

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	Cluster:	Describe and Compare Measurable Attributes	Grade level:	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1.MD.1 Order three objects by length; compare the lengths of two object indirectly by using a third object.

Student Friendly Language:
I can tell different ways to measure objects, like length and weight.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Length (big, small, tall, short) ● Weight (heavy, light) ● Volume (more, less) 	<p>Objects can be measured in different ways.</p> <p>Objects can be described in different ways.</p>	<p>Students will describe the measurable attributes of different objects.</p> <p>Students will describe attributes of a single object.</p>

Key Vocabulary:
<u>measure</u> <u>length</u> <u>weight</u> <u>attributes</u>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>When you are fishing or gator hunting you will be able to describe your catch.</p> <p>You can describe something you want to your interior decorator.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.MD.2 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. For example, directly compare the heights of two children and describe one child as taller/shorter	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Student Friendly Language:
I can look at two objects and tell which has more or less of an attribute.
I can describe the differences of the attributes.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Measurable attributes • Larger/smaller • Longer/shorter • Taller/shorter • More/less 	<p>Objects can be measured in different ways.</p> <p>Objects can be compared by size.</p> <p>When directly comparing the length of two objects, it is important to line up the ends.</p>	<p>Directly compare objects based on measurable attributes in common .</p> <p>Describe measured objects by using the degree of difference (more of/less of).</p>

Key Vocabulary:		
Compare Difference Less	Measurable Objects Describe	Attributes More
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
I can compare my shoes to yours and tell whose feet are longer.		

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	Cluster:	Classify objects and count the number of objects in each category	Grade level:	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	<p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Limit category counts to be less than or equal to 10</p>	<p>1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>

Student Friendly Language:

I can sort objects into groups.

I can count items in each group.

I can sort the groups by the number of objects.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • sort objects • alike/same • not alike/different • count 	<p>Identifying attributes of items can be used to sort items into like categories.</p> <p>The number said represents the number of counted objects.</p>	<p>Classify objects into categories.</p> <p>Count the objects in each category.</p> <p>Sort the categories by count.</p>

Key Vocabulary:

categories attributes group sort classify
alike same different not alike

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Sort the laundry by using like colors.

When playing checkers, tell who has more pieces to win the game.

When doing inventory on my job count all the same items and report the number.