

Habits Checklist

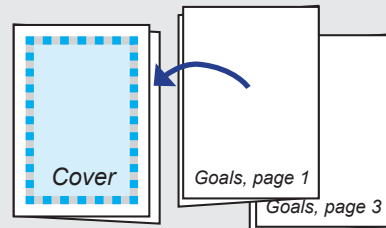
I am a star because...

- 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.

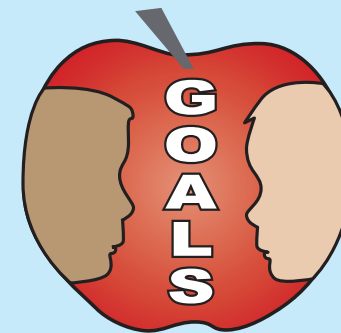


Name _____

COMMON CORE STATE STANDARDS

Kindergarten Math

“I Can” Math Goals



**Clear Goals Form the CORE
of the Kindergarten
Math Program**

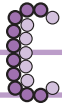
Courtesy of K-8 Math Sense for 2017-2018



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. _____

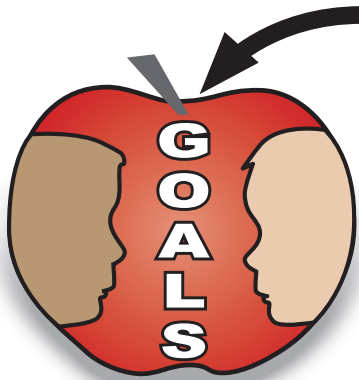
**MEASUREMENT AND DATA**

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. _____



Clear Goals Form the **CORE** of a Sensible Math Program

ALIGN • COMMUNICATE • USE GAMES • ASSESS & TRACK

- 1** How can you **ALIGN** goals to the math standards?
- 2** How can you effectively **COMMUNICATE** the goals?
- 3** How can you **USE GAMES** to help students meet the goals?
- 4** How can you **TRACK** students' progress towards mastering the goals?

*Resources from **K-8 Math Sense** will help you and your students achieve the year's goals.*

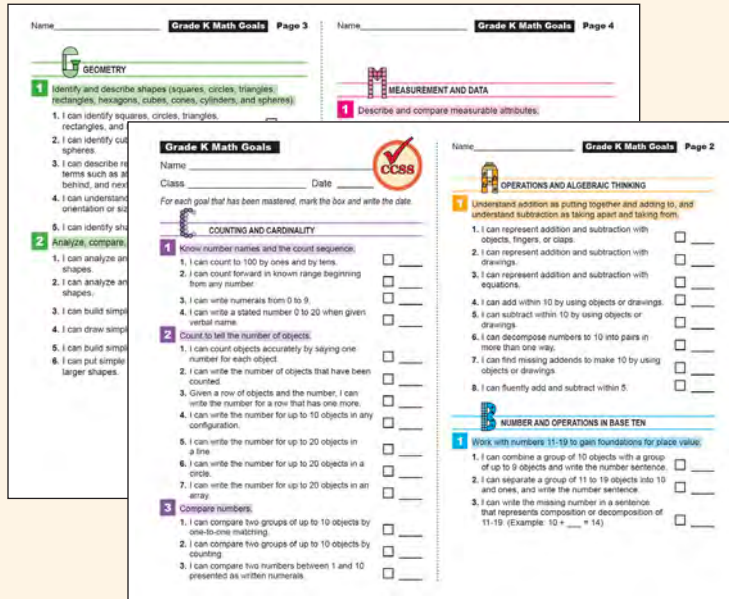




How can you **ALIGN** goals to the math standards?



FREE Math Goal Leaflets



The goals in the FREE leaflets were written to match the Common Core standards with student-friendly language. These goals form the basis of all other resources by Angie Seltzer from K-8 Math Sense.

Domain Colors and Letter Codes

| | |
|----------|-----------------------------------|
| A | OPERATIONS AND ALGEBRAIC THINKING |
| B | NUMBER AND OPERATIONS IN BASE TEN |
| C | COUNTING AND CARDINALITY |
| G | GEOMETRY |
| M | MEASUREMENT AND DATA |

Correlations to Common Core

| GOAL | CCSS |
|-------|---------|
| K-C1 | K.CC.A |
| K-C11 | K.CC.1 |
| K-C12 | K.CC.2 |
| K-C13 | K.CC.3 |
| K-C14 | K.CC.3 |
| K-C2 | K.CC.B |
| K-C21 | K.CC.4a |
| K-C22 | K.CC.4b |
| K-C23 | K.CC.4c |
| K-C24 | K.CC.5 |
| K-C25 | K.CC.5 |
| K-C26 | K.CC.5 |
| K-C27 | K.CC.5 |
| K-C3 | K.CC.C |
| K-C31 | K.CC.6 |
| K-C32 | K.CC.6 |
| K-C33 | K.CC.7 |

| GOAL | CCSS |
|-------|---------|
| K-A1 | K.OA.A |
| K-A11 | K.OA.1 |
| K-A12 | K.OA.1 |
| K-A13 | K.OA.1 |
| K-A14 | K.OA.2 |
| K-A15 | K.OA.2 |
| K-A16 | K.OA.3 |
| K-A17 | K.OA.4 |
| K-A18 | K.OA.5 |
| K-B1 | K.NBT.A |
| K-B11 | K.NBT.1 |
| K-B12 | K.NBT.1 |
| K-B13 | K.NBT.1 |

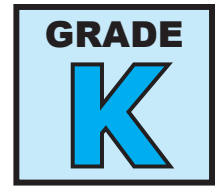
| GOAL | CCSS |
|-------|--------|
| K-G1 | K.G.A |
| K-G11 | K.G.1 |
| K-G12 | K.G.1 |
| K-G13 | K.G.1 |
| K-G14 | K.G.2 |
| K-G15 | K.G.3 |
| K-G2 | K.G.B |
| K-G21 | K.G.4 |
| K-G22 | K.G.4 |
| K-G23 | K.G.5 |
| K-G24 | K.G.5 |
| K-G25 | K.G.5 |
| K-G26 | K.G.6 |
| K-M1 | K.MD.A |
| K-M11 | K.MD.1 |
| K-M12 | K.MD.2 |
| K-M13 | K.MD.2 |
| K-M14 | K.MD.2 |
| K-M2 | K.MD.B |
| K-M21 | K.MD.3 |
| K-M22 | K.MD.3 |
| K-M23 | K.MD.3 |
| K-M24 | K.MD.3 |

These tables show alignment of the goals to the Common Core standards. The shaded rows show codes for CCSS cluster statements. If your district has its own standards, fill in the numbers in the right column.



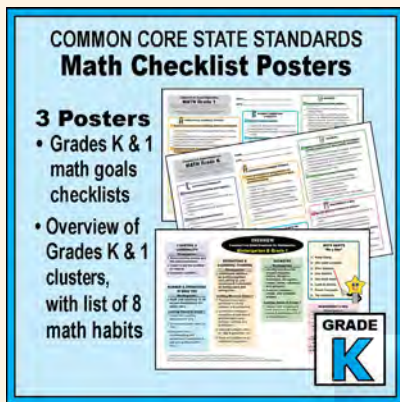


How can you effectively **COMMUNICATE** the goals?



Common Core Math Communication **BUNDLE**

Get four resources for displaying and discussing Kindergarten math goals.



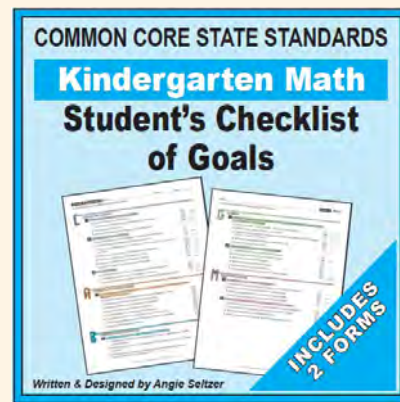
CHECKLIST POSTERS

All Kindergarten goals are on one 11" by 17" poster. Also includes posters for the prior and next grades.



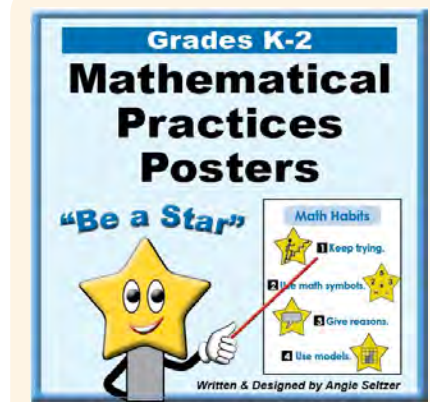
CLASS GOAL SIGNS

Each goal is a separate 8.5" by 11" sign. Display a goal each day. Add your own custom goals.



STUDENT'S CHECKLIST

All Kindergarten goals are on two 8.5" by 11" pages. Keep in students' folders. Choose from two layouts.



MATH PRACTICES POSTERS & MINI BOOK

Display a sign for each practice, in student-friendly language. Help your kids become stars in math.

What teachers are saying about the posters...

- "Love that it is color coded and on one page."
- "Thanks for clearing the fog."
- "I love the concept and design of the math posters."
- "Thank you for saving me time."



PRICE: \$8.95
PAGES: 80

Written and designed by Angie Seltzer

www.k8mathsense.com



How can you **USE GAMES** to help students meet the goals?



Multi-Match Math Games BUNDLE

OVERVIEW

This bundle includes 8 card sets aligned to key Kindergarten goals. Card sets are quick-prep – just print 5 sheets of paper, cut, and match cards! You'll also get a Games Guide with instructions for four games in English and Spanish. These games are great for an aide, tutor, or parent to play with students.



PRICE: \$5.99
PAGES: 94

FEATURES OF EACH SET

- 36 math cards as 9 groups of four cards, one from each of four suits
- A recording sheet and answer key
- A handy folding card storage pocket
- Brief instruction cards for four games
- Perfect to use in a math center
- Great for helping students understand models

| Goal | Kindergarten Card Sets |
|-------|--|
| K-A13 | A Understanding Addition Equations |
| K-A13 | A Understanding Subtraction Equations |
| K-A16 | A Decomposing Numbers to 10 |
| K.B12 | B FREE Understanding Numbers 11-19 |
| K-C13 | C Numerals 1 to 9 |
| K-C24 | C Counting Up to 10 Objects |
| K-G14 | G Two- and Three-Dimensional Shapes |
| K-G26 | G Combining Flat Shapes |

What teachers are saying...

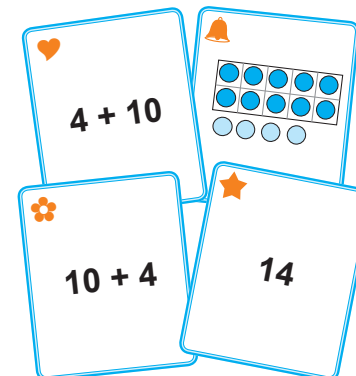
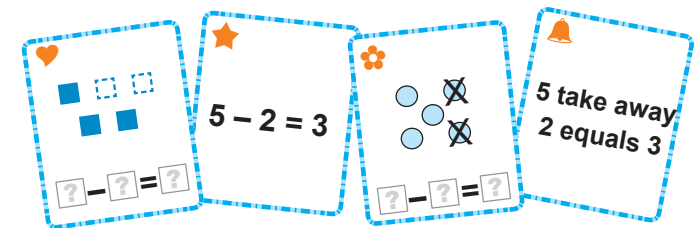
"Matching concepts and thinking how they are alike is higher order thinking."

"The cards look great even when they're printed in grayscale, and they're great for sorting & matching activities."

"AWESOME resource! :) :)"

"Great math practice for K level!"

"Such a fun way to practice math skills!! Very nice graphics, too!"

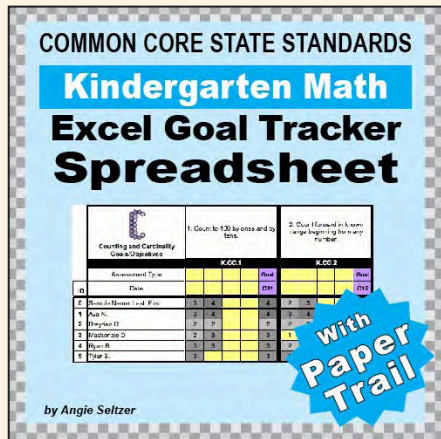




How can you **TRACK** students' progress towards mastering the goals?



EXCEL Goal Tracker Spreadsheet

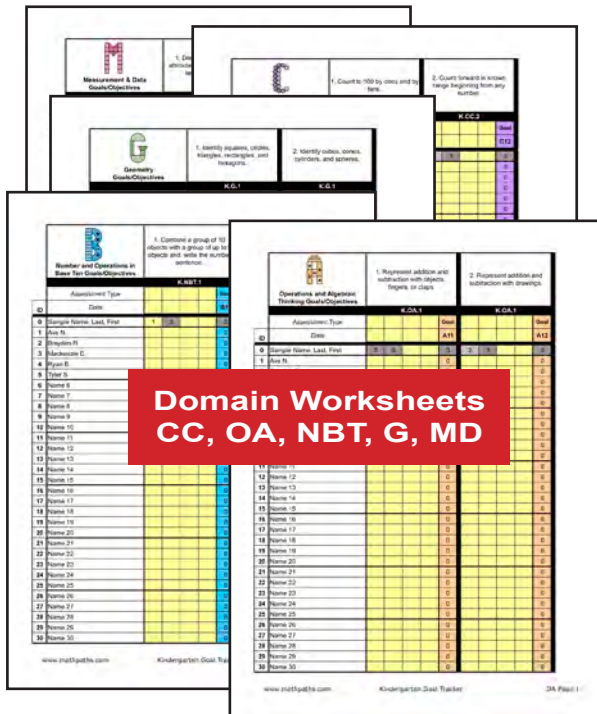


OVERVIEW

This product provides the tools you need to easily plan and track progress of all 44 Kindergarten math goals using Excel. An interactive Preview is available.

FEATURES

- Tabbed worksheets for each domain show all goals and space for custom goals.
- Enter up to 30 students' names on one sheet and they are automatically copied to the other sheets.
- Record progress four times for each goal. Entries are shaded so you can see mastery levels at-a-glance.
- The "Paper Trail" is a quick way to document class progress on any goal.
- View class summaries for each goal or all progress for one student.
- Comes with a 63-page PDF of all Excel pages.



Domain Worksheets
CC, OA, NBT, G, MD



Document Progress for a Class of 30 Students

What teachers are saying...

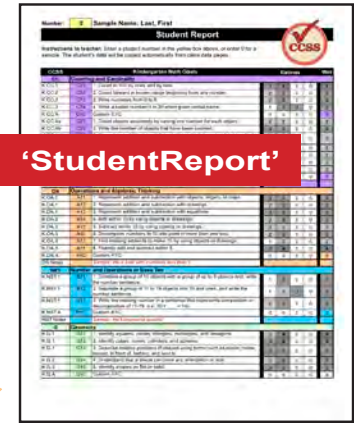
"Thank you! This will make my life so much easier!"

"This is absolutely incredible."

"Amazing!!"

"Exactly what I was looking for. Thank you!"

"Love it, thank you!"



PRICE: \$8.95
PAGES: 63