

Kindergarten Math

Grade Level Summary

Kindergarten Math Curriculum (written 2016-2017)

Board Approval Date: 8/28/2017

Grade Level Modules

Module 1:	Topic 1: Numbers to 5
Module 2:	Topic 2: Comparing Numbers 0 to 5
Module 3:	Topic 3: Numbers 6-10
Module 4:	Topic 4: Compare Numbers 0 to 10
Module 5:	Topic 5: Classify and Count Data
Module 6:	Topic 6: Understand Addition
Module 7:	Topic 7: Understanding Subtraction
Module 8:	Topic 8: More Addition and Subtraction
Module 9:	Topic 9: Counts Numbers to 20
Module 10:	Topic 10: Compose and Decompose Numbers 11-19
Module 11:	Topic 11: Count Numbers to 100
Module 12:	Topic 12: Identify and Describe Shapes
Module 13:	Topic 13: Analyze, Compare, and Create Shapes
Module 14:	Topic 14: Describe and Compare Measurable Attributes

Kindergarten Math
Topic 1: Numbers to 5

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Know number names and the count sequence.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can numbers from 0 to 5 be counted, read, and written?

Objectives (Skills/Knowledge)

- Show numbers in many ways.
- Take apart a number and tell the parts.
- Represent subtraction as taking away from a whole.
- Separate numbers.
- Use the minus sign in an equation.
- Find the difference of two numbers.
- Find patterns in subtraction equations.
- Use tools to subtract numbers.

Vocabulary

- Count
- One
- Two
- Three
- Number
- Four
- Five
- Zero
- None
- Whole
- Part
- Order

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
- Problem-solving reading mat
- Problem-solving reading activity
- Listen and look for PD lesson video
- Today's challenge
- Solve and share
- Visual learning animation plus
- Math tools
- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 1 District level
- On-going formative assessments

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

Jennifer Erie

Kindergarten Math

Topic 1: Numbers to 5

- Topic 1: Numbers to 5

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Know number names and the count sequence.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can numbers from 0 to 5 be counted, read, and written?

Objectives (Skills/Knowledge)

- Show numbers in many ways.
- Take apart a number and tell the parts.
- Represent subtraction as taking away from a whole.
- Separate numbers.
- Use the minus sign in an equation.
- Find the difference of two numbers.
- Find patterns in subtraction equations.
- Use tools to subtract numbers.

Vocabulary

- Count
- One
- Two
- Three
- Number
- Four
- Five
- Zero
- None
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- Order

Activities/Strategies/Study Skills

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Assessments

- Topic 1 District level
- On-going formative assessments

Additional Resources

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Kindergarten Math
Topic 2: Comparing Numbers 0 to 5

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Compare numbers.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.1.K.A.3 - Apply the concept of magnitude to compare numbers and quantities.

Essential Questions (Core Concepts)

- How can numbers from 0 to 5 be compared and ordered?

Objectives (Skills/Knowledge)

- Compare groups to see whether they are equal by matching.
- Tell whether one group is greater in number than another group.
- Tell whether one group is less in number than another group.
- Compare groups by counting.
- Compare numbers.
- Use objects, drawings, and numbers to compare numbers.

Vocabulary

- Equal
- Same number as
- Compare
- Group
- Greater than
- Less than
- Model

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
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- Reteaching
- Topic performance assessment

Assessments

- Topic 2 district level test
- On-going formative assessment

Additional Resources

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Kindergarten Math

Topic 2: Comparing Numbers 0 to 5

- Topic 2: Comparing Numbers 0 to 5

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Compare numbers.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.1.K.A.3 - Apply the concept of magnitude to compare numbers and quantities.

Essential Questions (Core Concepts)

- How can numbers from 0 to 5 be compared and ordered?

Objectives (Skills/Knowledge)

- Compare groups to see whether they are equal by matching.
- Tell whether one group is greater in number than another group.
- Tell whether one group is less in number than another group.
- Compare groups by counting.
- Compare numbers.
- Use objects, drawings, and numbers to compare numbers.

Vocabulary

- Equal
- Same number as
- Compare
- Group
- Greater than
- Less than
- Model

Activities/Strategies/Study Skills

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Assessments

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Additional Resources

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Kindergarten Math
Topic 3: Numbers 6-10

Topic Overview

How can numbers from 6 to 10 be counted, read, and written?

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can numbers from 6 to 10 be counted, read, and written?

Objectives (Skills/Knowledge)

- Count to the numbers 6 and 7.
- Read and write the numbers 6 and 7.
- Count to the numbers 8 and 9.
- Read and write the numbers 8 and 9.
- Count to the number 10.
- Read and write the number 10.
- Show how to make a group of ten.
- Use counting patterns to solve a problem.

Vocabulary

- Six
- Seven
- Eight
- Nine
- Ten

Activities/Strategies/Study Skills

- Daily Common Core Review
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- Center games
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- Reteaching
- Topic performance assessment

Assessments

- Topic 3 district level test
- On-going formative assessment

Additional Resources

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Kindergarten Math

Topic 3: Numbers 6-10

- Topic 3: Numbers 6-10

Topic Overview

How can numbers from 6 to 10 be counted, read, and written?

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can numbers from 6 to 10 be counted, read, and written?

Objectives (Skills/Knowledge)

- Count to the numbers 6 and 7.
- Read and write the numbers 6 and 7.
- Count to the numbers 8 and 9.
- Read and write the numbers 8 and 9.
- Count to the number 10.
- Read and write the number 10.
- Show how to make a group of ten.
- Use counting patterns to solve a problem.

Vocabulary

- Six
- Seven
- Eight
- Nine
- Ten

Activities/Strategies/Study Skills

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Assessments

- Topic 3 district level test
- On-going formative assessment

Additional Resources

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Kindergarten Math

Topic 4: Compare Numbers 0 to 10

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Compare numbers.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

Essential Questions (Core Concepts)

- How can numbers from 0 to 10 be compared and ordered?

Objectives (Skills/Knowledge)

- Compare groups of up to 10 numbers.
- Compare groups of numbers using numerals to 10.
- Compares groups of numbers by counting.
- Compare two numbers.
- Count groups of numbers to 10.
- Repeat something from one problem to help solve another problem.

Vocabulary**Activities/Strategies/Study Skills**

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
- Problem-solving reading mat
- Problem-solving reading activity
- Listen and look for PD lesson video
- Today's challenge
- Solve and share
- Visual learning animation plus
- Math tools
- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 4 district level test
- On-going formative assessment

Additional Resources

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Kindergarten Math

Topic 4: Compare Numbers 0 to 10

- Topic 4: Compare Numbers 0 to 10

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Compare numbers.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

Essential Questions (Core Concepts)

- How can numbers from 0 to 10 be compared and ordered?

Objectives (Skills/Knowledge)

- Compare groups of up to 10 numbers.
- Compare groups of numbers using numerals to 10.
- Compares groups of numbers by counting.
- Compare two numbers.
- Count groups of numbers to 10.
- Repeat something from one problem to help solve another problem.

Vocabulary

Activities/Strategies/Study Skills

- Daily Common Core Review
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Assessments

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Additional Resources

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Kindergarten Math

Topic 5: Classify and Count Data

Topic Overview

Measurement attributes can be quantified, and estimated using customary and non-customary units of measure. Classify objects and count the number of objects in each category.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.4.K.A.4 - Classify objects and count the number of objects in each category.

Essential Questions (Core Concepts)

- How can classifying data help answer questions?

Objectives (Skills/Knowledge)

- Classify objects into categories and tell why they are in each category.
- Count how many objects are in different categories.

Vocabulary

- Category
- Classify
- Chart
- Tally mark

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
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- Interactive math story
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- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 5 district level test
- On-going formative assessment

Additional Resources

- NASD's Grade K Curriculum and Assessment Handbook

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Kindergarten Math

Topic 5: Classify and Count Data

- Topic 5: Classify and Count Data

Topic Overview

Measurement attributes can be quantified, and estimated using customary and non-customary units of measure. Classify objects and count the number of objects in each category.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.4.K.A.4 - Classify objects and count the number of objects in each category.

Essential Questions (Core Concepts)

- How can classifying data help answer questions?

Objectives (Skills/Knowledge)

- Classify objects into categories and tell why they are in each category.
- Count how many objects are in different categories.

Vocabulary

- Category
- Classify
- Chart
- Tally mark

Activities/Strategies/Study Skills

- Daily Common Core Review
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Assessments

- Topic 5 district level test
- On-going formative assessment

Additional Resources

- NASD's Grade K Curriculum and Assessment Handbook

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Kindergarten Math
Topic 6: Understand Addition

Topic Overview

Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Understand addition as putting together and adding to.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.2.K.A.1 - Extend concepts of putting together and taking apart to add and subtract within 10.

Essential Questions (Core Concepts)

- What types of situations involve addition?

Objectives (Skills/Knowledge)

- Show numbers in many ways.
- Represent addition as adding to a number.
- Represent addition as putting two or more numbers together.
- Add numbers together.
- Write an equation to show addition.
- Use the plus sign and equal sign in an equation.
- Solve addition problems.
- Use equations to represent and explain addition.
- Use patterns to add numbers together.
- Model adding different numbers together by drawing, counting, or writing equations.

Vocabulary

- Join
- In all
- Addition sentence
- Add
- Plus sign (+)
- Equal sign (=)
- Sum
- Equation

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
- Problem-solving reading mat
- Problem-solving reading activity
- Listen and look for PD lesson video
- Today's challenge
- Solve and share
- Visual learning animation plus
- Math tools
- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 6 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

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Kindergarten Math

Topic 6: Understand Addition

- Topic 6: Understand Addition

Topic Overview

Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Understand addition as putting together and adding to.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.2.K.A.1 - Extend concepts of putting together and taking apart to add and subtract within 10.

Essential Questions (Core Concepts)

- What types of situations involve addition?

Objectives (Skills/Knowledge)

- Show numbers in many ways.
- Represent addition as adding to a number.
- Represent addition as putting two or more numbers together.
- Add numbers together.
- Write an equation to show addition.
- Use the plus sign and equal sign in an equation.
- Solve addition problems.
- Use equations to represent and explain addition.
- Use patterns to add numbers together.
- Model adding different numbers together by drawing, counting, or writing equations.

Vocabulary

- Join
- In all
- Addition sentence
- Add
- Plus sign (+)
- Equal sign (=)
- Sum
- Equation

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
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- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 6 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

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Kindergarten Math

Topic 7: Understanding Subtraction

Topic Overview

Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations. Understand subtraction as taking apart and taking from.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.2.K.A.1 - Extend concepts of putting together and taking apart to add and subtract within 10.

Essential Questions (Core Concepts)

- How can representing taking apart and taking from in different ways help you learn about subtraction?

Objectives (Skills/Knowledge)

- Show numbers in many ways
- Take apart a number and tell the parts.
- Represent subtraction as taking away from a whole.
- Separate numbers
- Use the minus sign in an equation.
- Find the difference of two numbers.
- Find patterns in subtraction equations.
- Use tools to subtract numbers.

Vocabulary

- Left
- Separate
- Minus sign (-)
- Subtract
- Take away
- Difference
- Subtraction sentence

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
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- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 7 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

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Kindergarten Math

Topic 7: Understanding Subtraction

- Topic 7: Understanding Subtraction

Topic Overview

Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations. Understand subtraction as taking apart and taking from.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

CC.2.2.K.A.1 - Extend concepts of putting together and taking apart to add and subtract within 10.

Essential Questions (Core Concepts)

- How can representing taking apart and taking from in different ways help you learn about subtraction?

Objectives (Skills/Knowledge)

- Show numbers in many ways
- Take apart a number and tell the parts.
- Represent subtraction as taking away from a whole.
- Separate numbers
- Use the minus sign in an equation.
- Find the difference of two numbers.
- Find patterns in subtraction equations.
- Use tools to subtract numbers.

Vocabulary

- Left
- Separate
- Minus sign (-)
- Subtract
- Take away
- Difference
- Subtraction sentence

Activities/Strategies/Study Skills

- Daily Common Core Review
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- Reteaching
- Topic performance assessment

Assessments

- Topic 7 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

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Kindergarten Math

Topic 8: More Addition and Subtraction

Topic Overview

Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can decomposing numbers in more than one way help you learn about addition and subtraction?

Objectives (Skills/Knowledge)

- Write equations to show the parts of numbers up to 5.
- Solve related addition and subtraction equations.
- Reason about numbers and operations.
- Write addition and subtraction equations within 5 and remember them.
- Write equations to show the parts of 6 and 7.
- Write equations to show parts of 8 and 9.
- Write equations to show the parts of 10.
- Write and addition to solve a word problem.
- Find number partners for 10.
- Find a missing part to make 10.

Vocabulary

- Break apart
- Operation

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
- Problem-solving reading mat
- Problem-solving reading activity
- Listen and look for PD lesson video
- Today's challenge
- Solve and share
- Visual learning animation plus
- Math tools
- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 8 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

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Kindergarten Math

Topic 8: More Addition and Subtraction

- Topic 8: More Addition and Subtraction

Topic Overview

Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

Standards

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can decomposing numbers in more than one way help you learn about addition and subtraction?

Objectives (Skills/Knowledge)

- Write equations to show the parts of numbers up to 5.
- Solve related addition and subtraction equations.
- Reason about numbers and operations.
- Write addition and subtraction equations within 5 and remember them.
- Write equations to show the parts of 6 and 7.
- Write equations to show parts of 8 and 9.
- Write equations to show the parts of 10.
- Write and addition to solve a word problem.
- Find number partners for 10.
- Find a missing part to make 10.

Vocabulary

- Break apart
- Operation

Activities/Strategies/Study Skills

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- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 8 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

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Kindergarten Math
Topic 9: Counts Numbers to 20

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Know number names and the count sequence. Count to tell the number of objects.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can numbers to 20 be counted, read, written, and pictured to tell how many?

Objectives (Skills/Knowledge)

- Count and write the numbers 11 and 12.
- Count and write the numbers 13, 14 and 15.
- Count and write the numbers 16 and 17.
- Count and write the numbers 18, 19, and 20.
- Count forward from any number to a number within 20.
- Count to find how many are in a group.
- Use reasoning to count and write numbers to the number 20.

Vocabulary

- Eleven
- Twelve
- Thirteen
- Fourteen
- Fifteen
- Sixteen
- Seventeen
- Eighteen
- Nineteen
- Twenty
- Row

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
- Problem-solving reading mat
- Problem-solving reading activity
- Listen and look for PD lesson video
- Today's challenge
- Solve and share
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- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 9 district level test
- On-going formative assessment

Additional Resources

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Kindergarten Math

Topic 9: Counts Numbers to 20

- Topic 9: Counts Numbers to 20

Topic Overview

Mathematical relationships among numbers can be represented, compared, and communicated. Know number names and the count sequence. Count to tell the number of objects.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.

Essential Questions (Core Concepts)

- How can numbers to 20 be counted, read, written, and pictured to tell how many?

Objectives (Skills/Knowledge)

- Count and write the numbers 11 and 12.
- Count and write the numbers 13, 14 and 15.
- Count and write the numbers 16 and 17.
- Count and write the numbers 18, 19, and 20.
- Count forward from any number to a number within 20.
- Count to find how many are in a group.
- Use reasoning to count and write numbers to the number 20.

Vocabulary

- Eleven
- Twelve
- Thirteen
- Fourteen
- Fifteen
- Sixteen
- Seventeen
- Eighteen
- Nineteen
- Twenty
- Row

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
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- Problem-solving reading activity
- Listen and look for PD lesson video
- Today's challenge
- Solve and share
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- Math tools
- Quick check
- Math games
- Interactive math story
- Math and science project
- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 9 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

Jennifer Erie

Kindergarten Math

Topic 10: Compose and Decompose Numbers 11-19

Topic Overview

Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Work with numbers 11-19 to gain foundations for place value.

Standards

CC.2.1.K.B.1 - Use place value to compose and decompose numbers within 19.

Essential Questions (Core Concepts)

- How can composing and decomposing numbers from 11 to 19 into ten ones and some further ones help you understand place value?

Objectives (Skills/Knowledge)

- Use drawings and equations to make the numbers 11, 12, and 13.
- Make the numbers 14, 15, and 16.
- Make the numbers 17, 18, and 19.
- Find parts of the numbers 11, 12, and 13.
- Find parts of the numbers 14, 15, and 16.
- Find parts of the numbers 17, 18, and 19.
- Use patterns to make and find the parts of numbers to 19.

Vocabulary

- How many more?

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
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- Topic performance assessment

Assessments

- Topic 10 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

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Kindergarten Math

Topic 10: Compose and Decompose Numbers 11-19

- Topic 10: Compose and Decompose Numbers 11-19

Topic Overview

Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Work with numbers 11-19 to gain foundations for place value.

Standards

CC.2.1.K.B.1 - Use place value to compose and decompose numbers within 19.

Essential Questions (Core Concepts)

- How can composing and decomposing numbers from 11 to 19 into ten ones and some further ones help you understand place value?

Objectives (Skills/Knowledge)

- Use drawings and equations to make the numbers 11, 12, and 13.
- Make the numbers 14, 15, and 16.
- Make the numbers 17, 18, and 19.
- Find parts of the numbers 11, 12, and 13.
- Find parts of the numbers 14, 15, and 16.
- Find parts of the numbers 17, 18, and 19.
- Use patterns to make and find the parts of numbers to 19.

Vocabulary

- How many more?

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
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- Topic performance assessment

Assessments

- Topic 10 district level test
- On-going formative assessment

Additional Resources

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Jennifer Erie

Kindergarten Math
Topic 11: Count Numbers to 100

Topic Overview

Patterns exhibit relationships that can be extended, described and generalized. Know number names and the count sequence.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

Essential Questions (Core Concepts)

- How can numbers to 100 be counted using a hundred chart?

Objectives (Skills/Knowledge)

- Use patterns to count to 30.
- Use patterns to count to 50.
- Skip count by tens to 100.
- Count to the number 100 by using tens and ones.
- Count forward from any number to 100 by ones.
- Count by tens and ones from any number up to 100.
- Count on from any number counting by tens and by ones.

Vocabulary

- Column
- Ones
- Patterns
- Tens
- Decade
- Hundred chart

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
- Math and science activity
- Problem-solving reading mat
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- Listen and look for PD lesson video
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- Reteaching
- Topic performance assessment

Assessments

- Topic 11 district level test
- On-going formative assessment

Additional Resources

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Topic 11: Count Numbers to 100

- Topic 11: Count Numbers to 100

Topic Overview

Patterns exhibit relationships that can be extended, described and generalized. Know number names and the count sequence.

Standards

CC.2.1.K.A.1 - Know number names and write and recite the count sequence.

Essential Questions (Core Concepts)

- How can numbers to 100 be counted using a hundred chart?

Objectives (Skills/Knowledge)

- Use patterns to count to 30.
- Use patterns to count to 50.
- Skip count by tens to 100.
- Count to the number 100 by using tens and ones.
- Count forward from any number to 100 by ones.
- Count by tens and ones from any number up to 100.
- Count on from any number counting by tens and by ones.

Vocabulary

- Column
- Ones
- Patterns
- Tens
- Decade
- Hundred chart

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
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- Interactive math story
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- My word cards
- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 11 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

Jennifer Erie

Kindergarten Math

Topic 12: Identify and Describe Shapes

Topic Overview

Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or reasoning. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Standards

CC.2.3.K.A.1 - Identify and describe two- and three-dimensional shapes.

CC.2.3.K.A.2 - Analyze, compare, create, and compose two- and three-dimensional shapes.

Essential Questions (Core Concepts)

- How can two- and three-dimensional shapes be identified and described?

Objectives (Skills/Knowledge)

- Name shapes as flat or solid
- Identify and describe circles and triangles.
- Identify and describe squares and other rectangles.
- Describe and identify hexagons.
- Describe and identify solid figures.
- Describe shapes in the environment.
- Describe positions of shapes in the environment.

Vocabulary

- Sort
- Two-dimensional shape (flat)
- Three-dimensional shape (solid)
- Circle
- Side
- Triangle
- vertex/vertices (corner)
- Rectangle
- Square
- Hexagon
- Cone
- Cube
- Cylinder
- Sphere
- Above
- Behind
- Below
- Beside
- In front of
- Next to

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
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- Vocabulary review
- Reteaching
- Topic performance assessment

Assessments

- Topic 12 district level test
- On-going formative assessment

Additional Resources

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Created By

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Kindergarten Math

Topic 12: Identify and Describe Shapes

- Topic 12: Identify and Describe Shapes

Topic Overview

Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or reasoning. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Standards

CC.2.3.K.A.1 - Identify and describe two- and three-dimensional shapes.

CC.2.3.K.A.2 - Analyze, compare, create, and compose two- and three-dimensional shapes.

Essential Questions (Core Concepts)

- How can two- and three-dimensional shapes be identified and described?

Objectives (Skills/Knowledge)

- Name shapes as flat or solid
- Identify and describe circles and triangles.
- Identify and describe squares and other rectangles.
- Describe and identify hexagons.
- Describe and identify solid figures.
- Describe shapes in the environment.
- Describe positions of shapes in the environment.

Vocabulary

- Sort
- Two-dimensional shape (flat)
- Three-dimensional shape (solid)
- Circle
- Side
- Triangle
- vertex/vertices (corner)
- Rectangle
- Square
- Hexagon
- Cone
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- Sphere
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Activities/Strategies/Study Skills

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- Topic performance assessment

Assessments

- Topic 12 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

Created By

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Kindergarten Math

Topic 13: Analyze, Compare, and Create Shapes

Topic Overview

Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or reasoning. Analyze, compare, create, and compose shapes.

Standards

CC.2.3.K.A.1 - Identify and describe two- and three-dimensional shapes.

CC.2.3.K.A.2 - Analyze, compare, create, and compose two- and three-dimensional shapes.

Essential Questions (Core Concepts)

- How can solid figures be named, described, compared, and composed?

Objectives (Skills/Knowledge)

- Analyze and compare 2-D shapes.
- Analyze and compare 3-D shapes.
- Analyze and compare 2-D and 3-D shapes.
- Analyze, compare, and make different 2-D and 3-D shapes using math.
- Make 2-D shapes using other 2-D shapes.
- Build 2-D shapes that match given attributes.
- Use materials to build 3-D shapes.

Vocabulary

- Roll
- Slide
- Stack
- Flat surface

Activities/Strategies/Study Skills

- Daily Common Core Review
- Reteach to build understanding
- Center games
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- Reteaching
- Topic performance assessment

Assessments

- Topic 13 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

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Kindergarten Math

Topic 13: Analyze, Compare, and Create Shapes

- Topic 13: Analyze, Compare, and Create Shapes

Topic Overview

Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or reasoning. Analyze, compare, create, and compose shapes.

Standards

CC.2.3.K.A.1 - Identify and describe two- and three-dimensional shapes.

CC.2.3.K.A.2 - Analyze, compare, create, and compose two- and three-dimensional shapes.

Essential Questions (Core Concepts)

- How can solid figures be named, described, compared, and composed?

Objectives (Skills/Knowledge)

- Analyze and compare 2-D shapes.
- Analyze and compare 3-D shapes.
- Analyze and compare 2-D and 3-D shapes.
- Analyze, compare, and make different 2-D and 3-D shapes using math.
- Make 2-D shapes using other 2-D shapes.
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- Use materials to build 3-D shapes.

Vocabulary

- Roll
- Slide
- Stack
- Flat surface

Activities/Strategies/Study Skills

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Assessments

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Additional Resources

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Topic 14: Describe and Compare Measurable Attributes

Topic Overview

Measurement attributes can be quantified, and estimated using customary and non-customary units of measure. Describe and compare measurable attributes.

Standards

CC.2.3.K.A.1 - Identify and describe two- and three-dimensional shapes.

CC.2.4.K.A.1 - Describe and compare attributes of length, area, weight, and capacity of everyday objects.

Essential Questions (Core Concepts)

- How can objects be compared by length, height, capacity, and weight?

Objectives (Skills/Knowledge)

- Compare objects by length and height.
- Compare objects by capacity.
- Compare objects by weight.
- Use attributes to describe different objects.
- Use words to describe how an object can be measured.
- Solve math problems about objects with measurable attributes by using precision.

Vocabulary

- Height
- Length
- Longer
- Shorter
- Taller
- Capacity
- Balance scale
- Heavier
- Lighter
- Weighs
- Weight
- Attribute

Activities/Strategies/Study Skills

- Daily Common Core Review
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- Problem-solving reading activity
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- Math games
- Interactive math story
- Math and science project
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- Reteaching
- Topic performance assessment

Assessments

- Topic 14 district level test
- On-going formative assessment

Additional Resources

- NASD Grade K Math Curriculum and Assessment Handbook

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Kindergarten Math

Topic 14: Describe and Compare Measurable Attributes

- Topic 14: Describe and Compare Measurable Attributes

Topic Overview

Measurement attributes can be quantified, and estimated using customary and non-customary units of measure. Describe and compare measurable attributes.

Standards

CC.2.3.K.A.1 - Identify and describe two- and three-dimensional shapes.

CC.2.4.K.A.1 - Describe and compare attributes of length, area, weight, and capacity of everyday objects.

Essential Questions (Core Concepts)

- How can objects be compared by length, height, capacity, and weight?

Objectives (Skills/Knowledge)

- Compare objects by length and height.
- Compare objects by capacity.
- Compare objects by weight.
- Use attributes to describe different objects.
- Use words to describe how an object can be measured.
- Solve math problems about objects with measurable attributes by using precision.

Vocabulary

- Height
- Length
- Longer
- Shorter
- Taller
- Capacity
- Balance scale
- Heavier
- Lighter
- Weighs
- Weight
- Attribute

Activities/Strategies/Study Skills

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Assessments

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Additional Resources

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