



# MCPS Kindergarten Math Indicators

## Quarter 1:

1.K.A.1 Count to 100 by 1s and 10s.

1.K.A.3 Write numbers from 0–20. Represent number of objects with a written numeral 0–20 (with zero representing a count of no objects).

1.K.A.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in the other group, e.g. by using matching and counting strategies (include groups with up to 10 objects).

2.K.A.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count (limit category counts to be less than or equal to ten).

3.K.A.1 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*.

3.K.A.2 Correctly name shapes regardless of their orientations or overall size.

## Quarter 2:

1.K.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

1.K.A.4 Understand the relationship between numbers and quantities: connect counting to cardinality.

- 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 object.
- Understand that the last number name said says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.

1.K.A.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.

1.K.A.7 Compare 2 numbers between 1 and 10 presented as written numerals.

1.K.B.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

### Quarter 3:

2.K.A.1 Describe measurable attributes of objects, such as length or weight.

Describe several measurable attributes of a single object.

2.K.A.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.*

3.K.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

3.K.A.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

3.K.A.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

3.K.A.6 Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

### Quarter 4:

1.K.B.1 Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem.), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

1.K.B.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

1.K.B.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

1.K.B.5 Fluently add and subtract within 5.

1.K.C.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.