



Montezuma Community Schools

504 N 4th Street
Montezuma, IA 50171
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Common Core Standards: Kindergarten

Counting & Cardinality:

- Count to 100 by ones and tens. {K.CC.1}
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1). {K.CC.2}
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. {K.CC.3}
- Understand the relationship between numbers and quantities; connect counting to cardinality. {K.CC.4}
- Compare two numbers between 1 and 10 presented as written numerals. {K.CC.7}

Operations and Algebraic Thinking:

- Fluently add and subtract within 5. {K.OA.5}

Measurement and Data:

- 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. {K.MD.2}
- Classify objects into given categories; count the number of objects in each category and sort the categories by count. {K.MD.3}

Geometry:

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

Learning Targets:	Student <i>I Can</i> Statements:	Report Card:
<ul style="list-style-type: none"> • Students understand that the number sequence has an inherent pattern, which repeats every decade. {K.CC.1} • Students understand that number sequence has an inherent pattern, which repeats every decade no matter where in the counting sequence they start. {K.CC.2} • Students understand that quantities can be represented in a variety of ways {e.g. number words, objects, symbols} {K.CC.3} • Students understand that numbers name quantities, the last number named when counting tells the number of objects, the number of objects is the same regardless if 	<ul style="list-style-type: none"> • I can count in order from 1 to 100. {K.CC.1} • I can start at any number between 1 and 100 and count on. {K.CC.2} • I can write the number given orally. (0-20) {K.CC.3} • I can count items 1 to 1 and write number to show amount. • I can identify which is more or less. (numerals and groups) 	<ul style="list-style-type: none"> • Rote counts to _____ • Can count on • Can write numbers 1-20 • Can count objects 1 to 1 • Can identify more/less (objects or numerals)

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<p>their arrangement is changes or they are counted in a different order, each successive number name refers to a quantity that is one larger. {K.CC.4}</p> <ul style="list-style-type: none"> Students understand that successive number names refer to quantities that are larger than the previous numbers in the counting sequence. {K.CC.7} Students understand that efficient use of computation strategies involves sense-making with numbers in the problem. {K.OA.5} Students understand objects and geometric figures have measurable attributes that allow them to be compared. {K.MD.2} Students understand geometric shapes can be grouped into classes of shapes that all seem to be alike based on their visual characteristics (and thereby named). {K.MD.3} Students understand geometric shapes can be grouped into classes of 2D or 3D shapes based on their visual characteristics (and thereby named). {K.G.3} 	<ul style="list-style-type: none"> I can tell why I don't need to recount when groups look different. (6 can be divided into 3 groups of 2 or 2 groups of 3) {K.CC.4} I can identify which is more or less. (numerals and groups) I can use strategies to add or subtract to 5. I can compare attributes of objects. I can sort and count objects I can name 2D or 3D shapes. 	<ul style="list-style-type: none"> Can identify more/less (objects or numerals) Can do simple addition Can do simple subtraction Can sort, count and group objects Can sort, count and group objects Can name 2D and 3D shapes
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