

JAY PUBLIC SCHOOLS CURRICULUM MAP
Kindergarten Mathematics
2017-18

Subject: Kindergarten Math		Updated: 2018		
1st Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations, Geometry & Measurement				
Unit and Time Frame: Identifying and Name Shapes				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.1.5 Count forward, with and without objects, from any given number up to 10.</p> <p>K.N.2.1 Compose and decompose numbers up to 10 with objects and pictures.</p> <p>K.GM.1.1 Recognize squares, circles, triangles, and rectangles.</p> <p>K.GM.1.6 Use basic shapes and spatial reasoning to represent objects in the real world.</p>	<p>Students will be able to count one to one correspondence and produce an AB pattern.</p>	<p>Pattern</p> <p>Counting</p> <p>Manipulative</p> <p>Square</p> <p>Triangle</p> <p>Circle</p> <p>Rectangle</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Teddy Bear Counters</p> <p>Pattern Blocks</p> <p>Linking Cubes</p>

Subject: Kindergarten Math		Updated: 2018		
1st Quarter – Estimated Time: 2 Weeks				
Content Strands: Data & Probability, Geometry & Measurement				
Unit and Time Frame: Counting by 1's to 100				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.D.1.2: Use categorical data to create real-object and picture graphs.</p> <p>K.D.1.3: Draw conclusions from real-object and picture graphs.</p> <p>K.GM.1.2: Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.</p> <p>K.GM.2.3: Sort objects into sets by more than one attribute.</p> <p>K.GM.1.4: Use smaller shapes to form a larger shape when there is an outline to follow.</p>	Students will be able to create a graph, sort objects by color, identify circles and rectangles and use positional words.	Graph Over Under Top Beside In Back Of In Front Of Behind Sorting	Observations Skill Based Report Card Monitor	Saxon Math Manipulatives: Teddy Bear Counters Pattern Blocks Goldfish

Subject: Kindergarten Math	Updated: 2018			
1st Quarter – Estimated Time: 2 Weeks				
Content Strands: Numbers & Operations, Algebraic Reasoning & Algebra, Data & Probability				
Unit and Time Frame: Identifying and Sequencing Numbers 0-10				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.1.3: Use ordinal numbers to represent the position of an object in a sequence up to 10.</p> <p>K.A.1.2: Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.</p> <p>K.D.1.3: Draw conclusions from real-object and picture graphs.</p> <p>K.N.1.7: Find a number that is 1 more or 1 less than a given number up to 10.</p> <p>K.D.1.1: Collect and sort information about objects and events in the environment.</p>	<p>Students will be able to identify a missing number, order numbers 1-5, create a pattern, read a graph, act out story problems, and identify ordinal position.</p>	<p>Graph</p> <p>Pattern</p> <p>Missing Number</p> <p>Problem</p> <p>1st, 2nd, 3rd, 4th, 5th</p> <p>Shape</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Teddy Bear Counters</p> <p>Pattern Blocks</p> <p>Linking Cubes</p>

Subject: Kindergarten Math		Updated: 2018		
1st Quarter – Estimated Time: 2 Weeks				
Content Strands: Geometry & Measurement, Algebraic Reasoning & Algebra, Numbers & Operations				
Unit and Time Frame: Counting and Matching Sets of Objects Using One-to-One Correspondence				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.GM.1.1 Recognize squares, circles, triangles, and rectangles.</p> <p>K.GM.1.3 Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.</p> <p>K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contents.</p> <p>K.N.1.3 Use ordinal numbers to represent the position of an object in a sequence up to 10.</p>	<p>Students will be able to identify shapes and their attributes, create sound and movement patterns, and identify ordinal position to the fourth.</p>	<p>Shapes</p> <p>Circles</p> <p>Squares</p> <p>Triangles</p> <p>Rectangles</p> <p>Pattern</p> <p>1st, 2nd, 3rd, 4th</p> <p>Movement</p> <p>Sound</p> <p>Position</p> <p>Sort</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Teddy Bear Counters</p> <p>Pattern Blocks</p> <p>Linking Cubes</p>

Subject: Kindergarten Math		Updated: 2018		
2nd Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations				
Unit and Time Frame: Matching Sets and Numbers				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.</p> <p>K.N.1.3 Use ordinal numbers to represent the position of an object in a sequence up to 10.</p> <p>K.N.1.5 Count forward, with and without objects, from any given number up to 10.</p> <p>K.N.1.7 Find a number that is 1 more or 1 less than a given number up to 10.</p>	<p>Students will be able to identify and count pennies, act out story using pennies, name a shape using three attributes, identify ordinal position to the fourth, and identify missing number to 10.</p>	<p>Pennies</p> <p>Nickels</p> <p>Dimes</p> <p>Quarters</p> <p>Sequence</p> <p>Missing</p> <p>Position</p> <p>1st, 2nd, 3rd, 4th</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Pennies</p> <p>Teddy Bear Counters</p> <p>Linking Cubes</p>

Subject: Kindergarten Math		Updated: 2018		
2nd Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations, Algebraic Reasoning & Algebra				
Unit and Time Frame: Sorting and Identifying the Sorting Rule				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.1.3 Use ordinal numbers to represent the position of an object in a sequence up to 10.</p> <p>K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.</p> <p>K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking, and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.</p>	Students will be able to identify ordinal position, identify dimes, and make patterns.	Penny Pattern Dime Position 1st, 2nd, 3rd, 4th	Observations Skill Based Report Card Monitor	Saxon Math Manipulatives: Pennies Dimes Nickels Quarters

Subject: Kindergarten Math		Updated: 2018		
2nd Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations, Data and Probability, Geometry and Measurement				
Unit and Time Frame: Sorting and Identifying the Sorting Rule				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.GM.2.1 Use words to compare objects according to length, size, weight, position, and location.</p>	Students will be able to count money using pennies, compare objects by	Penny Cent	Observations Skill Based Report Card	Saxon Math Manipulatives:

K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.	weight, and place objects on graph, make shapes using free-form blocks.	Weight Balance Graph	Monitor	Pennies Balance
K.D.1.1 Collect and sort information about objects and events in the environment.				
K.GM.1.5 Compose free-form shapes with blocks.				

Subject: Kindergarten Math		Updated: 2018		
2nd Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations, Geometry and Measurement, Algebraic Reasoning & Algebra				
Unit and Time Frame: Copying and Extending Patterns				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.1.1 Count aloud forward in sequence to 100 by 1’s and 10’s.</p> <p>K.GM.1.4 Use smaller shapes to form a larger shape when there is an outline to follow.</p> <p>K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.</p> <p>K.A.1.2 Recognize, duplicate, complete, and extend repeating,</p>	Students will be able to count using cubes, copy line segments and shapes, identify dimes, count by 10’s, and identify patterns.	Cube Circle Rectangle Triangle Square Dime Cent pattern	Observations Skill Based Report Card Monitor	Saxon Math Manipulatives: Linking cubes

shrinking, and growing patterns involving shape, color, size, objects, sounds, movement, and other contents.				
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Subject: Kindergarten Math		Updated: 2018		
3rd Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations, Geometry & Measurement				
Unit and Time Frame: Identifying Ordinal Position				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.GM.2.2 Order up to 6 objects using measurable attributes, such as length and weight.</p> <p>K.GM.2.4 Compare the number of objects needed to fill two containers.</p> <p>K.N.1.2 Recognize that a number can be used to represent how many objects are in a set up to 10.</p>	Students will be able to compare sets of objects, weigh objects and order objects by weight, and compare sets of objects up to 10.	<p>Compare</p> <p>Weigh</p> <p>Measure</p> <p>Balance</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Teddy Bear Counters</p> <p>Balance</p> <p>Measuring Cups</p>

Subject: Kindergarten Math		Updated: 2018		
3rd Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations, Algebraic Reasoning & Algebra				
Unit and Time Frame: Creating a Real Graph				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.A.1.1 Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.</p> <p>K.N.1.4 Recognize without counting (subitize) the quantity of a small group of objects in organized and random arrangements up to 10.</p>	Students will be able to compare and sort objects by length, order objects by length, recognize objects without counting, and make patterns using pattern blocks.	<p>Patterns</p> <p>Color</p> <p>Size</p> <p>Shape</p> <p>Organize</p> <p>Recognize</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Pattern blocks</p>

Subject: Kindergarten Math		Updated: 2018		
3rd Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations, Geometry & Measurement				
Unit and Time Frame: Naming the Days of the Week, Copying Geoboard Designs				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.</p> <p>K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking</p>	Students will be able to identify nickels, count by 5's, create sound and movement patterns, divide objects into two	<p>Nickels</p> <p>Movement</p> <p>Patterns</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Nickels</p>

<p>and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.</p> <p>K.N.3.1 Distribute equally a set of objects into at least two smaller equal sets.</p> <p>K.GM.3.1 Develop an awareness of simple time concepts using words such as yesterday, today, tomorrow, morning, afternoon, and night within his/her daily life.</p>	<p>groups, and name the days of the week.</p>	<p>Groups</p> <p>Equal</p>	<p>Linking cubes</p>
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Subject: Kindergarten Math		Updated: 2018		
4th Quarter – Estimated Time: 2 Weeks				
Content Strands: Algebraic Reasoning & Algebra, Geometry & Measurement				
Unit and Time Frame: Identifying a penny, nickel, and a dime				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.</p>	<p>Students will be able to make patterns using pattern blocks, divide objects into groups, sort tangrams, measure lengths, and graph a</p>	<p>Tangram</p> <p>Length</p> <p>Pictograph</p> <p>Pattern blocks</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Pattern blocks</p>

<p>K.GM.1.2 Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.</p>	<p>picture on a pictograph.</p>			
<p>K.GM.2.1 Use words to compare objects according to length, size, weight, position, and location.</p>				
<p>K.D.1.2 Use categorical data to create real-object and picture graphs.</p>				

Subject: Kindergarten Math		Updated: 2018		
4th Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations				
Unit and Time Frame: Counting by 10's				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.1.2 Recognize that a number can be used to represent how many objects are in a set up to 10.</p> <p>K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.</p> <p>K.N.1.8 Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.</p>	<p>Students will be able to order objects by size, sort coins, identify a quarter, and identify equivalent sets.</p>	<p>Coin</p> <p>Cent</p> <p>Quarter</p> <p>Equal</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p> <p>Manipulatives:</p> <p>Pennies</p> <p>Nickels</p> <p>Dimes</p> <p>Quarters</p>

Subject: Kindergarten Math		Updated: 2018		
4th Quarter – Estimated Time: 2 Weeks				
Content Strands: Number & Operations				
Unit and Time Frame: Matching Sets and Numbers				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>K.N.1.6 Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.</p> <p>K.G.M.3.1 Develop and awareness of simple time concepts using words such as yesterday, today, tomorrow, morning, afternoon, and night within his/her daily life.</p>	<p>Students will be able to draw pictures for whole numbers, and identify time of day or night, morning, afternoon, or evening.</p>	<p>Time</p> <p>Morning</p> <p>Afternoon</p> <p>Evening</p>	<p>Observations</p> <p>Skill Based Report Card</p> <p>Monitor</p>	<p>Saxon Math</p>