

SPRING-FORD

C O R E

WORKING TOGETHER TO UNDERSTAND
PA CORE STANDARDS IN SPRING-FORD:
Math Core Standards - Parent Guide, K

COUNTING AND CARDINALITY

- Know number names and write and recited the count sequence
 - I can count to 100 by ones and tens.
 - I can count forward starting at any number from 1 to 100.
 - I can read and write numbers from 0 to 20.
- Apply one-to-one correspondence to count the number of objects
 - I can count the objects by touching and saying the correct number for each object.
 - I understand that the last number said tells the number of objects counted.
 - I understand that each successive number name refers to a quantity that is one larger.
 - Given a number from 1-20, I can count out that many objects.
- Apply the magnitude to compare numbers and quantities
 - I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
 - I can compare two numbers between 1 and 10 presented as written numerals.



NUMBERS AND OPERATIONS

- Use place value to compose and decompose numbers within 19
 - Given a number from 11 to 19, I can tell and show how many tens and how many ones make the number.

ALGEBRAIC CONCEPTS

- Extend the concepts of putting together and taking apart to add and subtract within 10
 - I can represent addition and subtraction in different ways with objects, fingers, mental images, drawings, sounds, etc...
 - I can solve addition and subtraction word problems and add and subtract within 10.
 - I can decompose numbers less than or equal to 10 into pairs in more than one way.
 - Given a number from 1 to 9, I can find the number that makes 10 (using objects or drawings).
 - I can fluently add and subtract within 5.

GEOMETRY

- Identify and describe two- and three- dimensional shapes
 - I can describe objects using names of shapes and describe the relative position of these objects.
 - I can correctly name shapes regardless of their orientations or overall size.
 - I can identify shapes as two-dimensional or three-dimensional.
- Analyze, compare, create, and compose two- and three-dimensional shapes
 - I can analyze and compare two- and three- dimensional shapes describing similarities and differences.
 - I can model shapes in the world by building shapes from components and drawing shapes.
 - I can compose simple shapes to form larger shapes.

MEASUREMENT AND DATA

- I can describe and compare attributes of length, area, weight, and capacity of everyday objects.
- I can classify objects and count the number of objects in each category.

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WORKING TOGETHER TO UNDERSTAND
PA CORE STANDARDS IN SPRING-FORD:
Standards for Mathematical Practice

You can help your student develop mathematical thinking skills with these Math Practice Standards.

Standards for Mathematical Practice 1: Make sense of problems and persevere in solving them.

- I can make sense of the problem.
- I can reflect on my thinking as I solve the problem.
- I can keep trying when my problem is hard.
- I can check whether my answer makes sense.
- I can compare the strategies I use with strategies that others use.

Standards for Mathematical Practice 2: Reason abstractly and quantitatively.

- I can create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects.
- I can make sense of my representations and those of others.
- I can make connections between representations.

Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.

- I can tell what my answer means.
- I can explain how I know my answer is correct or defend my thinking.
- I can make sense of others' mathematical thinking.

Standards for Mathematical Practice 4: Model with mathematics.

- I can model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations.
- I can use mathematical models to solve problems and answer questions.

Standards for Mathematical Practice 5: Use appropriate tools strategically.

- I can choose appropriate tools.
- I can use tools effectively and make sense of my results.

Standards for Mathematical Practice 6: Attend to precision.

- I can explain my mathematical thinking clearly and precisely.
- I can use an appropriate level of precision for my problem.
- I can use clear labels, units, and mathematical language.
- I can think about accuracy and efficiency when I count, measure, and calculate.

Standards for Mathematical Practice 7: Look for and make use of structure.

- I can look for mathematical structures such as categories, patterns, and properties.
- I can use structures to solve problems and answer questions.

Standards for Mathematical Practice 8: Look for and express regularity in repeated reasoning.

- I can create and justify rules, shortcuts, and generalizations.

For more information: www.corestandards.org/Math/Practice