

Kindergarten Curriculum Map 2017-18

MONTH	UNIT/ CONTENT	CORE GOALS/SKILLS	STANDARDS WRITTEN ASSESSMENTS	ROUTINES RESOURCES	VOCABULARY
<p>September Chapter 1 15 days</p>	<p>NUMBERS AND OPERATIONS NUMBERS to 5</p>	<p>Count groups of 1 and 2 Write the numerals 1 and 2</p> <p>Math and sort numbers Look for sameness Understand not the same</p> <p>Understand different Sorting a single attribute</p> <p>Count groups of 3 Write the numeral 3</p> <p>Understand differences Count groups of 4 Write the numeral 4</p> <p>Count groups of 5 Write the numeral 5</p> <p>Spot differences between two pictures Identify subtle differences in two pictures</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.A.4 Classify objects and count the number of objects in each category</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p><i>Math in Focus</i> Chapter 1 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>one two same not the same different three blue green red big small long short tall yellow white black different four five</p>

<p>Chapter 2</p> <p>17 days</p>	<p>NUMBERS TO 10</p>	<p>Count from 1 to 6 Read and write the numerals 1 to 6</p> <p>Count from 1 to 7 Read and write the numerals 1 to 7</p> <p>Pair names with numerals Count from 1 to 8 read and write the numerals 1 to 8</p> <p>Pair numbers names with numerals Introduce the concept of 0 Use 0 to 9 to tell the number of objects Read and write the numerals 1 to 9</p> <p>Pair up sets of objects with other sets of the same quantity Introduce one more one less and the same number</p> <p>Pair up sets of objects one-to –one with other sets of the same quantity</p>	<p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 2 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>six seven eight nine zero one more one less the same number</p>
<p>Mid. Oct.</p> <p>Chapter 3</p> <p>8 days</p>	<p>MEASUREMENT, DATA & PROBABILITY</p> <p>ORDER BY SIZE, LENGTH, OR WEIGHT</p>	<p>Pair up sets of objects Order objects by size</p> <p>Use comparing words Pair up sets of objects</p> <p>Order objects according to length Order objects according to weight</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.7- Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 3 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>same size different size biggest middle-sized smallest bigger than smaller than shorter than longest shortest heaviest lightest heavier lighter</p>

<p>Chapter 4 16 days</p>	<p>NUMBERS AND OPERATIONS</p> <p>COUNTING & NUMBERS 0 TO 10</p>	<p>Composing numbers through 5 Decomposing numbers through 5</p> <p>Review counting and one-to-one correspondence Pair number names with numerals Order numbers 0 to 10 Understand the concept of <i>one more</i></p> <p>Know that fingers can represent a set of objects up to 5 Know that fingers and toes can represent a set of objects up to 20 Determine <i>one more</i></p> <p>Understand and show the meaning of <i>same</i> and <i>more</i> Know how many more</p> <p>Understand and show the meaning of <i>less</i> and <i>fewer</i></p> <p>Use <i>more</i> and <i>less</i> to compare number values</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 4 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>one more one less fewer</p>
<p>Mid. Oct. - End. Oct.</p> <p>Chapter 5 8 days</p>	<p>MEASUREMENT, DATA & PROBABILITY</p> <p>SIZE & POSITION</p>	<p>Review size comparisons using <i>big</i> and <i>small</i>. Understand the concept of same sized objects</p> <p>Explore the idea that only a few big objects fit into small spaces and many objects fit into big spaces</p> <p>Identify positions of objects in space</p> <p>Use appropriate positional language to describe and compare</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities</p> <p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>big bigger small smaller same size on top of under next behind between beside in front of in back of</p>

			<p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 5 Assessment</p>		<p>inside outside before after</p>
<p>Mid Nov. Chapter 6 11 days</p>	<p>NUMBERS AND OPERATIONS NUMBERS TO 20</p>	<p>Review numbers 0 to 9 Count to 10 Read and write the numeral 10 Rote count to 20</p> <p>Count 10 to 12 Read and write the numerals 10 to 12</p> <p>Count from 13 to 16 Read and write the numerals 13 to 16</p> <p>Count from 17 to 20 Read and write the numerals 17 to 20</p> <p>Compare groups of up to 20 Order groups of up to 20 objects</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 6 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty more fewer greater than less than</p>

<p>Dec – Jan.</p> <p>Chapter 7</p> <p>10 days</p>	<p>GEOMETRY</p> <p>SOLID AND FLAT SHAPES</p>	<p>Recognize and name basic shapes Understand that some shapes have flat faces, edges, and corners and some do not.</p> <p>Describe basic solids and flat shapes Recognize the relationship between solid shapes and flat shapes</p> <p>Draw flat shapes Revisit big and small</p> <p>Identify basic flat shapes within a scene Make a picture using basic flat shapes</p> <p>Identify and extend a shape pattern</p>	<p>CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes</p> <p>CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three- dimensional shapes.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 7 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>face edge corner cube cone cylinder sphere pyramid circle triangle square rectangle big small hexagon shape pattern</p>
<p>Mid. Jan.</p> <p>Chapter 8</p> <p>15 days</p>	<p>NUMBERS AND OPERATIONS</p> <p>NUMBERS TO 100</p>	<p>Recognize and use pairs for counting Count by 2's Use the counting by 2's sequence to count up to 20 objects</p> <p>Count by 5's up to 20 Keep count of numbers using tallies</p> <p>Count to 100 Count by 10's</p> <p>Count to 49 Count from any given number to 49</p> <p>Count to 79 Count from any given number to 79</p> <p>Count to 100 Count from any given number to 100</p> <p>Sequence numbers from 1 to 100</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning.</p> <p><i>Math in Focus</i> Chapter 8 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>pairs twos fives tally ten twenty thirty forty fifty sixty seventy eighty ninety hundred tens</p>

<p>Feb.</p> <p>Chapter 9</p> <p>9 days</p>	<p>COMPARING SETS</p>	<p>Compare sets of up to 10 objects Understand fewer and less Understand more Recognize and understand number trains</p> <p>Compare sets of up to 20 objects</p> <p>Understand most and fewest Count difference through comparing sets in one-to one correspondence</p> <p>Count on Add using number trains Count on using fingers</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 9 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>fewer less more most fewest</p>
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<p>Chapter 10</p> <p>6 days</p>	<p>ORDINAL NUMBERS</p>	<p>Sequence events Understand <i>first, next, and last</i> to sequence events Understand <i>first, second, third, and last</i> to sequence events</p> <p>Understand <i>first, second, and third</i> in terms of physical position Understand <i>before and after</i> in terms of physical position</p> <p>Rank preferences using <i>first, second, and third</i> Make picture graphs based on preferences</p>	<p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 10 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p> <p>C-Day Fact Fluency Checks begin</p>	<p>first next last second third before after</p>
<p>March</p> <p>Chapter 11</p> <p>4 days</p>	<p>CALENDAR PATTERNS</p>	<p>Know the days of the week and how many there are Understand <i>today, tomorrow, and yesterday</i> Understand how to read a calendar Review <i>before, after, and between</i> Order the days of the week</p> <p>Know the months of the year and how many there are Order the months of the year Review <i>before, after, and between</i> Make and interpret pictographs</p>	<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 11 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>day month week year Sunday January Monday February Tuesday March Wednesday April Thursday May Friday June Saturday July today August tomorrow September yesterday October warmer November cooler December</p>

<p>Chapter 12</p> <p>7 days</p>	<p>COUNTING ON & COUNTING BACK</p>	<p>Revisit associating fingers with numbers Revisit ordering numbers Revisit comparing using one-to-one correspondence</p> <p>Count back using fingers Count back using other representations</p> <p>Revisit <i>more</i> and <i>fewer</i> Count up and back to find the difference between two sets</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 12 Assessment</p> <p>C Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	
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<p>Chapter 13</p> <p>3 days</p>	<p>PATTERNS</p>	<p>Recognize, extend, and create a repeating pattern Identify a missing portion of a repeating pattern Create ABABAB, AABAAB, ABBABB, and ABCABC repeating patterns</p>	<p>CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three- dimensional shapes.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 13 Assessment</p> <p>C- Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>repeating patterns pattern unit</p>
<p>End March</p> <p>Chapter 14</p> <p>10 days</p>	<p>NUMBER FACTS</p>	<p>Review composing and decomposing numbers through 5 Compose numbers through 10 Decompose numbers through 10</p> <p>Combine sets to make 5, 6, 7, 8, 9, and 10</p> <p>Compose numbers to 20 with five-frames and ten-frames Decompose numbers to 20 with five-frames and ten frames.</p> <p>Count on using a number line Count on to find the difference Combine two sets to find how many more for sums through 15</p>	<p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.1.K.B.1 Use place value to compose and decompose numbers to 19.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	

			<p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 14 Assessment</p> <p>C-Day Fact Fluency Check</p>		
<p>April</p> <p>Chapter 15</p> <p>7 days</p>	<p>LENGTH & HEIGHT</p>	<p>Review <i>long</i>, and <i>short</i> Review <i>longer</i>, <i>longest</i>, <i>shorter</i> and <i>shortest</i> Compare lengths</p> <p>Use nonstandard units to measure and compare lengths Understand that more units are needed to measure a longer object than a shorter object Find differences in lengths using nonstandard units</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 15 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>long short longer longest shorter shortest</p>

Chapter 16 5 days	CLASSIFYING & SORTING	<p>Classify objects using one attribute (color, size, shape, special features.) Identify objects that do not belong to a set</p> <p>Classify objects according to two attributes. Classify objects according to three attributes. Sort objects by one or two attributes (color, size, shape, and special features)</p>	<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 16 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>color shape size pattern same different sort</p>

			C-DAY Fact Fluency Check		
<p>May Chapter 17 5 days</p>	<p>ADDITION STORIES</p>	<p>Understand addition as the joining of two sets Understand symbols + and = and number sentence Use symbols and numerals to write number sentences represent addition stories with addition sentences</p> <p>Fluency with addition facts to 5</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p><i>Math in Focus</i> Chapter 17 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>plus is equal to number sentence</p>

			C-Day Fact Fluency Check		
Chapter 18 7 days	SUBTRACTION STORIES	<p>Understand simple subtraction Understand the minus – symbol Use symbols and numerals to write number sentences. Represent subtraction stories with subtraction sentences</p> <p>Review how many more Compare two sets and show the number sentence to answer how many more</p>	<p>CC.2.1.K.A.1 Know names and write and recite the count sequence.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p><i>Math in Focus</i> Chapter 18 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>minus left how many more</p>

<p>May</p> <p>Chapter 19</p> <p>7 days</p>	<p>MEASUREMENT</p>	<p>Review <i>heavy, heavier, light, and lighter</i></p> <p>Compare weights using nonstandard units</p> <p>Compare containers according to capacity</p> <p>Use the terms <i>holds more, holds less, and hold the same amount</i></p> <p>Compare events according to duration</p>	<p>CC.2.1.K.A.3</p> <p>Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.K.A.1</p> <p>Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.2.4.K.A.4</p> <p>Classify objects and count the number of objects in each category.</p> <p>CC.K-12.MP.1</p> <p>Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2</p> <p>Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4</p> <p>Model with mathematics.</p> <p>CC.K-12.MP.5</p> <p>Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 19 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>heavy</p> <p>heavier</p> <p>light</p> <p>lighter</p> <p>holds more</p> <p>holds less</p> <p>hold the same amount</p> <p>more time</p> <p>less time</p>
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<p>June</p> <p>Chapter 20</p> <p>4 days</p>	<p>MONEY</p>	<p>Recognize penny, nickel, dime, and quarter Know the value of a penny, nickel, dime, and quarter</p> <p>Add coins up to 10¢ Use 1¢ coins to buy up to three objects (up to 10¢) recognize different coins that make up 10¢</p>	<p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 20 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>MathSeeds</p>	<p>penny nickel dime quarter cent change</p>
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