

CURRICULUM MAP

Subject: Math **Grade:** K **Quarter:** 3rd Quarter **Teacher(s):** Kindergarten Teachers

Month <u>January - March</u>	WEEK 1 Unit Theme: Counting 0-55/Recognizing 0-20	WEEK 2 Unit Theme: Counting 0-60/Recognizing 0-20	WEEK 3 Unit Theme: Counting 0-65/Making sets 0-20
Concept (CCSS Standards)	<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 (instead of having to begin at 1).</p> <p>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.(1-50)</p> <p>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.</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 (instead of having to begin at 1).</p> <p>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.(1-50)</p> <p>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.</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 (instead of having to begin at 1).</p> <p>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.(1-50)</p> <p>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.</p>
Activity /	<p>Students will:</p> <ul style="list-style-type: none"> - count 0-55 - recognize numbers 0-20 	<p>Students will:</p> <ul style="list-style-type: none"> - count 0-60 - recognize 0-20 	<p>Students will:</p> <ul style="list-style-type: none"> - count 0-65 - make sets of 0-20
*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 complete: <ul style="list-style-type: none"> - Counting 0-65 worksheets - Recognizing numbers 0-20 worksheets 	Students will complete: <ul style="list-style-type: none"> - Counting 0-60 worksheets - Recognizing numbers 0-20 worksheets 	Students will complete: <ul style="list-style-type: none"> - Counting 0-60 worksheets - Recognizing numbers 0-20 worksheets
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

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

Month <u>January - March</u>	WEEK 4 Unit Theme: Counting 0-70/Counting objects 0-20	WEEK 5 Unit Theme: Counting 0-75/Writing 0-20	WEEK 6 Unit Theme: Writing 0-20/2D and 3D Shapes
Concept (CCSS Standards)	<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 (instead of having to begin at 1).</p> <p>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.(1-50)</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>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.</p> <p>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</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 (instead of having to begin at 1).</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.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.(1-50)</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>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</p>	<p>K.CC.3 Write numbers from 0 to 20. Represent number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). 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. K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</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>

	that many objects	counted.	
Activity / *Formative Assessment	Students will: <ul style="list-style-type: none"> - count 0-70 - count objects 0-20 **Observations, Performance Assessment, Product	Students will: <ul style="list-style-type: none"> - count 0-60 - write numbers 0-20 **Observations, Performance Assessment, Product	Students will: <ul style="list-style-type: none"> - write numbers 0-20 - Identify 2D and 3D shapes **Observations, Performance Assessment, Product
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 complete: <ul style="list-style-type: none"> - Counting 0-70 worksheets - Counting objects 0-20 worksheets 	Students will complete: <ul style="list-style-type: none"> - Counting 0-60 worksheets - Writing numbers 0-20 worksheets 	Students will complete: <ul style="list-style-type: none"> - Writing numbers 0-20 worksheets - Identifying 2D and 3D shapes worksheets
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

Subject: Math **Grade:** K **Quarter:** 3rd-Quarter **Teacher(s):** Kindergarten Teachers

Month <u>January - March</u>	WEEK 7 Unit Theme: Counting 0-75/More or Less	WEEK 8 Unit Theme: Counting 0-75/Single digit addition	WEEK 9 Unit Theme: Review and Assessment
Concept (CCSS Standards)	<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 (instead of having to begin at 1).</p> <p>K.CC.4C Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.4C Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.</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. For example, directly compare the heights of two children and describe one child as taller/shorter.</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 (instead of having to begin at 1).</p> <p>K.CC.4C Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</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.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 (instead of having to begin at 1).</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.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.(1-50)</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>

Activity / *Formative Assessment	Students will: <ul style="list-style-type: none"> - count 0-75 - distinguish more or less numbers **Observations, Performance Assessment, Product	Students will: <ul style="list-style-type: none"> - count 0-75 - add single digit addition **Observations, Performance Assessment, Product	Students will: <ul style="list-style-type: none"> - 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 complete: <ul style="list-style-type: none"> - Counting 0-75 worksheets. - More or Less worksheets 	Students will complete: <ul style="list-style-type: none"> - Counting 0-75 worksheets - Adding single digit worksheets 	Students will: <ul style="list-style-type: none"> - Review study guide worksheets
ESLRs	UPIES	UPIES	UPIES