

# I CAN STATEMENTS

**I can...**

represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or



**I can...**

solve addition and subtraction word problems, and add and



**I can...**

say the number names in the standard order when counting objects, pairing each object with one and only one number name and each number name



**I can...**

compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record



**I can...**

identify whether the number of objects in one group is the same as, more than, or less than the number of objects in another



**I can...**

count forward beginning from a given number within the known sequence.



## KINDERGARTEN MATH

**I can...**

correctly name shapes regardless of their orientations or overall size.



**I can...**

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...**

compose simple shapes to form larger shapes.



MRS  
Bremer's  
CLASS

# Kindergarten Math I Can Statements

**Janet Warfield**



## **Kindergarten Math I Can Statements:**

**Visible Learning for Mathematics, Grades K-12** John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 Rich tasks collaborative work number talks problem based learning direct instruction with so many possible approaches how do we know which ones work the best In Visible Learning for Mathematics six acclaimed educators assert it's not about which one it's about when and show you how to design high impact instruction so all students demonstrate more than a year's worth of mathematics learning for a year spent in school That's a high bar but with the amazing K-12 framework here you choose the right approach at the right time depending upon where learners are within three phases of learning surface deep and transfer This results in visible learning because the effect is tangible The framework is forged out of current research in mathematics combined with John Hattie's synthesis of more than 15 years of education research involving 300 million students Chapter by chapter and equipped with video clips planning tools rubrics and templates you get the inside track on which instructional strategies to use at each phase of the learning cycle Surface learning phase When through carefully constructed experiences students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings Deep learning phase When through the solving of rich high cognitive tasks and rigorous discussion students make connections among conceptual ideas form mathematical generalizations and apply and practice procedural skills with fluency Transfer phase When students can independently think through more complex mathematics and can plan investigate and elaborate as they apply what they know to new mathematical situations To equip students for higher level mathematics learning we have to be clear about where students are where they need to go and what it looks like when they get there Visible Learning for Math brings about powerful precision teaching for K-12 through intentionally designed guided collaborative and independent learning

*Growing Mathematical Ideas in Kindergarten* Linda Schulman Dacey, Rebekah Eston, 1999 Grade level K-1 *Daily Math Thinking Routines in Action* Nicki Newton, 2018-09-05 Bring math to life with routines that are academically rigorous standards based and engaging Go beyond circling ABCD on your bell ringers and do nows and get your students reasoning modeling and communicating about math every day In this new book from bestselling author and consultant Dr Nicki Newton you'll learn how to develop effective daily routines to improve students thinking reasoning and questioning about math The book provides a wide variety of rigorous high interest routines and explains how to rotate and implement them into your curriculum Inside you'll find Questioning techniques that encourage students to think beyond the right vs wrong continuum Tips for building a math learning environment that is friendly and supportive of all students Math vocabulary exercises that are meaningful and fun An assortment of innovative daily activities including Fraction of the Day Truth or Fib Find and Fix the Error Guess My Number What Doesn't Belong and many many more Each chapter offers examples charts and tools that you can use immediately With these resources and the practical advice throughout the book you'll increase students ability to

understand math on a deeper level while keeping them engaged in their own learning processes      Engaging Preschoolers in Mathematics Jeanne White, Linda Dauksas, 2019-06-26 Engaging Preschoolers in Mathematics is a guide for teachers and childcare professionals working at the Pre K level that focuses on engagement with the process standards written by the National Council of Teachers of Mathematics You will learn how to support young children mathematically use developmentally appropriate mathematical language and integrate learning activities into your classroom routines that support mathematical content standards Examples of literacy activities that connect with math are provided throughout the book as well as learning activities that extend beyond the classroom      **Mathematizing Your School** Nicki Newton, Janet Nuzzie, 2018-09-27 Learn the secrets to getting your entire school excited about math This book from acclaimed author Dr Nicki Newton and experienced instructional specialist Janet Nuzzie shows you how to integrate engaging math instruction at every level from the small group project to the school wide assembly With contributions from math coaches district leaders and classroom teachers this book will give you the practical tools you need to boost student proficiency encourage collaboration between staff members and make math an important part of school life You ll also learn how to Create a safe and inviting environment for mathematics instruction Devote adequate amounts of instructional time to help students develop their skill set as proficient mathematicians Use real world contexts and hands on instruction to boost engagement Give students the tools and opportunities to be confident to question to take risks and to make mistakes And much much more      Mathematics Formative Assessment, Volume 2 Page Keeley, Cheryl Rose Tobey, 2016-12-08 Everything you need to promote mathematical thinking and learning Good math teachers have a robust repertoire of strategies to move students learning forward This new volume from award winning author Page Keeley and mathematics expert Cheryl Rose Tobey helps you improve student outcomes with 50 all new formative assessment classroom techniques FACTS that are embedded throughout a cycle of instruction Descriptions of how the FACTs promote learning and inform teaching including illustrative examples support the inextricable link between instruction and learning Useful across disciplines Keeley and Tobey s purposeful assessment techniques help K 12 math teachers Promote conceptual understanding Link techniques to core ideas and practices Modify instruction for diverse learners Seamlessly embed formative assessment throughout the stages of instruction Focus on learning targets and feedback Instead of a one size fits all approach you can build a bridge between your students initial ideas and correct mathematical thinking with this one of a kind resource      Using Children's Literature to Teach Problem Solving in Math Jeanne White, 2013-11-12 Learn how to use children s literature to engage students in mathematical problem solving Teaching with children s literature helps build a positive math environment encourages students to think abstractly shows students the real world purposes of math builds content area literacy and appeals to students with different learning styles and preferences This practical book provides specific children s book ideas and standards based lessons that you can use to bring math alive in your own classroom Special Features Step by step ideas for

using children's literature to teach lessons based on the Common Core Standards for Mathematical Content in kindergarten first and second grade Scripting modeling and discussion prompts for each lesson Information on alignment to the Standards for Mathematical Practice and how to put them into student friendly language Reference to a wide variety of specific children's literature that can provide a context for young children learning to engage in the standards Differentiated activities for students who are early developing and advanced problem solvers

### **Project-Based Learning in the Math Classroom**

Telannia Norfar,Chris Fancher,2022-03-14 Project Based Learning in the Math Classroom Grades K 2 explains how to keep inquiry at the heart of mathematics teaching in the elementary grades Helping teachers integrate other subjects into the math classroom this book outlines in depth tasks projects and routines to support Project Based Learning PBL Featuring helpful tips for creating PBL units alongside models and strategies that can be implemented immediately Project Based Learning in the Math Classroom Grades K 2 understands that teaching in a project based environment means using great teaching practices The authors impart strategies that assist teachers in planning standards based lessons encouraging wonder and curiosity providing a safe environment where mistakes can occur and giving students opportunities for revision and reflection

**Kindergarten Bound** Thinking Kids,Carson-Dellosa Publishing,2015-03-02 Kindergarten Bound prepares children for kindergarten by reviewing skills and then building up to what they will likely learn in the grade ahead This book includes language arts reading and math skills Skills include letter recognition beginning sounds comprehension classifying addition and subtraction Workbooks in the Bound series are designed to prepare children for the grade ahead These comprehensive workbooks begin by reviewing skills that children have learned and gradually build up to skills that they will likely learn in the grade ahead This series addresses important language arts reading math and basic skills The content covers many skills addressed in current state standards as well as other age appropriate skills

The Blended Learning Blueprint for Elementary Teachers Jayme Linton,2018-02-09 Designed to help K 5 teachers develop and implement a personalized plan for instruction in blended environments this resource identifies key competencies and strategies for development

RTI in Math Wiliam N. Bender,Darlene N. Crane,2010-08-01 This map of the RTI process offers an overview of research detailed guidance through each stage of implementation tools for teacher reflection and growth and discussion of support strategies beyond the classroom The authors analyze a variety of common student difficulties in elementary math and apply a three tier RTI model to the general education classroom

**Math Problem Solving Through Small Group Instruction** Dani Fry Jackson,2025-11-10 Problem solving in math is complex When students struggle it can be difficult to diagnose where the breakdown is happening This book defines how reading comprehension math computation and self efficacy impact students problem solving abilities and how you can support them in each area with a particular focus on the use of small group instruction Chapters break down the process of problem solving into an easy to follow progression with lessons provided throughout There is a step by step guide to help you analyze students work with tips on managing flexible

small groups Learning targets help show when students have mastered each step of a problem or flag difficulties you can assist with along the way The author includes tasks for each grade level with an example response plan as a guide alongside meaningful research informing small moves that can make big gains Great for math educators of grades K 5 administrators and math curriculum coordinators this book will leave you feeling confident in identifying student behavior related to mathematical problem solving and addressing it with detailed ways to respond with exactly what your students need

**Learning Targets** Connie M. Moss, Susan M. Brookhart, 2012-07-02 In Learning Targets Connie M Moss and Susan M Brookhart contend that improving student learning and achievement happens in the immediacy of an individual lesson what they call today's lesson or it doesn't happen at all The key to making today's lesson meaningful Learning targets Written from students point of view a learning target describes a lesson sized chunk of information and skills that students will come to know deeply Each lesson's learning target connects to the next lesson's target enabling students to master a coherent series of challenges that ultimately lead to important curricular standards Drawing from the authors extensive research and professional learning partnerships with classrooms schools and school districts this practical book Situates learning targets in a theory of action that students teachers principals and central office administrators can use to unify their efforts to raise student achievement and create a culture of evidence based results oriented practice Provides strategies for designing learning targets that promote higher order thinking and foster student goal setting self assessment and self regulation Explains how to design a strong performance of understanding an activity that produces evidence of students progress toward the learning target Shows how to use learning targets to guide summative assessment and grading Learning Targets also includes reproducible planning forms a classroom walk through guide a lesson planning process guide and guides to teacher and student self assessment What students are actually doing during today's lesson is both the source of and the yardstick for school improvement efforts By applying the insights in this book to your own work you can improve your teaching expertise and dramatically empower all students as stakeholders in their own learning

**Leadership in America's Best Urban Schools** Joseph F. Johnson, Jr., Cynthia L. Uline, Lynne G. Perez, 2017-02-03 Leadership in America's Best Urban Schools describes and demystifies the qualities that successful leaders rely on to make a difference at all levels of urban school leadership Grounded in research this volume reveals the multiple challenges that real urban elementary middle and high schools face as well as the catalysts for improvement This insightful resource explores the critical leadership characteristics found in high performing urban schools and gives leaders the tools to move their schools to higher levels of achievement for all students but especially for those who are low income English language learners and from various racial and ethnic backgrounds In shining a light on the essential qualities for exceptional leadership at all levels of urban schools this book is a valuable guide for all educators and administrators to nurture influence support and sustain excellence and equity at their schools

**Kindergarten Teachers; Knowledge of Their Children's Mathematical Thinking** Janet

Warfield,1996      *Resisting the Kinder-Race* Christopher P. Brown,2021 This book explores how the current process of schooling that frames public education through economic rather than democratic terms is fundamentally flawed why it must change and how all members and participants within the early childhood and elementary school communities must be a part of the reform process The work is based on the author s recent studies of stakeholders in the changed kindergarten as well as earlier studies examining the impact of reforms on classrooms pre and in service teachers students families administrators teacher educators and other education stakeholders By examining these issues empirically practically and theoretically the author illuminates the complexity of what is currently occurring in kindergarten and other early childhood classrooms across the U S Then Brown skillfully puts forward ideas for change that are practical and achievable in developing systems of schooling that can educate foster and sustain a democratic society      *Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences* Philip Hui Li,Anne Forbes,Weipeng Yang,2023-12-11 This book informs best practice for enhancing young children s STEM learning experiences in formal settings such as preschool environments and less formal settings such as home environments It is the first collection of multidisciplinary and multinational studies on early STEM programs worldwide and presents diverse authentic and current STEM relevant scenarios that address two fundamental problems where are we in early STEM education and where shall we go The book explores factors that influence young learners abilities to make informed choices in authentic problem based STEM relevant scenarios and how those abilities have been identified documented and enhanced Chapters address topics related to curriculum and pedagogy teacher education and professional development family environment and inclusive education from a variety of international settings including Australia Germany Hong Kong Mainland China Singapore and the United States Each chapter is based around a research project and describes relevant background information from the research literature details of how the study was designed findings from the study and discussion as to what the findings mean for practical implementation *Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences* will be a key resource for researchers and practitioners of early childhood education and care STEM education educational psychology educational research and educational technology This book was originally published as a special issue of the journal *Early Education and Development*

*Experiencing Mathematics* Reuben Hersch,2013-12-24 Part IV About the author An amusing elementary example Annotated research bibliography Curriculum vitae List of articles Index Back Cover      *Math Exchanges* Kassia Omohundro Wedekind,2011 Traditionally small group math instruction has been used as a format for reaching children who struggle to understand Math coach Kassia Omohundro Wedekind uses small group instruction as the centerpiece of her math workshop approach engaging all students in rigorous math exchanges The key characteristics of these mathematical conversations are that they are 1 short focused sessions that bring all mathematical minds together 2 responsive to the needs of the specific group of mathematicians and 3 designed for meaningful guided reflection As in reading and writing workshop students in



math workshop become self directed and independent while participating in a classroom community of learners Through the math exchanges students focus on number sense and the big ideas of mathematics Teachers guide the conversations with small groups of students mediating talk and thinking as students share problem solving strategies discuss how math works and move toward more effective and efficient approaches and greater mathematical understanding Although grounded in theory and research Math Exchanges Guiding Young Mathematicians in Small Group Meetings is written for practicing teachers and answers such questions as the following How can I use a math workshop approach and follow a certain textbook or set of standards How should I form small groups How often should I meet with small groups What should I focus on in small groups How can I tell if my groups are making progress What do small group math exchanges look like sound like and feel like

Handbook of Early Childhood Special Education Brian Reichow, Brian A. Boyd, Erin E. Barton, Samuel L. Odom, 2016-06-21 This handbook discusses early childhood special education ECSE with particular focus on evidence based practices Coverage spans core intervention areas in ECSE such as literacy motor skills and social development as well as diverse contexts for services including speech language pathology physical therapy and pediatrics Contributors offer strategies for planning implementing modifying and adapting interventions to help young learners extend their benefits into the higher grades Concluding chapters emphasize the importance of research in driving evidence based practices EBP Topics featured in the Handbook include Family centered practices in early childhood intervention The application of Response to Intervention RtI in young children with identified disabilities Motor skills acquisition for young children with disabilities Implementing evidence based practices in ECSE classrooms Cultural ethnic and linguistic implications for ECSE The Handbook of Early Childhood Special Education is a must have resource for researchers professors upper level undergraduate and graduate students clinicians and practitioners across such disciplines as child and school psychology early childhood education clinical social work speech and physical therapy developmental psychology behavior therapy and public health



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