

Kindergarten Mathematics Curriculum Year-At-A-Glance

Unit 1: Numbers 0 to 10	Unit 2: Shapes	Unit 3: Sorting	Unit 4: Patterns	Unit 5: Numbers 0 to 20
<p>Essential Standard K_M_1: Students will understand and apply the relationships between numbers and the quantities represented.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_1_A: Identify numerals to 0 to 10 in non-sequential order. (K) (K.CC.7) K_M_1_B: Count objects, up to 10, in a group correctly (each object is counted only once) regardless of arrangement and order. (R) (K.CC.4a) K_M_1_C: State how many are in a group after counting all the objects. (R) (K.CC.4b) K_M_1_D: Show the correct number of objects when told a quantity 0 to 10. (R) (K.CC.5) K_M_1_E: Say how many there are (without recounting the whole group) when one more object is added to the group. (R) (K.CC.4c) K_M_1_F: Write numbers 0 to 10. (K) (K.CC.3) K_M_1_G: Represent a group of objects with a written numeral 0 to 10. (R) (K.CC.3) K_M_1_H: Say which group has more, less, or equal by matching or counting the number of objects in both groups. (R) (K.CC.6) K_M_1_I: Compare two numbers between 0 and 10 and say which number has a greater value. (R) (K.CC.7) 	<p>Essential Standard K_M_2: Students will identify and describe two-dimensional shapes (circle, rectangle, square, triangle, and hexagon) and their location in space.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_2_B: Name shapes correctly even when their size and orientation are unusual or different. (K) (K.G.2) K_M_2_C: Name the new shape that results from composing two simple shapes. (K) (K.G.6) K_M_2_D: Find and name shapes in the environment. (R) (K.G.1) K_M_2_E: Describe a two-dimensional shape by telling things like the number of sides, the number of vertices (corners), and other special qualities. (R) (K.G.4) K_M_2_F: Compare two-dimensional shapes and describe their similarities and differences. (R) (K.G.4) K_M_2_G: Model two-dimensional shapes in the environment by building them from components and drawing them. (R) (K.G.5) 	<p>Essential Standard K_M_4: Students will measure, compare, and organize objects.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_4_A: Sort and classify objects into groups according to their attributes. (R) (K.MD.3) 	<p>Essential Standard K_M_5: Students will create and extend patterns.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_5_A: Identify patterns. (K) (A1BK) K_M_5_B: Recognize and repeat sequences of sounds and shapes. (R) (A1AK) K_M_5_C: Create and extend two and three part patterns. (R) (A1AK) 	<p>Essential Standard K_M_1: Students will understand and apply the relationships between numbers and the quantities represented.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_1_A: Identify numerals 0 to 20 in non-sequential order. (K) (K.CC.7) K_M_1_B: Count objects, up to 20, in a group correctly (each object is counted only once) regardless of arrangement and order. (R) (K.CC.4a) K_M_1_C: State how many are in a group after counting all the objects. (R) (K.CC.4b) K_M_1_D: Show the correct number of objects when told a quantity 0 to 20. (R) (K.CC.5) K_M_1_E: Say how many there are (without recounting the whole group) when one more object is added to the group. (R) (K.CC.4c) K_M_1_F: Write numbers 0 to 20. (K) (K.CC.3) K_M_1_G: Represent a group of objects with a written numeral 0 to 20. (R) (K.CC.3) K_M_1_J: Understand that the digits of a two-digit number represent amounts of tens and ones (numbers 11 to 19) and that 10 can be thought of as a bundle of ten ones called a “ten”. (R) (K.NBT.1) K_M_1_K: Decompose (break apart) numbers 10 through 19 using a ten and zero, one, two, three, four, five, six, seven, eight, or nine ones, and show my work with a drawing, equation, and/or manipulatives. (R) (K.NBT.1)
Unit 6: Positional Concepts	Unit 7: Addition	Unit 8: Measurement	Unit 9: Subtraction	Unit 10: Numbers 0 to 31
<p>Essential Standard K_M_2: Students will identify and describe two-dimensional shapes (circle, rectangle, square, triangle, and hexagon) and their location in space.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_2_A: Describe the position of objects and/or shapes as above, below, beside, in front of, behind, and next to. (R) (K.G.1) 	<p>Essential Standard K_M_3: Students will demonstrate an understanding of addition and subtraction.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_3_A: Explain addition as putting together and adding to. (K) (K.OA.1) K_M_3_B: Identify the mathematical symbol used to show addition. (K) (K.OA.1) K_M_3_C: Compose (put together) numbers up to 10 using objects or drawings and record the answer using a drawing or equation. (R) (K.OA.3) K_M_3_D: Determine the number to add to a given number 1 through 9 to make 10 and show the answer with a drawing or equation. (R) (K.OA.4) K_M_3_E: Show addition using objects, fingers, sounds, acting out situations, expressions and equations. (R) (K.OA.1) K_M_3_F: Add numbers within 10 using objects and drawings. (R) (K.OA.2) K_M_3_G: Solve addition word problems using objects and drawings within 10. (R) (K.OA.2) K_M_3_J: Decompose (break apart) numbers up to 10 into pairs in more than one way and record each decomposition by a drawing or equation. (R) (K.OA.3) 	<p>Essential Standard K_M_4: Students will measure, compare, and organize objects.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_4_B: Describe measurable attributes of objects such as length or weight. (R) (K.MD.1) K_M_4_C: Tell which object is longer, shorter, or taller than the other. (R) (K.MD.2) K_M_4_D: Tell which object can hold more or less than the other. (R) (K.MD.2) K_M_4_E: Tell which object is heavier or lighter than the other. (R) (K.MD.2) K_M_4_F: Tell which object is warmer or colder than the other. (R) (K.MD.2) 	<p>Essential Standard K_M_3: Students will demonstrate an understanding of addition and subtraction.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_3_H: Explain subtraction as taking apart and taking from. (K) (K.OA.1) K_M_3_I: Identify the mathematical symbol used to show subtraction. (K) (K.OA.1) K_M_3_K: Show subtraction using objects, fingers, sounds, acting out situations, expressions and equations. (R) (K.OA.1) K_M_3_L: Subtract numbers within 10 using objects and drawings. (R) (K.OA.2) K_M_3_M: Solve subtraction word problems using objects and drawings within 10. (R) (K.OA.2) 	<p>Essential Standard K_M_1: Students will understand and apply the relationships between numbers and the quantities represented.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> K_M_1_A: Identify numerals 0 to 31 in non-sequential order. (K) (K.CC.7) K_M_1_F: Write numbers 0 to 31. (K) (K.CC.3)

Grade Level Expectation: By the end of Kindergarten students should be able to demonstrate fluency for addition and subtraction within 5. (K.OA.5)

By the end of Kindergarten students should be able to count to 100 by ones and tens (K.CC.1)

By the end of Kindergarten students should be able to count on from a number other than 1 up to 100. (K.CC.2)