

# Mathematics: Kindergarten

## Counting and Cardinality CC

**1a** Rote count up to 10. LC.K.CC.A.1A

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**1b** Rote count up to 31. LC.K.CC.A.1B

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**1c** Rote count up to 100. LC.K.CC.A.1C

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**2** Count forward beginning from any given number below 10. LC.K.CC.A.2

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**3a** Identify numerals 1-10. LC.K.CC.A.3A

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**3b** Identify the numerals 1-10 when presented the name of the number. LC.K.CC.A.3B

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**3c** Write or select the numerals 1-10. LC.K.CC.A.3C

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**3d** Match the numeral to the number of objects in a set. LC.K.CC.A.3D

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**4** Use manipulatives (e.g., counters, blocks) to count up to 10 objects by matching one number per object. LC.K.CC.B.4

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**5** Count up to 10 objects in a line, rectangle, or array. LC.K.CC.B.5

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**6** Identify the set that has more. LC.K.CC.C.6

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**7** Identify the smaller or larger number given 2 numbers between 0-10. LC.K.CC.C.7

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## Operations and Algebraic Thinking OA

**1a** Use objects or pictures to respond appropriately to "add " and "take away." LC.K.OA.A.1A

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**1b** Communicate answer after adding or taking away. LC.K.OA.A.1B

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**2a** Solve one step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures. LC.K.OA.A.2A

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**2b** Solve word problems within 10. LC.K.OA.A.2B

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**3** Decompose a set of up to 10 objects into a group; count the quantity in each group. LC.K.OA.A.3

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**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 or select the answer. [LC.K.OA.A.4](#)

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**5** Add and subtract within 5 using manipulatives. [LC.K.OA.A.5](#)

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**Numbers and Operations in Base Ten** [NBT](#)

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**1** Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s). [LC.K.NBT.A.1](#)

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**Multiplication and Division** [MD](#)

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**1** Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter...). [LC.K.MD.A.1](#)

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**2** Compare 2 objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight). [LC.K.MD.A.2](#)

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**3** Sort objects by characteristics (e.g., big/little, colors, shapes, etc.). [LC.K.MD.B.3](#)

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**4** Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.). [LC.K.MD.C.4](#)

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**Geometry** [G](#)

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**1** Use spatial language (e.g., above, below, etc.) to describe two-dimensional shapes. [LC.K.G.A.1](#)

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**2a** Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size. [LC.K.G.A.2A](#)

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**2b** Recognize two-dimensional shapes in environment regardless of orientation or size. [LC.K.G.A.2B](#)

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**3a** Identify shapes as two-dimensional (lying flat) or three-dimensional (solid). [LC.K.G.A.3A](#)

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**3b** Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points). [LC.K.G.A.3B](#)

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**4** Use informal language to describe how two shapes are similar and/or different. [LC.K.G.B.4](#)

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**5** Uses three dimensional objects (blocks, sticks, balls) to model shapes in the world. [LC.K.G.B.5](#)

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