1st 9 Weeks Kindergarten Math ¨I Can Statements¨

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| **Counting and Cardinality:**1. I can count to 100 by ones and by tens.
2. I can count forward beginning from a given number within the known sequence.
3. I can write numbers from 0 to 20. I can represent a number of objects with a written numeral 0-20.
4. I can understand the relationship between numbers and quantities; connect counting to cardinality.
5. When counting objects, I can 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
6. I can 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.
7. I can understand that each successive number name refers to a quantity that is one larger.
8. I can 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.
9. 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, e.g., by using matching and counting strategies.
10. I can compare two numbers between 1 and 10 presented as written numerals.

**Geometry:**1. I can describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. I can correctly name shapes regardless of their orientations or overall size.
3. I can identify the following 2 dimensional shapes: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.
4. I can analyze and compare those two 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).
5. I can model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. I can compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”
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Helpful Math Websites:

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| [www.abcya.com](http://www.abcya.com)  | [www.aaamath.com](http://www.aaamath.com) |
|  <http://jmathpage.com/> | [www.pbskids.com](http://www.pbskids.com) |
| [www.mathplayground.com](http://www.mathplayground.com)  | [www.funbrain.com](http://www.funbrain.com)  |
|  [www.mathcafe.co](http://www.mathcafe.com)m | <http://interactivesites.weebly.com/> |
| [www.studyladder.com](http://www.studyladder.com) | [www.khanacademy.com](http://www.khanacademy.com)  |
| [www.ixl.com](http://www.ixl.com)  |  |