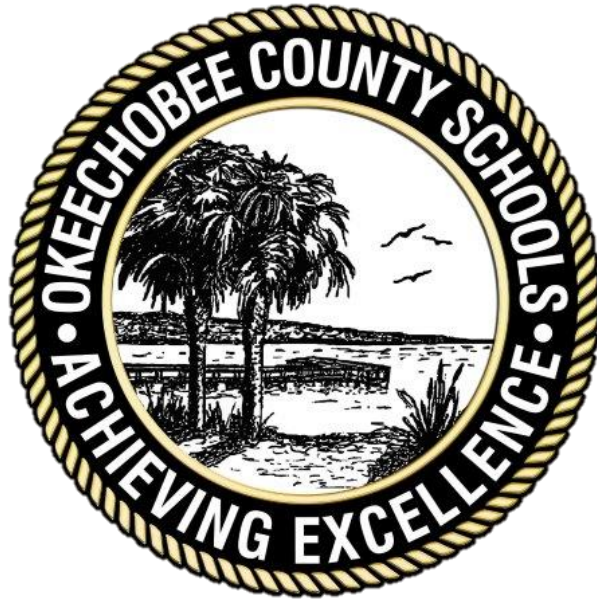


# Grade K Math Curriculum Map



## 2018 - 2019

Content Area:	Mathematics	Grade: K	Pacing:	Beg. Quarter 1 - Mid Quarter 1
Domain(s): Counting & Cardinality		Represent, Count, & Write Numbers 0-10		
Mathematics Florida Standards (MAFS)				
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. 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.				
MAFS.K.CC.2.5 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.				
Supporting Standard				
MAFS.K.CC.1.1 Count to 100 by ones and by tens.				
Essential Question(s):				
How can you show and count 0-10 with objects, pictures, numbers, and words? Can you count from any given number? How many object are in a given group?				
Essential Vocabulary:		Rigor:		
count, number one, two, three, four, five, six, seven, eight, nine ten, zero,		MAFS.K.CC.1.3- Fluency & Procedural Skills MAFS.K.CC.2.4- Conceptual Understanding MAFS.K.CC.2.5- Fluency & Procedural Skills  MAFS.K.CC.1.1- Fluency & Procedural Skills		
Assessments:		Resources:		
<a href="#">Numbers 1 - 10</a>		iReady- Unit 1, Lessons 1-4, Unit 2, Lessons 6-8  Go Math- Chapter 1, Lessons 1.1-1.7, 1.10 (Add Understand 0) Chapter 3, Lessons 3.1-3.8 Chapter 4, Lessons 4.1-4.2  <a href="#">EngageNY Module 1, Lesson 7</a> , <a href="#">EngageNY Module 1, Lesson 8</a> , <a href="#">EngageNY Module 1, Lesson 9</a> , <a href="#">EngageNY Module 1, Lesson 10</a> , <a href="#">EngageNY Module 1, Lesson 12</a> , <a href="#">EngageNY Module 1, Lesson 16</a> , <a href="#">EngageNY Module 1, Lesson 17</a> , <a href="#">EngageNY Module 1, Lesson 18</a> , <a href="#">EngageNY Module 1, Lesson 19</a> , <a href="#">EngageNY Module 1, Lesson 20</a> , <a href="#">EngageNY Module 1, Lesson 23</a> , <a href="#">EngageNY Module 1, Lesson 25</a>		
Notes: EngageNY modules are embedded throughout the maps, here is the link to the entire curriculum. <a href="#">Engage NY- K Math</a> IReady Math (iReady workbook) should be used as your main resource; all other lessons (Go Math, EngageNY, LearnZillion) should be used as additional resources.				

Content Area:	Mathematics	Grade: K	Pacing:	Mid. Quarter 1 - End Quarter 1
Domain(s): Counting & Cardinality		Compare Numbers to 5 Represent & Compare Numbers to 10 Identify, Count, and Write Numbers 11-20 (spiral)		
Mathematics Florida Standards (MAFS)				
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. 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 large				
MAFS.K.CC.2.5 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.				
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.				
Supporting Standard MAFS.K.CC.1.1 Count to 100 by ones and by tens.				
Essential Question(s):				
How can you create sets that have the same number, one more, or one fewer objects? How can you solve problems using sets that have more or fewer objects than a given set? How can you use what you know about number order to compare two numbers between 1 and 10 presented as written numerals?				
Essential Vocabulary:		Rigor:		
Compare, greater, less, same number, match, more, fewer, equal  Spiral vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty		MAFS.K.CC.1.3- Fluency & Procedural Skills MAFS.K.CC.2.4- Conceptual Understanding MAFS.K.CC.2.5- Fluency & Procedural Skills MAFS.K.CC.3.6- Conceptual Understanding MAFS.K.CC.3.7- Conceptual Understanding MAFS.K.CC.1.1- Fluency & Procedural Skills		
Assessments:		Resources:		
Grade K - End Quarter 1 Assessment		iReady- Unit 1, Lesson 5 Unit 2, Lesson 9  Go Math- Chapter 2, Lessons 2.1-2.5 Chapter 4, Lessons 4.5-4.7  EngageNY Module 1, Lesson 21, EngageNY Module 1, Lesson 29, EngageNY, Module 3, Lesson 17, EngageNY, Module 3, Lesson 18, EngageNY, Module 3, Lesson 19, EngageNY Module 3, Lesson 20, EngageNY Module 3, Lesson 21  LearnZillion, Unit 9, Lesson 7, LearnZillion, Unit 9, Lesson 4		
Notes: The focus is not to compose or decompose numbers 11-20, but to introduce them to the students. They should be identifying, counting, and writing the numbers. The depth of the standard will be address later on in quarter 3.				

Content Area:	Mathematics	Grade: K	Pacing:	Quarter 2
Domain(s): Operations & Algebraic Thinking		Addition & Subtraction		
Mathematics Florida Standards (MAFS)				
<p><b>MAFS.K.OA.1.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>MAFS.K.OA.1.a</b> 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.)</p> <p><b>MAFS.K.OA.1.2</b> Solve addition and subtraction word problems 1 , and add and subtract within 10, e.g., by using objects or drawings to represent the problem (1 Students are not required to independently read the word problems.)</p> <p><b>MAFS.K.OA.1.4</b> 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. (lesson 10)</p> <p><b>MAFS.K.OA.1.5</b> Fluently add and subtract within 5.</p> <p><b>Supporting Standard</b> <b>MAFS.K.CC.1.1</b> Count to 100 by ones and by tens.</p>				
Essential Question(s):				
<p>How can you create and model addition and subtraction problems using pictures and or objects?</p> <p>How do the symbols +, -, and = show joining and separating?</p> <p>What are the different ways to make 0-5 using addition and subtraction?</p> <p>How can you solve addition and subtraction problems?</p>				
Essential Vocabulary:		Rigor:		
<p>Add, is equal to, plus, minus, subtract</p> <p>Number sentence, total, word</p> <p>problem/story problem</p>		<p>MAFS.K.OA.1.1- Conceptual Understanding</p> <p>MAFS.K.OA.1.2- Application</p> <p>MAFS.K.CC.1.1- Fluency &amp; Procedural Skills</p>		
Assessments:		Resources:		
<p>Addition - <a href="#">Grade K - Mid Quarter 2 Assessment</a></p> <p>Subtraction - <a href="#">Grade K - End Quarter 2 Assessment</a></p>		<p>iReady- Unit 2, Lesson 10</p> <p>Unit 3, Lessons 11-12, 15</p> <p>Unit 3, Lessons 13-14, 16-18</p> <p>Go Math- Chapter 5, Lessons 5.1-5.4, 5.6-5.11, 5.5, 5.12</p> <p>Chapter 6, Lessons 6.1-6.7</p> <p><a href="#">EngageNY Module 1, Lesson 11</a>, <a href="#">EngageNY Module 1, Lesson 14</a>, <a href="#">EngageNY Module 4, Lesson 2</a>, <a href="#">EngageNY Module 4, Lesson 3</a>, <a href="#">EngageNY Module 4, Lesson 4</a>, <a href="#">EngageNY Module 4, Lesson 6</a>, <a href="#">EngageNY Module 4, Lesson 8</a>, <a href="#">EngageNY Module 4, Lesson 9</a>, <a href="#">EngageNY Module 4, Lesson 10</a>, <a href="#">EngageNY Module 4, Lesson 14</a>, <a href="#">EngageNY Module 4, Lesson 20</a>, <a href="#">EngageNY Module 4, Lesson 21</a>, <a href="#">EngageNY Module 4, Lesson 22</a>, <a href="#">EngageNY Module 4, Lesson 25</a>, <a href="#">EngageNY Module 4, Lesson 27</a>, <a href="#">EngageNY Module 4, Lesson 31</a>, <a href="#">EngageNY Module 4, Lesson 33</a>, <a href="#">EngageNY Module 4, Lesson 34</a></p>		
<p><b>Notes:</b> Using manipulatives, Students should be able to write the whole equation (example children would have 3 blue cubes and 2 red cubes on their desk, using the manipulatives students should be able to fill in ____+____=____). Be sure to use horizontal and vertical examples.</p>				

Content Area:	Mathematics	Grade: K	Pacing:	Beg. Quarter 3 - Mid. Quarter 3
Domain(s): Counting & Cardinality Number & Operations in Base 10		Represent, Count, and Write 11-19 Represent, Count, & Write 20 & Beyond		
Mathematics Florida Standards (MAFS)				
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.1.1 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)				
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?” 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.				
Essential Question(s):				
How can you show 11-20 with objects? How can you create sets that have the same number, one more, or one fewer objects? (11-20) How can you show numbers 11-19 as groups of ten and ones using objects, pictures, numbers, and words? Can you start at any number and count by ones and tens?				
Essential Vocabulary:		Rigor:		
ones, tens, twenty, fifty, one hundred  Teen numbers, count on		MAFS.K.NBT.1.1- Conceptual Understanding MAFS.K.CC.1.2- Fluency & Procedural Skills MAFS.K.CC.1.1- Fluency & Procedural Skills  MAFS.K.CC.1.1- Fluency & Procedural Skills		
Assessments:		Resources:		
Grade K - Mid Quarter 3 Assessment		iReady- Unit 4, Lessons 19-23  Go Math- Chapter 7, Lessons 7.1-7.5, 7.7-7.10 Chapter 8, Lessons 8.1-8.8  <a href="#">EngageNY Module 5, Lesson 2</a> , <a href="#">EngageNY Module 5, Lesson 3</a> , <a href="#">EngageNY Module 5, Lesson 4</a> , <a href="#">EngageNY Module 5, Lesson 5</a> , <a href="#">EngageNY Module 5, Lesson 6</a> , <a href="#">EngageNY Module 5, Lesson 7</a> , <a href="#">EngageNY Module 5, Lesson 8</a> , <a href="#">EngageNY Module 5, Lesson 9</a> , <a href="#">EngageNY Module 5, Lesson 13</a> , <a href="#">EngageNY Module 5, Lesson 14</a> , <a href="#">EngageNY Module 5, Lesson 15</a> , <a href="#">EngageNY Module 5, Lesson 16</a> , <a href="#">EngageNY, Module 5, Lesson 17</a> , <a href="#">EngageNY Module 5, Lesson 21</a>		
Notes: Pull in more resources to count to 100, by ones and tens (CC.1.1).				

Content Area:	Mathematics	Grade: K	Pacing:	Mid. Quarter 3 - End Quarter 3
Domain(s): Geometry		Identify & Describe Two-Dimensional Shapes Identify & Describe Three-Dimensional Shapes		
Mathematics Florida Standards (MAFS)				
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.G.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?”				
Essential Question (s):				
How can you identify and describe squares, circles, triangles, rectangles, and hexagons? How can you compare two dimensional shapes in different sizes and orientations? How can you use simple shapes to create larger shapes? How can you identify and describe cubes, cones, cylinders, and spheres? How can you identify shapes as either two dimensional or three dimensional?				
Essential Vocabulary:		Rigor:		
Two-dimensional circle, square, triangle, rectangle, hexagon, curve, sides, vertex (corner), vertices flat Three-dimensional cone, cube, cylinder, sphere, curved surface, flat surface, roll, slide, stack solid, face Positional Words above, behind, below, beside, next to, in front of between, by		MAFS.K.G.1.1- Conceptual Understanding, Application MAFS.K.G.1.2- Conceptual Understanding MAFS.K.G.1.3- Conceptual Understanding		
Assessments:		Resources:		
<a href="#">Grade K - End Quarter 3 Assessment</a>		iReady- Unit 6, Lessons 28-31  Go Math- Chapter 9, Lessons 9.1-9.12 Chapter 10, Lessons 10.1-10.10  <a href="#">EngageNY Module 2, Lesson 1</a> , <a href="#">EngageNY Module 2, Lesson 2</a> , <a href="#">EngageNY Module 2, Lesson 3</a> , <a href="#">EngageNY Module 2, Lesson 4</a> , <a href="#">EngageNY Module 2, Lesson 5</a> , <a href="#">EngageNY Module 2, Lesson 6</a> , <a href="#">EngageNY Module 2, Lesson 7</a> , <a href="#">EngageNY Module 2, Lesson 8</a>		
Notes: Majority of work for this unit should be hands-on and with manipulatives.				

Content Area:	Mathematics	Grade: K	Pacing:	Quarter 4
Domain(s): Measurement & Data		Measurement Classify & Sort Data		
Mathematics Florida Standards (MAFS)				
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.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.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.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.				
Essential Question(s):				
How can you compare and order objects by length, height, and weight? How can you describe a shape using different attributes? What are some ways to classify objects into different categories?				
Essential Vocabulary:		Rigor:		
Measurement Heavier, lighter, longer, shorter, taller, same height, same length, same weight Compare length/height, unit Classify and Sort Compare number, more, less, equal		MAFS.K.MD.1.1- Conceptual Understanding MAFS.K.MD.1.2- Conceptual Understanding MAFS.K.MD.2.3- Conceptual Understanding/Fluency & Procedural Skills		
Assessments:		Resources:		
Measurement - <a href="#">Grade K - Mid Quarter 4 Assessment</a>  Sorting - Grade K - End Quarter 4 Assessment		<a href="#">iReady- Unit 5, Lessons 24-27</a>  <a href="#">Go Math- Chapter 11, Lessons 11.1-11.5</a> <a href="#">Chapter 12</a>  <a href="#">EngageNY Module 1, Lesson 4</a> , <a href="#">EngageNY Module 1, Lesson 6</a> , <a href="#">EngageNY Module 3, Lesson 1</a> , <a href="#">EngageNY Module 3, Lesson 3</a> , <a href="#">EngageNY Module 3, Lesson 4</a> , <a href="#">EngageNY Module 3, Lesson 6</a> , <a href="#">EngageNY Module 3, Lesson 9</a> , <a href="#">EngageNY Module 3, Lesson 10</a>  <b>EOY Review Lessons-</b> <a href="#">EngageNY Module 4, Lesson 29</a> , <a href="#">EngageNY Module 4, Lesson 30</a> , <a href="#">EngageNY Module 4, Lesson 31</a> , <a href="#">EngageNY Module 4, Lesson 35</a> , <a href="#">EngageNY Module 4, Lesson 36</a>		
Notes: Finish these standards within the month of April. For May, review target standards and reinforce adding and subtracting within 5 (OA.1.5)				