

Kindergarten Mathematics Curriculum Map 2023

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
<p>August-September</p>	<p>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).</p> <p>K.CC.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.</p> <p>K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>-Count, identify, and write numbers 1-10</p> <p>-Use manipulatives to represent a provided number</p> <p>-Comparing numbers using words such as – more, fewer, greater than, less than, equal to</p> <p>-Apply comparing strategies to compare two written numbers 1-10</p> <p>-Give reasonable estimates</p> <p>Instructional Resources: Big Ideas Textbook & Student Workbook</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Writing Numbers Counting Animals</p> <p>Student Technology: iPad Apps ABCYA.com</p>	<p>Formative Assessments: Race to Trace Math Game- “A School of Fish” Classwork Student Participation</p> <p>Summative Assessments: Chapter Test 1-1 Teacher Interview: Numbers 1-10</p> <p>Benchmark Assessments: BOY Benchmark Readiness Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i>. Answer questions such as how many, which one, what are, answering using learned math vocabulary.</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>

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October - November	<p>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).</p> <p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4.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.</p> <p>K.CC.4.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.</p> <p>K.CC.4.C Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5. Count to answer “how many?”</p>	<p>-Count, identify, and write numbers 1-20</p> <p>-Understand the number: 0.</p> <p>-Connect counting to cardinality.</p> <p>-Count objects to determine how many</p> <p>-Use 1-1 correspondence when counting</p> <p>- Practice counting on</p> <p>-Count to answer “how many?”</p> <p>-Create graphs using concrete objects</p> <p>-Discuss the characteristics of a pictographs</p> <p>-Read and create pictographs</p> <p>-Discuss the characteristics of a bar graphs</p> <p>-Read and create bar graphs</p>	<p>Formative Assessments: Subitizing centers Number Land Game Classwork Student Participation M & M Survey Bar Graph “Favorite Ice Cream Flavor” Pictograph</p> <p>Summative Assessments: Chapter Test 1-1 Teacher Interview: Numbers 1-20, Graphing and Data Analysis</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.K.5.A Sort objects into common groups</p> <p>Visual Arts 1.5.2.Cn10a: Create a pictograph.</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>

	<p>questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>K.MD.3. Classify objects into given categories; count the number of objects in each category and sort the categories by counting.</p> <p>1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p> <p>Student Technology: iPad Apps ABCYA.com Starfall.com</p>		
<p>December - January</p>	<p>K.OA.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p>-Identify and discuss: addition and subtraction symbol</p> <p>-Learn and use a variety of strategies and tools to show addition and subtraction within 10</p>	<p>Formative Assessments: Ten frame activities Classwork Student Participation Subitizing card games</p> <p>Summative Assessments: Chapter Test</p>	<p>Interdisciplinary Standard: Visual Arts: 1.2.2.Cn10a Word problem reenactment using students.</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>

	<p>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.</p> <p>K.OA.3.Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	<ul style="list-style-type: none"> -Combine and add sets using manipulatives -Model and record addition sentences to 5 -Addition/Subtraction using word problems/number stories -Separate and/or take away using manipulatives -Decompose numbers less than or equal to 10 into pairs in more than one way -Making a 10 <p>Instructional Resources: Big Ideas Textbook & Student Workbook</p> <p>Student Technology: iPad Apps ABCYA.com Starfall.com Fun4theBrain.com</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p>	<p>1-1 Teacher Interview: Addition and Subtraction</p> <p>Accommodations and Modifications</p>	
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<p>January - February</p>	<p>K.OA.5. Demonstrate fluency for addition and subtraction within 5.</p> <p>K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or 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.</p>	<p>-Apply and practice strategies to fluently add and subtract within 5.</p> <p>-Compose and decompose numbers into tens and ones</p> <p>-Identify and recognize the ones and tens place value (ones on the right, tens on the left)</p> <p>-Relate addition and subtraction as opposites</p> <p>Instructional Resources: Big Ideas Textbook & Student Workbook</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p> <p>Student Technology: iPad Apps ABCYA.com Starfall.com Fun4theBrain.com</p>	<p>Formative Assessments: Linking Cube Tower Game Place Value Puzzle Tens and Ones Dominos Classwork Student Participation</p> <p>Summative Assessments: Chapter Test 1-1 Teacher Interview: Place Value</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: PE 2.2.2.PF.2 Body formation of place value.</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>
<p>February - March</p>	<p>K.CC.1. Count to 100 by ones and by tens.</p> <p>K.CC.2. Count forward beginning from a given number within the known sequence</p>	<p>-Count and identify numbers 1-100</p> <p>-Count forward from a given number other than one</p>	<p>Formative Assessments : Ice Cream Skip Counting Puzzles Number line Leap Frog Activity “Two at a Time” activity</p>	<p>Interdisciplinary Standard: PE 2.2.2.PF.2 Students will skip around the room while skip counting.</p>

	(instead of having to begin at 1).	<ul style="list-style-type: none"> -Identify numbers that come before, after or in between any given number up to 30 -Skip count to 100 by 5's and 10's -Skip count to 20 by 2's -Recognize and describe number patterns -Use t chart when collecting data <p>Instructional Resources: Big Ideas Textbook & Student Workbook</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p> <p>Student Technology: iPad Apps ABCYA.com Starfall.com Counting Numbers</p>	<p>Classwork Student Participation</p> <p>Summative Assessments: Chapter Test 1-1 Teacher Interview: Skip Counting & Number Identification</p> <p>Accommodations and Modifications</p>	<p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>
April - May	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside,</i>	<ul style="list-style-type: none"> -Identify, sort and classify by color, size, shape and kind. -Demonstrate 1 to 1 matching -Make like sets -Name shapes 	<p>Formative Assessments: Sorting Centers Crazy Pajama Matching Activity Shape sort Shape Cover Up Pattern Block Challenge</p>	<p>Interdisciplinary Standard: L. K.1.E Draw the position of objects as dictated by the teacher. "The dog is behind the tree."</p> <p>Technology Standard:</p>

	<p><i>in front of, behind, and next to.</i></p> <p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6. Compose simple shapes to form larger shapes.</p>	<ul style="list-style-type: none"> -Sort shapes according to like attributes -Use positional words to describe shapes -Identify shapes within nature/surrounding environment -Compare shapes according to size, color or other attributes -Define and identify 2D/3D shapes -Compare 2D and 3D shapes and their attributes -Create new, bigger shapes using other shapes <p>Instructional Resources: Big Ideas Textbook & Student Workbook</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Shape Sort</p> <p>Student Technology: iPad Apps ABCYA.com Starfall.com</p>	<p>3D Models (marshmallows and toothpicks) Classwork Student Work</p> <p>Summative Assessments: Chapter Test 1-1 Teacher 1-1 Teacher Interview: Shapes!</p> <p>Accommodations and Modifications</p>	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>
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<p>May/June</p>	<p>K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>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.</p>	<ul style="list-style-type: none"> -Use non-standard units of measurement -Explore different items to determine their length, weight and capacity -Compare lengths, weights, and capacity -Sort and order objects by length, weight, and capacity -Estimate length and weight -Use standard units of measurement: inches, feet and pounds -Identify tools for measuring time, length, weight, capacity, and temperature <p>Instructional Resources: Big Ideas Textbook & Student Workbook</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Measurement Games</p> <p>Student Technology: iPad Apps ABCYA.com Starfall.com Measurement</p>	<p>Formative Assessments: “Measuring Your Hand” Activity Goldfish Measurement Fill it Up Capacity Activity Alligator Comparison Game Classwork Student Work</p> <p>Summative Assessments: Chapter Test 1-1 Teacher Interview: Measurement</p> <p>Benchmark Assessments: LinkIt EOY Benchmark EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: W.K.2 Venn-diagram: Comparing the height of two children/objects</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>
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Alternative Assessments: Shape Classroom Hunt (2D vs 3D), Lunch Time Graph Display
21st Century Standards: 9.2.4.A.4
21st Century Skills: Communication & Collaboration
Career Ready Practices: CRP 1, CRP 4 and CRP 6