Spring Lake Elementary Schools

Curriculum Map
Kindergarten Math

The following CCSS's are embedded throughout the year, and are present in all units applicable:

- CCSS.Math.Content.K.CC.A.2
- CCSS.Math.Content.K.CC.A.1

Annual Assessments:

Discovery 3x a year

Interim assessments 3x a year

Unit/ Essential Question	CCSS	Learning Target	Resources	Assessment
Unit 1	• CCSS.Math.Content.K.CC.B.4a 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. • CCSS.Math.Content.K.CC.B.4b 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. • CCSS.Math.Content.K.CC.A.2 Cou	**I can name a group of objects by using a number.** **I can understand that the last number counted tells the number of objects in a group.** **I can count forward starting at a given number.**	**-Unit 1 Math Expressions** **-OAISD pacing document.**	**Unit one test**

	nt forward beginning from a given number within the known sequence (instead of having to begin at 1). • CCSS.Math.Content.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] • CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens • CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] • CCSS.Math.Content.K.G.A.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*. • CCSS.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size. • CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes • CCSS.Math.Content.K.CC.B.5 Cou	**I can tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group.** **I can count to 100 by 1's and 10's.** **I can count the number of objects in categories.** **I can find shapes around me and tell where they are.** **I can name shapes.** **I can make shapes using materials like sticks and clay.**		-

	nt 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. • CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • CCSS.Math.Content.K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). • CCSS.Math.Content.K.G.B.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).	**I can count out a number of objects between one and twenty.** **I can solve addition and subtraction word problems within ten.** **I can name shapes.** **I can tell about and compare two-dimensional and three dimensional shapes.**		
Unit 2	• CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens. • CCSS.Math.Content.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing	**I can count to 100 by ones and tens.** **I can write a number for a group of 0-20 objects.**	**-Unit 2 Math Expressions** **-OAISD pacing document.**	**Unit 2 test** **Interim Assessment-see OAISD** **-One-on-One interviews as needed for report cards.**

	a count of no objects).. • CCSS.Math.Content.K.CC.B.4a 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. • CCSS.Math.Content.K.CC.B.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. • CCSS.Math.Content.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] • CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • CCSS.Math.Content.K.OA.A.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 can name a group of objects by using a number.** **I can count to tell how many. I can count out a number of objects between 1-20.** **I can tell if a group of objects in one group is greater than, less than or equal to a group of object in another group.** **I can use objects, fingers and pictures to help me show addition and subtraction.** **I can solve addition and subtraction word problems within 10.**		

	• CCSS.Math.Content.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). • CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5. • CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • CCSS.Math.Content.K.CC.B.4b 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. • CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals • CCSS.Math.Content.K.OA.A.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 can take apart numbers less than or equal to ten.** **I can add and subtract within 5.** **I can count forward from a given number.** **I can understand that the last number counted tells the number of objects in a group.** **I can compare two written numbers between 1-10.** **I can find the number that is added to 1-9 to make 10.** **I can use objects or drawings to show my answer.**		

	• CCSS.Math.Content.K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger. • CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. • CCSS.Math.Content.K.G.A.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*. • CCSS.Math.Content.K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). • CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. • CCSS.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size	**I can understand that adding an object to a group will make the total number one bigger.** **I can place objects into categories.** **I can find shapes around me.** **I can name shapes.** **I can make shapes using materials like sticks and clay.** **I can name shapes.**		

Unit 3	• CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens. • CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • CCSS.Math.Content.K.CC.A.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). • CCSS.Math.Content.K.CC.B.4a 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. • CCSS.Math.Content.K.CC.B.4b 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. • CCSS.Math.Content.K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger. • CCSS.Math.Content.K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a	**I can count to 100 by ones and tens.** **I can count forward starting at a given number.** **I can write a number for a group of 0-20 objects.** **I can name a group of objects by using a number.** **I can understand that the last number counted tells the number of objects in a group.** **I can understand that adding an object to a group will make the total number one bigger.** **I can count to tell how many.**	**-Unit 3 Math Expressions** **-OAISD pacing document.**	**Unit 3 test**

	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. • CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • CCSS.Math.Content.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). • CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5. • CCSS.Math.Content.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are	**I can use objects, fingers and pictures to help me show addition and subtraction.** **I can solve addition and subtraction word problems within 10.** **I can take apart numbers less than or equal to 10.** **I can add and subtract within five.** **I can put together and take apart numbers from 11-19 by naming the tens and ones.** **I can use objects, drawings or equations to show tens and ones.**		

Unit 4	composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. • CCSS.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size. • CCSS.Math.Content.K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle*?" • CCSS.Math.Content.K.CC.A.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). • CCSS.Math.Content.K.CC.B.4a 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. • CCSS.Math.Content.K.CC.B.4b 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. • CCSS.Math.Content.K.CC.B.4c Understand that each successive number name refers to a quantity	**I can name shapes.** **I can use simple shapes to make larger shapes.** **I can write a number for a group of 0-20 objects.** **I can name a group of objects by using a number.** **I can understand that the last number counted tells the number of objects in a group.** **I can understand that adding an object to a group will make the total number one bigger.**	**-Unit 4 Math Expressions** **-OAISD pacing document.**	**Unit 4 test** **Interim Assessment during unit 4.** **-One-on-One interviews as needed for report cards.**

	that is one larger. • CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • CCSS.Math.Content.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). • CCSS.Math.Content.K.OA.A.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. • CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5. • CCSS.Math.Content.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record	**I can use objects, fingers and pictures to help me show addition and subtraction.** **I can solve addition and subtraction word problems within ten.** **I can take apart numbers less than or equal to ten.** **I can find the number that is added to 1-9 to make ten.** **I can use objects or drawings to show my answer.** **I can add and subtract within five.** **I can put together and take apart numbers from 11-19 by naming the tens and ones.**		

	each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**I can use objects, drawings or equations to show tens and ones.**		
	• CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	**I can sort objects into categories.**		
	• CCSS.Math.Content.K.G.A.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*.	**I can tell about shapes and compare them.**		
	• CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	**I can name a group of objects by using a number.**		
	• CCSS.Math.Content.K.CC.B.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.	**I can count to tell how many.**		
	• CCSS.Math.Content.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of	**I can tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group.**		

	objects in another group, e.g., by using matching and counting strategies.[1]			
	• CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	**I can compare two written numbers between 1-10.**		
	• CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**I can count forward starting at a given number.**		
	• CCSS.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	**I can name shapes.**		
	• CCSS.Math.Content.K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**I can name shapes.**		
	• CCSS.Math.Content.K.G.B.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).	**I can tell about and compare two dimensional and three dimensional shapes.**		
	• CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.	**I can count to 100 by ones and tens.**		
	• CCSS.Math.Content.K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you*	**I can use simple shapes to make larger shapes.**		

Unit 5	*join these two triangles with full sides touching to make a rectangle*?" • CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens. • CCSS.Math.Content.K.CC.A.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). • CCSS.Math.Content.K.CC.B.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. • CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. • CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • CCSS.Math.Content.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4	**I can count to 100 by ones and tens.** **I can write a number for a group of 0-20 objects.** **I can count to tell how many.** **I can compare two written numbers between one and ten.** **I can solve addition and subtraction word problems within ten.** **I can take apart numbers less than or equal to ten.**	**Unit 5 Math Expressions -OAISD pacing document.**	**Unit 5 test** **Interim Assessment after Unit 5.** **-One-on-One interviews as needed for report cards.**

	+ 1). • CCSS.Math.Content.K.OA.A.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. • CCSS.Math.Content.K.OA.A.5 Flu ently add and subtract within 5. • CCSS.Math.Content.K.NBT.A.1 Co mpose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. • CCSS.Math.Content.K.CC.B.4 Und erstand the relationship between numbers and quantities; connect counting to cardinality. • CCSS.Math.Content.K.CC.B.4c Un derstand that each successive number name refers to a quantity that is one larger. • CCSS.Math.Content.K.OA.A.1 Rep resent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal	**I can find the number that is added to 1-9 to make ten.** **I can use objects or drawings to show my answer.** **I can add and subtract within five.** **I can put together and take apart numbers from 11-19 by naming the tens and ones.** **I can use objects, drawings or equations to show tens and ones.** **I can name a group of objects by using a number.** **I can understand that adding an object to a group will make the total number one bigger.** **I can use objects, fingers and pictures to help me show addition and subtraction.**		

	explanations, expressions, or equations. • CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • CCSS.Math.Content.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] • CCSS.Math.Content.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. • CCSS.Math.Content.K.MD.A.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.*.	**I can count forward starting at a given number.** **I can tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group.** **I can tell how an object can be measured.** **I can compare how two objects are similar or different.**		