



Kindergarten Math

Louisiana Student Standards	Louisiana Connectors (LC)
<p>K.CC.A.1 Count to 100 by ones and by tens.</p>	<p>LC.K.CC.A.1a Rote count up to 10. LC.K.CC.A.1b Rote count up to 31. LC.K.CC.A.1c Rote count up to 100.</p>
<p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>LC.K.CC.A.2 Count forward beginning from any given number below 10.</p>
<p>K.CC.A.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).</p>	<p>LC.K.CC.A.3a Identify numerals 1-10. LC.K.CC.A.3b Identify the numerals 1-10 when presented the name of the number. LC.K.CC.A.3c Write or select the numerals 1-10. LC.K.CC.A.3d Match the numeral to the number of objects in a set.</p>
<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. 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. Understand that each successive number name refers to a quantity that is one larger. 	<p>LC.K.CC.B.4 Use manipulatives (e.g., counters, blocks) to count up to 10 objects by matching one number per object.</p>



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<p>K.CC.B.5 Count to answer "How many?" questions.</p> <ul style="list-style-type: none"> a. Count objects up to 20, arranged in a line, a rectangular array, or a circle. b. Count objects up to 10 in a scattered configuration. c. When given a number from 1-20, count out that many objects 	<p>LC.K.CC.B.5 Count up to 10 objects in a line, rectangle, or array.</p>
<p>K.CC.C.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.</p>	<p>LC.K.CC.C.6 Identify the set that has more.</p>
<p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>LC.K.CC.C.7 Identify the smaller or larger number given 2 numbers between 0-10.</p>
<p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p>LC.K.OA.A.1a Use objects or pictures to respond appropriately to "add ___" and "take away ___." LC.K.OA.A.1b Communicate answer after adding or taking away.</p>
<p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p>LC.K.OA.A.2a Solve one step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures. LC.K.OA.A.2b Solve word problems within 10.</p>
<p>K.OA.A.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 $5 = 4 + 1$).</p>	<p>LC.K.OA.A.3 Decompose a set of up to 10 objects into a group; count the quantity in each group.</p>



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<p>K.OA.A.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.</p>	<p>LC.K.OA.A.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 or select the answer.</p>
<p>K.OA.A.5 Fluently add and subtract within 5.</p>	<p>LC.K.OA.A.5 Add and subtract within 5 using manipulatives.</p>
<p>K.NBT.A.1 Gain understanding of place value.</p> <ol style="list-style-type: none"> Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$, $18 = 10 + 8$). 	<p>LC.K.NBT.A.1 Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., $13 = \text{one } 10 \text{ and three } 1\text{s}$).</p>
<p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>LC.K.MD.A.1 Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter...).</p>
<p>K.MD.A.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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>LC.K.MD.A.2 Compare 2 objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight).</p>
<p>K.MD.B.3 Classify objects into given categories based on their attributes; count the number of objects in each category; sort categories by quantity.</p>	<p>LC.K.MD.B.3 Sort objects by characteristics (e.g., big/little, colors, shapes, etc.).</p>



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K.MD.C.4 Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.).	LC.K.MD.C.4 Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.).
K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	LC.K.G.A.1 Use spatial language (e.g., above, below, etc.) to describe two-dimensional shapes.
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	LC.K.G.A.2a Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size. LC.K.G.A.2b Recognize two-dimensional shapes in environment regardless of orientation or size.
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	LC.K.G.A.3a Identify shapes as two-dimensional (lying flat) or three-dimensional (solid). LC.K.G.A.3b Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).
K.G.B.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).	LC.K.G.B.4 Use informal language to describe how two shapes are similar and/or different.
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	LC.K.G.B.5 Uses three dimensional objects (blocks, sticks, balls) to model shapes in the world.
K.G.B.6 Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	LC.K.G.B.6 Compose a larger shape from smaller shapes.

