



Indiana Department of Education

Kindergarten Math Connectors



Kindergarten Mathematics 2016

Indiana Academic Standards	Content Connectors
Number Sense	
K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.	K.Ns.1.a Count to at least 20 by ones and tens and count on by one from any number.
K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	K.NS.2.a.1 Write whole numbers from 0 to 20. K.NS.2.a.2 Recognize number words from 0 to 10 to the numeral. K.NS.2.a.3 Identify a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)
K.NS.3: Find the number that is one more than or one less than any whole number up to 20.	K.NS.3.a Find the number that is one more than or one less than any whole number up to 20.
K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.	K.NS.4.a Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
K.NS.5: Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.	K.NS.5.a Count up to 20 objects arranged in a line. Count up to 5 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.



<p>K.NS.6: Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.</p>	<p>K.NS.6.a Recognize sets of 1 to 6 objects in patterned arrangements and tell how many without counting.</p>
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Computation	
<p>K.CA.1: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p>	<p>K.CA.1.a Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p>
<p>K.CA.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p>	<p>K.CA.2.a Use strategies to solve real-world problems involving addition and subtraction within 6 (e.g., by using objects or drawings to represent the problem).</p>
<p>K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]</p>	<p>K.CA.3.a Use objects, drawings, etc., to decompose numbers less than or equal to 10 in more than one way.</p>
<p>K.CA.4: Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</p>	<p>K.CA.4.a Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings.)</p>
<p>K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>	<p>K.CA.5.a Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>



Geometry	
K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	K.G.1.a Describe the positions of objects and geometric shapes in space using the terms above, below, behind, in front of, next to.
K.G.2: 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).	K.G.2.a.1 Compare two-dimensional shapes in different sizes using informal language to describe their sides. K.G.2.a.2 Compare three-dimensional shapes in different sizes using informal language to describe their sides and faces.
K.G.3: Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	K.G.3.a Compose shapes from objects.
K.G.4: Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	K.G.4.a Compose simple geometric shapes.



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Measurement	
K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	K.M.1.a Make comparisons of the length, weight, and temperature of objects.
K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	K.M.2.a Understand the concept of time.
Data Analysis	
K.DA.1: Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	K.DA.1.a Sort objects by attributes.