

JAY PUBLIC SCHOOLS CURRICULUM MAP

Math K4

2019-2020

<p>PK.N.1.2 Recognize and name written numerals 0-10</p> <p>PK.N.1.3 Recognize that zero represents the count of no objects</p> <p>PK.N.2 Count to tell the number of objects</p> <p>PK.N.2.1 Identify the number of objects, up to 10, in a row or column</p> <p>PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects</p> <p>PK.N.2.3 Understand the</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>Students will build procedural fluency when counting groups of objects, some which contain no objects</p> <p>Students will count and identify how many objects are in front of them from one to ten</p> <p>Students will be able to count objects and recognize that the last counting word</p>			
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**Math K4
2019-2020**

<p>PK.N.2 Count to tell the number of objects</p> <p>PK.N.2.1 Identify the number of objects, up to 10, in a row or column</p> <p>PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects</p> <p>PK.N.2.3 Understand the last numeral spoken when counting, tells how many total objects are in a set</p> <p>PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p> <p>Students will count and identify how many objects are in front of them from one to ten</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>Students will count objects in an organized way</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP

**Math K4
2019-2020**

<p>PKN.3 Compare sets using numbers</p> <p>PK.N.3.1 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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Subject: Math		Updated: 2019		
2nd Quarter – Estimated Time: 4 Weeks-November				
Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement				
Unit and Time Frame: Numbers and Triangles-4 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources

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2019-2020

<p>PK.N.2.1 Identify the number of objects, up to 10, in a row or column</p> <p>PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects</p> <p>PK.N.2.3 Understand the last numeral spoken when counting, tells how many total objects are in a set</p> <p>PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column</p> <p>PKN.3 Compare sets using numbers</p> <p>PK.N.3.1 Compare two sets of 1-5 objects using</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p> <p>Students will count and identify how many objects are in front of them from one to ten</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>Students will count objects in an organized way</p> <p>Students will look at two separate groups of objects</p>			
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Math K4

2019-2020

<p>PK.N.1.2 Recognize and name written numerals 0-10</p> <p>PK.N.1.3 Recognize that zero represents the count of no objects</p> <p>PK.N.2 Count to tell the number of objects</p> <p>PK.N.2.1 Identify the number of objects, up to 10, in a row or column</p> <p>PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects</p> <p>PK.N.2.3 Understand the last numeral spoken when counting, tells how many</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>Students will build procedural fluency when counting groups of objects, some which contain no objects</p> <p>Students will count and identify how many objects are in front of them from one to ten</p> <p>Students will be able to count objects and recognize that the last counting word said</p>		<p>Questioning students during whole group discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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**Math K4
2019-2020**

<p>total objects are in a set</p> <p>PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column</p> <p>PK.N.3 Compare sets using numbers</p> <p>PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>indicates the quantity in a set</p> <p>Students will count objects in an organized way</p> <p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			
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Subject: Math		Updated: 2019		
3rd Quarter – Estimated Time: 4 Weeks-January				
Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement				
Unit and Time Frame: Numbers, Counting one-to-one, Sorting-4 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources

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Math K4

2019-2020

<p>PK.N.2.1 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>PK.N.2.2 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>PK.N.2.3 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>PK.N.2.4 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>PKN.3 Compare sets using numbers</p>				

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2019-2020**

<p>PK.N.3.1 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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Subject: Math		Updated: 2019		
3rd Quarter – Estimated Time: 4 Weeks-February				
Content Strands: Standard 1: Number and Operation, Standard 4: Data and Probability				
Unit and Time Frame: Number Identification, Counting one-to-one, Graphing-4 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.N.1 Know number names and count in sequence</p> <p>PK.N.1.1 Count aloud forward in sequence by 1’s to 20</p>	<p>Students will develop concepts that numbers represent how many</p>	<p>Graph</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 http://okmathframework.pbworks.com</p>

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2019-2020

<p>PK.N.1.2 Recognize and name written numerals 0-10</p> <p>PK.N.2 Count to tell the number of objects</p> <p>PK.N.2.1 Identify the number of objects, up to 10, in a row or column</p> <p>PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects</p> <p>PK.N.2.3 Understand the last numeral spoken when counting, tells how many total objects are in a set</p>	<p>Students will recognize and name written numbers 0-10</p> <p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p> <p>Students will count and identify how many objects are in front of them from one to ten</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>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>	
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2019-2020

<p>PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column</p> <p>PK.N.3 Compare sets using numbers</p> <p>PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p> <p>PK.D.1 Collect and organize categorical data</p> <p>PK.D.1.1 Collect and organize information about objects and events in the environment</p> <p>PK.D.1.2 Use categorical data to</p>	<p>Students will count objects in an organized way</p> <p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p> <p>Students will begin to develop skills to gather and record information about their world</p>			
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**Math K4
2019-2020**

create real object graphs	Students will begin to use simple data to make real object and picture graphs			
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Subject: Math		Updated: 2019		
3rd Quarter – Estimated Time: 4 Weeks-March				
Content Strands: Standard 1: Number and Operation, Standard 2: Algebraic Reasoning and Algebra				
Unit and Time Frame: Creating Sets, Same and Fewer, Patterns-4 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.N.1 Know number names and count in sequence</p> <p>PK.N.1.1 Count aloud forward in sequence by 1’s to 20</p> <p>PK.N.1.2 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 http://okmathframework.pbworks.com</p>

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Math K4

2019-2020

<p>PK.N.2 Count to tell the number of objects</p> <p>PK.N.2.1 Identify the number of objects, up to 10, in a row or column</p> <p>PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects</p> <p>PK.N.2.3 Understand the last numeral spoken when counting, tells how many total objects are in a set</p> <p>PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column</p>	<p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p> <p>Students will count and identify how many objects are in front of them from one to ten</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>Students will count objects in an organized way</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>	
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**Math K4
2019-2020**

<p>PKN.3 Compare sets using numbers</p> <p>PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p> <p>PK.A.1 Recognize, duplicate, and extend patterns</p> <p>PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sounds, movement, and other contexts</p>	<p>Students will look at two separate groups 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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Subject: Math	Updated: 2019
3rd Quarter – Estimated Time: 4 Weeks-April/May	

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Content Strands: Standard 1: Number and Operation, Standard 3: Geometry and Measurement				
Unit and Time Frame: Counting one to twenty, Measurement-6 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.N.1 Know number names and count in sequence</p> <p>PK.N.1.1 Count aloud forward in sequence by 1's to 20</p> <p>PK.N.1.2 Recognize and name written numerals 0-10</p> <p>PK.N.2 Count to tell the number of objects</p> <p>PK.N.2.1 Identify the number of objects, up to 10, in a row or column</p> <p>PK.N.2.2 Use one-to-one</p>	<p>Students will develop concepts that numbers represent how many</p> <p>Students will recognize and name written numbers 0-10</p> <p>Students will build procedural fluency when counting groups of objects, some which contain no objects</p>	<p>Little Big Long Short Tall Heavy Light Longer Shorter Heavier Lighter Taller Shorter</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 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 http://okmathframework.pbworks.com</p>

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2019-2020**

<p>correspondence in counting objects and matching groups of objects</p> <p>PK.N.2.3 Understand the last numeral spoken when counting, tells how many total objects are in a set</p> <p>PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column</p> <p>PK.N.3 Compare sets using numbers</p> <p>PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer</p>	<p>Students will count and identify how many objects are in front of them from one to ten</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>Students will count objects in an organized way</p> <p>Students will look at two separate groups of objects and using mathematical vocabulary to describe their relationship</p>			
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**Math K4
2019-2020**

<p>PK.GM.2 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>PK.G.2.1 Identify measureable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or any other age appropriate vocabulary</p>				
<p>PK.GM.2.2 Directly compare two objects with common measurable attributes, using words longer/shorter, heavier/lighter, taller/shorter</p>	<p>Students will compare two objects and use math specific vocabulary to describe their relationship</p>			