### 1st Nine Weeks

**Standard 1: Patterns - The student will sort and classify objects and analyze simple patterns.**

**Patterns:**
1. Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).
2. Explain verbally and extend simple patterns

**Expected Strategies Patterns:**
- Sort objects into appropriate groups (categories) based on one attribute (animals, crayons, blocks, teddy bear counters)
- Pattern ABAB using objects such as: pattern blocks, snap cubes, shoes, boys/girls, forks/spoons, blocks or colored counters. (yellow/red/yellow/red)
- Listen to and copy snap/clap patterns.
- Create snap/clap patterns.

**Vocabulary Patterns:**
- Color
- Size
- Shape
- Sort – same/different
- Pattern

**Assessment Patterns:**
- SME – CCC Success Maker
- Observation
- Peer Tutoring
- Math Journal

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**Muskogee Public Schools Curriculum Map 2009-2010**

Course: Mathematics  
Grade Level: Kindergarten
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| 1st Nine Weeks continued | **Standard 2: Number Sense** - The student will understand the relationship between numbers and quantities. | **Number Sense:**  
2.1. Compare a group or set to another group, set or numerical quantity and verbally explain which has more, less or equivalent quantities.  
2.2. Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).  
2.3. Count forward to twenty.  
2.4. Count objects in a set one-by-one from one through ten.  
2.5. Identify and create sets of objects zero through ten.  
2.6. Identify and write numerals one through ten, in and out of sequence.  
✓ MATH FACTS - WRITE NUMERALS 1-10. | **Expected Strategies Number Sense:**  
Counters, number books, macaroni, beans, dominos, buttons, blocks  
Trace numbers using sandpaper, finger paint, dry erase boards, tactile letters.  
MATH FACTS – completed in 15 minutes.  
**Vocabulary Number Sense:**  
Compare  
Count  
Number  
Zero  
Left - Right  
**Assessment Number Sense:**  
SME – CCC Success Maker  
Observation/Problem of Day  
Peer Tutoring |
| | **Standard 3: Geometry and Spatial Sense** - The student will identify common geometric shapes and explore the relationship of objects in the environment. | **Geometry and Spatial Sense:**  
3.2. Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over). | **Expected Strategies Geometry and Spatial Sense:**  
Model and demonstrate positional words.  
Sing “Head, Shoulders, Knees and Toes”  
Cups with objects (in and out)  
Hokey Pokey – song and movement  
**Vocabulary Geometry and Spatial Sense:**  
On  
On top of  
Below  
Above  
Under  
Beside  
Behind  
Over  
Temperature – Thermometer  
**Assessment Geometry and Spatial Sense:**  
SME – CCC Success Maker  
Observation / Problem of Day |

✓ Local Kindergarten Skills
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| 1st nine weeks continued                      | Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement. | Measurement:  
4.2. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).  
4.4 Expose students to standard measurement of temperature (thermometer).  
4.6. Identify the days of the week and months of the year.  
4.7. Identify the coins penny, nickel, dime and quarter. | Expected Strategies Measurement:  
Classify sets of objects into three subsets of one attribute such as size. (Pencils, pumpkins, multi-sized teddy bears/worms, blocks)  
Repetition of songs, chants and daily calendar math activities.  
Charts and/or Promethean Board  
Money books – stamp coins into books and have students identify one characteristic.  
Money - sort a collection of coins  
**Vocabulary Measurement:**  
Long, Longer, Longest  
Short, Shorter, Shortest  
Big, Bigger, Biggest  
Small, Smaller, Smallest  
Small Medium, Large Calendar  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday  
January, February, March, April, May, June, July, August, September, October, November, December  
Penny, Nickel, Dime, Quarter  
**Assessment Measurement:**  
SME – CCC Success Maker  
Observation Checklist  
Math Journal  
Problem of Day |
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<td>1st nine weeks continued</td>
<td><strong>Standard 5: Data Analysis - The student will collect and analyze data in a group setting.</strong></td>
<td><strong>Data Analysis:</strong> 5.2. Create and verbally explain a data display or graph (e.g., real object graph, pictorial graphs).</td>
<td><strong>Expected Strategies Data Analysis:</strong> Classroom Pictures Promethean Flipcharts Weather Graph Graph (colors, items, food, toys, blocks) <strong>Vocabulary Data Analysis:</strong> Graph <strong>Assessment Data Analysis:</strong> SME – CCC Success Maker Work Sample Portfolio Observation Checklist Math Journal Problem of Day</td>
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| 2nd Nine Weeks | **Standard 1: Patterns** - The student will sort and classify objects and analyze simple patterns. | **Patterns:** 1.2. Explain verbally and extend simple patterns | **Expected Strategies Patterns:** Pattern – AAB, ABB  
**Assessment Patterns:** SME – CCC Success Maker  
Observation  |
|            | **Standard 2: Number Sense** - The student will understand the relationship between numbers and quantities. | **Number Sense:** 2.3. Count forward to twenty and backward from ten.  
✓ MATH FACTS – WRITE NUMERALS 1 - 20. | **Expected Strategies Number Sense:** Model and Demonstrate  
MATH FACTS – completed in 15 minutes.  
**Assessment Number Sense:** Observation  
Checklist  
Peer Tutoring  |
|            | **Standard 3: Geometry and Spatial Sense** - The student will identify common geometric shapes and explore the relationship of objects in the environment. | **Geometry and Spatial Sense:** 3.1. Identify, compare and draw basic two-dimensional geometric shapes (e.g., circle, square, triangle, rectangle). | **Expected Strategies Geometry and Spatial Sense:**  
Find shapes within a picture.  
Go on a shape walk and identify shapes within an environment.  
**Vocabulary Geometry and Spatial Sense:** Circle  
Square  
Triangle  
Rectangle  
**Assessment Geometry and Spatial Sense:** SME – CCC Success Maker  
Work Sample Portfolio  
Observation  
Checklist  
Peer Tutoring  
Math Journal  
Problem of Day  |

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<td>2nd Nine Weeds Continued</td>
<td><strong>Standard 4: Measurement</strong> - The student will explore the concepts of nonstandard and standard measurement.</td>
<td><strong>Measurement:</strong> 4.1. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block). 4.3. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest). 4.4 Expose students to standard measurement of length (standard ruler)</td>
<td><strong>Expected Strategies Measurement:</strong> Compare and describe two objects using nonstandard units of measure. (books, cubes, new pencils, paper clips, yarn, block.) Identify the ruler as an instrument to measure length. <strong>Vocabulary Measurement:</strong> Measure Length - Ruler Tallest, Thinnest, Thickest <strong>Assessment Measurement:</strong> SME – CCC Success Maker Observation Problem of Day</td>
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<td><strong>Standard 5: Data Analysis</strong> - The student will collect and analyze data in a group setting.</td>
<td><strong>Data Analysis:</strong> 5.2 Create and verbally explain a data display or graph.</td>
<td><strong>Expected Strategies Data Analysis:</strong> Make a pictograph by sorting M&amp;M’s, Skittles, etc. Create a classroom graph how children travel to school and/or favorite ice cream. <strong>Assessment Data Analysis:</strong> SME – CCC Success Maker Work Sample Portfolio Observation</td>
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| 3rd Nine Weeks | **Standard 1: Patterns** - The student will sort and classify objects and analyze simple patterns. | **Patterns:** 1.2. Explain verbally and extend simple patterns | **Expected Strategies Patterns:** Pattern – ABC, ABCD  
**Assessment Patterns**  
SME – CCC Success Maker  
Observation |
| | **Standard 2: Number Sense** - The student will understand the relationship between numbers and quantities. | **Number Sense:** 2.7. Identify the ordinal position (first through fifth) of objects.  
2.8. Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).  
✓ MATH FACTS – WRITE NUMERALS 1-100 | **Expected Strategies Number Sense:** Model with students to show ordinal position. (example: 1st in line)  
Demonstrate with objects (cookies, animals, blocks).  
Use of Promethean Flipcharts (pictures placed in trash to show subtraction)  
Place Fruit Loops on a numbered 100 chart then place 100 Fruit Loops on yarn to make necklace.  
MATH FACTS – Completed in 15 minutes.  
**Vocabulary Number Sense:** First, Second, Third, Fourth, Fifth  
Between  
Large  
Small  
Set  
**Assessment Number Sense:** SME – CCC Success Maker  
Observation  
Checklist  
Peer Tutoring  
Problem of Day |
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<td>3&lt;sup&gt;rd&lt;/sup&gt; nine weeks continued</td>
<td><strong>Standard 3: Geometry and Spatial Sense</strong> - The student will identify common geometric shapes and explore the relationship of objects in the environment.</td>
<td><strong>Geometry and Spatial Sense:</strong> ✓ Identify oval and diamond shapes.</td>
<td><strong>Expected Strategies Geometry and Spatial Sense:</strong> Use real life items to identify shapes: baseball diamond, egg, foam or plastic shapes. <strong>Vocabulary Geometry and Spatial Sense:</strong> Oval, Diamond <strong>Assessment Geometry and Spatial Sense:</strong> SME – CCC Success Maker Work Sample Portfolio Observation Checklist Math Journal</td>
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<td><strong>Standard 4: Measurement</strong> - The student will explore the concepts of nonstandard and standard measurement.</td>
<td><strong>Measurement:</strong> 4.4 Expose student to standard measurement of weight (scale). 4.5 Tell time on digital and analog clocks to the hour. ✓ Expose students to value of coins penny, nickel, dime and quarter.</td>
<td><strong>Expected Strategies Measurement:</strong> Analog plastic/wooden teacher and student clocks. Store center - buy items using coins SME work strands Counting coins (example 10 pennies exchanging for 1 dime) <strong>Vocabulary Measurement:</strong> Weight - Scale Clock, Time, Hour Money, Penny, Nickel, Dime, Quarter <strong>Assessment Measurement:</strong> SME – CCC Success Maker Observation Peer Tutoring Problem of Day</td>
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| 3rd nine weeks continued | **Standard 5: Data Analysis - The student will collect and analyze data in a group setting.** | **Data Analysis:**  
5.1. Collect and analyze information about objects and events in the environment. | **Expected Strategies Data Analysis:**  
Use data from events such as: How many sunflowers grew from seeds, pumpkins in the pumpkin patch, how many students have coats today?  
**Vocabulary Data Analysis:**  
Analyze  
**Assessment Data Analysis:**  
SME – CCC Success Maker Observation  
Math Journal  
Problem of Day |
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<td>4th Nine Weeks</td>
<td><strong>Standard 1: Patterns</strong> - The student will sort and classify objects and analyze simple patterns.</td>
<td><strong>Patterns:</strong> 1.2. Explain verbally and extend simple patterns</td>
<td><strong>Expected Strategies for Patterns:</strong> Recognize, identify and describe patterns in our environment. &lt;br&gt;<strong>Assessment Patterns:</strong> Observation</td>
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<td><strong>Standard 2: Number Sense</strong> - The student will understand the relationship between numbers and quantities.</td>
<td><strong>Number Sense:</strong> 2.1. Compare a group or set to another group, set or numerical quantity using the math symbols (+, -, =).&lt;br&gt;✓ Expose to oral word problems.&lt;br&gt;• Adding objects to a set.&lt;br&gt;• Subtracting objects from a set.&lt;br&gt;2.8. Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).&lt;br&gt;✓ Counting orally one to one hundred by 1’s and 10’s.&lt;br&gt;✓ Introduce counting one to one hundred by 2’s and 5’s.&lt;br&gt;✓ Read number words one through ten.&lt;br&gt;✓ Identify the concept of fractional parts.&lt;br&gt;• Halves, Fourths, Thirds&lt;br&gt;✓ MATH FACTS – ADDITION SUMS TO 10.</td>
<td><strong>Expected Strategies for Number Sense:</strong> Model set using students.&lt;br&gt;Adding a new student to the set or asking a student to sit down.&lt;br&gt;Repetition of counting numbers&lt;br&gt;Counting by 5’s using hand print, 2’s skip counting, 10’s dimes.&lt;br&gt;Folding a paper to show fractional parts&lt;br&gt;Cutting food (real or plastic) into fractional parts.&lt;br&gt;MATH-FACTS: 25 addition problems completed in 15 minutes.&lt;br&gt;<strong>Vocabulary Number Sense:</strong>&lt;br&gt;Add&lt;br&gt;Subtract&lt;br&gt;Equal&lt;br&gt;One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten&lt;br&gt;Half ½&lt;br&gt;Fourth ¼&lt;br&gt;Third 1/3&lt;br&gt;<strong>Assessment Number Sense:</strong>&lt;br&gt;SME – CCC Success Maker&lt;br&gt;Work Sample Portfolio&lt;br&gt;Observation / Problem of Day&lt;br&gt;Checklist&lt;br&gt;Math Journal</td>
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| 4th Nine Weeks Continued | Standard 3: Geometry and Spatial Sense - The student will identify common geometric shapes and explore the relationship of objects in the environment. | Geometry and Spatial Sense:  
✓ Introduce solid shapes (cone, cube, cylinder, sphere) | Expected Strategies Geometry and Spatial Sense:  
Shape Prints  
Play dough  
**Vocabulary Geometry and Spatial Sense:**  
Sphere, Cylinder, Cone, Cube  
**Assessment Geometry and Spatial Sense:**  
SME – CCC Success Maker  
Work Sample Portfolio  
Observation Checklist  
Math Journal |
| | Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement. | Measurement:  
4.4. Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).  
✓ Tell time on digital and analog clocks to the half hour. | Expected Strategies Measurement:  
Demonstrate and Model with appropriate instrument.  
**Vocabulary Measurement:**  
Length- Ruler  
Weight - Scale  
Temperature – Thermometer  
Digital, Analog  
Half Hour  
**Assessment Measurement:**  
SME – CCC Success Maker  
Observation Checklist  
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Problem of Day |
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| 4<sup>th</sup> nine weeks continued | **Standard 5: Data Analysis - The student will collect and analyze data in a group setting.** | **Data Analysis:**  
✓ Gather data on given categories by counting and tallying. | **Expected Strategies for Data Analysis:**  
Count and tally our favorite, number of days various types of weather in a given month, types of pets, types of shoes, etc.  
**Vocabulary Data Analysis:**  
Tally  
Data  
**Assessment Data Analysis:**  
SME – CCC Success Maker  
Problem of the Day |
| ✓ Local Kindergarten Skills |