

Habits Checklist

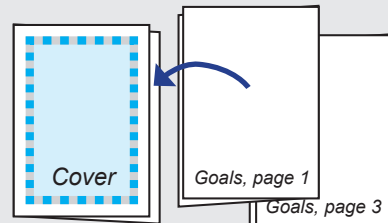
I am a star because...

- 1. I keep trying.
- 2. I use math symbols.
- 3. I explain my work.
- 4. I can use models.
- 5. I can use math tools.
- 6. I make my work neat and complete.
- 7. I can break problems into parts.
- 8. I try shortcuts.



Making a Leaflet

Fold all three sheets in half as shown. Put goal pages 1-4 within cover sheet and staple along left edge.

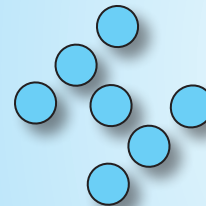


Name _____

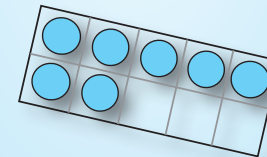
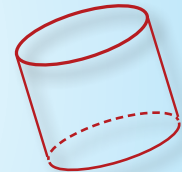
COMMON CORE STATE STANDARDS

Kindergarten Math

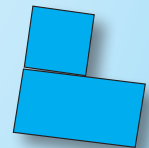
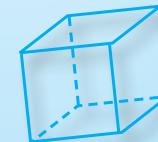
“I Can” Goals Checklist



7



5 take away
2 equals 3



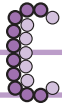
Courtesy of K-8 Math Sense for 2018-2019



Name _____

Class _____ Date _____

For each goal that has been mastered, mark the box and write the date.



COUNTING AND CARDINALITY

1 Know number names and the count sequence.

- 1. I can count to 100 by ones and by tens. _____
- 2. I can count forward in known range beginning from any number. _____
- 3. I can write numerals from 0 to 9. _____
- 4. I can write a stated number 0 to 20 when given verbal name. _____

2 Count to tell the number of objects.

- 1. I can count objects accurately by saying one number for each object. _____
- 2. I can write the number of objects that have been counted. _____
- 3. Given a row of objects and the number, I can write the number for a row that has one more. _____
- 4. I can write the number for up to 10 objects in any configuration. _____
- 5. I can write the number for up to 20 objects in a line. _____
- 6. I can write the number for up to 20 objects in a circle. _____
- 7. I can write the number for up to 20 objects in an array. _____

3 Compare numbers.

- 1. I can compare two groups of up to 10 objects by one-to-one matching. _____
- 2. I can compare two groups of up to 10 objects by counting. _____
- 3. I can compare two numbers between 1 and 10 presented as written numerals. _____

Name _____



OPERATIONS AND ALGEBRAIC THINKING

1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- 1. I can represent addition and subtraction with objects, fingers, or claps. _____
- 2. I can represent addition and subtraction with drawings. _____
- 3. I can represent addition and subtraction with equations. _____
- 4. I can add within 10 by using objects or drawings. _____
- 5. I can subtract within 10 by using objects or drawings. _____
- 6. I can decompose numbers to 10 into pairs in more than one way. _____
- 7. I can find missing addends to make 10 by using objects or drawings. _____
- 8. I can fluently add and subtract within 5. _____



NUMBER AND OPERATIONS IN BASE TEN

1 Work with numbers 11-19 to gain foundations for place value.

- 1. I can combine a group of 10 objects with a group of up to 9 objects and write the number sentence. _____
- 2. I can separate a group of 11 to 19 objects into 10 and ones, and write the number sentence. _____
- 3. I can write the missing number in a sentence that represents composition or decomposition of 11-19. (Example: $10 + \underline{\quad} = 14$) _____

**GEOMETRY**

1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. I can identify squares, circles, triangles, rectangles, and hexagons. _____
2. I can identify cubes, cones, cylinders, and spheres. _____
3. I can describe relative positions of shapes using terms such as above, below, beside, in front of, behind, and next to. _____
4. I can understand that a shape can have any orientation or size. _____
5. I can identify shapes as flat or solid. _____

2 Analyze, compare, create, and compose shapes.

1. I can analyze and compare two-dimensional shapes. _____
2. I can analyze and compare three-dimensional shapes. _____
3. I can build simple models of flat shapes. _____
4. I can draw simple two-dimensional shapes. _____
5. I can build simple models of solid shapes. _____
6. I can put simple flat shapes together to form larger shapes. _____

**MEASUREMENT AND DATA**

1 Describe and compare measurable attributes.

1. I can describe measurable attributes of objects, such as length or weight. _____
2. I can directly compare objects to see which is taller/shorter. _____
3. I can directly compare objects to see which is longer/shorter. _____
4. I can directly compare objects to see which is heavier/lighter. _____

2 Classify objects and count the number of objects in each category.

1. Given a group of mixed objects, I can classify objects into given categories. _____
2. For a group of mixed objects, I can count objects in a given category. _____
3. I can tell which category has the most/least objects. _____
4. Given a group of mixed objects, I can sort the categories by count. _____