (K.N.3.1)
- I can find the answer to a subtraction story problem. (K.N.3.1)
- I can show how I found my answer using objects, pictures or numbers. (K.N.3.1)
- I can explain how I found my answer using objects, pictures or numbers. (K.N.3.1)

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| Statistics and Probability: |
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K.S.1.1 Students are able to describe data represented in simple graphs (using real objects) and pictographs. - Knowledge

- I can tell what the pictures in a graph mean. (K.S.1.1)
 - Example – picture of a slice of pizza means that one person loves pizza
- I can answer questions by looking at information in a graph. (K.S.1.1)
- I can tell which group on the graph has the most. (K.S.1.1)
- I can tell which group on the graph has the fewest. (K.S.1.1)