Unpacked South Dakota State Mathematics Standards

Purpose: *In order for students to have the best chance of success, standards, assessment, curriculum resources, and instruction must be aligned in focus, coherence, and rigor. Unpacked standards documents are intended to help align instruction to the focus, coherence, and rigor of the South Dakota State Mathematics Standards. The standards have been organized in clusters as they are not so much built from topics, but rather woven out of progressions. Not all content in a given grade is emphasized equally in the mathematics standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting standards will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.*

<table>
<tr><td colspan="2">Domain: Measurement and Data</td><td>Grade Level: Kindergarten</td></tr>
<tr><td colspan="3">K.MD.C Cluster: Work with time and money.

Kindergarten learners use pennies in their counting to begin their understanding of identifying and counting coins in future years.</td></tr>
<tr><td colspan="3">**This is a SUPPORTING cluster. Students should spend the large majority of their time (65-85%) on the major work of the grade. Supporting work and, where appropriate, additional work should be connected to and engage students in the major work of the grade.

K.MD.4 Identify a penny and understand that the value is one. Count pennies within 20.</td></tr>
<tr><td colspan="3">Aspects of Rigor for Student Learning: (Conceptual, Procedural, and/or Application)</td></tr>
<tr><td>Conceptual Understanding</td><td>Procedural Fluency</td><td>Application</td></tr>
<tr><td>This standard supports counting and cardinality by using pennies as a counting unit (K.MD.4)

Teacher note: This standard is limited to pennies, only.</td><td>Counting-by-ones to tell how many pennies in a collection up to 20 (K.MD.4)</td><td>Knowing that a penny has the value of one (K.MD.4)</td></tr>
<tr><td colspan="3">Enacting the Mathematical Practices - Evidence of Students Engaging in the Practices</td></tr>
<tr><td colspan="3">1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
● Count with pennies
6. Attend to precision.
● Use precise language to describe the value of a penny
● Count to say “how many” with collections of pennies
● Look for and make use of structure.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.</td></tr>
<tr><td colspan="3">Vertical and Horizontal Coherence and Learning Progressions</td></tr>
<tr><td>Previous Learning Connections</td><td>Current Learning Connections</td><td>Future Learning Connections</td></tr>
<tr><td>Early childhood learning guidelines</td><td>Kindergarten learners use</td><td>These understandings developed in</td></tr>
</table>

address: Count by ones to 10 or higher	understanding of counting and cardinality to accurately count to tell how many **(K.CC.)**	kindergarten will support the following learning in first grade: Counting nickels and dimes by fives and tens Counting the value of a set of coins comprised of pennies, nickels, and dimes
Vocabulary *(Key Terms Used by Teachers and Students in this Cluster):*		
• Penny		
Relevance, Explanations, and Examples:		