

# Kindergarten Iowa Core - I Cans...

STANDARDS	I can statements
<b>Counting and Cardinality K.CC</b>	
<b>Know number names and the count sequence.</b>	
1. Count to 100 by ones and by tens. <b>(K.CC.1.)</b>	I can count to 100 by ones and tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <b>(K.CC.2.)</b>	I can count forwards from any number less than 100.
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <b>(K.CC.3.)</b>	I can write the numer for the number of object I counted (0-20)
<b>Count to tell the number of object.</b>	
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	I can count 20 objects.
b. Understand 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.	I can understand that the number of objects in a group doesn't change if the objects are moved.
c. Understand that each successive number name refers to a quantity that is one larger. <b>(K.CC.4.)</b>	I can understand that the next number is one more.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <b>(K.CC.5.)</b>	I can use a strategy when counting objects in any arrangement.
<b>Compare numbers</b>	
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] <b>(K.CC.6.)</b>	I can compare two groups of objects.(0-10)
7. Compare two numbers between 1 and 10 presented as written numerals. <b>(K.CC.7.)</b>	I can compare two written numbers.(1-10)

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<b>Operations and Algebraic Thinking K.OA</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
1. Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.1.)	I can show addition and subtraction in various ways.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.2.)	I can solve addition and subtraction word problems(within 10).
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). (K.OA.3.)	I can break apart numbers(up to ten) in different ways.
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.4.)	I can identify a number that makes 10 when given any number between 1-9.
5. Fluently add and subtract within 5. (K.OA.5.)	I can quickly and correctly add and subtract numbers within 5.
<b>Number and Operations in Base Ten K.NBT</b>	
<b>Work with numbers 11–19 to gain foundations for place value.</b>	
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.1)	I can show that numbers from 11 - 19 are a sum of 10 and a single digit number(ex. $18 = 10 + 8$ and $10 + 8 = 18$ )

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<b>Measurement and Data K.MD</b>	
<b>Describe and compare measurable attributes.</b>	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <b>(K.MD.1.)</b>	I can describe different ways to measure an object.
2. 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> <b>(K.MD.2.)</b>	I can compare two objects by measuring.
<b>Classify objects and count the number of objects in each category.</b>	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3] <b>(K.MD.3.)</b>	I can sort objects and count each of the groups
<b>Geometry K.G</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> . <b>(K.G.1.)</b>	I can describe where an object is in relation to other things, such as above, below, beside, in front of, behind, next to.
2. Correctly name shapes regardless of their orientations or overall size. <b>(K.G.2.)</b>	I can correctly name shapes. (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). <b>(K.G.3.)</b>	I can tell if a shape is two-dimensional(flat) or three-dimensional(solid).
<b>Analyze, compare, create, and compose shapes.</b>	
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). <b>(K.G.4.)</b>	I can explain how two- or three-dimensional shapes are alike and different.

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5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. <b>(K.G.5.)</b>	I can create models of real-world shapes.
6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i> <b>(K.G.6.)</b>	I can put shapes together to make a bigger one.
[1] Include groups with up to ten objects.	
[2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	
[3] Limit category counts to be less than or equal to 10.	