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</thead>
<tbody>
<tr>
<td>Strand: Counting and Cardinality.</td>
<td>K-CC.1 Count to 100 by ones and by tens. I</td>
<td>I can count aloud to 100 by 1’s with help.</td>
<td>Knowledge</td>
<td>Aloud Count Number</td>
</tr>
<tr>
<td>Concept: Know number names and the count sequence.</td>
<td></td>
<td>I can count aloud to 100 by 10’s with help.</td>
<td>Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

**Colorado SS:**

- i-Ready lessons: Counting and Ordering to 100; Counting On: 1 to 100; Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting Objects in a Set; Counting to 20; Counting On; Counting and Ordering to 20; Counting and Ordering to 30

<table>
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<tr>
<th>Strand: Counting and Cardinality.</th>
<th>K-CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). I</th>
<th>I can count aloud from any number (0-100) with help.</th>
<th>Application</th>
<th>Aloud Count Number</th>
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<tr>
<td>Concept: Know number names and the count sequence.</td>
<td></td>
<td></td>
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</table>

**Colorado SS:**

- i-Ready lessons: Counting On: 1 to 100; Counting On
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Mathematics  
**GRADE:** Kindergarten

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</table>
| Strand: Counting and Cardinality.  
Concept: Know number names and the count sequence. | 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). | I can begin to write numbers 0-20 with help.  
I can show groups using pictures or counters.  
I can match a picture/group of counters to the correct number. | Comprehension | Counters  
Groups  
Number  
Write |

**Colorado SS:**

i-Ready lessons: Counting Objects in a Set; Counting and Ordering to 20; Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting and Ordering to 30; Counting and Ordering to 100
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</table>
| Strand: Counting and Cardinality   | K-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.  
  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.  
  c. Understand that each successive number name refers to a quantity that is one larger. | I can match a number to a group of objects with help.  
  I can match a group of objects to a number with help.  
  I can touch count objects in order saying each number aloud with help.  
  I can tell the total number of objects within a group even when the arrangement changes with help.  
  When I count I can tell each number means 1 more than the last. | Application | Arrangement  
  Match  
  More  
  Number  
  Objects  
  Touch count |
| Concept: Count to tell the number of objects. |                                                                                                                                                                                                                           |                                                                                                              |                  |                     |
| Strand: Counting and Cardinality   |                                                                                                                                                                                                                           |                                                                                                              |                  |                     |
| Concept: Count to tell the number of objects. |                                                                                                                                                                                                                           |                                                                                                              |                  |                     |
| Strand: Counting and Cardinality   |                                                                                                                                                                                                                           |                                                                                                              |                  |                     |
| Concept: Count to tell the number of objects. |                                                                                                                                                                                                                           |                                                                                                              |                  |                     |
| Strand: Counting and Cardinality   |                                                                                                                                                                                                                           |                                                                                                              |                  |                     |
| Concept: Count to tell the number of objects. |                                                                                                                                                                                                                           |                                                                                                              |                  |                     |

**Colorado SS:**
- i-Ready lessons (4a): Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting and Ordering to 20; Counting and Ordering to 30; Counting and Ordering to 100
- i-Ready lessons (4b): Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting Objects in a Set; Counting and Ordering to 20; Counting and Ordering to 30; Counting and Ordering to 100
- i-Ready lessons (4c): One More, One Less
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<tr>
<td>Strand: Counting and Cardinality</td>
<td>K.CC.5 Count to answer &quot;how many?&quot; 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.</td>
<td>I can count groups of objects to 20 and tell how many objects there are with help.</td>
<td>Application</td>
<td>How many</td>
</tr>
<tr>
<td>Concept: Count to tell the number of objects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Colorado SS:</td>
<td>i-Ready lessons: Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting Objects in a Set; Counting to 20; Counting and Ordering to 20; Counting and Ordering to 30; Counting and Ordering to 100</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Strand: Counting and Cardinality</td>
<td>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.</td>
<td>I can determine which group has more/less or is equal to.</td>
<td>Application</td>
<td>More Less/fewer Equal Same as</td>
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<tr>
<td>Concept: Count to tell the number of objects.</td>
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<tr>
<td>Colorado SS:</td>
<td>Identify small groups of objects fewer than five without counting.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>i-Ready lessons: Comparing Sets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strand: Counting and Cardinality</td>
<td>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</td>
<td>I can explain that a numeral represents an amount.</td>
<td>Application</td>
<td>Numeral</td>
</tr>
<tr>
<td>Concept: Compare Numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado SS:</td>
<td>i-Ready lessons: Comparing Sets; Comparing Numbers to 100 Using Symbols</td>
<td></td>
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6/16/15
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**RESOURCES AND NOTES FOR QUARTER 1:**
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<td>K.CC.1 Count to 100 by ones and by tens.</td>
<td>I can count to 100 by 1’s.</td>
<td>Knowledge</td>
<td>Count Number</td>
</tr>
<tr>
<td>Concept: Know number name and the count sequence.</td>
<td></td>
<td>I can count to 100 by 10’s.</td>
<td>Knowledge</td>
<td></td>
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</table>

**TIMELINE: Quarter 2**

**Colorado SS:**

- i-Ready lessons: Counting and Ordering to 100; Counting On: 1 to 100; Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting Objects in a Set; Counting to 20; Counting On; Counting and Ordering to 20; Counting and Ordering to 30

| Strand: Counting and Cardinality           | K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | I can count on from any number (0-99). | Application       | Forward Beginning   |
| Concept: Know number name and the count sequence. |                                                                                   |                                                                                   |                  |                     |

**Colorado SS:**

- i-Ready lessons: Counting On: 1 to 100; Counting On
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<tr>
<td><strong>Strand:</strong> Counting and Cardinality</td>
<td>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).</td>
<td>I can write numbers 0-20.</td>
<td>Comprehension</td>
<td>Group</td>
</tr>
<tr>
<td><strong>Concept:</strong> Know number name and the count sequence.</td>
<td></td>
<td>I can count a group of objects and write the number.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Colorado SS:**

- i-Ready lessons: Counting Objects in a Set; Counting and Ordering to 20; Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting and Ordering to 30; Counting and Ordering to 100
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<tr>
<td><strong>Strand:</strong> Counting and Cardinality</td>
<td>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. M</td>
<td><strong>I can match a number to a group of objects.</strong></td>
<td>Application</td>
<td>Aloud</td>
</tr>
<tr>
<td><strong>Concept:</strong> Know number name and the count sequence.</td>
<td>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. M</td>
<td><strong>I can match a group of objects to a number.</strong></td>
<td>Application</td>
<td>Arrangement</td>
</tr>
<tr>
<td></td>
<td>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. M</td>
<td><strong>I can touch count objects in order saying each number aloud.</strong></td>
<td>Application</td>
<td>Group</td>
</tr>
<tr>
<td></td>
<td>c. Understand that each successive number name refers to a quantity that is one larger. M</td>
<td><strong>I can tell the total number of objects within a group in any arrangement.</strong></td>
<td>Application</td>
<td>How many</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When I count I can tell each number means 1 more than the last.</td>
<td>Application</td>
<td>In order</td>
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**Colorado SS:**

i-Ready lessons (4a): Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting and Ordering to 20; Counting and Ordering to 30; Counting and Ordering to 100

i-Ready lessons (4b): Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting Objects in a Set; Counting and Ordering to 20; Counting and Ordering to 30; Counting and Ordering to 100

i-Ready lessons (4c): One More, One Less
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</table>
| **Strand:** Counting and Cardinality  
**Concept:** Know Number name and the count sequence. | 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. | I can count groups of objects to 20 and tell how many objects there are. | Application | Count  
How many |

**Colorado SS:**  
i-Ready lessons: Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting Objects in a Set; Counting to 20; Counting and Ordering to 20; Counting and Ordering to 30; Counting and Ordering to 100

| Strand: Geometry  
**Concept:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). | 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. | I will begin to use shape names when describing objects around me.  
I will begin to use position words when describing the location of objects. | Application | Application |

**Colorado SS:**  
i-Ready lessons: Spatial relationships; Identifying Two-Dimensional Shapes; Identifying Three-Dimensional Shapes
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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<tr>
<td>Strand: Geometry</td>
<td>K.G.2 Correctly name shapes regardless of their orientations or overall size. I, M</td>
<td>I can name shapes with help.</td>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Concept: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</td>
<td></td>
<td></td>
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### Colorado SS:

- i-Ready lessons: Identifying Two-Dimensional Shapes; Identifying Three-Dimensional Shapes

---

<table>
<thead>
<tr>
<th>Strand: Geometry</th>
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<tbody>
<tr>
<td>Concept: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</td>
<td>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). I, M</td>
<td>I can tell the difference between plane/flat shapes and solid figures.</td>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

### Colorado SS:

- i-Ready lessons: Identifying Two-Dimensional Shapes; Identifying Three-Dimensional Shapes; Classifying Plane Shapes by Attributes; Attributes of Three-Dimensional Shapes
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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</table>
| Strand: Geometry  
Concept: Analyze, compare, create, and compose shapes. | 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). | I can relate between and among two-dimensional and three-dimensional shapes using informal language. | Analysis | Alike  
Different  
Similarities |

**Colorado SS:**

**i-Ready lessons:**  
- Identifying Two-Dimensional Shapes; Comparing Two-Dimensional Shapes; Identifying Three-Dimensional Shapes;  
- Attributes of Three-Dimensional Shapes; Classifying Plane Shapes by Attributes

| Strand: Geometry  
Concept: Analyze, compare, create, and compose shapes. | K.G.5  
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | I will make a model of shapes I have discovered in the world using objects and drawings. | Analysis | Build  
Circle  
Models  
Rectangle  
Shapes  
Square  
Triangle |

**Colorado SS:**

**i-Ready lessons:**  
- Identifying Two-Dimensional Shapes; Identifying Three-Dimensional Shapes
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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</table>
| **Strand:** Geometry  
**Concept:** Analyze, compare, create, and compose shapes.  
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?” | I can determine shapes can be combined together.  
I can create a larger shape by putting together simple shapes. | Application  
Analysis | Circle  
Combine  
Create  
Rectangle  
Shapes  
Square  
Triangle |

**Colorado SS:**

i-Ready lessons: Decomposing Two-Dimensional Shapes
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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</table>
| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | 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.  
I can show how to add and subtract using a model. | Application | Add  
Equal to  
How many  
How many left  
In all  
Minus  
Model  
Plus  
Regroup  
Subtract  
Take away |

**TIMELINE:** Quarter 3

**Colorado SS:** Use objects including coins and drawings to model addition and subtraction problems to 10.  
PFL, Standard 1, Concept 2, Evidence Outcome a,v

- i-Ready lessons: Taking Away to Subtract; Addition Number Sentences; Subtraction Concepts: Separation; Subtraction Concepts: Part-Part-Whole; Subtraction Concepts: Comparison; Counting Back to Subtract; Counting Back to Subtract 1, 2 or 3; Using Length to Represent Subtraction; Addition Facts for 10; Adding Three Numbers; Joining Sets to Add; Counting On to Add; Addition Facts; Acting Out Addition and Subtraction
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</table>
| **Strand:** Operations and Algebraic Thinking | **Concept:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  
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. | 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. | Application | Add Equal to Equals How many How many left In all Minus Model Plus Regroup Subtract Take away |

### Colorado SS:

- i-Ready lessons: Taking Away to Subtract; Counting Back to Subtract; Joining Sets to Add; Counting On to Add; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts: Doubles; Subtraction Concepts: Separation; Subtraction Concepts: part-part-Whole; Subtraction Concepts: Comparison; Counting Back to Subtract 1,2 or 3; Using Length to Represent Subtraction; Adding Three Numbers
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| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | 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). | I can break down and re-group numbers to 10 using pictures or objects.  
I can write a number sentence to match my new group. | Analysis | Add  
Equal to  
Equals  
How many  
How many left  
In all  
Minus  
Model  
Plus  
Regroup  
Subtract  
Take away |

**Colorado SS:**

i-Ready lessons: Composing and Decomposing with 10 As a Benchmark; Complements of 10; Addition Facts for 10; Composing and Decomposing with 5 As a Benchmark
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<td><strong>Strand</strong>: Operations and Algebraic Thinking</td>
<td>K.OA.4 For any number from 1-9, 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.</td>
<td>I can put numbers 1-9 together to make 10.</td>
<td>Application</td>
<td>Add, Equal to, Equals, How many, How many left, In all, Minus, Model, Plus, Regroup, Subtract, Take away</td>
</tr>
<tr>
<td><strong>Concept</strong>: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</td>
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<tr>
<td><strong>Strand</strong>: Operations and Algebraic Thinking</td>
<td>K.OA.5 Fluently add and subtract within 5.</td>
<td>I can use addition and subtraction to produce sums and differences within 5.</td>
<td>Comprehension</td>
<td>Difference, Produce, Sum</td>
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<td><strong>Concept</strong>: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</td>
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</thead>
<tbody>
<tr>
<td>Strand: Number and Operations in Base Ten</td>
<td>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 (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</td>
<td>I can break down numbers 11-19 into groups of 10's and 1's</td>
<td>Application</td>
<td>Decompose Tens Ones Compose</td>
</tr>
<tr>
<td>Concept: Work with numbers 11-19 to gain foundations for place value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Colorado SS:**

- i-Ready lessons: Grouping into Tens and Ones; Regrouping Tens as Ones
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

### SUBJECT: Mathematics  
### GRADE: Kindergarten

<table>
<thead>
<tr>
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### RESOURCES AND NOTES FOR QUARTER 3:
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<tbody>
<tr>
<td>Measurement and Data</td>
<td>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. I M</td>
<td>I can describe the length and weight of an object.</td>
<td>Application</td>
<td>Heavier Lighter Longer (est) Measure Shorter (est)</td>
</tr>
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</table>

Colorado SS:
### Subject: Mathematics  
**Grade:** Kindergarten

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</table>
| **Strand:** Measurement and Data  
**Concept:** Describe and compare measurable attributes. | 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. Classify objects and count the number of objects in each category. I M | I can compare two objects and explain how they are different. | Application | Less  
More  
Most  
Shorter  
Taller |

**Colorado SS:**  
Order several objects by length, height, weight, or price.  
PFL, Standard 4, Concept 2, Evidence Outcome a, iv

**i-Ready lessons:** Comparing Length

| Strand: Measurement and Data  
**Concept:** Describe and compare measurable attributes. | K.MD.3  
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. I M | I can sort objects and count the number of objects in the group | Application | Count  
Sort |

**Colorado SS:**

**i-Ready lessons:** Sorting and Counting
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**SUBJECT:** Mathematics  
**GRADE:** Kindergarten

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<td><strong>Strand:</strong> Number and Operations in Base Ten</td>
<td>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 (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones. M</td>
<td>I can break down numbers 11-19 into groups of 10's and 1's</td>
<td>Application</td>
<td>Compose Decompose Ones Tens</td>
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<tr>
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**Colorado SS:**

i-Ready lessons: Grouping into Tens and Ones; Regrouping Tens as Ones
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</table>
| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | 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. M | I can show how to add and subtract using a model. | Application | Add  
Equal to  
Equals  
How many  
How many left  
In all  
Minus  
Model  
Plus  
Regroup  
Subtract  
Take away |

**Colorado SS:** Use objects including coins and drawings to model addition and subtraction problems to 10.  
PFL, Standard 1, Concept 2, Evidence Outcome a, v

- Ready lessons:  
  - Taking Away to Subtract  
  - Addition Number Sentences  
  - Subtraction Concepts: Separation  
  - Subtraction Concepts: Part-Part-Whole  
  - Subtraction Concepts: Comparison  
  - Counting Back to Subtract  
  - Counting Back to Subtract 1, 2 or 3  
  - Using Length to Represent Subtraction  
  - Addition Facts for 10  
  - Adding Three Numbers  
  - Joining Sets to Add  
  - Counting On to Add  
  - Addition Facts  
  - Acting Out Addition and Subtraction
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| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | **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. | I can explain how many in all or how many are left using a picture or objects up to 10. | Application | Add  
Equal to  
Equals  
How many  
How many left  
In all  
Minus  
Model  
Plus  
Regroup  
Subtract  
Take away |

### Colorado SS:

- i-Ready lessons: Taking Away to Subtract; Counting Back to Subtract; Joining Sets to Add; Counting On to Add; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts: Doubles; Subtraction Concepts: Separation; Subtraction Concepts: part-part-Whole; Subtraction Concepts: Comparison; Counting Back to Subtract 1,2 or 3; Using Length to Represent Subtraction; Adding Three Numbers
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | 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 $5 = 4 + 1$). | I can break down and re-group numbers to 10 using pictures or objects. I can write a number sentence to match my new group. | Analysis | Add  
Equal to  
How many  
Minus  
Model  
Plus  
Regroup  
Subtract  
Take away |

### Colorado SS:

- i-Ready lessons: Composing and Decomposing with 10 As a Benchmark; Complements of 10; Addition Facts for 10; Composing and Decomposing with 5 As a Benchmark

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6/16/15
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| Strand: Operations and Algebraic Thinking  
  Concept: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | K.OA.4  
For any number from 1-9, 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. M | I can put numbers 1-9 together to make 10. | Application | Add  
  Equal to  
  Equals  
  How many  
  How many left  
  In all  
  Minus  
  Model  
  Plus  
  Regroup  
  Subtract  
  Take away |
| Strand: Operations and Algebraic Thinking  
  Concept: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | K.OA.5  
Fluently add and subtract within 5. M | I can use addition and subtraction to produce sums and differences within 5. | Application | Difference  
  Produce  
  Sum |

**Colorado SS:**

- **i-Ready lessons:** Composing and Decomposing with 5 As a Benchmark; Composing and Decomposing with 10 As a Benchmark; Complements of 10; Addition Facts for 10

- **i-Ready lessons:** Taking Away to Subtract; Counting Back to Subtract; Joining Sets to Add; Counting On to Add; Acting Out Addition and Subtraction; Using Number Line to Add and Subtract; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts: Doubles; Subtraction Concepts: Separation; Subtraction Concepts: Part-Part-Whole; Subtraction Concepts: Comparison; Counting Back to Subtract 1,2 or 3
### RESOURCES AND NOTES FOR QUARTER 4:

- Personal Financial Literacy (PFL)