

Habits Checklist

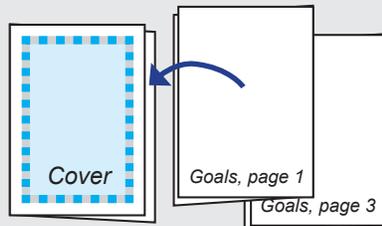
I am a star because...

- 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.



Kindergarten Math “I Can” Goals Leaflet (Published 08/08/2014 & Updated 07/14/2022) Copyright © K8 Math Sense, 549 Acorn Drive, Oakwood, Ohio 45419. Written and illustrated by Angie Seltzer.

Teachers and schools have permission to distribute to teachers, parents, students, and staff for noncommercial use. Highlighted cluster statements and Standards for Mathematical Practice © 2010 by National Governors Association Center for Best Practices and Council of Chief State School Officers.

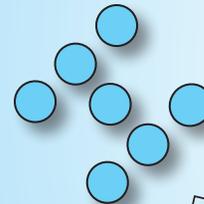
All Rights Reserved. Find related resources and links at www.k8mathsense.com.

Name _____

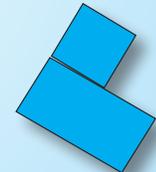
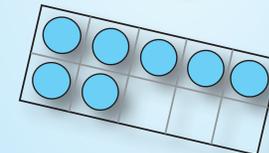
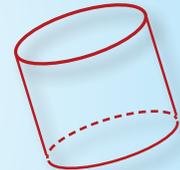
COMMON CORE STATE STANDARDS

Kindergarten Math

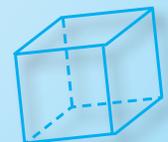
“I Can” Goals Checklist



7



5 take away
2 equals 3



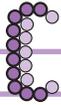
Courtesy of K8 Math Sense for 2022-2023



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. _____

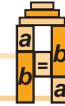
2 Count to tell the number of objects.

- 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. _____