

Logan County Schools Deconstructed Standards Kindergarten Math

Grade Level:	K
Standard	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.
SMP	MP.7, MP.8

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Count
Ones
Tens
Backwards
100
30

2. Key Implementation Questions and Answers:

Ask students to count to 10 by ones.
Ask students to count to 20 by ones.
Ask students to count to 50 by ones.
Ask students to count to 100 by ones.
Ask students to count by tens to 50.
Ask students to count by tens to 100.
Ask students to count backwards from 10.
Ask students to count backwards from 20.
Ask students to count backwards from 30.

Students demonstrate each skill.

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as

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statements of intended learning. "I am learning"

- I am learning to count to 100 by ones.
- I am learning to count to 100 by tens.
- I am learning to count backwards from 30.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

- I will know that I learned it when I can count to 100 by ones fluently.
- I will know that I learned it when I can count to 100 by tens fluently.
- I will know that I learned it when I can count backwards from 30.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

I am learning this because it will help me in the future.

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Grade Level:	K
Standard	KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).
SMP	MP.7

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Count
Forward
Given number
Within 100

2. Key Implementation Questions and Answers:

Ask students to count up from a given number within 10.
Ask students to count up from a given number within 20.
Ask students to count up from a given number within 50.
Ask students to count up from a given number within 100.

Students will demonstrate each skill.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to count on from any number within 100.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

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I will know that I learned it when I can count on from any number within 100.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

I am learning this because I may not always begin counting at one.

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Grade Level:	K
Standard	KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
SMP	MP.2, MP.7, MP.8

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Write numbers
0 to 20
Represent a number of objects
Written numeral

2. Key Implementation Questions and Answers:

Have students write numbers 0 to 5.
Have students write numbers 0 to 10.
Have students write numbers 0 to 20.
Give students 0 to 5 objects and have them write how many.
Give students 0 to 10 objects and have them write how many.
Give students 0 to 20 objects and have them write how many.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to write my numbers to 20.
I am learning to match a number to the same number of objects.

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4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can correctly write my numbers to 20.

Common Misconception writing numbers backwards, in an incorrect order,

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I need to be able to count objects.

I am learning this because I have to know how to write numbers.

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Grade Level:	K
Standard	<p>KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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 object.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>
SMP	MP.2, MP.8

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Understand
Relationship
Numbers
Quantities
Object
Count
Successive number

2. Key Implementation Questions and Answers:

Students will count the number of objects given with one to one correspondence.
Students will count the number of objects given no matter how they are organized.
Students will be able to say the total.
Students will understand one more.

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3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

I am learning to count one object at a time to find the total.
I am learning that the next number I say is one more.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can count one thing at a time to find the total.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I need to count things in my world.

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Grade Level:	K
Standard	KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer “how many?” questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer “how many?” questions with as many as 10 things in a scattered configuration.
SMP	MP.2, MP.3

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Given a number
1-20
Count out
Objects
How many?
Arranged in a line
Array
Circle
Scattered configuration

2. Key Implementation Questions and Answers:

Students will be given a number 1-20 and then count out that many objects.
Students will answer “how many” questions with as many as 20 objects in a scattered configuration.
Students will answer “how many” questions with as many as 10 objects in a scattered configuration.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to count out objects to 20.
I am learning to answer “how many” questions given a group of objects in any configuration.

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4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I know that I learned it when I can count objects to twenty.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I need to know how to count.

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Grade Level:	K
Standard	KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
SMP	MP.1, MP.3, MP.6

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Identify
 Number of objects
 Greater than
 Less than
 Equal
 Compare

2. Key Implementation Questions and Answers:

Students will identify if the number of objects is greater than, less than, or equal to another amount of objects.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to know if amounts are greater than or less than.
 I am learning to compare amounts of objects.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can use the words greater than, less than, and equal to when

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comparing sets of objects.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

I am learning this because I need to be able to compare the number of objects.

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Grade Level:	K
Standard	KY.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.
SMP	MP.2

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Compare
Numbers
Numerals

2. Key Implementation Questions and Answers:

Students will compare written numbers.

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3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

I am learning to compare two numbers.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can explain to my teacher how to compare two numbers.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I want to understand what written numbers mean.

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Grade Level:	K
Standard	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
SMP	MP.2, MP.4

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Represent
Addition
Subtraction
Objects
Fingers
Mental images
Drawings
Sounds
Acting out situation
Verbal explanations
Expressions
Equations

2. Key Implementation Questions and Answers:

Ask students to utilize manipulatives to add to ten.
Ask students to utilize manipulatives to subtract to ten.

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to represent addition and subtraction with objects.
I am learning to represent addition and subtraction with fingers.

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I am learning to represent addition and subtraction with mental images.
I am learning to represent addition and subtraction with drawings.
I am learning to represent addition and subtraction with sounds.
I am learning to represent addition and subtraction with acting out situations.
I am learning to represent addition and subtraction with verbal explanations.
I am learning to represent addition and subtraction with expressions.
I am learning to represent addition and subtraction with equations.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

I know that I learned it when I can add using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

I am learning this because I can use different things to help me add and subtract.

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Grade Level:	K
Standard	KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.
SMP	MP.5

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Solve
Addition
Subtraction
Word problems
Add
Subtract
Within 10
Objects
Drawings
Represent

2. Key Implementation Questions and Answers:

Give students a word problem to solve. They will solve using objects or drawings.

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to solve addition word problems within 10 represented using objects or drawings.
I am learning to solve subtraction word problems within 10 using objects or drawings.

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4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can fluently add and subtract word problems using objects or drawings.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because word problems relate to real world experiences.

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Grade Level:	K
Standard	KY.K.OA.3 Decompose numbers less than or equal to 10. a. Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation. b. Use objects or drawings to demonstrate equality as the balancing of quantities.
SMP	MP.2, MP.4

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Decompose
Numbers
Less than
Equal to 10
Objects
Drawings
Record
Demonstrate
Equality
Balancing
Quantities

2. Key Implementation Questions and Answers:

Have students decompose numbers less than or equal to 10 into using object or drawings and recording with a drawing or equation.

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to decompose numbers to 10
I am learning to use objects and drawing to decompose numbers to 10.

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4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned this when I can fluently decompose numbers to 10 using different strategies.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this to have a deeper understanding of numbers.

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Grade Level:	K
Standard	KY.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.
SMP	MP.7, MP.8

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Number
1 to 9
Make 10
Given number
Objects
Drawings
Record
Equation

2. Key Implementation Questions and Answers:

What number can I add to ____ (1-9) to get 10?
-Use objects or drawings and record the answer with a drawing or equation.

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to make ten when given a number.
I am learning to use objects or drawings to help me make ten.
I am learning to record to show my learning using drawings or equations.

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4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can make ten using drawings or equations.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because this skill will help my addition and subtraction skills.

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Grade Level:	K
Standard	KY.K.OA.5 Fluently add and subtract within 5.
SMP	MP.2, MP.7

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Fluently
Add
Subtract
Within 5

2. Key Implementation Questions and Answers:

What is the answer to the equation? (answers within 5)

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to add within 5
I am learning to subtract within 5

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned this when I can correctly add to 5
I will know that I learned this when I can correctly subtract to 5

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this

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because”

I am learning this because I can use this skill to help me with my friends and grow my mind.

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Grade Level:	K
Standard	KY.K.G.1 Name and describe shapes in the environment. a. Describe objects in the environment using names of shapes. b. Describe the relative positions of these objects using terms above, below, in front of, behind and next to.
SMP	MP.6

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Name shapes
Squares
Circles
Triangles
Rectangles
Hexagons
Cubes
Cones
Cylinders
Spheres
Describe shapes
Environment
Relative positions
Objects
Above
Below
In front of
Behind
Next to

2. Key Implementation Questions and Answers:

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Have students name the shape of different objects throughout the classroom.
After naming the shape students will describe the position of the shape using the words above, below, in front of, behind, and next to.

3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

I am learning to name the shape of objects in my environment.
I am learning to explain the position of the shapes.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can name shapes
I will know that I learned it when I can name the shape’s position.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I need to explain shapes and their positions.

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Grade Level:	K
Standard	KY.K.G.2 Correctly name shapes regardless of orientations or overall size
SMP	MP.7

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Shapes
Orientations
Size
Squares
Circles
Triangles
Rectangles
Hexagons
Cubes
Cones
Cylinders
Spheres

2. Key Implementation Questions and Answers:

Show students shapes of different orientations and sizes and have them name the shape.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to name shapes of different sizes and positions.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common

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misconceptions. "I will know that I learned it when"

I will know that I learned it when I can name all the shapes.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

I am learning this because I will need to know shapes in the real world.

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Grade Level:	K
Standard	KY.K.G.3 Identify shapes as two-dimensional or three-dimensional.
SMP	MP.3, MP.6

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Two dimensional
Three dimensional

2. Key Implementation Questions and Answers:

Given a shape students will state if the shape is two dimensional or three dimensional.

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning what a 2D shape is
I am learning what a 3D shape is.
I am learning how to categorize 3D and 2D shapes.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I will know that I learned it when I can correctly sort shapes as a 2D or 3D shape.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

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I am learning this because I need to know the difference between two dimensional and three dimensional.

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Grade Level:	K
Standard	KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.
SMP	MP.3, MP.7

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Describe
Similarities
Differences
Attributes
Two dimensional
Three dimensional
Different sizes
Orientations
Squares
Circles
Triangles
Rectangles
Hexagons
Cubes
Cones
Cylinders
Spheres

2. Key Implementation Questions and Answers:

Give students different shapes (two dimensional and three dimensional) with different orientations and sizes. They will describe the similarities, differences, and attributes.

3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

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I am learning to identify the similarities and differences in shapes that are two-dimensional and three-dimensional.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can identify the similarities and differences in shapes.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am this because I will need to know shapes to describe things in the real-world.

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Grade Level:	K
Standard	KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.
SMP	MP.1, MP.5

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Model shapes
In the world
Building
Figures
Squares
Circles
Triangles
Rectangles
Hexagons
Cubes
Cones
Cylinders
Spheres

2. Key Implementation Questions and Answers:

Using these shapes:
Squares
Circles
Triangles
Rectangles
Hexagons
Cubes

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Cones
Cylinders
Spheres

Have students construct a model that is real world.
Students will use different materials (such as straws, pipe cleaners, popsicle sticks, or clay) to create a shape. Then they will describe the shape.

3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

I am learning to use the shape of various components to build figures.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I have built a figure with shapes.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because it will allow me to describe shapes in my world.

Logan County Schools Deconstructed Standards Kindergarten Math

Grade Level:	K
Standard	KY.K.G.6 Compose simple shapes to form larger shapes.
SMP	MP.3, MP.5

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Compose
Simple shapes
Larger shapes

2. Key Implementation Questions and Answers:

Students will use shapes to arrange them in different ways to make a larger shape.
(For example students will arrange paper triangles to form a rectangle or to form a hexagon.)

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to use simple shapes to make larger shapes.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can take smaller shapes to make larger shapes.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

Logan County Schools Deconstructed Standards Kindergarten Math

I am learning this because I can use smaller shapes to make bigger shapes.

Logan County Schools Deconstructed Standards Kindergarten Math

Grade Level:	K
Standard	KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.
SMP	MP.3, MP.6

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Describe
Measurable attributes
Length
Height
Weight
Width
Depth
Object

2. Key Implementation Questions and Answers:

How can you describe this object using length, height, weight, width, or depth?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to describe an object using length.
I am learning to describe an object using height.
I am learning to describe an object using weight.
I am learning to describe an object using width.
I am learning to describe an object using depth.

Logan County Schools Deconstructed Standards Kindergarten Math

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can describe objects using length, height, weight, width, and depth.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I will have to measure objects in the real world.

Logan County Schools Deconstructed Standards Kindergarten Math

Grade Level:	K
Standard	KY.K.MD.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.
SMP	MP.2, MP.6

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Compare
Objects
Length
Height
Weight
Width
Depth
More of
Less of
Difference

2. Key Implementation Questions and Answers:

Give students two objects with a measurable attribute in common.
Which object has more of/less of _____ attributes?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to compare objects describing which object has more/less (length, weight, width, depth) than other objects.

Logan County Schools Deconstructed Standards Kindergarten Math

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned this when I can be given two objects and describe which object has more of/less of a _____ attribute.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I need to compare objects and using measurable attributes to describe them.

Logan County Schools Deconstructed Standards Kindergarten Math

Grade Level:	K
Standard	KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.
SMP	MP.3, MP.6

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Classify
Sort
Attributes
Less than
Equal to

2. Key Implementation Questions and Answers:

Give students a group of 10 objects or people students will classify them by their attributes.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to sort things/people based on their attributes.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I am able to sort things based on their qualities.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this

Logan County Schools Deconstructed Standards Kindergarten Math

because”

I am learning this because I can define and describe things in our world.

Logan County Schools Deconstructed Standards Kindergarten Math

Grade Level:	K
Standard	KY.K.MD.4 Recognize and identify coins by name (penny, nickel, dime, quarter).
SMP	MP.6

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Recognize
Identify
Penny
Nickel
Dime
Quarter

2. Key Implementation Questions and Answers:

What is this coin? (for each coin)

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to identify coins.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can correctly identify a quarter, dime, nickel, and penny.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this

Logan County Schools Deconstructed Standards Kindergarten Math

because”

I am learning this because I need to know the difference between each coin.

Logan County Schools Deconstructed Standards Kindergarten Math

Grade Level:	K
Standard	KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
SMP	MP.3, MP.4, MP.7

Standard for Mathematical Practice (select and highlight)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of the structure
8. Look for and express regularity in repeated reasoning

1. Critical vocabulary and questions as it relates to the standard.

Compose
Decompose
Numbers
Teen numbers 11 to 19
Ten ones
1-9 ones

2. Key Implementation Questions and Answers:

How can I break ____ (teen number) into ones?
Example: 11 is 10 ones and 1 one.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to break teen numbers into ten and ones.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics

Logan County Schools Deconstructed Standards Kindergarten Math

of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can compose and decompose teen numbers.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because it allows me to have an understanding of teen numbers.