Kindergarten

Math

Critical Standards

Alabama College and Career Ready Standards

*Asterisked ”I Can” Statements are for Students to be Able to Say “I Can” do that Standard!”

Math

1. Count to 100 by ones and by tens. [K-CC1]
*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). [K-CC2]
*I can count forward starting at any number I have learned.

4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K-CC4]
*I can understand how number names go with counting things in the right order.

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. [K-CC4a]
*I can name the number for each thing in a group as I count them.

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. [K-CC4b]
*I can understand that the last thing I count tells the number of things in a group.
*I can understand that things in a group can be moved around and the total number will be the same.

c. Understand that each successive number name refers to a quantity that is one larger. [K-CC4c]
*I can understand that the next number I say when I count means that there 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. [K-CC5]
*I can count up to 20 to tell how many things are in a line, a box or a circle.
*I can count up to 10 to tell how many things are in a group.
*I can count out a group of things when someone gives me any number from 1 to 20.

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. (Include groups with up to ten objects.) [K-CC6]
*I can compare numbers.
*I can use matching or counting to tell if a group of objects in one group is bigger, smaller or the same as a group of objects in another group.

8. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.) [K-OA1]
*I can understand addition and subtraction.
*I can use what makes sense to me to show that I know how to add.
* I can use what makes sense to me to show that I know how to subtract.
* I can use objects or drawings to show that I can solve addition word problems up to 10.
*I can use objects or drawings to show that I can solve subtraction word problems up to 10.

10. 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-OA3]
*I can take apart any number from 1 to 10 to show that I understand that number. (5=2 + 3)

11. 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-OA4]
*I can take any number from 1 to 9 and show what I need to add to it to make 10.

12. Fluently add and subtract within 5. [K-OA5]
*I can add numbers within 5.
*I can subtract numbers within 5.

15. Directly compare two objects, with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. [K-MD2]
*I can compare two things that are measured using the same tool by using words like longer and shorter.