

		1	2	3	4	
	I can subtract numbers within 5.					
Number and Operations in Base Ten	"I can..." statements"	1	2	3	4	Vocabulary
<i>Work with numbers 11-19 to gain foundations of place value</i>	<i>I can work with bigger numbers to understand place value.</i>					
K.NBT.13 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.	I can make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number.					
	I can show how many tens and ones in numbers from 11 to 19 by drawing a picture or writing a number sentence.					
						Number Senten
Measurement and Data	"I can..." statements"	1	2	3	4	Vocabulary
<i>Describe and Compare Measurable Attributes</i>	<i>I can tell about and compare things that can be measured.</i>					
K.MD.14 Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.	I can show and tell about the parts of a thing that I can measure.					Measure
K.MD.15 Directly compare two objects, with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. Example: Directly compare the heights of two children, and describe one child as taller or shorter.	I can compare two things that are measured using the same tool by using words like longer and shorter.					
	I can sort things and put them into groups.					Sort
K.MD.16 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 10.)	I can put things into groups by looking at how they are the same.					
	I can count the things that I put into groups and then sort them by how many.					
Geometry	"I can..." statements"	1	2	3	4	Vocabulary
<i>Identify and Describe Shapes</i>	<i>I can name and tell about shapes.</i>					
K.G.17 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,	I can name and tell about shapes I see around me.					Shapes
	I can tell where I see shapes by using words like: above, below, beside, in front of, behind and next to.					
K.G.18 Correctly name shapes regardless of their orientations or overall size.	I can name shapes no matter how big they are or which way they are turned.					
K.G.19 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	I can tell if a shape is two-dimensional (flat) or three-dimensional (solid).					Two-dimensional flat, Three-dimensional, sol
<i>Analyze, Compare, Create, and Compose Shapes</i>	<i>I can think about, compare and make different shapes.</i>					
K.G.20 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 or "corners"), and other attributes (e.g., having sides of equal length).	I can think about and compare two-dimensional and three-dimensional shapes.					
K.G.21 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	I can make shapes by drawing them or by using things like sticks and clay.					
K.G.22 Compose simple shapes to form larger shapes. Example: "Can you join these two triangles with full sides touching to make a rectangle?"	I can use simple shapes to make larger shapes.					