CURRICULUM MAP

Subject: _Grade: <u>κ</u> Quarter: <u>2nd-Quarter</u> Teacher(s): _ Math **Kindergarten Teachers** Month WEEK 1 **WEEK 2** WEEK 3 Unit Theme: Counting 0-30 Unit Theme: Counting 0-35/Recognizing 0-10 Unit Theme: Counting 0-40/Recognizing 0-10 October -January K.CC.1 Count to 100 by ones and by tens. K.CC.1 Count to 100 by ones and by tens. K.CC.1 Count to 100 by ones and by tens. Concept (CCSS K.CC.2 Count forward beginning from a given number K.CC.2 Count forward beginning from a given number K.CC.2 Count forward beginning from a given number Standards) within the known sequence (instead of having to within the known sequence (instead of having to begin within the known sequence (instead of having to begin at 1). at 1). begin at 1). K.CC.3 Write numbers from 0 to 20. Represent a K.CC.3 Write numbers from 0 to 20. Represent a K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with number of objects with a written numeral 0-20 (with 0 number of objects with a written numeral 0-20 (with 0 representing a count of no objects). representing a count of no objects). 0 representing a count of no objects). K.CC.4a Understand the relationship between K.CC.4a Understand the relationship between K.CC.4a Understand the relationship between numbers and quantities; connect counting to numbers and quantities; connect counting to numbers and quantities; connect counting to cardinality. a. When counting objects, say the cardinality. a. When counting objects, say the cardinality. a. When counting objects, say the number names in the standard order, pairing each number names in the standard order, pairing each number names in the standard order, pairing each object with one and only one number name and each object with one and only one number name and each object with one and only one number name and each number name with one and only one object. number name with one and only one object. number name with one and only one object. K.CC.4b Understand the relationship between K.CC.4b Understand the relationship between K.CC.4b Understand the relationship between numbers and quantities; connect counting to numbers and quantities; connect counting to numbers and quantities; connect counting to cardinality. b. Understand that the last number cardinality. b. Understand that the last number name cardinality. b. Understand that the last number name said tells the number of objects counted. The said tells the number of objects counted. The number name said tells the number of objects counted. The number of objects is the same regardless of their of objects is the same regardless of their arrangement number of objects is the same regardless of their or the order in which they were counted. arrangement or the order in which they were arrangement or the order in which they were counted. counted. K.CC.5 Count to answer "how many?" guestions about K.CC.5 Count to answer "how many?" questions as many as 20 things arranged in a line, a rectangular K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a array, or a circle, or as many as 10 things in a scattered about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things configuration; given a number from 1–20, count out rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1in a scattered configuration; given a number from 1–

	20, count out that many objects.	that many objects.	20, count out that many objects.
	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Activity /	Students will: - count 0-30	Students will: - count 0-35 - recognize 0-10 "	Students will: - count 0-40 - recognize 0-10
*Formative Assessment	**Observations, Performance Assessment, Product	**Observations, Performance Assessment, Product	**Observations, Performance Assessment
Resources/	Books, scissors, glue, crayons, pictures, paper,	Books, scissors, glue, crayons, pictures, paper,	Books, scissors, glue, crayons, pictures, paper,
Materials	worksheets, pencil, Ipads, computer, projector, CDs	worksheets, pencil, Ipads, computer, projector, CDs	worksheets, pencil, Ipads, computer, projector, CDs
Homework	Students will do: - counting 0-30 worksheets.	Students will do: - Counting 0-35 worksheets - Recognizing numbers 0-10 worksheets -	Students will: - Counting 0-40 worksheets - Recognizing numbers 0-10 worksheets
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

Subject: **Grade:** K **Quarter: Quarter:** 2nd Quarter **Teacher(s)**: Math Kindergarten Teachers Month WEEK 4 WEEK 5 WEEK 6 Unit Theme: Counting 0-45/Making sets for 0-10 Unit Theme: Counting 0-50/Counting objects 0-10 Unit Theme: Counting 0-50/Writing 0-10 October -January K.CC.1 Count to 100 by ones and by tens. K.CC.1 Count to 100 by ones and by tens. K.CC.1 Count to 100 by ones and by tens. Concept (CCSS K.CC.2 Count forward beginning from a given number K.CC.2 Count forward beginning from a given K.CC.2 Count forward beginning from a given number Standards) number within the known sequence (instead of within the known sequence (instead of having to begin within the known sequence (instead of having to having to begin at 1). at 1). begin at 1). K.CC.3 Write numbers from 0 to 20. Represent a K.CC.3 Write numbers from 0 to 20. Represent a K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with number of objects with a written numeral 0-20 (with 0 number of objects with a written numeral 0-20 (with 0 representing a count of no objects). representing a count of no objects). 0 representing a count of no objects). K.CC.4a Understand the relationship between K.CC.4a Understand the relationship between K.CC.4a Understand the relationship between numbers and quantities; connect counting to numbers and quantities; connect counting to numbers and quantities; connect counting to cardinality. a. When counting objects, say the cardinality. a. When counting objects, say the cardinality. a. When counting objects, say the number names in the standard order, pairing each number names in the standard order, pairing each number names in the standard order, pairing each object with one and only one number name and object with one and only one number name and each object with one and only one number name and each each number name with one and only one object. number name with one and only one object. number name with one and only one object. K.CC.4b Understand the relationship between K.CC.4b Understand the relationship between K.CC.4b Understand the relationship between numbers and quantities; connect counting to numbers and quantities; connect counting to numbers and quantities; connect counting to cardinality. b. Understand that the last number cardinality. b. Understand that the last number name cardinality. b. Understand that the last number name said tells the number of objects counted. The said tells the number of objects counted. The number name said tells the number of objects counted. The number of objects is the same regardless of their of objects is the same regardless of their arrangement number of objects is the same regardless of their arrangement or the order in which they were or the order in which they were counted. arrangement or the order in which they were counted. counted. K.CC.5 Count to answer "how many?" questions about K.CC.5 Count to answer "how many?" questions as many as 20 things arranged in a line, a rectangular K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a array, or a circle, or as many as 10 things in a scattered about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things configuration; given a number from 1–20, count out rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1in a scattered configuration; given a number from 1–

	20, count out that many objects.	that many objects	20, count out that many objects
	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Activity /	Students will:	Students will:	Students will:
/ cervicy /	- count 0-45	- count 0-50	- count 0-50
	- make sets of 0-45	- count objects 0-10	- write numbers 0-10
*Formative			
Assessment	**Observations, Performance Assessment, Product	**Observations, Performance Assessment, Product	**Observations, Performance Assessment
Resources/	Books, scissors, glue, crayons, pictures, paper,	Books, scissors, glue, crayons, pictures, paper,	Books, scissors, glue, crayons, pictures, paper,
Materials	worksheets, pencil, Ipads, computer, projector, CDs	worksheets, pencil, Ipads, computer, projector, CDs	worksheets, pencil, Ipads, computer, projector, CDs
in a certais			
Homework	Students will do:	Students will do:	Students will do:
	 Counting 0-45 worksheets 	 Counting 0-50 worksheets 	 Counting 0-50 worksheets
	 Making sets of 0-45 worksheets 	 Counting objects 0-10 worksheets 	 Writing numbers 0-10 worksheets
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

Subject: <u>Math</u>Grade: <u>K</u>Quarter: Quarter: <u>2nd-Quarter</u> Teacher(s): <u>Kindergarten Teachers</u>

Month	WEEK 7	WEEK 8	WEEK 9
<u>October -</u>	Unit Theme: Counting 0-50/Writing 0-10	Unit Theme: 2D and 3D Shapes/ Addition	Unit Theme: Review and Assessments
<u>January</u>			
Concept	K.CC.1 Count to 100 by ones and by tens.	K.CC.4a Understand the relationship between	K.CC.1 Count to 100 by ones and by tens.
(CCSS Standards)	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	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).	number name with one and only one object.K.CC.4b Understand the relationship between numbers and quantities; connect counting to	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).
	K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each	cardinality. 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.	K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each
 K.CC.4b Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. Th number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 thi in a scattered configuration; given a number from 	 K.CC.5 Count to answer "how many?" 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. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the 	 K.CC.4b Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 	
	counted. K.CC.5 Count to answer "how many?" 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–	categories by count. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal	K.CC.5 Count to answer "how many?" 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

	20, count out that many objects.	explanations, expressions, or equations.	that many objects.
	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	 K.G.1 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. K.G.2 Correctly name shapes regardless of their orientations or overall size. 	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
	Ctudente will.	Ctudouto will.	Ctudente will.
Activity /	- count 0-50 - write 0-10	 identify 2D and 3D shapes add single digit numbers 	- review study guide
*Formative Assessment	**Observations, Performance Assessment, Product	**Observations, Performance Assessment, Product	**Observations, Performance Assessment
Resources/ Materials	Books, scissors, glue, crayons, pictures, paper, worksheets, pencil, Ipads, computer, projector, CDs	Books, scissors, glue, crayons, pictures, paper, worksheets, pencil, Ipads, computer, projector, CDs	Books, scissors, glue, crayons, pictures, paper, worksheets, pencil, Ipads, computer, projector, CDs
Homework	Students will do: - Counting 0-50 worksheets - Writing 0-10 worksheets -	Students will do: - 2D and 3D worksheets - Addition worksheets	Students will do : - Study guide worksheets
ESLRs	UPIES	UPIES	UPIES