

# KINDERGARTEN MATH PRIORITY STANDARDS- "I CAN..."

## Counting and Cardinality

- I can count to 100 by ones and tens. (K.CC.1)
- I can count forward starting at any number I have learned. (K.CC.2)
- I can write numbers from 0 to 20. (K.CC.3)
- I can write a number to tell about a group of 0 to 20 things. (K.CC.3)
- I can understand how number names go with counting things in the right order. (K.CC.4)
- I can understand that the last thing I count tells the number of things in a group. (K.CC.4)
- I can understand that the next number I say when I count means that there is one more.
- I can count up to 20 to tell how many things are in a line, a box or a circle. (K.CC.5)
- I can count up to 10 to tell how many things are in a scattered configurations. (K.CC.5)
- I can count out a group of things when someone gives me a number from 1 to 20. (K.CC.5)
- I can use matching or counting to tell if a group of objects in one group is less than, equal to, or greater than the number of objects in another group. (K.CC.6)
- I can compare two written numbers between 1 and 10. (K.CC.7)

## Operations and Algebraic Thinking

- I can use what makes sense to me to show that I know how to add and subtract (ex. Fingers, objects, drawings, words, etc.) (K.OA.1)
- I can use objects or drawings to show that I can solve addition or subtraction word problems up to 10. (K.OA.2)
- I can take apart any number from 1 to 10 to show that I understand that number (ex.  $4+1=5$ ,  $3+2=5$ ). (K.OA.3)
- I can take any number from 1 to 9 and show what I need to add to it to make 10. (K.OA.4)
- I can add and subtract numbers within 5. (K.OA.5)

## Number and Operations in Base Ten

- I can make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number. (K.NBT.1)
- I can show how many tens and ones in numbers from 11 to 19 by drawing a picture or writing a number sentence. (K.NBT.1)

## Measurement and Data

- I can describe measurable parts of shapes and objects. (K.MD.1)
- I can compare two things that are measured using the same tool by using words such as taller or shorter. (K.MD.2)
- I can put things in groups by looking at how they are the same. (K.MD.3)
- I can count things that I put into groups and sort them by how many. (K.MD.3)

## Geometry

- I can name and tell about shapes I see around me. (K.G.1)
- I can think about and compare two and three dimensional shapes. (K.G.4)
- I can make shapes by drawing them or by using things like sticks and clay. (K.G.5)

## Fluency

- I can add and subtract within 5. (K.OA.5)

## 8 STANDARDS FOR MATHEMATICAL PRACTICE: GRADES K- 12

### Mathematical Practice

How a student can use the standard.  
Student "I can" statements.

How a parent or caregiver can support the standard.

Make sense of problems and persevere in solving them.

- I can make a plan for solving the problem.
- I can keep going even when it is difficult.
- I can check if my answer is reasonable.
- I can solve it in another way to check my answer.
- I can visualise the problem to help me make a plan to solve it.
- I will try another strategy if my first one does not work.

- Allow time for students to think when asking questions.
- "What plan can you make to solve this problem?"
- "What information is in the problem and what are you trying to figure out?"
- For word problems encourage them to explain what it is about without considering the math or how to solve it first.
- Encourage the math to become about the process/students thinking rather than the one right answer.
- "Why do you think that might be the answer?"

Reason abstractly and quantitatively

- I can use numbers and words to help make sense of the problem.
- I can think about the relationships between the numbers in the problem.
- I can think about what each number or variable in the problem represents.
- I can show the problem in ways that are not the standard algorithm (symbols, pictures, manipulatives, etc.)
- I can explain my thinking.

- "Can you explain what the numbers or variables in the problem mean?"
- "How did you decide to use this operation or strategy?"
- Ask questions that help lead students to understanding.
- Encourage critical thinking and reasoning.
- Encourage students to explain their thinking even if the answer is not correct.

Construct viable arguments and critique the reasoning of others.

- I can ask questions to clarify my understanding.
- I can make connections to other strategies.
- I can communicate to others what I am thinking and why.
- I can justify my answer/conclusion.
- I can consider the thinking of other students.
- I can use mathematical language and evidence to support my answer.

- "How did you get your answer?"
- "How do you know that your answer is correct?"
- Ask clarifying questions.
- Establish an environment where the student is not afraid to get the answer incorrect as long as they can explain their reasoning.

Model with mathematics

- I can relate mathematics to real life situations.
- I can use pictures, words, objects, or symbols to solve problems.
- I can use different manipulatives (ex. number lines, arrays, base 10 blocks, algebra tiles, etc.) to represent and solve my problem.

- What model can you use to help you solve this problem?"
- "Can you visualize what is happening in this problem?"
- Point out where math is in real life situations.

## 8 STANDARDS FOR MATHEMATICAL PRACTICE: GRADES K- 12

### Mathematical Practice

### How a student can use the standard. Student "I can" statements.

### How a parent or caregiver can support the standard.

Use appropriate tools strategically.

- I can select and use math tools such as number lines, calculators, objects, tables, graphs, words, manipulatives, etc. to help me solve the problem.
- I can explain why I chose a specific tool to solve the problem.
- I can estimate to help me solve the problem.

- "Is there a tool that might help you solve this problem?"
- "What information do you have/know that might help you solve this problem?"
- "Why did you choose this tool to help you solve this problem?"
- "Before you solve the problem can you estimate the answer?"
- Encourage them to find everyday items to help solve the problem.

Attend to precision.

- I always think about whether my answer is reasonable.
- I am able to communicate to others using mathematics vocabulary so that they understand what I am doing.
- I am precise in my calculations.
- I use appropriate symbols and units of measure.

- "How do you know that your solution is reasonable?"
- "What units of measure are you using?"
- Encourage students to use mathematical language.
- Encourage students to take their time and always have a reason for their actions.
- Encourage students to explain exactly what they do and do not understand. (Discourage the phrase, "I do not get any of it")

Look for and make use of structure.

- I look for patterns that can help me solve a problem.
- I can relate other problems that I have solved previously to help me solve new problems.
- I try to connect mathematical ideas.

- "What are some other problems that are similar to this one?"
- "Do you see any patterns/similarities in the problems you have been solving?"

Look for and express regularity in repeated reasoning.

- I can notice when calculations are repeated and use these ideas to create a strategy.
- I can create rules for patterns.
- I can determine if my answer is reasonable..

- Encourage students to create rules for patterns they observe and explore if they are always true.
- "What do you think is happening in this problem?"
- "What shortcut can you think of that will always work for these kinds of problems?"