Kindergarten Unit 1 Mathematics

Dear Parents,
The Common Core State Standards (CCSS), also known in Georgia as the Common Core Georgia Performance Standards (CCGPS), present a balanced approach to mathematics that stresses understanding, fluency, and real world application equally. Know that your child is not learning math the way many of us did in school, so hopefully being more informed about this curriculum will assist you when you help your child at home.

Below you will find the standards from Unit One in bold print and underlined. Following each standard is an explanation with student examples. Please contact your child's teacher if you have any questions.

CC.1 Count to 100 by ones and by tens.
Although this standard calls for students to rote count by ones and tens to 100, at this point in the year the expectation is to only count by ones to 20.

CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Although this standard asks for students to count forward to 100 from a number other than 1, at this point in the year the expectation is to only count forward to 20 from a number other than 1.
For example, given the number 12, the student would count, "12, 13, 14 …20."

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).
This standard addresses the writing of numbers (0-20) and the representing of a set of objects with a written numeral (0-20).
Example:
Students should be able to record the quantity of a set by selecting a number card/tile (numeral recognition) or writing the numeral. Students should also be able to create a set of objects based on the numeral presented.Students should recognize that the number 0 represents a group with no objects.

CC.4 Understand the relationship between numbers and quantities; connect counting to.
This standard asks students to connect numbers to quantities.
a. 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.
Students should be able to say the number names in order as they touch-count objects in a set, pairing one number to one object.
Example:
Given a set of 5 objects, the student should touch each object as they count, "one, two, three, four, five" saying one number with each touch.
b. Understand that 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.Students should recognize that the last number named is the number of objects in the set.
Example:
Given the same set of 5 objects, the student should be able to tell after counting that the set contains 5 objects without recounting.
c. Understand that each successive number name refers to a quantity that is one larger.

Students should recognize that each number in the sequence of numbers represents a quantity that is one greater.
Example:
When given the same set of 5 objects, the student should be able to tell without recounting that the number of objects in the group is now “six” when 1 more object is added.

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.
This standard addresses the “reason we count” and that is to answer “how many?” Students should use various counting strategies to count from 1 to 20 objects (restricting the arrangement of more than 10 objects and/or pennies to be organized in a line, array, or circle; scattering 10 or less objects).
Example:
The student may move objects and count them as he/she moves them. The student may line up the objects to count them.The student may touch each object as he/she counts.The student may count them by visually scanning without touching them. Since the scattered arrangements are the most challenging for students, CCGPS.K.CC.5 calls for students to only count 10 objects in a scattered arrangement, and count up to 20 objects in a line, array, or circle. Of these 3 representations, a line is the easiest type of arrangement to count.

Fayette County CC.8 Sequence and identify using ordinal numbers (1st – 10th).
Although this standard calls for students to use ordinal numbers 1st to 10th, at this point in the year, the expectation is to understand only 1st to 5th.
Example:
The student should be able to identify the ordinal position of objects (1st to 5th). The student should be able to place objects in a particular ordinal position given oral directions—“place the blue bear 4th in line”.

MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
This standard asks students to identify similarities and differences between objects (e.g., size, color, shape) and use the identified attributes to sort a collection of objects. Once the objects are sorted, the student counts the amount in each set. The number of objects in each set should be 10
Example:
When given a collection of buttons, the student separates the buttons into different piles based on color (all the blue buttons are in one pile, all the orange buttons are in a different pile, etc.). Then the student counts the number of buttons in each pile: blue (5), green (4), orange (3), purple (2). Finally, the student orders the groups by the quantity—purple buttons (2), orange buttons (3), green buttons (4), and blue buttons last (5).

Fayette County MD.4 Create and interpret picture graphs.
This standard calls for students to create and answer questions about picture graphs containing two categories.

Fayette County MD.5 Identify coins by name and value (penny, nickel, dime, and quarter).
Although this standard calls for students to identify the above coins by name and value, at this point in the year they should focus on penny and nickel only.
Example:
When shown a penny or a nickel, the student should call each coin by name. Given a penny and a nickel, the student should be able to choose which coin is the penny (or nickel). The student should be able to tell the value of a penny or a nickel and write that value using a cent symbol—1¢ or 5¢.