

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Counting and Cardinality	<b>Cluster:</b>	Know number names and the count sequence	<b>Grade level:</b>	K
----------------	--------------------------	-----------------	------------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.CC.1 Count to 100 by ones and by tens.	1.NBT.1 Count to 120, starting at any number less than 120.

Student Friendly Language:
<p>I can count to 100 by ones.</p> <p>I can count to 100 by tens.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Numbers to 100</li> </ul>	Numbers follow a pattern.	<p>Count to 100 by ones.</p> <p>Count to 100 by tens.</p>

Key Vocabulary:
<p><u>ones</u></p> <p><u>tens</u></p> <p><u>count</u></p>
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>Count pennies by ones and dimes by tens.</p> <p>Count objects, such as treats or invitations to a party, individually, or in groups of ten.</p>

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Counting and Cardinality	<b>Cluster:</b>	Know number names and the count sequence	<b>Grade level:</b>	K
----------------	--------------------------	-----------------	------------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard Following Year
	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1.NBT.1 count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

### Student Friendly Language:

I can count forward from any given number.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>counting sequence</li> </ul>	Numbers come in a sequence, and you can start counting at any point in the sequence.	Count forward from any given number.

### Key Vocabulary:

count  
sequence

**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”?

Counting the cattle in the pasture: We have 12 cows now and we buy 2 more. How many do we own now?

This is a strategy we could use while adding.

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Counting and Cardinality	<b>Cluster:</b>	Know number names and the count sequence	<b>Grade level:</b>	K
----------------	--------------------------	-----------------	------------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Friendly Language:
<p>I can write numerals from 0 to 20.</p> <p>I can count objects and write the number.</p> <p>I can use zero to represent no objects.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• counting sequence from 0 to 20</li> <li>• recognize numerals 0 to 20</li> </ul>	<p>Each object that is counted stands for one number and only one number.</p> <p>Numbers are represented by numerals.</p>	<p>Write the numbers 0 to 20</p> <p>Represent a group of counted objects with a written numeral.</p>

Key Vocabulary:
<p>objects</p> <p><u>numeral</u></p> <p><u>number</u></p>
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>You use numerals to write a check.</p> <p>You use numerals to write your phone number.</p> <p>If you are taking inventory at a store, you need to count and record the number of things you have in stock.</p>

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Counting and Cardinality	<b>Cluster:</b>	Count to tell the number of objects	<b>Grade level:</b>	K
----------------	--------------------------	-----------------	-------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	<p>CC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> <li>● K.CC.4a - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>● K.CC.4b - Understand the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>● K.CC.4c - Understand that each successive number name refers to a quantity that is one larger.</li> </ul>	

Student Friendly Language:
<p>I can touch and count one object at a time saying the number name in order.</p> <p>I can count each object and know that the last number said is how many there are in the group.</p> <p>I can move the same objects around and know that I have the same number.</p> <p>I can count by ones and know that the next number I say is one more.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Rote Counting</li> <li>● Numbers have names</li> <li>● Numbers have order</li> </ul>	<p>Counting shows one to one correspondence.</p> <p>The last number said tells how many.</p> <p>Physical arrangement does not change the number of objects.</p> <p>Each successive number refers to a quantity that is one larger.</p>	<p>Touch and count one object at a time while saying the number name.</p> <p>Count objects arranged differently in groups and justify that the last number said is how many there are in the group.</p> <p>Show objects to prove the number that is one larger.</p>

Key Vocabulary:.		
<p>greater than (more)</p> <p>next</p> <p>count</p> <p>pairing</p>	<p>group</p> <p>number</p> <p>number name</p> <p>physical arrangement</p>	<p>one-to-one matching</p> <p>object</p> <p>same</p>

<p><b>Relevance and Applications:</b> 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>
<p><b>To make sure that you have enough snacks/silverware/drinks for everyone, and someone doesn't get left out.</b></p>



## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Counting and Cardinality	<b>Cluster:</b>	Count to tell the number of objects	<b>Grade level:</b>	K
----------------	--------------------------	-----------------	-------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.CC.5 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; given a number from 1-20, count out that many objects.	

Student Friendly Language:
I can count 20 or less objects in order.
I can count 10 or less objects out of order (scattered).
I can count out a group of objects to match a given number up to 20.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• correspondence.</li> <li>• Arrangement of counting to 20</li> <li>• Numeral identification to 20</li> <li>• One-to-one</li> </ul>	<p>The last number counted in a group of objects tells “how many”.</p> <p>Each object is assigned a number.</p> <p>Counting is correlated to a chronological order (one-to-one correspondence).</p>	<p>Count/touch up to 20 objects in an order (line, rectangular array, and circle).</p> <p>Show the correct number of objects after given a number from 1-20.</p> <p>Apply concepts by counting 10 or less objects visually and mentally (not touching them).</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">arranged</td> <td style="width: 33%;">rectangular array</td> <td style="width: 33%;">scattered configuration</td> </tr> <tr> <td>sequence</td> <td>objects/items/things</td> <td>tagged</td> </tr> </table>	arranged	rectangular array	scattered configuration	sequence	objects/items/things	tagged
arranged	rectangular array	scattered configuration				
sequence	objects/items/things	tagged				
Relevance and Applications:						
<p>ne example stem for the conversation with students to answer the question “why do I have to learn this?” How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least o</p>						
<p><b>When following a recipe, you might need 6 apples in a pie. You will need to know how many apples to put in the pie.</b></p> <p><b>You can take 5 sand toys to the beach. You will need to know how many toys to bring. One for you and one for each of your four friends.</b></p> <p><b>It is your birthday and you can bring treats for each student in your class. How many cupcakes will you need? You will need to have enough so each student gets a treat.</b></p>						

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Counting and Cardinality	<b>Cluster:</b>	Compare numbers	<b>Grade level:</b>	K
----------------	--------------------------	-----------------	-----------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	

N/A

Student Friendly Language:
<p>I can tell if one group of objects is greater than another group of objects.</p> <p>I can tell if one group of objects is less than another group of objects.</p> <p>I can tell if one group of objects is equal to another group of objects.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• greater than</li> <li>• less than</li> <li>• equal</li> <li>• counting strategies</li> <li>• matching</li> </ul>	<p>The concept of greater than when comparing two groups of objects.</p> <p>The concept of less than when comparing two groups of objects.</p> <p>Two groups with the same amount of objects is equal.</p> <p>Counting strategies can be used to determine if one group of objects is greater than, less than, or equal to another groups.</p> <p>Matching strategies can be used to determine if one group of objects is greater than, less than, or equal to another groups.</p>	<p>Identify which a group of objects that is greater than another group of objects.</p> <p>Compare two groups of objects to determine which one has more or less</p> <p>Investigate objects to determine when a group of objects is equal to another group.</p> <p>Create groups that show the same, less than and more than</p> <p>Illustrate groups that show more, less or the same as a specific set</p>

Key Vocabulary:
<div style="display: flex; justify-content: space-between;"> <span>greater than</span> <span>less than</span> <span>equal</span> </div> <div style="display: flex; justify-content: space-between;"> <span>counting strategies</span> <span>matching objects</span> </div>
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 looking at two groups of candy I want to take the group that has more candy.</p> <p>When collecting coins for my piggy bank I want to take the group of pennies that has more.</p>



## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Counting and Cardinality	<b>Cluster:</b>	Compare numbers	<b>Grade level:</b>	K
----------------	--------------------------	-----------------	-----------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	

<b>Student Friendly Language:</b>
I can compare 2 numbers.
I can tell you which is greater and which is less.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>written numerals (0-10)</li> <li>greater/larger</li> <li>less/smaller</li> <li>number sense (sets of objects)</li> </ul>	<p>Written numerals represent an amount.</p> <p>Each number has a different value.</p>	<p>Compare two written numerals. (1-10)</p>

<b>Key Vocabulary:</b>
<p><u>numerals</u></p> <p><u>value</u></p> <p><u>greater</u></p> <p><u>less</u></p> <p><u>compare</u></p>
<b>Relevance and Applications:</b> 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>If you are playing a game with teams and you need to find out which team needs another player to make the same number on each team you would need to compare numbers.</p> <p>If you are keeping score you need to compare numbers to see who wins.</p>