

CURRICULUM MAP

Subject: Math **Grade:** K **Quarter:** 4th-Quarter **Teacher(s):** Kindergarten Teachers

| Month <u>March - May</u> | WEEK 1 Unit Theme: Counting 0-80/Recognizing 0-30 | WEEK 2 Unit Theme: Counting 0-85/Making sets of 0-30 | WEEK 3 Unit Theme: Counting 0-90/Counting objects 0-30 |
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| Concept (CCSS Standards) | <p>K.CC.1 Count to 100 by ones and by tens. (1-50)</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).(0-10)</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.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.1 Count to 100 by ones and by tens. (1-50)</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).(0-10)</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.1 Count to 100 by ones and by tens. (1-50)</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).(0-10)</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.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.</p> |

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| Activity / *Formative Assessment | Students will: <ul style="list-style-type: none"> - count 0-80 - recognize 0-30 **Observations, Performance Assessment, Product | Students will: <ul style="list-style-type: none"> - count 0-85 - make sets of 0-30 **Observations, Performance Assessment, Product | Students will: <ul style="list-style-type: none"> - count 0-90 - count objects 0-30 **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 0-80 worksheets - Recognizing 0-30 worksheets | Students will complete: <ul style="list-style-type: none"> - Counting 0-80 worksheets - Making sets of 0-30 worksheets | Students will complete: <ul style="list-style-type: none"> - Counting 0-80 worksheets - Counting objects 0-30 worksheets |
| ESLRs | UPIES | UPIES | UPIES |

CURRICULUM MAP

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

| Month <u>March - May</u> | WEEK 4 Unit Theme: Counting 0-95/Writing 0-30 | WEEK 5 Unit Theme: Counting 0-100/More or Less | WEEK 6 Unit Theme: Counting 0-100/Word problem addition |
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| Concept (CCSS Standards) | <p>K.CC.1 Count to 100 by ones and by tens. (1-50)</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).(0-10)</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.1 Count to 100 by ones and by tens. (1-50)</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).(0-10)</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.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. (1-50)</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).(0-10)</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.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> |

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| Activity / *Formative Assessment | Students will: <ul style="list-style-type: none"> - count 0-95 - write numbers 0-30 **Observations, Performance Assessment, Product | Students will: <ul style="list-style-type: none"> - count 0-100 - identify more or less numbers **Observations, Performance Assessment, Product | Students will: <ul style="list-style-type: none"> - count 0-100 - work on word addition problems **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 0-95 worksheets. - Writing numbers 0-30 | Students will complete: <ul style="list-style-type: none"> - Counting 0-95 worksheets. - More or Less worksheets | Students will complete: <ul style="list-style-type: none"> - Counting 0-95 worksheets. - Word addition problems worksheets |
| ESLRs | UPIES | UPIES | UPIES |

CURRICULUM MAP

Subject: Math **Grade:** K **Quarter:** 4th-Quarter **Teacher(s):** Kindergarten Teachers

| Month <u>March - May</u> | WEEK 7 Unit Theme: Counting 0-100/ Single digit subtraction | WEEK 8 Unit Theme: Addition & Subtraction | WEEK 9 Unit Theme: Review and Assessment |
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| Concept (CCSS Standards) | <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>K.OA.5 Fluently add and subtract within 5.</i></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.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> <p>K.OA.5 Fluently add and subtract within 5.</p> | <p>K.CC.1 Count to 100 by ones and by tens. (1-50)</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).(0-10)</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.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> |
| Activity / | Students will: - | Students will: - | Students will: - |

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| *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 0-100 worksheets. - Subtraction worksheets | Students will complete: <ul style="list-style-type: none"> - Addition and Subtraction worksheets | Students will complete: <ul style="list-style-type: none"> - Study guide worksheets |
| ESLRs | UPIES | UPIES | UPIES |