

Wyoming Public Schools Kindergarten Math Essential Standards

Math Essential Standard	Student Friendly Language	Family Friendly Language
K.CC.1 Count to 100 by ones and by tens.	I can count to 100 by ones and by tens.	Your child is learning to count all the way to 100 in two ways—by ones (1, 2, 3, ...) and by tens (10, 20, 30, ...). This helps build number sense and prepares them for addition, subtraction, and place value concepts.
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	I can start counting from any number without having to start at 1.	Your child is learning to begin counting from a number they are given—like 4, 15, or 62—without going back to 1. This skill helps them become flexible and confident with numbers, an important step toward adding, subtracting, and understanding number patterns.
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 write the numbers 0 to 20 and match them to the right amount of objects.	Your child is learning to write the numbers from 0 to 20 and show that they understand what each number means. For example, if they write the number 5, they can also show a group of 5 objects. The number 0 means no objects at all.
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 count objects one by one, and the last number I say tells how many there are. Each next number means one more.	Your child is learning how counting connects to the number of objects in a group. They practice counting each object once, knowing that the last number they say is the total amount, no matter the order or arrangement. They also learn that as numbers go up, each one is one more than the last.
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds	I can show adding and taking away by using things like objects, fingers, pictures, sounds, acting,	Your child is learning to understand addition and subtraction by showing it in different ways. This can include

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(e.g., claps), acting out situations, verbal explanations, expressions, or equations.	talking, or writing numbers.	using objects, fingers, drawings, clapping, acting out a situation, talking about it, or writing number sentences (equations). These different strategies help them build a strong understanding of how numbers work.
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 solve adding and taking away problems within 10 by using things like objects or pictures to help me.	Your child is learning to solve simple addition and subtraction word problems with answers up to 10. They use tools like objects, drawings, or other visual supports to represent and understand the problem before solving it.
K.OA.A.5 Fluently add and subtract with 5.		
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	I can tell how something can be measured, like how long or heavy it is, and describe more than one thing about it.	Your child is learning to notice and describe measurable attributes of objects—such as length, weight, height, or size. They also learn to describe more than one attribute for the same object (for example, “The pencil is long and light”). This builds early skills for comparing and measuring.
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.	I can compare two things to see which has more or less of something, like which is longer or heavier, and tell the difference.	Your child is learning to directly compare two objects that share the same kind of measurement—such as length, height, or weight—to see which has more or less of that attribute. For example, they might compare two pencils to see which is longer or two blocks to see which is heavier, and then describe the difference using words like taller, shorter, heavier, or lighter.
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 can name shapes I see and tell where they are, like above, below, or next to something.	Your child is learning to notice and name shapes in their environment and describe where those shapes are located. They use position words like above, below, beside, in front of, behind, and next to to explain where objects are in relation to each other.

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K.G.2 Correctly name shapes regardless of their orientations or overall size.	I can name shapes no matter how they are turned or how big or small they are.	Your child is learning to correctly name shapes—like circles, squares, triangles, and rectangles—no matter their size or how they are turned. This helps them understand that shapes keep their name even when they look different.
K.NBT.A.1 Compose and Decompose numbers from 11-19 into tens ones, and some further ones. E.g., by using objects or drawings, and record each composition or decomposition by a drawing 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.		