

Kindergarten I CANS

Student's Name: _____

Math

Counting and Cardinality	Q1	Q2	Q3	Q4
K.CC.A.1 I CAN Count to 100 by ones, fives, and tens. Count backward from 10.				
K.CC.A.2 I CAN Count forward by ones beginning from a given number within the known sequence (instead of having to begin at 1).				
K.CC.A.3 I CAN Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.				
K.CC.A.4 I CAN Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.				
K.CC.B.5 I CAN Understand the relationship between numbers and quantities; connect counting to cardinality.				
a. I CAN say the number names in the standard order, using one-to-one correspondence with objects up to 20.				
b. I CAN recognize 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.				
c. I CAN recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.				
K.CC.B.6 I CAN count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.				
K.CC.C.7 I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.				
K.CC.C.8 I CAN compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
K.OA.A.1 I CAN represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.				
K.OA.A.2 I CAN add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.				

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Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
K.OA.A.3 I CAN decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.				
K.OA.A.4 I CAN find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.				
K.OA.A.5 I CAN use mental strategies to develop fluency in addition and subtraction within 10.				
Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4
K.NBT.A.1 I CAN compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.				
Measurement and Data	Q1	Q2	Q3	Q4
K.MD.A.1 I CAN describe measurable attributes of objects, such as length (long/short), height (tall/short), or weight (heavy/light).				
K.MD.A.2 I CAN directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.				
K.MD.B.3 I CAN identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.				
K.MD.C.4 I CAN sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size.				
Geometry	Q1	Q2	Q3	Q4
K.G.A.1 I CAN describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.				
K.G.A.2 I CAN correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.				

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Geometry	Q1	Q2	Q3	Q4
K.G.A.3 I CAN identify shapes (squares, circles, triangles, rectangles, and hexagons) as two-dimensional and solids (cubes, cylinders, cones, and spheres) as three-dimensional.				
K.G.B.4 I CAN describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.				
K.G.B.5 I CAN model shapes/solids in the world by building and drawing shapes.				
K.G.B.6 I CAN compose larger shapes using simple shapes/solids and identify smaller shapes/solids within a larger shape.				

Comments