KINDERGARTEN MATHEMATICS

Cardinal Newman Standards: Catholic Identity Integration

- **CS.M.K6.DS1:** Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
  (CCSSI.M.K.CC.4; CC.5; CC.6; OA.1; OA.4; NBT.1; MD.1; MD.2; MD.3; G.1; G.3; G.4; G.6)
- **CS.M.K6.DS3:** Show interest in the pursuit of understanding for its own sake.
  (CCSSI.M.K.CC.1; CC.2; CC.3; CC.4; OA.1; OA.2; OA.3; OA.5; NBT.1; MD.1; MD.2; MD.3; G.1; G.2; G.3; G.4; G.5))

Priority Skills	Supporting Skills
• Understand the relationship between numbers and quantities; connect counting to cardinality. • 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. • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. • Solve addition and subtraction word problems, and add and subtract within by using objects or drawings to represent the problem. • Compose and decompose numbers from 11 to 19 into ten ones and some further ones. • Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. • 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. • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts	• Count to 100 by ones and by tens. • Compare two numbers between 1 and 10 presented as written numerals. • For any number from 1 to 9, find the number that makes 10 when added to the given number. • Describe measurable attributes of objects, such as length or weight. • Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. • Compose simple shapes to form larger shapes. • Identify simple shapes.

Essential Questions
• How can we communicate and/or represent counting by ones or tens in pictures or charts? • How can I describe similarities and differences between two or more shapes? • How can we connect numbers to the objects or quantities they represent? • What strategies can we use to compare different numbers within 20?
Vital Vocabulary
• 2-D, 3-D, Above, Add, Analyze, Attribute, Behind, Below, Beside, Cardinality, Category, Classify, Compare, Compose, Contrast, Count, Decompose, Different, Equal, Express, How Many, Identify, In Front, Less, More, Next To, Pattern, Position, Relationship, Represent, Sequence, Shape, Similar, Size, Subtract

Additional Resources: Cardinal Newman Mathematics Resources, Appendix F