Subject: K4 Math	Updated: 2018

1stQuarter – Estimated Time: 6 Weeks August-September

Content Strands:
 Standard 1: Numbers and Operations, Standard 3: Geometry and Measurement

Unit and Time Frame: Numbers, Shapes, Circle - 6 Weeks

Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
PK.GM.1 Identify common shapes. **PK.GM1.1** Identify circles, squares, rectangles, & triangles by pointing to the shape when given the name **PK.N.1** Know number names and count in sequence **PK.N.1.1** Count aloud forward in sequence by 1's to 20 **PK.N.1.2** Recognize and name written numerals 0-10	 Students will identify a circle Students will recognize and name written numbers 0-10 Students will look at a numeral, recognize it, and name it	Shapes Circle Number Zero One Two Three First Second Third	ESGI (Educational Software for Guiding Instruction) Checklist: Does student have knowledge of vocabulary introduced Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room Listening in on small group discussions Listening in as students provide peer feedback Questioning students during whole group discussions Using class work to determine if concepts need to be re-taught	Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall http://okmathframework.pbworks.com

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

in a row or column **PKN.3** Compare sets using numbers **PK.N.3.1** 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			

Subject: K4 Math		Updated: 2018		
1st Quarter – Estimated Time: 4 Weeks-October				
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**
PK.GM.1 Identify common shapes. **PK.GM1.1** Identify circles, squares, rectangles, & triangles by pointing to the shape when given the name	Students will identify a triangle	Number Four Five Six Fourth Fifth Shapes Triangles	ESGI (Educational Software for Guiding Instruction) Checklist: Does student have knowledge of vocabulary introduced Monitoring: Teacher monitor could include, but not limited to	Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall http://okmathframework.pbworks.com

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

PK.N.2.3 Understand the last numeral spoken when counting, tells how many total objects are in a set	Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set			
PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column	Students will count objects in an organized way			
PKN.3 Compare sets using numbers				
PK.N.3.1 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			

Subject: K4 Math	**Updated: 2018**
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
PK.GM.1 Identify common shapes **PK.GM1.1** Identify circles, squares, rectangles, & triangles by pointing to the shape when given the name **PK.N.1** Know number names and count in sequence **PK.N.1.1** Count aloud forward in sequence by 1's to 20 **PK.N.1.2** Recognize and name written numerals 0-10 **PK.N.1.3** Recognize that zero represents the count of no objects **PK.N.2** Count to tell the number of objects	Students will identify a rectangle Students will recognize and name written numbers 0-10 Students will look at a numeral, recognize it, and name it Students will understand that zero means no objects	Number Seven Eight Nine Shape Rectangle	ESGI (Educational Software for Guiding Instruction) Checklist: Does student have knowledge of vocabulary introduced Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room Listening in on small group discussions Listening in as students provide peer feedback Questioning students during whole group discussions Using class work to determine if concepts need to be re-taught	Frog Stree Pinterest Fiction Books Non-Fiction Books YouTube Starfall http://okmathframework.pbworks.com

PK.N.2.1 Identify the number of objects, up to 10, in a row or column	Students will build procedural fluency when counting groups of objects, some which contain no objects			
PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects	Students will count and identify how many objects are in front of them from one to ten			
PK.N.2.3 Understand the last numeral spoken when counting, tells how many total objects are in a set	Students will be able to count objects and recognize that the last counting word said indicates the quantity in a set			
PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column	Students will count objects in an organized way			
PKN.3 Compare sets using numbers				
PK.N.3.1 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			

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

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

PK.N.3.1 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			

Subject: K4 Math	Updated: 2018			
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**
PK.GM.2 **PK.GM.2.3** Sort objects into sets by one or more attributes **PK.N.1** Know number names and count in sequence	Students will identify similarities and differences is essential for students to be able to sort and group objects	Sort Same Different Size	ESGI (Educational Software for Guiding Instruction) Checklist: Does student have knowledge of vocabulary introduced Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room	Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall http://okmathframework.pbworks.com

PK.N.1.1 Count aloud forward in sequence by 1's to 20	Students will develop concepts that numbers represent how many		Listening in on small group discussions

Listening in as students provide peer feedback | |
| **PK.N.1.2** Recognize and name written numerals 0-10 | Students will recognize and name written numbers 0-10 | | Questioning students during whole group discussions

Using class work to determine if concepts need to be re-taught | |
PK.N.2 Count to tell the number of objects				
PK.N.2.1 Identify the number of objects, up to 10, in a row or column	Students will build procedural fluency when counting groups of objects, some which contain no objects			
PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects	Students will count and identify how many objects are in front of them from one to ten			
PK.N.2.3 Understand the last numeral spoken when counting, tells how many	Students will be able to count objects and recognize that the last counting			

Standards	Learning Target/Objective			
total objects are in a set	word said indicates the quantity in a set			
PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column	Students will count objects in an organized way			
PKN.3 Compare sets using numbers **PK.N.3.1** 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			

Subject: K4 Math	**Updated: 2018**	
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

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

tells how many total objects are in a set	last counting word said indicates the quantity in a set			
PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column	Students will count objects in an organized way			
PKN.3 Compare sets using numbers				
PK.N.3.1 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			
PK.D.1 Collect and organize categorical data				
PK.D.1.1 Collect and organize information about objects and events in the environment	Students will begin to develop skills to gather and record information about their world			
PK.D.1.2 Use categorical data to				

create real object graphs	Students will begin to use simple data to make real object and picture graphs			

Subject: K4 Math		Updated: 2018		
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
PK.N.1 Know number names and count in sequence **PK.N.1.1** Count aloud forward in sequence by 1's to 20 **PK.N.1.2** Recognize and name written numerals 0-10	Students will develop concepts that numbers represent how many Students will recognize and name written numbers 0-10	Patterns	ESGI (Educational Software for Guiding Instruction) Checklist: Does student have knowledge of vocabulary introduced Monitoring: Teacher monitor could include, but not limited to observation of students as teacher walks around the room Listening in on small group discussions	Frog Street Pinterest Fiction Books Non-Fiction Books YouTube Starfall http://okmathframework.pbworks.com

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

objects using comparative language such as same, more, or fewer	of objects and using mathematical vocabulary to describe their relationship			
PK.A.1 Recognize, duplicate, and extend patterns				
PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sounds, movement, and other contexts	Students will identify a pattern and being able to distinguish it from a random assortments			

Subject: K4 Math		Updated: 2018		
3rd Quarter – Estimated Time: 4 Weeks-April/May				
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**
PK.N.1 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

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

PK.N.2.4 Count up to 5 items in a scattered configuration not in a row or column	Students will count objects in an organized way			
PKN.3 Compare sets using numbers				
PK.N.3.1 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			
PK.GM.2 Describe and compare measurable attributes				
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	Students will use math focused vocabulary in everyday and instructional conversation to describe characteristics of objects			
PK.GM.2.2 Directly compare two objects with	Students will compare two objects and use			

common measurable attributes, using words longer/shorter, heavier/lighter, taller/shorter	math specific vocabulary to describe their relationship			