MATH ESSENTIAL STANDARDS CHARTS

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| What is it We Expect Students to Learn? | | | | | |
| Description of Standard | Example of Rigor | Prerequisite Skills | Extension of the Standard | When Taught | Common Formative Assessment |
| What is the essential standard to be learned? Describe in student-friendly vocabulary | What does proficient student work look like on a rigorous task? Provide an example and/or description. | What prior knowledge, skills, and vocabulary are needed for a student to master this standard? | What will we do when students have already learned this standard? | When will this standard be taught? How often will we spiral back to this? | What assessments will be used to measure student mastery? |
| **MGSEK.CC.1:** Count to 100 by ones and by tens. | oral | **MGSEK.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | go on to 200  count backwards | 1-daily  2-daily | checklist |
| **I can** count to 100 by ones and tens.  **This means** I can count numbers in order to 100 and I can skip count by 10s to 100. | | | | | |

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| **MGSEK.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | There are 3 bunnies on the grass. 2 more bunnies come. How many bunnies are on the grass now?  XXX OO is 5  -Clap, clap, clap stomp, stomp is 5  - 3 + 2 = 5 | **MGSEK.OA.1:** Represent word problems with objects, fingers, drawings, sounds, acting out, verbal, expressions, or equations  1:1; cardinality; Number recognition  Vocab: equation/ number sentence | Solving word problems with equations only. | Unit 6 (Jan)  Daily word problem | Word Problem assessment containing each type of K word problem then cumulative assessment at the end of the year containing all types of K word problems. |
| **I can** solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings.  **This means** I can find the answer to a story problem in many ways. | | | | | |

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| **MGSEK.CC.7:** Compare two numbers between 1 and 10 presented as written numerals. | |  | | --- | | is more than |   6 3   |  | | --- | | is less than |   3 6 | >**MGSEK.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, e.g., by using matching and counting strategies.  >know vocab – more, less, same, compare, greater than, less than, equal  >counting & representing #s to 20  >1:1 correspondence | go to 30 | Unit 4  bi-monthly in centers | assessment: groups of objects where students circle more, less, or decide if groups are the same; same with numbers |
| **I can** compare two numbers between 1 & 10 with numerals.  **This means** I can look at 2 numbers and tell which is more, less, or the numbers are the same. | | | | | |

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| **MGSEK.OA.5** Fluently add and subtract within 5. | 20 problems in a minute | **MGSEK.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | Fluency to 10 | Unit 6  Spiral back daily | 20 problem worksheet |
| **I can** add and subtract up to 5 quickly.  **This means** I can solve all the addition and subtract problems up to 5 quickly and in my head. | | | | | |

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| **MGSEK.G.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | Sort shapes into 2D or 3D shapes. | **MGSEK.G.2** Correctly name shapes regardless of their orientations or overall size.  **MGSEK.G.4** 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/“corners”) and other attributes (e.g., having sides of equal length). | **MGSEK.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  **MGSEK.G.6** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”* | September  March | Checklist |
| **I can** tell if a shape is 2D or 3D.  This means I know which shapes are 2D and which are 3D. | | | | | |

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| **MGSEK.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). | counting sheets    \*\*\*\*\*\*\*\* | **MGSEK.CC.5b** Given a number from 1-20, count that many objects - pennies (c) & answer ‘how many’ (a)  **MGSEK.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  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. (one-to-one correspondence)  b. Understand that the last number name said tells the number of objects counted  (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.  c. Understand that each successive number name refers to a quantity that is one larger.  **MGSEK.CC.5** Count to answer ‘how many?” questions.  a. Count to answer “how many?” questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.  b. Given a number from 1-20, count out that many objects.  c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.) | go on to 30, 40, 50, etc. | 1-up to Unit 4  2-weekly in centers, morning work, or homework | counting sheets |
| **I can** write numbers from 0-20 to show the number of objects I counted.  **This means** I can count out objects and write the matching numeral. | | | | | |

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| **MGSEK.OA.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 the answer with a drawing or equation. | Find the 2nd addend that makes 10. | students will:  - Count to 10  - count objects up to 10  - vocab: decompose; equal; equation;  - to record: write numbers to 10  OA.3 **MGSEK.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).    3 1 is 4   |  |  |  |  |  | | --- | --- | --- | --- | --- | | O | O | O | O | X |   4 1 is 5   |  |  |  |  |  | | --- | --- | --- | --- | --- | | O | O | O | O | O | | O |  |  |  |  |   6 and 4 more is 10 | Fluency to 10 | Unit 6 (January-Feb)  Unit 8 (March-May) | Finding 2nd addend to make 10 by using 2 colors of snapcubes. |
| **I can** make 10 with numbers 1-9.  **This means** I can use two numbers from 1 to 9 to make 10 in different ways. | | | | | |