Grade K Mathematics Curriculum Guide

Grade Level/Course Title: Grade K	Trimester 1	Academic Year: 2017-2018

numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Essential Questions for pages 1-7: 1.   How can students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually (in Trimesters 2 and 3) with equations such as 5 + 2 = 7 and 7 – 2 = 5? (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.)**2.** How can students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away?

Suggestions: Starting with day 1, count the days in school, using a 100-chart or horizontally on a long piece of paper. (This can culminate later in a 100-Day event if you wish.) Begin to introduce position concepts "in front of" and "behind" each time you line up, handling manipulatives, etc. Begin to introduce the math vocabulary "circle"; e.g. form a *circle* **to play games such a** *Duck, Duck, Goose***, identify circular objects in classroom, at home for homework, etc. The ability to recognize the number of items without one to one counting is "***subitizing***" and you have opportunities to subitize as you introduce each number.**

Time Frame	Standard	Standard Description	Content	Resources
(Aug.-Sept.) **Chapter 1:** **Numbers** **0 to 5** **(Approx.** **17 days)**	K.CC.4	a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	• One-to-one correspondence • Subitizing (recognizing the number of objects in small quantities without counting one by one) • Decomposition (breaking sets of objects into smaller sets) • Represent small whole number quantities on an open number line • Represent quantities on a ten-frame	**Chapter 1 – Numbers 0 to 5 (11 Lessons)** 1-1: Count 1, 2, and 3 1-2: Read and Write 1, 2, and 3 1-3: Count 4 and 5 1-4: Read and Write 4 and 5 1-5: Read and Write Zero 1-6: Equal To 1-7: Greater Than 1-8: Less Than 1-9: Compare Numbers 0 to 5 1-10: One More 1-11: Problem-Solving Strategy: Draw a Diagram Use throughout Unit 1: Subitizing [L] Decomposition [L] Bar Models [L] Number Lines [L] Ten Frames [L] Ten Frames [GMR] Side-by-side [L] Number Match [L] Number Books [CP] Number Books 0 to 9 [L] Complements for Numbers to Ten [L] Graphing in the Primary Grades [L] (IMT tasks listed on next page can also be used with this chapter)
	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		
	K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		

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Grade Level Mathematics Focus:
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Essential Questions: See page 1

Suggestions: : Look for opportunities during the day to *compare* numbers; e.g. taking attendance notice whether the number of boys or girls is equal or which is more or less; lining up by colors of shoes, compare which is greater or fewer, building towers with blocks talk about which has more blocks, etc. Continue to work on position words (next to, beside) subitizing, and 2-D shapes squares and rectangles, including the vocabulary "lines" and "vertex."

Time Frame	Standard	Standard Description	Content	Resources
(Sept.-Oct.) **Chapter 2:** **Numbers** **to 10** **(Approx.** **14 days)**	K.CC.4	a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	• One-to-one correspondence • Subitizing (recognizing the number of objects in small quantities without counting one by one) • Decomposition (breaking sets of objects into smaller sets) • Represent small whole number quantities on an open number line • Represent quantities on a ten-frame	**Chapter 2 – Numbers to 10 (11 Lessons)** 2-1: Numbers 6 and 7 2-2: Number 8 2-3: Read and Write 6, 7, and 8 2-4: Number 9 2-5: Number 10 2-6: Read and Write 9 and 10 2-7: Problem-Solving Strategy: Act It Out 2-8: Compare Numbers 0 to 10 2-9: One More with Numbers to 10 2-10: Ordinal Numbers to Fifth 2-11: Ordinal Numbers to Tenth Counting Cup [IMT] Find The Numbers 0-5 or 5-10 [IMT] Number Line Up [IMT] "One More" Concentration [IMT] Bags of Stuff [IMT] More and Less Handfuls [IMT] Counting Overview [IMT] Color Week [IMT] Goody Bags [IMT] **My Math!** **Common** **Assessment 1**
	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1..		
	K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		

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Essential Questions: See page 1
Suggestions: As students gain number knowledge, use number cards showing numbers and corresponding items to play the game of "High/Low", (aka "War") first as a class and then in pairs; to learn and practice counting by 10's use the 100s chart, handprints painted or traced displayed and labeled by 10s. Making class graphs of things they know such as foods (taste them in class!), pets, colors, etc. gives you many opportunities to count and compare numbers. Continue to work on position words (above, below), subitizing, and 2-D shapes (triangles, working in triads, riding tricycles, singing in trios, etc.)

Time Frame	Standard	Standard Description	Content	Resources
(Oct.-Nov.) **Chapter 3:** **Numbers Beyond 10** **(Approx.** **16 days)**	K.CC.1	Count to 100 by ones and by tens.	• Compare whole number sets to determine more, less, or equal • Concept of tens and ones as a foundation for place value	**Chapter 3 – Numbers Beyond 10 (10 Lessons)** 3-1: Numbers 11 and 12 3-2: Numbers 13 and 14 3-3: Number 15 3-4: Numbers 16 and 17 3-5: Numbers 18 and 19 3-6: Number 20 3-7: Problem-Solving Strategy: Draw a Diagram 3-8: Count to 50 by Ones 3-9: Count to 100 by Ones 3-10: Count to 100 by Tens Comparing Sets and Numbers [L] Working with Teens [L] Addition/Subtraction Game PIG What Makes a Teen Number? [IMT] Choral Counting [IMT] Counting by Tens [IMT] Assessing Counting Sequences Part II [IMT] Counting Mat [IMT] Finding Equal Groups [IMT] Biggest Number Wins [IMT]
	K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		
	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		
	K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.		

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Essential Questions: See page 1

Suggestions: Composing and decomposing numbers can be taught with multi-colored discs, cubes, bears, etc., as in "Hands-On Activity" in Teachers Guide p. 261A, and others. Continue to make students aware of position words (consider: between, on top of, beneath, underneath, every other, alternate, through) subitizing, and 2-D shapes (hexagons). Consider starting to do introductory measurement activities using alternative units such as snap cubes, paper clips, dominos, pencils, etc. to measure length; also, set up the balance scale with small manipulatives and let students experiment with making sets that balance.

Time Frame	Standard	Standard Description	Content	Resources
(Oct.-Nov.) **Chapter 4:** **Compose and Decompose Numbers to 10** **(Approx. 15 days)**	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Decompose numbers to add and subtract in multiple ways • Represent adding and subtracting on an open number line • Represent adding and subtracting using bar models • Represent adding and subtracting using ten frames	**Chapter 4 – Compose and Decompose Numbers to 10 (9 Lessons)** 4-1: Make 4 and 5 4-2: Take Apart 4 and 5 4-3: Make 6 and 7 4-4: Take Apart 6 and 7 4-5: Problem-Solving Strategy: Act It Out 4-6: Make 8 and 9 4-7: Take Apart 8 and 9 4-8: Make 10 4-9: Take Apart 10 Exploring Equality [L] Fluency to Five (or Ten) [L] Make 9 [IMT] Shake and Spill [IMT] My Book of Five [IMT] Pick Two [IMT]
	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		
	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		
	K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		
	K.OA.5	Fluently add and subtract within 5.		

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Essential Questions: See page 1

Time Frame	Standard	Standard Description	Content	Resources
(Nov.-Dec.) **Chapter 5:** **Addition** **(Approx.** **13 days)**	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Decompose numbers to add and subtract in multiple ways • Represent adding and subtracting on an open number line • Represent adding and subtracting using bar models • Represent adding and subtracting using ten frames	**Chapter 5 – Addition (7 Lessons)** 5-1: Addition Stories 5-2: Use Objects to Add 5-3: Use the + Symbol 5-4: Use the = Symbol 5-5: How Many in All? 5-6: Problem-Solving Strategy: Write a Number Sentence 5-7: Add to Make 10 Tackling the Terrific Teens [L] Number Books 10 to 20 [L] Addition/Subtraction Game PIG Addition/Subtraction Strategies K-7 What's Missing? [IMT] Ten Frame Addition [IMT] **My Math! Common Assessment 2**
	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		
	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		
	K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		
	K.OA.5	Fluently add and subtract within 5.		
	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		

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Essential Questions: See page 1

Time Frame	Standard	Standard Description	Content	Resources
(Dec.-Jan.) **Chapter 6:** **Subtraction** **(Approx.** **13 days)**	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Decompose numbers to add and subtract in multiple ways • Represent adding and subtracting on an open number line • Represent adding and subtracting using bar models • Represent adding and subtracting using ten frames	**Chapter 6 – Subtraction (7 Lessons)** 6-1: Subtraction Stories 6-2: Use Objects to Subtract 6-3: Use the - Symbol 6-4: Use the = Symbol 6-5: How Many are Left? 6-6: Problem-Solving Strategy: Write a Number Sentence 6-7: Subtract to Take Apart 10
	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		
	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		
	K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		
	K.OA.5	Fluently add and subtract within 5.		
	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		

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Essential Questions: See page 1

Time Frame	Standard	Standard Description	Content	Resources
(Jan.-Feb.) **Chapter 7:** **Compose** **and** **Decompose** **Numbers** **11 to 19** **(Approx.** **11 days)**	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Decompose numbers to add and subtract in multiple ways • Represent adding and subtracting on an open number line • Represent adding and subtracting using bar models • Represent adding and subtracting using ten frames	**Chapter 7 – Compose and Decompose Numbers 11 to 19 (5 Lessons)** 7-1: Make Numbers 11 to 15 7-2: Take Apart Numbers 11 to 15 7-3: Problem-Solving Strategy: Make a Table 7-4: Make Numbers 16 to 19 7-5: Take Apart Numbers 16 to 19 Tackling the Terrific Teens [L] Fluency to Five (or Ten) [L] Exploring Equality [L] Number Books 10 to 20 [L] What Makes a Teen Number? [IMT]
	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		
	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		
	K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		
	K.OA.5	Fluently add and subtract within 5.		
	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		

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Essential Questions for pages 8-12:
1.   How can students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary?
2.   How can students learn to identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres?
3.   How can students use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes?

Time Frame	Standard	Standard Description	Content	Resources
(Feb.-March) **Chapter 8:** **Measurement** **(Approx.** **12 days)**	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	• Measurement as comparison • Longer/Shorter • Heavier/Lighter • More/Less (informal comparison of capacity) • Spatial relationships	**Chapter 8 – Measurement (6 Lessons)** 8-1: Compare Length 8-2: Compare Height 8-3: Problem-Solving Strategy: Guess, Check, and Revise 8-4: Compare Weight 8-5: Describe Length, Height, and Weight 8-6: Compare Capacity Classify and Organize [L] Graphing in the Primary Grades [L] (Note: Graphing is not a Grade K standard; optional in Grade K.) Measurement in the Primary Grades [L] Longer and Shorter [IMT] **My Math! Common Assessment 3**
	K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		
	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.		

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Essential Questions: See page 8

Time Frame	Standard	Standard Description	Content	Resources
(March) **Chapter 9:** **Classify Objects** **(Approx. 11 days)**	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	• Measurement as comparison • Longer/Shorter • Heavier/Lighter • More/Less (informal comparison of capacity) • Spatial relationships	**Chapter 9 – Classify Objects (5 Lessons)** 9-1: Alike and Different 9-2: Problem=Solving Strategy: Use Logical Reasoning 9-3: Sort by Size 9-4: Sort by Shape 9-5: Sort by Count Classify and Organize [L] Graphing in the Primary Grades [L] (Note: Graphing is not a Grade K standard; optional in Grade K.) Sort and Count I [IMT] Sort and Count II [IMT]
	K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		
	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.		

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Essential Questions: See page 8

Time Frame	Standard	Standard Description	Content	Resources
(March-April) **Chapter 10:** **Position** **(Approx.** **9 days)**	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	• Measurement as comparison • Longer/Shorter • Heavier/Lighter • More/Less (informal comparison of capacity) • Spatial relationships	**Chapter 10 – Position (4 Lessons)** 10-1: Above and Below 10-2: In Front of and Behind 10-3: Next to and Beside 10-4: Problem=Solving Strategy: Act It Out Classify and Organize [L] TGraphing in the Primary Grades [L] (Note: Graphing is not a Grade K standard; optional in Grade K.)
	K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		
	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.		

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Essential Questions: See page 8

Time Frame	Standard	Standard Description	Content	Resources
(April-May) **Chapter 11:** **Two-Dimensional Shapes** **(Approx. 15 days)**	K.G.2	Correctly name shapes regardless of their orientations or overall size.	• Attributes of two and three dimensional shapes • Decomposition and re-composition of shapes	**Chapter 11 – Two-Dimensional Shapes (9 Lessons)** 11-1: Squares and Rectangles 11-2: Circles and Triangles 11-3: Squares, Rectangles, Triangles, and Circles 11-4: Hexagons 11-5: Shapes and Patterns 11-6: Shapes and Position 11-7: Compose New Shapes 11-8: Problem-Solving Strategy: Use Logical Reasoning 11-9: Model Shapes in the World Where's Shape-O? [L] Attributes of 3-D Shapes [L] Decomposing/Recomposing Geometric Shapes [L] Geometry and Justifying [L] Shape Sequence Search [IMT]
	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		
	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		
	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		
	K.G.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*		

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Time Frame	Standard	Standard Description	Content	Resources
(May-June) **Chapter 12:** **Three-Dimensional Shapes** **(Approx. 11 days)**	K.G.2	Correctly name shapes regardless of their orientations or overall size.	• Attributes of two and three dimensional shapes • Decomposition and re-composition of shapes	**Chapter 12 – Three-Dimensional Shapes (5 Lessons)** 12-1: Spheres and Cubes 12-2: Cylinders and Cones 12-3: Compare Solid Shapes 12-4: Problem-Solving: Act It Out 12-5: Model Solid Shapes in Our World Where's Shape-O? [L] Attributes of 3-D Shapes [L] Decomposing/Recomposing Geometric Shapes [L] Geometry and Justifying [L] **My Math! Common Assessment 4**
	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		
	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		
	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		
	K.G.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*		