SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	**Cluster:**	Work with numbers 11-19 to gain foundations for place value	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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.	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following special cases: a. Ten can be thought of as a bundle of ten ones- called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Student Friendly Language:

I can use objects to show how many tens and ones are in a number 11-19.
I can use a drawing to show how many tens and ones are in a number 11-19.
I can write an equation to show how many tens and ones are in a number 11-19

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Numerals/ Numbers 11-19 • Numbers are grouped into tens and ones • Place value is used to represent groups of tens and ones. • How to record an equation. • An equation represents an equality.	A number from 11-19 can be decomposed into a ten and some ones. A number from 11-19 can be composed of a ten and some ones. A composed or decomposed number can be recorded by a drawing or an equation.	Compose numbers from 11-19. Decompose numbers from 11-19. Use objects/drawings to show how many tens and ones are in a number 11-19. Record compositions and decompositions using an equation.

Key Vocabulary:

compose decompose numbers tens
ones record equation

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

I can use this skill if I am a waiter/waitress or a cashier counting change.
I can use this if skill if I am a pharmacist filling a prescription.

SD Common Core State Standards Disaggregated Math Template

Domain:	Counting and Cardinality	**Cluster:**	Know number names and the count sequence	**Grade level:**	K

Correlating Standard in Previous Year	**Number Sequence & Standard**	**Correlating Standard in Following Year**
	K.CC.1 Count to 100 by ones and by tens.	1.NBT.1 Count to 120, starting at any number less than 120.

Student Friendly Language:
I can count to 100 by ones. I can count to 100 by tens.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• Numbers to 100	Numbers follow a pattern.	Count to 100 by ones. Count to 100 by tens.

Key Vocabulary:
ones tens count
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Count pennies by ones and dimes by tens. Count objects, such as treats or invitations to a party, individually, or in groups of ten.

SD Common Core State Standards Disaggregated Math Template

Domain:	Counting and Cardinality	**Cluster:**	Know number names and the count sequence	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard Following Year
	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1.NBT.1 count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Friendly Language:
I can count forward from any given number.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• counting sequence	Numbers come in a sequence, and you can start counting at any point in the sequence.	Count forward from any given number.

Key Vocabulary:
count sequence
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Counting the cattle in the pasture: We have 12 cows now and we buy 2 more. How many do we own now? This is a strategy we could use while adding.

SD Common Core State Standards Disaggregated Math Template

Domain:	Counting and Cardinality	**Cluster:**	Know number names and the count sequence	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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).	1.NBT.1 Count to 120, starting at any number less that 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Friendly Language:
I can write numerals from 0 to 20. I can count objects and write the number. I can use zero to represent no objects.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• counting sequence from 0 to 20 • recognize numerals 0 to 20	Each object that is counted stands for one number and only one number. Numbers are represented by numerals.	Write the numbers 0 to 20 Represent a group of counted objects with a written numeral.

Key Vocabulary:
objects numeral number
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
You use numerals to write a check. You use numerals to write your phone number. If you are taking inventory at a store, you need to count and record the number of things you have in stock.

SD Common Core State Standards Disaggregated Math Template

Domain:	Counting and Cardinality	**Cluster:**	Count to tell the number of objects	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	CC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. ● K.CC.4a - 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. ● K.CC.4b - Understand 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. ● K.CC.4c - Understand that each successive number name refers to a quantity that is one larger.	

Student Friendly Language:

I can touch and count one object at a time saying the number name in order.
I can count each object and know that the last number said is how many there are in the group.
I can move the same objects around and know that I have the same number.
I can count by ones and know that the next number I say is one more.

Know (Factual)	Understand (Conceptual) I want students to understand that	Do (Procedural, Application, Extended Thinking)
● Rote Counting ● Numbers have names ● Numbers have order	Counting shows one to one correspondence. The last number said tells how many. Physical arrangement does not change the number of objects. Each successive number refers to a quantity that is one larger.	Touch and count one object at a time while saying the number name. Count objects arranged differently in groups and justify that the last number said is how many there are in the group. Show objects to prove the number that is one larger.

Key Vocabulary:.

greater than (more)	group	one-to-one matching
next	number	object
count	number name	same
pairing	physical arrangement	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

To make sure that you have enough snacks/silverware/drinks for everyone, and someone doesn’t get left out.

SD Common Core State Standards Disaggregated Math Template

Domain:	Counting and Cardinality	**Cluster:**	Count to tell the number of objects	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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.	

Student Friendly Language:

I can count 20 or less objects in order.

I can count 10 or less objects out of order (scattered).

I can count out a group of objects to match a given number up to 20.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• correspondence. • Arrangement of counting to 20 • Numeral identification to 20 • One-to-one	The last number counted in a group of objects tells "how many". Each object is assigned a number. Counting is correlated to a chronological order (one-to-one correspondence).	Count/touch up to 20 objects in an order (line, rectangular array, and circle). Show the correct number of objects after given a number from 1-20. Apply concepts by counting 10 or less objects visually and mentally (not touching them).

Key Vocabulary:

arranged	rectangular array	scattered configuration
sequence	objects/items/things	tagged

Relevance and Applications: ne example stem for the conversation with students to answer the question "why do I have to learn this?" How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least o

When following a recipe, you might need 6 apples in a pie. You will need to know how many apples to put in the pie.

You can take 5 sand toys to the beach. You will need to know how many toys to bring. One for you and one for each of your four friends.

It is your birthday and you can bring treats for each student in your class. How many cupcakes will you need? You will need to have enough so each student gets a treat.

SD Common Core State Standards Disaggregated Math Template

Domain:	Counting and Cardinality	**Cluster:**	Compare numbers	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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.)	

N/A

Student Friendly Language:
I can tell if one group of objects is greater than another group of objects. I can tell if one group of objects is less than another group of objects. I can tell if one group of objects is equal to another group of objects.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• greater than • less than • equal • counting strategies • matching	The concept of greater than when comparing two groups of objects. The concept of less than when comparing two groups of objects. Two groups with the same amount of objects is equal. Counting strategies can be used to determine if one group of objects is greater than, less than, or equal to another groups. Matching strategies can be used to determine if one group of objects is greater than, less than, or equal to another groups.	Identify which a group of objects that is greater than another group of objects. Compare two groups of objects to determine which one has more or less Investigate objects to determine when a group of objects is equal to another group. Create groups that show the same, less than and more than Illustrate groups that show more, less or the same as a specific set

Key Vocabulary:		
greater than counting strategies	less than matching objects	equal

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
When looking at two groups of candy I want to take the group that has more candy. When collecting coins for my piggy bank I want to take the group of pennies that has more.

SD Common Core State Standards Disaggregated Math Template

Domain:	Counting and Cardinality	**Cluster:**	Compare numbers	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	

Student Friendly Language:
I can compare 2 numbers. I can tell you which is greater and which is less.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• written numerals (0-10) • greater/larger • less/smaller • number sense (sets of objects)	Written numerals represent an amount. Each number has a different value.	Compare two written numerals. (1-10)

Key Vocabulary:
numerals value greater less compare
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
If you are playing a game with teams and you need to find out which team needs another player to make the same number on each team you would need to compare numbers. If you are keeping score you need to compare numbers to see who wins.

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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.	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

Student Friendly Language:
I can name my shapes. I can tell you the position of different shapes.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• shape names • positional words	Using positional words explains location of objects. Objects in our environment can be described using names of shapes.	Identify different shapes. Describe location of objects using positional words.

Key Vocabulary:						
square	circle	triangle	rectangle	hexagon	cube	cone
cylinder	sphere	above	below	in front of	behind	next to
shapes	environment	objects	position			

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
On the way to the store, point out different shapes and tell you where they are. Giive directions using shape names and positional words.

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.G.2 Correctly name shapes regardless of their orientations or overall size.	NA

Student Friendly Language:
I can correctly name a shape no matter which way it is turned. I can correctly name a shape no matter what size it is.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
shape names	Shapes do not change regardless of orientation. Shapes do not change regardless of the size. Shapes can come in a variety of sizes.	Identify a 2 dimensional shape no matter the orientation. Identify a 2 dimensional shape regardless of the size of shape. Identify a 3 dimensional shape regardless of orientation. Identify a 3 dimensional shape no matter what size the shape is.

Key Vocabulary:					
shape	size	square	circle	triangle	rectangle
hexagon	cone	cube	cylinder	sphere	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
See a shape in my environment and correctly tell you the name. See a 3 dimensional shape in my environment and tell you what it is. Name many different shapes in my house. Tell you the shape of a yield sign in the real world.

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	N/A

Student Friendly Language:
I can tell if a shape is two-dimensional or three-dimensional.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• plane (flat) shapes are two-dimensional • solid shapes are three-dimensional	Shapes can be two-dimensional or three-dimensional.	Identify a shape by name. State if shape is two-dimensional or three-dimensional. Sort shapes according to their dimension.

Key Vocabulary:		
plane flat	three-dimensional two-dimensional	solid

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
When you build things (forts, bird house, gingerbread house) you need to use all different shapes. You could grow up to be a professional builder or architect.

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Analyze, compare, create, and compose shapes	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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).	1.G.1 Distinguish between defining attributes (e.g.) triangles are closed and three-sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes to possess defining attributes.

Student Friendly Language:
I can compare different shapes. I can tell how shapes are alike and different.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● What a shape is ● Attributes of shapes ● Difference between 2 and 3 dimensional	Each shape has its own attributes. Size and orientation does not change the basic shape.	Students will describe the attributes of shapes. Students will compare two and three dimensional shapes.

Key Vocabulary:
Compare Shapes Sides Corners 2 dimensional shapes 3 dimensional shapes Attributes Vertices
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
You can use different shapes to create a stained glass design. You can describe what you want (a round cake, a square rug, etc.)

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Analyze, compare, create, and compose shapes	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Student Friendly Language:
I can build shapes to represent the shapes I see around me. I can draw shapes that model the shapes I see around me.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
• Make a model • How to build • How to draw • Identify shapes	Real world objects have a shapes, or are composed of shapes. A model is a small scale representation of a larger real-world object. A model will have the same shape as the real world object.	Build a model representing a real world object. Draw a picture using composite shapes to represent a real world object.

Key Vocabulary:
Model Shapes Components
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
I can draw my house using squares for the house and windows, a triangle for the roof, a rectangle for the door, and a circle for the sun. To become an architect or construction worker I can use many shapes in my designs.

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Analyze, compare, create, and compose shapes	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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?"	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4] [4].Students do not need to learn formal names such as "right rectangular prism.

Student Friendly Language:
I can put small shapes together to form larger shapes.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
• make a model • shapes	Small shapes can be put together to form larger shapes.	Compose simple shapes. Put simple shapes together to form larger shapes.

Key Vocabulary:
Compose Simple shapes
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
I can design a quilt for my bed that has simple shapes forming larger shapes.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	**Cluster:**	Describe and Compare Measurable Attributes	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1.MD.1 Order three objects by length; compare the lengths of two object indirectly by using a third object.

Student Friendly Language:
I can tell different ways to measure objects, like length and weight.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Length (big, small, tall, short) • Weight (heavy, light) • Volume (more, less)	Objects can be measured in different ways. Objects can be described in different ways.	Students will describe the measurable attributes of different objects. Students will describe attributes of a single object.

Key Vocabulary:
measure length weight attributes
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
When you are fishing or gator hunting you will be able to describe your catch. You can describe something you want to your interior decorator.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	**Cluster:**	Describe and Compare Measurable Attributes	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Student Friendly Language:
I can look at two objects and tell which has more or less of an attribute. I can describe the differences of the attributes.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Measurable attributes • Larger/smaller • Longer/shorter • Taller/shorter • More/less	Objects can be measured in different ways. Objects can be compared by size. When directly comparing the length of two objects, it is important to line up the ends.	Directly compare objects based on measurable attributes in common . Describe measured objects by using the degree of difference (more of/less of).

Key Vocabulary:		
Compare Difference Less	Measurable Objects Describe	Attributes More
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
I can compare my shoes to yours and tell whose feet are longer.		

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	**Cluster:**	Classify objects and count the number of objects in each category	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Student Friendly Language:
I can sort objects into groups. I can count items in each group. I can sort the groups by the number of objects.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
● sort objects ● alike/same ● not alike/different ● count	Identifying attributes of items can be used to sort items into like categories. The number said represents the number of counted objects.	Classify objects into categories. Count the objects in each category. Sort the categories by count.

Key Vocabulary:
categories attributes group sort classify alike same different not alike
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Sort the laundry by using like colors. When playing checkers, tell who has more pieces to win the game. When doing inventory on my job count all the same items and report the number.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	1.OA.1 Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g.,by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Student Friendly Language:

I can use a strategy to solve addition problems.

I can use a strategy to solve subtraction problems.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• number name • number value • one-to-one correspondence • addition • subtraction	Adding means putting together. Subtracting means taking apart. There are multiple strategies to solve addition and subtraction There are different strategies that work best for individual students.	Use manipulatives to represent an addition or subtraction problem. Draw a simple picture that represents an addition or subtraction problem.

Key Vocabulary:

numbers addition
subtraction represent

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

At the grocery store, add up the number of items in your cart.

A waitress can add or subtract chairs to fit the number of guests at the table.

You can find out how many snacks you will need for the boys and girls in the class.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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.	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

Student Friendly Language:

I can put together and take apart numbers (addition and subtraction) up to ten after hearing a word problem.

I can use objects or create drawings to show my thinking.

Know (Factual)	Understand (Conceptual) I want students to understand that....	Do (Procedural, Application, Extended Thinking)
• one-to-one correspondence • addition • subtraction • equal • more • less • fewer	The number changes when you add or subtract, except for zero. Addition is putting together and adding to and subtraction is taking apart and from. Visuals (drawings and manipulatives) can be used to solve word problems. A word problem is a story that you will use numbers to solve.	Model the word problem with objects or numbers. Prove/explain solutions using manipulatives or drawings. Use one or more strategies to solve addition and subtraction word problems.

Key Vocabulary:

addition	subtraction
word problem	drawings
equal	more
less	fewer
all together	total

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

I can add the types of Halloween candy I got to find how much I have all together.

I can add the number of boys and girls in the class to find out how many are in the class.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	**Grade level:**	K

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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).	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8+6=8+2+4=10+4=14);decomposing a number leading to a ten (e.g., 13-4=13-3-1=10-1=9); using the relationship between addition and subtraction (e.g., knowing that 8+4=12. one knows 12-8=4); and creating equivalent but easier or known sums (e.g.,adding 6+7 by creating the known equivalent 6+6+1=12+1=13).

Student Friendly Language:

I can decompose numbers from 0-10 into pairs in more than one way.

I can use drawings to decompose numbers.

I can use number sentences to decompose numbers.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• numbers 0-10 • equations • symbols: + - = • decomposition of numbers	Quantities can be created using a variety of individual sets. These sets can be arranged in a variety of ways and the sum total is always the same. There are multiple combinations of numbers that equal the same number.	Decompose numbers in a drawing Decompose numbers in an equation Decompose numbers in more than one way

Key Vocabulary:

number decompose decomposition
record equation drawing

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

If I have a birthday party and I invite 5 friends, I know that 2 are boys and 3 are girls.

If I have 10 cents, I can buy a 5 cent piece of candy and know I have 5 cents left.

SD Common Core State Standards Disaggregated Math Template

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	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.	1.OA.4 –Understand subtraction as an unknown-addend problem.

Student Friendly Language:

I can make 10 by adding on to a number 1-9.

I can record my thinking by using different ways.(using objects, drawings, equations, etc.).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• numbers to 10 • addition • equation • plus sign • equal sign	Each object represents one number. Addition can be combining 2 groups together. Ten can be composed of 2 smaller numbers (1 + 9). There are multiple combinations of numbers that make 10 (7+3, 2+8, 6+4 etc). Thinking can be recorded with an equation. Thinking can be recorded with a drawing. Thinking can be represented on paper. Thinking can be represented with objects.	Identify the different combinations that make 10. Show ways of making 10 with 2 addends (drawing a picture or make an equation), grouping objects together. Investigate how many more it takes to get 10, when starting from a number 1-9. investigate various ways to make 10. Prove that there is more than 1 way to make 10.

Key Vocabulary:

number addition record
answer equation plus drawing

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

If I have $2, how many more dollars do I need to make $10?
I can have 10 people at my birthday party. I have 5 people on my list, how many more people can I invite?

SD Common Core State Standards Disaggregated Math Template

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.OA.5 Fluently add and subtract within 5.	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

Student Friendly Language:
I can add numbers to make 5. I can subtract numbers from 5.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• numbers 0 through 5 • one to one correspondence • addition sign • subtraction sign • equal sign	Addition means putting together. Subtraction means taking apart.	• Add fluently within 5. • Subtract fluently within 5.

Key Vocabulary:
addition subtraction equals
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Determine how many people are missing in my group. Determine how many forks we need at the supper table.