CURRICULUM MAP

Subject: Math **Grade:** K **Quarter:** 2nd Quarter **Teacher(s):** Kindergarten Teachers

Month October - January	**WEEK 1** **Unit Theme:** Counting 0-30	**WEEK 2** **Unit Theme:** Counting 0-35/Recognizing 0-10	**WEEK 3** **Unit Theme:** Counting 0-40/Recognizing 0-10
Concept (CCSS Standards)	K.CC.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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–	K.CC.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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	K.CC.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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 categories by count.	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.	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.
Activity / ***Formative Assessment**	**Students will:** - count 0-30 **Observations, Performance Assessment, Product	**Students will:** - count 0-35 - recognize 0-10 ” **Observations, Performance Assessment, Product	**Students will:** - count 0-40 - recognize 0-10 **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 0-30 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: Math **Grade:** K **Quarter: Quarter:** 2nd Quarter **Teacher(s):** Kindergarten Teachers

Month October - January	**WEEK 4** **Unit Theme:** Counting 0-45/Making sets for 0-10	**WEEK 5** **Unit Theme:** Counting 0-50/Counting objects 0-10	**WEEK 6** **Unit Theme:** Counting 0-50/Writing 0-10
Concept (CCSS Standards)	K.CC.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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*–	K.CC.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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	K.CC.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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 categories by count.	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.	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.
Activity / ***Formative Assessment**	**Students will:** - count 0-45 - make sets of 0-45 **Observations, Performance Assessment, Product	**Students will:** - count 0-50 - count objects 0-10 **Observations, Performance Assessment, Product	**Students will:** - count 0-50 - write numbers 0-10 **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 0-45 worksheets - Making sets of 0-45 worksheets	**Students will do:** - Counting 0-50 worksheets - Counting objects 0-10 worksheets	**Students will do:** - Counting 0-50 worksheets - Writing numbers 0-10 worksheets
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

Subject: Math **Grade:** K **Quarter: Quarter:** 2nd Quarter **Teacher(s):** Kindergarten Teachers

Month October - January	**WEEK 7** **Unit Theme:** Counting 0-50/Writing 0-10	**WEEK 8** **Unit Theme:** 2D and 3D Shapes/ Addition	**WEEK 9** **Unit Theme:** Review and Assessments
Concept (CCSS Standards)	K.CC.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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.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 number name with one and only one object. 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. 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 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.1 Count to 100 by ones and by tens. 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). 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 number name with one and only one object. 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. 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. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	explanations, expressions, or equations. 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.	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.
Activity / ***Formative Assessment**	**Students will:** - count 0-50 - write 0-10 **Observations, Performance Assessment, Product	**Students will:** - identify 2D and 3D shapes - add single digit numbers **Observations, Performance Assessment, Product	**Students will:** - review study guide **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