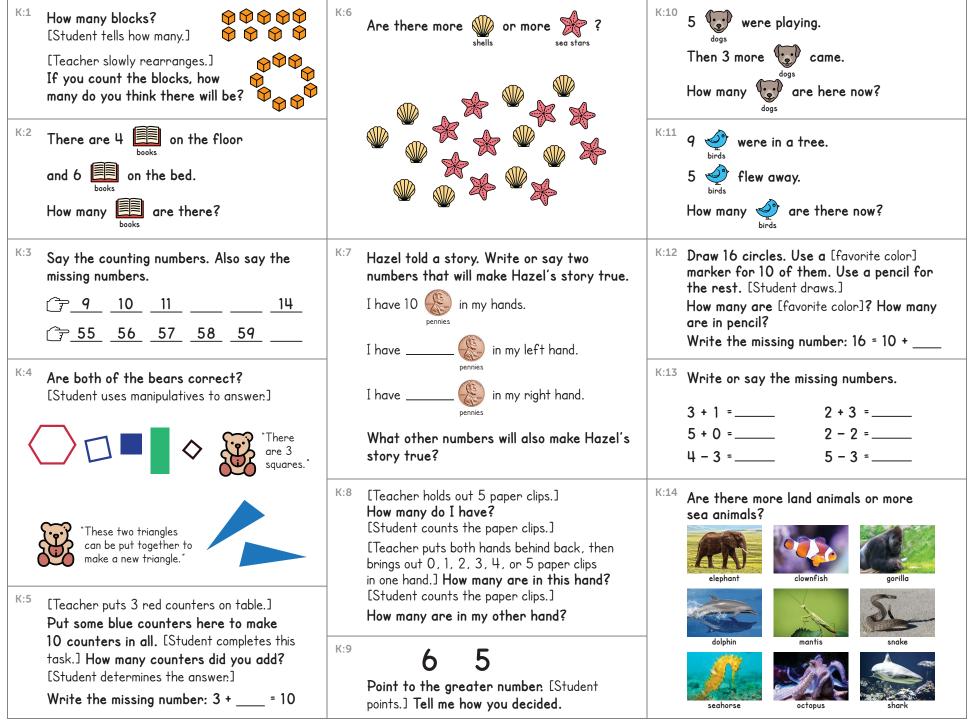
Math MilestonesTM — Kindergarten





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The 14 Math Milestones™ tasks for kindergarten have been carefully crafted to embody kindergarten mathematics on one page.

К:1	How Many Blocks?	M	СР	K.CC.B.4
K:2	Two Groups of Books		СА	K.OA.A.2
К:3	Say the Numbers (Teens, Decades)		Р	K.CC.A.1, 2
К:4	Bears Talk About Shapes	M	С	K.G.A.2, K.G.B.4,6
К:5	Adding to Make a Group of Ten	M	С	K.OA.A.4
К:6	More Shells or More Stars?		СР	K.CC.B.5
К:7	Ten Pennies, Two Hands	M	СР	K.OA.A.3, 4
К:8	Five Behind the Back	M	С	K.OA.A
К:9	Compare 6 and 5		СР	K.CC.B.4c, K.CC.C.7
к:10	Hello, Dogs		СА	K.OA.A.2
К:11	Bye-Bye, Birds		СА	K.OA.A.2
K:12	Make Ten and Some More		С	K.NBT.A.1
к:13	Fluency within Five		Р	K.OA.A.5
К:14	Animals from Land and Sea	M	А	K.MD.B.3

C = Task has a conceptual focus. P = Task has a procedural skill & fluency focus. A = Task has an application focus. (1) = Task is designed for use with manipulatives or objects. Students might also use manipulatives to support their work on other tasks.

Standards for Mathematical Practice

MP.1 Make sense of problems and persevere in solving them.	K:5-8, K:12
MP.2 Reason abstractly and quantitatively.	K:1, K:5, K:8, K:9, K:12
MP.3 Construct viable arguments and critique the reasoning of others.	К:9
MP.4 Model with mathematics.	K:2, K:7, K:10, K:11, K:14
MP.5 Use appropriate tools strategically.	K:4, K:5
MP.6 Attend to precision.	K:3, K:6, K:13
MP.7 Look for and make use of structure.	K:5, K:12
MP.8 Express regularity in repeated reasoning.	K:3, K:7

Standards codes refer to www.corestandards.org. One purpose of the codes is that they may allow a task to shed light on the Standards cited for that task. Conversely, reading the cited Standards may suggest opportunities to extend a task or draw out its implications. Finally, Standards codes may also assist with locating relevant sections in curriculum materials, including materials aligned to comparable standards.



Math Milestones[™] was created by Jason Zimba, John W. Staley, Elizabeth Meier, Sandra Alberti, Harold Asturias, and Phil Daro.

Math Milestones[™] tasks are not designed for summative assessment. Used formatively, the tasks can reveal and promote student thinking. Student work on tasks could be collected in student portfolios.

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