**Kindergarten Readiness Standards- Math**

**Mathematics: Counting and Cardinality**

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| **Know number names and the count sequence** |
| **KR.CC.A.1**- Verbally count forward in sequence from 1-50. Verbally count to 100 by 10’s. |
| **KR.CC.A.2-** Count forward beginning from a given number within the know sequence (1-50) instead of having to begin at 1. |
| **KR.CC.A. 3-** Write numbers from 0-15. Represent a number of objects with a written numeral 0-15. |
| **Count to tell the number of objects** |
| **KR.CC.B.4a-** When counting objects, say the number names in the standard order using one-to-one correspondence to accurately count up to 15 objects. |
| **KR.CC.B.4b-** Recognize that the last number named tells the number of objects counted up to 15. |
| **KR.CC.B.4c-** Recognize that one more object added to a group of objects changes the quantity as a whole. |
| **KR.CC.B.5-** Understands that a number represents a corresponding quantity given a number from 0-15, count out that many objects, (includes subitizing- the ability to look at a quantity and say the quantity [0-6])  Counting out objects to answer “How many” questions about as many as 15 things arranged in a line, a rectangular array, or a circle, or as many as 6 things in a scattered configuration. |
| **Compare numbers** |
| **KR.CC.6-** Identify whether the number of objects in one group is greater than, less than, or equal to the number objects in another group. |
| **KR.CC.7-** Compare two given numbers up to 10, when written as numerals and with a visual representation, using the terms greater than, less than and equal to. |

**Mathematics: Number and Operations in Base Ten**

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| **Composing Teen Numbers** |
| **KR.NBT.A.1** Compose and decompose numbers from 11 to 15 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation. |

**Mathematics: Operations and Algebraic Thinking**

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| **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from** |
| **KR.OA.A.1-** Represent addition using objects, fingers, mental images, drawings, etc. for problems within five.  Represent subtraction ~~(with guidance and support)~~ using objects, fingers, mental images, drawings, etc. for problems within five. |
| **KR.OA.A.2-** Add within five to solve word problems using objects or drawings.  Subtract ~~(with guidance and support)~~ within five to solve word problems using objects or drawings. |
| **KR.OA.A3-** Compose and decompose numbers to 5 in more than one way by using objects or drawings. Record composition by using a drawing or writing an equation. |
| **KR.OA.A.4-** Find the number that makes 5 when added to any given number from 1-4 objects and drawings. |
| **KR.OA.A.5-** Begin to fluently add within 5 using mental strategies. |
| **Patterning** |
| **KR.OA.A.6-** Create and extend patterns (NOTE: discussion of patterns should correlate with counting routines.) |

**Mathematics: Measuring Data**

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| **Describe and compare measurable attributes** |
| **KR.MD.A.1-** Describe measurable attributes of objects, such as length or weight. |
| **KR.MD.A.2-** Compare two objects with a measurable attribute in common. (i.e. directly compare the heights of two children and describe one child as taller/shorter.) |
| **Work with money** |
| **KR.MD.B.3-** Identify the penny, nickel, dime, and quarter. |
| **Classify objects and count the number of objects in each category** |
| **KR.MD.C.4-** Sort a collection of objects into a given category by more than one attribute. Compare the categories by amount of objects (within 10). |

**Mathematics: Geometry**

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| **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)** |
| **KR.G.A.1**- Identify relative positions of objects in the environment using terms such as beside, inside, next to, above, below, between, front, back, etc). |
| **KR.G.A.2**- Correctly name basic shapes: circle, square, triangle, hexagon, and rectangle. |
| **KR.G.A.3**- Identify shapes as two dimensional or three dimensional. |
| **Analyze, compare, create, and compose shapes** |
| **KR.G.B.4**- Describe similarities and differences between 2- and 3- dimensional shapes, in different sizes and orientation. |
| **KR.G.B.5**- Model shapes in the world by building and drawing shapes. |
| **KR.G.B.6**- Compose larger shapes using smaller shapes. |
| **~~KR.G.B.7~~** ~~-Copy basic shapes.~~ |