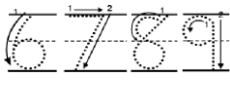
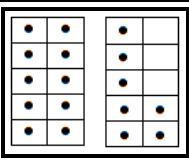
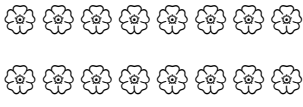
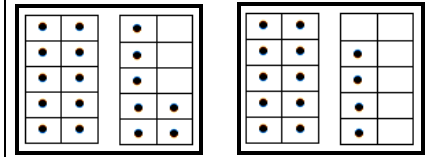


KINDERGARTEN Mathematics	Quarter 2 – Units 3-4 Reported	
Standards for Mathematical Practice		
Makes sense of a problem and creates a plan to solve it	Based on teacher observation during math	
Perseveres in solving problems	Based on teacher observation during math	
Counting and Cardinality		
Knows the counting sequence to 50 from 0 or a variety of numbers (rote counting)	2h CC.1 CC.2	I can count up to 50 from 0 or from a variety of starting numbers. 0, 1, 2, 3, 4, . . . 48, 49, 50 32, 33, 34, 35 . . . 48, 49, 50
	2j CC.1	I can skip count with a group by 10s <u>using a number grid</u> . 10, 20, 30, 40, 50, 60, 70, 80...
Reads numbers up to 20 and beyond	2c CC.3	I can read numbers to 20 or beyond. When I see "13" I say "thirteen"
Writes numbers 0 to 9 (reversals acceptable)	2k CC.3	I can write the numerals 0-9 although occasionally I may write a number backwards. 
Recognizes a quantity or counts to tell the number of objects	2b CC.5	I can match a quantity of up to 20 objects to a numeral.  = 17
	2d CC.5	I can count a collection of up to 20 objects or count out a quantity of objects  =16

Compares and orders sets of objects up to 20

2f
CC.6

I can compare two sets of objects up to 20 and describe the results.



17

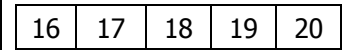
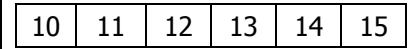
14

17 dots are **more than** 14 dots.

17 is **greater than** 14.

2g
CC.7

I can sequence numbers and compare numerals 0-20 and describe the results.



11

"13 is greater than 11."

13

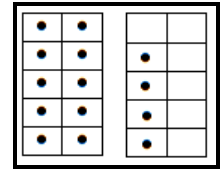
Operations and Algebraic Thinking

Works with "teen numbers" to gain an understanding of place value (14 = one group of 10 and 4 ones)

2e
NBT.
1

I can show the numbers 11-19 using place value as 1 group of 10 and some 1s.

14 = 1 ten and 4 ones



$$10 + 4 = 14$$

Measurement and Data

Identifies and describes 2D shapes based on their attributes

2i
G.2

I can identify and describe 2D shapes based on their attributes.

circle	
rectangle	
square	
triangle	
hexagon	