# Bridging the [NYS Mathematics Common Core Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics) ~ Transition from Kindergarten into Grade 1 The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the Kindergarten teacher will comment on the 2019-2020 mathematics common core curriculum relating to that year’s instruction; the 1st grade teacher will use this information to plan/teach all standards within the mathematics course to meet the needs of all learners for the 2020-2021 school year.

**Key:** Each standard includes an image of an instructor () and an image of a laptop () to indicate whether the standard was taught in the classroom or remotely. Circling or deleting the appropriate image will best indicate the method of instruction for that standard during the 2019-2020 school year. Deleting both images would mean the standard was not addressed during the 2019-2020 school year.

 The major content emphases.

 The supporting content emphases.

 The additional content emphases.

## Domain: Counting and Cardinality

### Cluster: Know number names and the count sequence.

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|  | Kindergarten Learning Standard | Instruction Provided | KindergartenComments & Considerations | Connects with Standards in Grade 1 | Grade 1Reflection & Planning 2020 – 2021 |
| **K.CC.1** | Count to 100 by ones and by tens. | ClassroomInternet |  | 1.NBT.1 |  |
| **K.CC.2** | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | ClassroomInternet |  | 1.NBT.1 |  |
| **K.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). | ClassroomInternet |  | 1.NBT.1 |  |

## Domain: Counting and Cardinality

### Cluster: Count to tell the number of objects.

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| **K.CC.4** | Understand the relationship between numbers and quantities; connect counting to cardinality.1. 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.
2. 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.
3. Understand that each successive number name refers to a quantity that is one larger.
4. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
 | ClassroomInternet |  | 1.OA.5 |  |
| **K.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. | ClassroomInternet |  |  |  |

## Domain: Counting and Cardinality

### Cluster: Compare numbers.

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| **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, e.g., by using matching and counting strategies. **Note: Includes groups with up to ten objects.** | ClassroomInternet |  |  |  |
| **K.CC.7** | Compare two numbers between 1 and 10 presented as written numerals. | ClassroomInternet |  | 1.NBT.3 |  |

## Domain: Operations and Algebraic Thinking

### Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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|  | Kindergarten Learning Standard | Instruction Provided | KindergartenComments & Considerations | Connects with Standards in Grade 1 | Grade 1Reflection & Planning 2020 – 2021 |
| **K.OA.1** | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (*e.g., claps*), acting out situations, verbal explanations, expressions, or equations.**Note: Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards)** | ClassroomInternet |  |  |  |
| **K.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. | ClassroomInternet |  | 1.OA.11.OA.31.OA.41.OA.6 |  |
| **K.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 *(*e.g., 5 = 2 + 3 and 5 = 4 + 1). | ClassroomInternet |  | 1.OA.6 |  |
| **K.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. | ClassroomInternet |  | 1.OA.6 |  |
| **K.OA.5****Fluency** | Fluently add and subtract within 5. | ClassroomInternet |  | 1.OA.6 |  |

## Domain: Number and Operations in Base Ten

### Cluster: Work with numbers 11-19 to gain foundations for place value.

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|  | Kindergarten Learning Standard | Instruction Provided | KindergartenComments & Considerations | Connects with Standards in Grade 1 | Grade 1Reflection & Planning 2020 – 2021 |
| **K.NBT.1** | Compose and decompose numbers from 11 to 19 into ten ones and some further ones, *e.g., by using objects or drawings*, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | ClassroomInternet |  | 1.NBT.2 |  |

## Domain: Measurement and Data

### Cluster: Describe and compare measurable attributes.

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|  | Kindergarten Learning Standard | Instruction Provided | KindergartenComments & Considerations | Connects with Standards in Grade 1 | Grade 1Reflection & Planning 2020 – 2021 |
| **K.MD.1** | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | ClassroomInternet |  |  |  |
| **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. *For example, directly compare the heights of two children and describe one child as taller/shorter.* |  |  | 1.MD.1 |  |

## Domain: Measurement and Data

### Cluster: Classify objects and count the number of objects in each category.

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| **K.MD.3** | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**Note: Limit category counts to be less than or equal to 10.** | ClassroomInternet |  | 1.MD.4 |  |

## Domain: Geometry

### Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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|  | Kindergarten Learning Standard | Instruction Provided | KindergartenComments & Considerations | Connects with Standards in Grade 1 | Grade 1Reflection & Planning 2020 – 2021 |
| **K.G.1** | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* | ClassroomInternet |  |  |  |
| **K.G.2** | Correctly name shapes regardless of their orientations or overall size. | ClassroomInternet |  |  |  |
| **K.G.3** | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | ClassroomInternet |  |  |  |

## Domain: Geometry

### Cluster: Analyze, compare, create, and compose shapes.

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| **K.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). | ClassroomInternet |  | 1.G.1 |  |
| **K.G.5** | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | ClassroomInternet |  | 1.G.1 |  |
| **K.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?”* | ClassroomInternet |  | 1.G.2 |  |