Kindergarten Math Curriculum Map

Quarter 1-Mid Quarter 1				
Domains	*Counting and Cardinality*	*Counting and Cardinality*	*Counting and Cardinality*	*Counting and Cardinality*
Cluster	Know number names and the count sequence.	Count to tell the number of objects.	Count to tell the number of objects.	Compare numbers.
Target Standards	MAFS.K.CC.1.3 : Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	MAFS.K.CC.2.4 : Understand the relationship between numbers and quantities; connect counting to cardinality.	MAFS.K.CC.2.5 : Count to answer "how many" question 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.	MAFS.K.CC.3.6 : 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. MAFS.K.CC.3.7 : Compare two numbers between 1 and 10 presented as written numerals.
Mathematical Practices	6	6	6	2
Objective/Learning Goal/SWBT	* Read and write numerals 1-5. * Represent a group of objects with a written numeral 1- 5. * Write the numerals in order from 0 to 5, beginning at any number.	*Say number names in order. *Keep track of objects counted. *Count objects in a group regardless of arrangement and order. *Rearrange the objects and tell "how many" without recounting. *Understand that the last number name said represents "how many". *Say "how many" are in the group when one more object is added without recounting the whole group. *Understand that "one more" is the next counting number	* Count or identify objects up to 5 in a variety of arrangements (e.g., line, rectangular array, circle, scattered). *Show the correct number of objects when given a number 1-5.	* Identify which group has more/ fewer by matching or counting the number of objects in both groups. * Identify when groups are equal (i.e., same as) by matching and counting. *Use numerals and pictures of objects to compare up to 5. *Compare two numerals between 1 and 5 and say which numeral has a greater value.
IReady Resources	Unit 1 Lessons 1 – 4	Unit 1 Lessons 1 – 4	Unit 1 Lessons 3 - 5	Unit 1 Lesson 5

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Kindergarten Math Curriculum Map

Mid Quarter 1 – End Quarter 1				
Domains	*Counting and Cardinality*	*Counting and Cardinality*	*Counting and Cardinality*	*Counting and Cardinality*
Cluster	Know number names and the count sequence.	Count to tell the number of objects.	Count to tell the number of objects.	Compare numbers.
Target Standards	MAFS.K.CC.1.3 : Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	MAFS.K.CC.2.4 : Understand the relationship between numbers and quantities; connect counting to cardinality.	MAFS.K.CC.2.5 : Count to answer "how many" question 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.	MAFS.K.CC.3.6 : 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. MAFS.K.CC.3.7 : Compare two numbers between 1 and 10 presented as written numerals.
Mathematical Practices	6	6	6	2
Objective/Learning Goal/SWBT	* Read and write numerals 0 - 10. * Represent a group of objects with a written numeral 0 - 10. * Write the numerals in order from 0 to 10, beginning at any number.	*Say number names in order. *Keep track of objects counted. *Count objects in a group regardless of arrangement and order. *Rearrange the objects and tell "how many" without recounting. *Understand that the last number name said represents "how many". *Say "how many" are in the group when one more object is added without recounting the whole group. *Understand that "one more" is the next counting number	*Count or identify objects up to 10 in a variety of arrangements, e.g., line, rectangular array, circle, scattered. *Show the correct number of objects when given a number 0 - 10.	*Identify which group has more/ fewer by matching or counting the number of objects in both groups. *Identify when groups are equal (i.e., same as) by matching and counting. *Use numerals and pictures of objects to compare up to 10. *Compare two numerals between 1 and 10 and say which numeral has a greater value.
IReady Resources	Unit 2 Lessons 6 – 8	Unit 2 Lessons 6 – 8	Unit 2 Lessons 6 - 8	Unit 2 Lesson 9

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Kindergarten Math Curriculum Map

Quarter 2 – Mid Quarter 2				
Domains	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*
Cluster	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Target Standards	MAFS.K.OA.1.1 : Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, e.g., claps, acting out situations, verbal explanations, expressions, or equations.	MAFS.K.OA.1.2 : Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students are not required to independently read the word problems.)	MAFS.K.OA.1.4 : 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.	MAFS.K.OA.1.a : Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)
Mathematical Practices	4	6	4	4
Objective/Learning Goal/SWBT	*Show addition to ten using objects, acting out situations, expressions, and equations. *Explain addition as putting together, adding to, combining, and joining. *Identify the (+) symbol. *Demonstrate the understanding of how objects can be joined (addition). HINT: Make sure students have MANY opportunities to concretely represent and solve addition and subtraction problems before introducing the plus (+), minus (-) and equal (=) signs.	*Add numbers within 10. *Understand and apply addition through 10. *Solve addition word problems using objects and drawings.	*Determine the number to add to a given number 1-9 to make 10. *Show the answer with objects, drawings, or an equation. *Understand and apply addition through ten.	*Add numbers within 10. *Understand and apply addition through 10. *Solve addition word problems within 10, using objects, drawings, and equations. *Use symbols for an unknown in a problem.
IReady Resources	Unit 3 Lessons 11, 12, 15	Unit 3 Lesson 12	Unit 2 Lesson 10	Unit 3 Lesson 18

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Kindergarten Math Curriculum Map

Mid Quarter 2 – End Quarter 2				
Domains	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*
Cluster	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Target Standards	MAFS.K.OA.1.1 : Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	MAFS.K.OA.1.2 : Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students are not required to independently read the word problems.)	MAFS.K.OA.1.5 : Fluently add and subtract within 5.	MAFS.K.OA.1.a : Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)
Mathematical Practices	4	6	4	4
Objective/Learning Goal/SWBT	*Show subtraction using objects, acting out situations, expressions, and equations. *Explain subtraction as taking apart and taking from. *Identify the mathematical symbols used to show subtraction. *Demonstrate the understanding of how objects can be taken from a group (subtraction). HINT: Make sure students have MANY opportunities to concretely represent and solve addition and subtraction problems before introducing the plus (+), minus (-) and equal (=) sign	*Subtract numbers within 10. *Understand and apply subtraction through 10. *Solve subtraction word problems using objects and drawings.	* Compose numbers within 5. * Decompose numbers within 5. * Add numbers within 5. * Subtract numbers within 5. HINT: Fluency is knowing how a number can be composed and decomposed and using that information to be flexible and efficient.	*Subtract numbers within 10. *Understand and apply subtraction through 10. *Solve subtraction word problems within 10, using objects, drawings, and equations. *Use symbols for an unknown in a problem.
IReady Resources	Unit 3 Lesson 13	Unit 3 Lesson 14 - 16	Unit 3 Lessons 12, 17	Unit 3 Lesson 18

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Kindergarten Math Curriculum Map

Quarter 3 – Mid Quarter 3			
Domains	*Numbers and Operations in Base Ten*	*Counting and Cardinality*	*Counting and Cardinality*
Cluster	Work with numbers 11–19 to gain foundations for place value.	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Count to tell the number of objects.
Target Standards	MAFS.K.NBT.1.1 : 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.	MAFS.K.CC.1.3 : Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	MAFS.K.CC.2.5 : Count to answer "how many" question 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.
Mathematical Practices	7, 8	6	6
Objective/Learning Goal/SWBT	***R**egroup (rearrange) a set of 11-19 objects into a group of ten objects with leftovers. *Compose (put together) numbers 11-19 using a ten and some ones; **show** work with a drawing or an equation. *Decompose (take apart) numbers 11-19 using a ten and some ones; **show** work with a drawing or an equation. *Build toward the idea of ten ones as a "ten" as a foundation for 1st Grade. *Understand that teen numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	***R**ead and write numerals 0-20. *Represent a group of objects with a written numeral 0-20. *Write the numerals in order from 0 to 20, beginning at any number. HINT: Reversals of numerals of anticipated. While reversals should be pointed out to students and correct formation modeled in instruction, the emphasis of the standard is on the use of numerals to represent the quantities rather than the correct handwriting formation of the actual numeral itself.	*Count or identify objects up to 20 in a variety of arrangements (e.g., line, rectangular array, circle, scattered). *Show the correct number of objects when given a number 0-20.
IReady Resources	Unit 4 Lessons 19, 21	Unit 3 Lesson 12	Unit 4 Lesson 20

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Kindergarten Math Curriculum Map

Mid Quarter 3 – End Quarter 3		
Domains	*Counting and Cardinality*	*Counting and Cardinality*
Cluster	Know number names and the count sequence.	Know number names and the count sequence.
Target Standards	MAFS.K.CC.1.1 : Count to 100 by ones and by tens.	MAFS.K.CC.1.2 : Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Mathematical Practices	7, 8	2, 7
Objective/Learning Goal/SWBT	***C**ount orally to 100 by tens starting with 10 (i.e., 10, 20, 30, 40, 50,...). *Count orally to 100 by ones fluently.	*Count forward orally up to 50 from a given number in the correct sequence (i.e., instead of having to begin at 1). *Use tools such as hundreds charts, number lines, and calendar activities to reinforce the repeated pattern that occurs when counting to 100. *Count orally on from a number other than 1 up to 100 (i.e., 23 on to 24, 25, 26, 27, 28, 29, ... or 78 on to 79, 80, 81, 82,...).
IReady Resources	Unit 4 Lessons 22 - 23	Unit 4 Lessons 22 - 23

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Kindergarten Math Curriculum Map

Quarter 4 – Mid Quarter 4				
Domains	*Measurement and Data*	*Measurement and Data*	*Measurement and Data*	*Measurement and Data*
Cluster	Describe and compare measurable attributes.	Describe and compare measurable attributes.	Describe and compare measurable attributes.	Classify objects and count the number of objects in each category.
Target Standards	MAFS.K.MD.1.1 : Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	MAFS.K.MD.1.2 : 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.*	MAFS.K.MD.1.a : Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	MAFS.K.MD.2.3 : Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Mathematical Practices	3, 5	3, 5	3, 5	3, 7
Objective/Learning Goal/SWBT	*Describe measurable attributes of objects. *Describe measurable attributes of a given object. *Explain how objects can be measured (length, height, weight).	*Identify which object is longer (or shorter or taller). *Compare side by side objects by length, e.g., A student may line up two blocks and say, "The gray block is longer than the white one.") *Identify which object is heavier (or lighter). *Compare objects by weight by lifting one in one hand and the other in the other hand or using a balance scale, e.g., A student may put a block on one side of the scale and a book on the other side, and say, "The book is a lot heavier than the block."	***U**se objects, e.g., paper clips, string, pencil to express and understand length. *Use objects to measure items found in the environment. *Determine how to use a shorter object to measure the length of a longer object and explain why it is important to avoid gaps and overlaps. *Represent the length of the longer object with a whole number.	*Identify similarities and differences between objects, e.g., size, color. *Classify (sort) objects into categories/groups. *Explain how the objects were sorted. *Count the number of objects in given sets. *Determine the number of objects in each category/group. *Label each set with a category. *Compare the categories by number or count, e.g., Which category has the most?
IReady Resources	Unit 5 Lessons 24 - 26	Unit 5 Lessons 24, 26	Unit 5 Lessons 24 - 26	Unit 5 Lesson 27

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Kindergarten Math Curriculum Map

Mid Quarter 4 – End Quarter 4					
Domains	*Geometry*	*Geometry*	*Geometry*	*Geometry*	*Geometry*
Cluster	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Analyze, compare, create, and compose shapes.	Analyze, compare, create, and compose shapes.
Target Standards	MAFS.K.G.1.1 : 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.*	MAFS.K.G.1.2 : Correctly name shapes regardless of their orientations or overall size.	MAFS.K.G.1.3 : Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	MAFS.K.MD.2.4 : 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.	MAFS.K.G.2.5 : Model shapes in the world by building shapes from components, e.g., sticks and clay balls and drawing shapes. MAFS.K.G.2.6 : Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*
Mathematical Practices	2, 7	2, 3, 7	2, 3, 7	3, 7	2, 7
Objective/Learning Goal/SWBT	***N**ame shapes in the environment, e.g., flat- two dimensional and solid-three dimensional. *Describe the position and location of objects using position words. *Act out position and location. *Explain position and location to a partner. *Explore shapes found in the environment, e.g., square, triangle, circle, rectangle. *Explore shapes found in the environment, e.g., cube, cone, cylinder, sphere.	***N**ame shapes correctly (square, triangle, rectangle, circle, hexagon). *Explore many shapes in many different sizes and orientations. *Name shapes correctly when their size and orientation is unusual or different, e.g., students should be able to recognize that a square turned onto its vertex/corner is still a square.	***N**ame two- and three-dimensional shapes. *Identify two-dimensional shapes-flat (i.e., squares, circles, triangles, rectangles, and hexagons). *Identify three-dimensional -solid (cubes, cones, cylinders, and spheres). *Classify (sort) shapes/ objects into two categories: 2-dimensional and 3-dimensional. *Explain how shapes are classified / sorted.	*Describe a shape by naming things like the number of sides, number of vertices (i.e., corners), and other special qualities. *Describe a three-dimensional shape by naming the two-dimensional shapes that make up the flat surfaces. *Compare two-dimensional shapes and describe their similarities and differences. *Compare three-dimensional shapes and describe their similarities and differences.	***D**raw shapes found in the environment. ***C**reate a picture or model of something found in the environment using 2-dimensional shapes. ***B**uild 2-dimensional and 3-dimensional models of an object from materials from the environment. ***I**dentify the names of the shapes used in the picture or model. *Put together shapes to make new larger shapes. *Use simple 2-dimensional shapes to form larger 2-dimensional shapes, e.g., "Can you join these 2 triangles to make a rectangle?". *Name the new shape resulting from composing two simple shapes.
IReady Resources	Unit 6 Lesson 28	Unit 6 Lesson 29	Unit 6 Lesson 29	Unit 6 Lesson 30	Unit 6 Lesson 31

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