Unit	**K: Unit 4- Measuring and Counting** **Standards for Kindergarten** **UNIT 1=Who is in School Today? UNIT 2=Counting and Comparing UNIT 3=What Comes Next? UNIT 4=Measuring and Counting UNIT 5=Make a Shape, Build a Block UNIT 6=How Many Do You Have? UNIT 7=Sorting and Surveys FC=Student Math Handbook Flip Chart**
4,5,6,7,1,2,3	**K.CC.1 Count to 100 by ones and by tens.**
4,6,1,2,3	**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).**
4,5,6,7,1,2,3	**K.CC.4.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.**
4,5,6,7,1,2,3	**K.CC.4.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.**
4,5,6,7,1,2,3	**K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.**
4,5,7,1,2,3	**K.CC.4.d Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.**
4,5,6,7,1,2,3	**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.**
4,5,6,7,2,3	**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. (*Include groups with up to ten objects*.)**
4,2	**K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.**
4,6,7	**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. (*Drawings need not show details, but should show the mathematics in the problem*. (*This applies wherever drawings are mentioned in the Standards*.))**
4,6	**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.**
4,6	**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).**
4,6	**K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**
4,2	**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*.**
4,5,6,7,1,2,3	**K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**