

**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**K4 Mathematics**  
**2017-18**

<b>Subject: K4 Math</b>		<b>Updated: 2018</b>		
<b>1<sup>st</sup>Quarter – Estimated Time: 6 Weeks August-September</b>				
<b>Content Strands:</b>				
<b>Standard 1: Numbers and Operations, Standard 3: Geometry and Measurement</b>				
<b>Unit and Time Frame: Numbers, Shapes, Circle - 6 Weeks</b>				
<b>Standards</b>	<b>Learning Target/Objective</b>	<b>Vocabulary</b>	<b>Suggested Assessments</b>	<b>Suggested Resources</b>
<p><b>PK.GM.1</b> Identify common shapes.</p> <p><b>PK.GM1.1</b> Identify circles, squares, rectangles, &amp; triangles by pointing to the shape when given the name</p> <p><b>PK.N.1</b> Know number names and count in sequence</p> <p><b>PK.N.1.1</b> Count aloud forward in sequence by 1’s to 20</p> <p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p>	<p>Students will identify a circle</p> <p>Students will recognize and name written numbers 0-10</p> <p>Students will look at a numeral, recognize it, and name it</p>	<p>Shapes Circle Number Zero One Two Three First Second Third</p>	<p>ESGI (Educational Software for Guiding Instruction)</p> <p>Checklist: Does student have knowledge of vocabulary introduced</p> <p>Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole group discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall <a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>

<p><b>PK.N.1.3</b> Recognize that zero represents the count of no objects</p>	<p>Students will understand that zero means no objects</p>			
<p><b>PK.N.2</b> Count to tell the number of objects</p>				
<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>			
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>			
<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting, tells how many total objects are in a set</p>	<p>Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set</p>			
<p><b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not</p>	<p>Students will count objects in an organized way</p>			

<p>in a row or column</p> <p><b>PK.N.3</b> Compare sets using numbers</p> <p><b>PK.N.3.1</b> Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			
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<b>Subject: K4 Math</b>		<b>Updated: 2018</b>		
<b>1<sup>st</sup> Quarter – Estimated Time: 4 Weeks-October</b>				
<b>Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement</b>				
<b>Unit and Time Frame: Numbers and Triangles-4 Weeks</b>				
<b>Standards</b>	<b>Learning Target/Objective</b>	<b>Vocabulary</b>	<b>Suggested Assessments</b>	<b>Suggested Resources</b>
<p><b>PK.GM.1</b> Identify common shapes.</p> <p><b>PK.GM1.1</b> Identify circles, squares, rectangles, &amp; triangles by pointing to the shape when given the name</p>	<p>Students will identify a triangle</p>	<p>Number Four Five Six Fourth Fifth Shapes Triangles</p>	<p>ESGI (Educational Software for Guiding Instruction)</p> <p>Checklist: Does student have knowledge of vocabulary introduced</p> <p>Monitoring: Teacher monitor could include, but not limited to</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall <a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>

<p><b>PK.N.1</b> Know number names and count in sequence</p>			<p>observation of students as teacher walks around the room</p>	
<p><b>PK.N.1.1</b> Count aloud forward in sequence by 1's to 20</p>	<p>Students will recognize and name written numbers 0-10</p>		<p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p>	
<p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p>	<p>Students will look at a numeral, recognize it, and name it</p>		<p>Questioning students during whole group discussions</p>	
<p><b>PK.N.1.3</b> Recognize that zero represents the count of no objects</p>	<p>Students will understand that zero means no objects</p>		<p>Using class work to determine if concepts need to be re-taught</p>	
<p><b>PK.N.2</b> Count to tell the number of objects</p>				
<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>			
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>			

<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting, tells how many total objects are in a set</p>	<p>Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set</p>			
<p><b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will count objects in an organized way</p>			
<p><b>PK.N.3</b> Compare sets using numbers</p>				
<p><b>PK.N.3.1</b> Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			

<b>Subject: K4 Math</b>	<b>Updated: 2018</b>
<b>2nd Quarter – Estimated Time: 4 Weeks-November</b>	
<b>Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement</b>	
<b>Unit and Time Frame: Numbers and Triangles-4 Weeks</b>	

Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p><b>PK.GM.1</b> Identify common shapes</p> <p><b>PK.GM.1.1</b> Identify circles, squares, rectangles, &amp; triangles by pointing to the shape when given the name</p> <p><b>PK.N.1</b> Know number names and count in sequence</p> <p><b>PK.N.1.1</b> Count aloud forward in sequence by 1's to 20</p> <p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p> <p><b>PK.N.1.3</b> Recognize that zero represents the count of no objects</p> <p><b>PK.N.2</b> Count to tell the number of objects</p>	<p>Students will identify a rectangle</p> <p>Students will recognize and name written numbers 0-10</p> <p>Students will look at a numeral, recognize it, and name it</p> <p>Students will understand that zero means no objects</p>	<p>Number</p> <p>Seven</p> <p>Eight</p> <p>Nine</p> <p>Shape</p> <p>Rectangle</p>	<p>ESGI (Educational Software for Guiding Instruction)</p> <p>Checklist: Does student have knowledge of vocabulary introduced</p> <p>Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole group discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	<p>Frog Stree</p> <p>Pinterest</p> <p>Fiction Books</p> <p>Non-Fiction Books</p> <p>YouTube</p> <p>Starfall</p> <p><a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>

<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>			
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>			
<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting, tells how many total objects are in a set</p>	<p>Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set</p>			
<p><b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will count objects in an organized way</p>			
<p><b>PK.N.3</b> Compare sets using numbers</p>				
<p><b>PK.N.3.1</b> Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			

<b>Subject: K4 Math</b>		<b>Updated: January 2018</b>		
<b>2nd Quarter – Estimated Time: 4 Weeks-December</b>				
<b>Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement</b>				
<b>Unit and Time Frame: Numbers and Triangles-4 Weeks</b>				
<b>Standards</b>	<b>Learning Target/Objective</b>	<b>Vocabulary</b>	<b>Suggested Assessments</b>	<b>Suggested Resources</b>
<p><b>PK.GM.1</b> Identify common shapes</p> <p><b>PK.GM1.1</b> Identify circles, squares, rectangles, &amp; triangles by pointing to the shape when given the name</p> <p><b>PK.N.1</b> Know number names and count in sequence</p> <p><b>PK.N.1.1</b> Count aloud forward in sequence by 1's to 20</p> <p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p>	<p>Students will identify a square</p> <p>Students will recognize and name written numbers 0-10</p> <p>Students will look at a numeral, recognize it, and name it</p>	<p>Number Ten Shape Square</p>	<p>ESGI (Educational Software for Guiding Instruction)</p> <p>Checklist: Does student have knowledge of vocabulary introduced</p> <p>Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole group discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall <a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>



<p><b>PK.N.1.3</b> Recognize that zero represents the count of no objects</p>	<p>Students will understand that zero means no objects</p>			
<p><b>PK.N.2</b> Count to tell the number of objects</p>				
<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>			
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>			
<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting, tells how many total objects are in a set</p>	<p>Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set</p>			
<p><b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will count objects in an organized way</p>			
<p><b>PK.N.3</b> Compare sets using numbers</p>				

<p><b>PK.N.3.1</b> Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			
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<b>Subject: K4 Math</b>		<b>Updated: 2018</b>		
<b>3rd Quarter – Estimated Time: 4 Weeks-January</b>				
<b>Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement</b>				
<b>Unit and Time Frame: Numbers, Counting one-to-one, Sorting-4 Weeks</b>				
<b>Standards</b>	<b>Learning Target/Objective</b>	<b>Vocabulary</b>	<b>Suggested Assessments</b>	<b>Suggested Resources</b>
<p><b>PK.GM.2</b></p> <p><b>PK.GM.2.3</b> Sort objects into sets by one or more attributes</p> <p><b>PK.N.1</b> Know number names and count in sequence</p>	<p>Students will identify similarities and differences is essential for students to be able to sort and group objects</p>	<p>Sort Same Different Size</p>	<p>ESGI (Educational Software for Guiding Instruction)</p> <p>Checklist: Does student have knowledge of vocabulary introduced</p> <p>Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall <a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>

<p><b>PK.N.1.1</b> Count aloud forward in sequence by 1's to 20</p>	<p>Students will develop concepts that numbers represent how many</p>		<p>Listening in on small group discussions</p>	
<p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p>	<p>Students will recognize and name written numbers 0-10</p>		<p>Listening in as students provide peer feedback</p>	
<p><b>PK.N.2</b> Count to tell the number of objects</p>			<p>Questioning students during whole group discussions</p>	
<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>		<p>Using class work to determine if concepts need to be re-taught</p>	
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>			
<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting, tells how many</p>	<p>Students will be able to count objects and recognize that the last counting</p>			

total objects are in a set	word said indicates the quantity in a set			
<b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not in a row or column	Students will count objects in an organized way			
<b>PK.N.3</b> Compare sets using numbers				
<b>PK.N.3.1</b> Compare two sets of 1-5 objects using comparative language such as same, more, or fewer	Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship			

<b>Subject: K4 Math</b>		<b>Updated: 2018</b>		
<b>3rd Quarter – Estimated Time: 4 Weeks-February</b>				
<b>Content Strands: Standard 1: Number and Operation, Standard 4: Data and Probability</b>				
<b>Unit and Time Frame: Number Identification, Counting one-to-one, Graphing-4 Weeks</b>				
<b>Standards</b>	<b>Learning Target/Objective</b>	<b>Vocabulary</b>	<b>Suggested Assessments</b>	<b>Suggested Resources</b>

<p><b>PK.N.1</b> Know number names and count in sequence</p>		<p>Graph</p>	<p>ESGI (Educational Software for Guiding Instruction)</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall <a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>
<p><b>PK.N.1.1</b> Count aloud forward in sequence by 1's to 20</p>	<p>Students will develop concepts that numbers represent how many</p>		<p>Checklist: Does student have knowledge of vocabulary introduced</p>	
<p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p>	<p>Students will recognize and name written numbers 0-10</p>		<p>Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room</p>	
<p><b>PK.N.2</b> Count to tell the number of objects</p>			<p>Listening in on small group discussions</p>	
<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>		<p>Listening in as students provide peer feedback</p>	
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>		<p>Questioning students during whole group discussions</p>	
<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting,</p>	<p>Students will be able to count objects and recognize that the</p>		<p>Using class work to determine if concepts need to be re-taught</p>	

<p>tells how many total objects are in a set</p>	<p>last counting word said indicates the quantity in a set</p>			
<p><b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will count objects in an organized way</p>			
<p><b>PK.N.3</b> Compare sets using numbers</p>				
<p><b>PK.N.3.1</b> Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			
<p><b>PK.D.1</b> Collect and organize categorical data</p>				
<p><b>PK.D.1.1</b> Collect and organize information about objects and events in the environment</p>	<p>Students will begin to develop skills to gather and record information about their world</p>			
<p><b>PK.D.1.2</b> Use categorical data to</p>				

create real object graphs	Students will begin to use simple data to make real object and picture graphs			
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<b>Subject: K4 Math</b>		<b>Updated: 2018</b>		
<b>3rd Quarter – Estimated Time: 4 Weeks-March</b>				
<b>Content Strands: Standard 1: Number and Operation, Standard 2: Algebraic Reasoning and Algebra</b>				
<b>Unit and Time Frame: Creating Sets, Same and Fewer, Patterns-4 Weeks</b>				
<b>Standards</b>	<b>Learning Target/Objective</b>	<b>Vocabulary</b>	<b>Suggested Assessments</b>	<b>Suggested Resources</b>
<p><b>PK.N.1</b> Know number names and count in sequence</p> <p><b>PK.N.1.1</b> Count aloud forward in sequence by 1's to 20</p> <p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p>	<p>Students will develop concepts that numbers represent how many</p> <p>Students will recognize and name written numbers 0-10</p>	Patterns	<p>ESGI (Educational Software for Guiding Instruction)</p> <p>Checklist: Does student have knowledge of vocabulary introduced</p> <p>Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall <a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>

<p><b>PK.N.2</b> Count to tell the number of objects</p>			<p>Listening in as students provide peer feedback</p>	
<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>		<p>Questioning students during whole group discussions</p>	
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>		<p>Using class work to determine if concepts need to be re-taught</p>	
<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting, tells how many total objects are in a set</p>	<p>Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set</p>			
<p><b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will count objects in an organized way</p>			
<p><b>PK.N.3</b> Compare sets using numbers</p>				
<p><b>PK.N.3.1</b> Compare two sets of 1-5</p>	<p>Students will look at two separate groups</p>			



<p>objects using comparative language such as same, more, or fewer</p> <p><b>PK.A.1</b> Recognize, duplicate, and extend patterns</p> <p><b>PK.A.1.2</b> Recognize, duplicate, and extend repeating patterns involving manipulatives, sounds, movement, and other contexts</p>	<p>of objects and using mathematical vocabulary to describe their relationship</p> <p>Students will identify a pattern and being able to distinguish it from a random assortments</p>			
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<b>Subject: K4 Math</b>		<b>Updated: 2018</b>		
<b>3rd Quarter – Estimated Time: 4 Weeks-April/May</b>				
<b>Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement</b>				
<b>Unit and Time Frame: Counting one to twenty, Measurement-6 Weeks</b>				
<b>Standards</b>	<b>Learning Target/Objective</b>	<b>Vocabulary</b>	<b>Suggested Assessments</b>	<b>Suggested Resources</b>
<b>PK.N.1</b> Know number names and count in sequence		Little Big Long Short Tall	ESGI (Educational Software for Guiding Instruction)  Checklist:	Frog Street Pinterest Fiction Books Non-Fiction Books YouTube

<p><b>PK.N.1.1</b> Count aloud forward in sequence by 1's to 20</p>	<p>Students will develop concepts that numbers represent how many</p>	<p>Heavy Light Longer Shorter Heavier Lighter Taller Shorter</p>	<p>Does student have knowledge of vocabulary introduced</p> <p>Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole group discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	<p>Starfall <a href="http://okmathframework.pbworks.com">http://okmathframework.pbworks.com</a></p>
<p><b>PK.N.1.2</b> Recognize and name written numerals 0-10</p>	<p>Students will recognize and name written numbers 0-10</p>			
<p><b>PK.N.2</b> Count to tell the number of objects</p>				
<p><b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>			
<p><b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects</p>	<p>Students will count and identify how many objects are in front of them from one to ten</p>			
<p><b>PK.N.2.3</b> Understand the last numeral spoken when counting, tells how many total objects are in a set</p>	<p>Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set</p>			

<p><b>PK.N.2.4</b> Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will count objects in an organized way</p>			
<p><b>PK.N.3</b> Compare sets using numbers</p>	<p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			
<p><b>PK.N.3.1</b> Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			
<p><b>PK.GM.2</b> Describe and compare measurable attributes</p>	<p>Students will use math focused vocabulary in everyday and instructional conversation to describe characteristics of objects</p>			
<p><b>PK.G.2.1</b> Identify measureable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or any other age appropriate vocabulary</p>	<p>Students will use math focused vocabulary in everyday and instructional conversation to describe characteristics of objects</p>			
<p><b>PK.GM.2.2</b> Directly compare two objects with</p>	<p>Students will compare two objects and use</p>			

common  
measurable  
attributes, using  
words  
longer/shorter,  
heavier/lighter,  
taller/shorter

math specific  
vocabulary to  
describe their  
relationship