

**Iowa and Common Core**  
**Kindergarten**

**Kindergarten Mathematics**

➤ **Counting & Cardinality**

▪ **Know number names & the count sequence.**

- **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

▪ **Count to tell the number of objects**

- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
  - 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.
  - 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.

▪ **Compare numbers**

- **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.

➤ **Operations and Algebraic Thinking**

▪ **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

- **K.OA.A.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

## Kindergarten Science

- **From Molecules to Organisms: Structures and Processes -**
  - **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **Earth and Human Activity -**
  - **K-ESS2-1** Use and share observations of local weather conditions to describe patterns over time.
  - **K-ESS3-1** Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
  - **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- **Science As Inquiry -**
  - **S.K-2.SI.1 Ask questions about objects, organisms, and events in the environment.**
    - Students should answer their questions by seeking information from their own observations, investigations and from reliable sources of scientific.
  - **S.K-2.SI.4 Use tools to gather data and extend the senses.**
    - Students use tools such as rulers, thermometers, watches, balances, spring scales, magnifiers and microscopes to extend their senses and their abilities to gather data.
  - **S.K-2.SI.6 Communicate investigations and explanations.**
    - Students should begin to develop the abilities to communicate, critique, and analyze their work and the work of other students.
    - Students should communicate orally, through writing or through drawings.
- **Life Science -**
  - **S.K-2.LS.1 Understand and apply knowledge of the characteristics of living things and how living things are both similar to and different from each other and from non-living things.**
    - Living things share some common characteristics that are both similar to and different from non-living things.
    - Different species of plants and animals have different observable characteristics by which they can be classified.
  - **S.K-2.LS.3 Understand and apply knowledge of the basic needs of plants and animals and how they interact with each other and their physical environment.**
    - Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light.
  - **S.K-2.LSL4 Understand and apply knowledge of ways to help take care of the environment.**
    - Humans depend on their natural and constructed environments.
    - Humans change environments in ways that can be either beneficial or detrimental to themselves or other organisms.

## Kindergarten Social Studies

### ➤ Behavioral Sciences-

- **SS.K-2.BS.2 Understand all people have individual traits.**
  - Understand that people are alike and different in many ways.
  - Understand that individuals will respond to events differently.
- **SS.K-2.BS.3 Understand interactions between self and the peer group.**
  - Understand that people often choose to do certain things their own way.
  - Understand that telling and listening is a way that people can learn from others.
- **SS.K-2.BS.4 Understand the relationship of the individual to the components of society and culture.**
  - Understand that a community is a group to which a person may belong.

### ➤ Geography-

- **SS.K-2.G.1 Understand the use of geographic tools to locate and analyze information about people, places, and environments.**
  - Understand representations of the earth such as maps, globes and photographs.
  - Understand representations of locales and regions on maps and globes.
- **SS.K-2.G.2 Understand how geographic and human characteristics create culture and define regions.**
  - Understand human and physical characteristics of places. (Ex. rural, urban, forest, desert, etc.).
  - Understand the concept of culture.
  - Understand ways in which people depend on the physical environment.
  - Understand humans impact the environment in positive and negative ways.
- **SS.K-2.G.3 Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.**
  - Understand the role that resources play in human's daily lives.
- **SS.K-2.G.4 Understand how geographic processes and human actions modify the environment and how the environment affects humans.**
  - Understand ways in which people depend on the physical environment.

## Kindergarten English Language Arts

- **Reading Literature-**
  - **Key Ideas & Details**
    - **RL.K.2** With prompting and support, retell familiar stories, including key details.
    - **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
  - **Integration of Knowledge & Ideas**
    - **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
  - **Range of Reading and Level of Text Complexity**
    - **RL.K.10** Actively engage in group reading activities with purpose and understanding.
- **Writing-**
  - **Text Type and Purposes**
    - **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
  - **Production and Distribution of Writing**
    - **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **Speaking & Listening-**
  - **Comprehension and Collaboration**
    - **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - **Presentation of Knowledge and Ideas**
    - **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **Language-**
  - **Vocabulary Acquisition and Use**
    - **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
    - **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Kindergarten 21st Century Skills

### ➤ Civic Literacy-

- **SS.K-2.PSCL.1 Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.**
  - Understand rights and responsibilities.
- **SS.K-2.PSCL.2 Understand how government affects citizens and how citizens affect government.**
  - Understand the characteristics of a good leader

### ➤ Employability Skills-

- **21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.**
  - Work appropriately and productively with others.
  - Use all the appropriate principles of communication effectively.
- **21.K-2.ES.4 Develop initiative and demonstrate self-direction in activities.**
  - Engage in effective problem solving process.

### ➤ Health Literacy-

- **21.K-2.HL.5 Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.**
  - Achieve and maintain health enhancing level of physical activity.
    - Practice fitness skills.
    - Practice basic health enhancing physical behaviors.
  - Practice preventive health behaviors.
    - Identify stress and stress relievers.
    - Identify risk behaviors and practice healthy choices.
    - Identify healthy foods.
    - Identify behaviors that contribute to total wellness for individuals, families and communities.

### ➤ Technology Literacy

- **21.K-2.TL.1 Use technology to create projects, identify patterns, and make predictions.**
  - Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication and/or performance.
- **21.K-2.TL.2 Use a variety of technology tools and media-rich resources to work collaboratively with others.**
  - Participate in learning activities with or about learners from other countries and/or cultures.

**Lessons with Mathematics Standards**

<i>Collaboration with Nature &amp; Math</i> .....	K.CC.B.4
<i>Collect &amp; Count</i> .....	K.CC.C.6
<i>Cricket Thermometer</i> .....	K.CC.B.4
<i>Learning to Count with the Grandfathers</i> .....	K.CC.A.3, K.CC.B.4
<i>Litter is Waste Out of Place</i> .....	K.CC.C.6 (also has Science standard)
<i>Stick Dice</i> .....	K.OA.A.1

**Lessons with Science Standards (including Next Generation Standards)**

<i>Archeology of Blood Run, National Historic Site</i> .....	K-ESS3-C, K-ETS1-B (also has Soc Studies standard)
<i>Birds, We Need You!</i> .....	K-ESS3-1
<i>Composting with Worms</i> .....	K-LS1-1
<i>Create a Class PowerPoint or Slideshow</i> .....	S.K-2.SI.6
<i>Critter Building</i> .....	K-ESS3-1, S.K-2.LS.1
<i>Exploring the Rainbow</i> .....	S.K-2.SI.1, S.K-2.SI.4
<i>Patterns: Fractals, Nature &amp; Weather</i> .....	K-ESS2-1, S.K-2.SI.4 S.K-2.SI.6
<i>Plant &amp; Animal Habitat Slide Show</i> .....	K-ESS3-1, S.K-2.SI.6
<i>Program Processing Form</i> .....	S.K-2.SI.6
<i>Map the Species in Your Neighborhood (Social Studies)</i> .....	K-ESS3-1, S.K-2.SI.4
<i>Neighborhood Maps- (Social Studies)</i>	S.K-2.SI.4

**Lessons with Social Studies Standards**

<i>People to People</i> .....	SS.K-2.BS.2, SS.K-2.BS.3
<i>The Keyboard Game</i> .....	SS.K-2.BS.2, SS.K-2.BS.3
<i>Map the Species in Your Neighborhood</i> .....	SS.K-2.G.1 (also has Science standards)
<i>Mapping Neighborhoods, New &amp; Old</i> .....	SS.K-2.G.1
<i>Neighborhood Maps</i> .....	SS.K-2.G.1 (also has Science standard)
<i>We Need Earth Game</i> .....	SS.K-2.G.4
<i>Archeology of Blood Run, Nat. Hist. Site (Science)</i> .....	SS.K-2.G.2
<i>Litter is Waste Out of Place</i> .....	K-ESS3-3

### Lessons with English Language Arts Standards

<i>Blindfold Surprise</i> .....	SL.K.1, SL.K.4
<i>Collective Storytelling</i> .....	RL.K.2, RL.K.3, RL.K.7, RL.K.10
<i>Haiku Poems &amp; Wordles</i> .....	W.K.2, W.K.6
<i>Thinker's Scavenger Hunt</i> .....	L.K.5
<i>Three-Letter Word Forming</i> .....	L.K.6

### Lessons with 21<sup>st</sup> Century Skills Standards

<i>Flat Stanley Recycled</i> .....	21.K-2.ES.1
<i>Healthy Memory Game</i> .....	21.K-2.HL.5
<i>How to Build Community</i> .....	SS.K-2.PSCL.2
<i>Nature Recycles, Shouldn't We All?</i> .....	21.K-2.ES.4
<i>Presenting a PowerPoint or Slide Show</i> .....	21.K-2.ES.1
<i>Searching for Meaning through Jigsaw Discussions</i> .....	SS.K-2.PSCL.1
<i>The Mounds of Blood Run, Technology &amp; Archeology</i> .....	21.K-2.TL.1,21.K-2.TL2