

## Grade K Common Core Mathematics

### Student “I CAN” Statements

#### **CRITICAL AREA OF FOCUS #1**

Represent and compare whole numbers, initially with sets of objects

#### I CAN...

- count to 100, by ones and by tens
- count forward beginning from one or any other given number
- write my numbers from 0 to 20
- count and represent a number of objects with a written numeral 0–20
- count to answer “how many?” questions about as many as 20 things
- count out a set of objects equal to a given number up to 20
- describe whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group,
- compare two numbers from 1-10 given in written form
- identify greatest, least, greater than, less than, or equal, given numbers up to 10 in written or spoken form.
- represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., clapping), acting out situations, verbal explanations, expressions, or equations.
- solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.
- decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by drawing or writing an equation
- find the number that makes 10 when added to the given number (1-9), by using objects or drawings,
- record the answer to an addition or subtraction problem with a drawing and a written equation.
- fluently add and subtract within 5. (accurately, efficiently, and with understanding)
- compose and decompose numbers from 11 to 19 into ten ones and some further ones, by using objects or drawings. and
- record each composition or decomposition of numbers 11-19 by a drawing or equation (e.g.,  $18 = 10 + 8$ );
- show and explain how numbers from 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- describe several ways that objects can be measured (length, width, height, weight, etc.)
- compare two objects using a common measurement and identify objects that are longer, taller, shorter, heavier, lighter, etc.
- classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Created for Greater Cleveland Council of Teachers of Mathematics

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Adapted from 2010 Common Core State Standards for Mathematics

## CRITICAL AREA OF FOCUS #2

### Describing shapes and space

I CAN...

- identify and name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres
- describe objects in the environment using names of shapes
- describe the relative positions of objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
- use informal language to describe similarities, differences, and parts of two- and three-dimensional shapes that have different sizes and orientations,
- compose simple shapes to form larger shapes. *For example, "I can join these two triangles with full sides touching to make a rectangle"... "I can join four identical squares to make a larger square."*
- Model shapes in the world by building or drawing models.

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