



# PreK

## Common Core State Standards for Mathematics Grade K

Counting and Cardinality		K.CC
<b>Knowing number names and the count sequence.</b>		
1	Count to 100 by ones and tens.	Weeks 1, 2, 3, 4, 11, 12, 16, 17, 19, 20, 21, 30  Software activities: Count and Race, Easy as Pie, School Supply Shop
2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Weeks 22, 25, 26  Software activities: Before and After Math, Bright Idea, Build Stairs 2, Sea to Shore
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).	Weeks 7, 8, 11, 12  Software activities: Dino Shop 1; Memory Number 2; Number Snapshots 2, 3, 5, 6, 8, 9; Party Time 2, 3
<b>Count to tell the number of objects.</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.	Weeks 1, 2, 3, 6, 7, 19  Software activities: Kitchen Counter; Pizza Pizzazz; Numeral Train; Party Time 2; Pizza Pizzazz 1, 2 (1-5), 2 (1-10); Road Race Counting Game, Sea to Shore; Space Race

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.	Weeks 1, 2, 3, 6, 19 Software activities: Dino Shop 1; Dino Shop 2; Memory Number 3; Number Snapshots 4, 7; Party Time 2, 3; Pizza Pizzazz 2 (1-5), 2 (1-10)
c	Understand that each successive number name refers to a quantity that is one larger.	Weeks 11, 13, 21, 26 Software activities: Build Stairs 1, Build Stairs 2, Build Stairs 3
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.	Weeks 2, 3, 5, 6, 7, 8, 11, 12, 13, 18, 19, 20, 24, 26 Software activities: Dino Shop 1; Number Snapshots 2, 3, 5, 6, 8, 9; Party Time 2, 3; Pizza Pizzazz 2 (1-5), 2 (1-10), 3 (1-5), 3 (1-10)
<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. <i>Include groups with up to ten objects.</i>	Weeks 7, 8, 19, 29, 30 Software activities: Egg-stremely Equal; Number Compare 1, 2, 3
7	Compare two numbers between 1 and 10 presented in written numerals.	Weeks 29, 30 Software activities: Rocket Blast 1, Space Race
<b>Operations and Algebraic Thinking</b>		<b>K.OA</b>
<b>Understand addition as putting together and adding to, understand subtraction as taking apart and taking from.</b>		
1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	Weeks 9, 15, 20, 24, 29, 30 Software activities: Barkley's Bones 1-10

2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	Weeks 24, 25, 26, 29, 30 Software activities: Barkley's Bones 1-10; Dino Shop 3 (1-5), 3 (1-10), 4; Pizza Pizzazz 4, 5; Sea to Shore; Tidal Tally
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 $5 = 4 + 1$ ). <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	Weeks 29, 30 Software activity: Dino Shop Free Explore
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. <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	Software activities: Dino Shop 4, Tidal Tally
5	Fluently add and subtract within 5.	Week 25, 26 Software activities: Dino Shop 3 (1-5); Number Snapshots 4, 5
<b>Number and Operation in Base Ten</b> <span style="float: right;"><b>K.NBT</b></span>		
<b>Work with numbers 11-19 to gain foundations for place value.</b>		
1	Compose and decompose numbers from 11 to 19 into tens 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.	Software activity: Number Snapshots 9
<b>Measurement and Data</b> <span style="float: right;"><b>K.MD</b></span>		
<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.	Week 22 Software activities: Comparisons

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>	Week 20  Software activities: Comparisons, Deep Sea Compare
<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. <i>Limit category counts to be less than or equal to 10.</i>	Week 10, 12, 15, 18, 23
<b>Geometry</b>		<b>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>	Weeks 5, 23, 27
2	Correctly name shapes regardless of their orientations or overall size.	Weeks 5, 9, 10, 14, 15, 18, 27, 28  Software activities: Mystery Pictures 2, Mystery Pictures 4, Shape Shop 1
3	Identify shapes as two-dimensional (lying in a plane, "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).	Weeks 5, 9, 10, 14, 15, 23, 27, 28  Software activities: Geometry Snapshots 1, 2, 3, 4, 5, 6; Memory Geometry 1, 2, 3, 4; Road Race: Shape Counting
5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Weeks 5, 27, 28  Software activities: Shape Parts 1, 2, 3, 4

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>	Weeks 23, 24, 25, 27, 28, 29 Software activities: Create a Scene; Mystery Pictures Free Explore; Piece Puzzler 1, 2, 3, 4, 5; Piece Puzzler Free Explore; Super Shape 1, 2, 3, 4
---	---	---