



## Kindergarten Mathematics Curriculum Map 2020-2021

Major Work of the Grade

Every student should have these skills fully mastered in May.

### **Non-negotiable Standards**

- \*Know number names and the count sequence (K.CC.A)
- \*Count to tell the number of objects (K.CC.B)
- \*Compare numbers (K.CC.C)
- \*Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from (K.OA.A)
- \*Work with numbers 11 – 19 to gain foundations for place value (K.NBT.A)

### **Fluency Expectations**

- \*Fluently add and subtract within 10 using mental strategies (K.OA.A.1)

### **Problem Solving (with concrete representations)**

- \*Solve addition and subtraction word problems, and add and subtract with 10, e.g., by using objects or drawings to represent the problem (K.OA.A.2)

## Suggestions For Introduction to Math

The first weeks are a busy time, but we know these first few days set the tone for our classroom. How we are organized and have materials planned are instrumental in starting off the year in the right direction. Beginning to develop classroom math routines from the beginning will allow for greater instructional and learning time for students as the year unfolds. Since this is the first school experience for many students, modeling and setting expectations is critical for success in whole group - small group work. The guide below has suggestion of activities to serve as a starting point as you begin to plan your introduction to math. Areas to begin your intentional and focused modeling include: Calendar Math / Math Message or Question in Morning Meeting / Introduction of Using Manipulatives / Introduction of Mathematical Practices / Math Journals / Math Talk.

**Math Message or Morning Message Math Question** Adding a math message or question to the Morning Message helps set the tone for the day's math block as well as reinforces academic skills. This also helps students focus on the learning ahead.

**Introduction of Math Manipulatives / Tools** Introduce one new manipulative each day. Discuss expectations and modeling of working at tables or in small groups; cleanup; what this time will look like and sound like. This is a time for students to freely explore, without specific directions, the manipulative materials which will be used in mathematics throughout the year.

Resource for Free Exploration: <http://www.center.edu/NEWSLETTER/newsletter.shtml> Chapter 1: pages 12 - 13

**Literature Connections** Using literature daily as you teach mathematical concepts helps to connect math to real life problems. Children's literature allows them to enjoy learning math through stories.

**Mathematical Practices** These practices are the foundation for mathematical thinking and practice in our classroom. They help to make math real and help students to understand why. A kid-friendly chant is listed below as well as a link to pocket chart of the mathematical practices.

<http://www.mrsliretteslearningdetectives.com/2013/06/mathematical-practice-standards-free.html>

Mathematical Practices Chant  
(Hup, two, three, four)  
(Students echo)

#1 Mathematicians persevere

#2 Think & reason about numbers

#3 Tell my thinking & listen, too

#4 Show my work in many ways

#5 Choose the tools that I can use

#6 Find the answer & use math words

#7 Use what I know to solve problems

#8 Look for shortcuts & patterns, too

A Great Mathematician, I will be!!

**Math Journals** Expectations and procedures can begin early as students begin working in their math journals.

**Pair-Share / Turn and Talk Math** Mathematical Practice #3 *Tell my thinking and listen, too.* Turn and talk expectations and procedures can begin to be modeled

and practiced this week. Procedures to consider: how partners are selected; who will talk first; signal to switch; signal to focus back to group. Talking with others about math ideas and work is fundamental to learning. It gives us the opportunity to organize our thinking into coherent utterances, hear how our thinking sounds out loud, listen to others, and often, hear others add to or expand on our thinking. What turn and talk time looks like and sounds like, needs to be modeled and practiced.

**Resources:**

Math Task <http://www.edutoolbox.org/tntools/menu/grade/819/955>

Additional Resources <http://www.edutoolbox.org/tntools/menu/grade/819/955>

Accountable Math Talk Stems for Students <http://24-7teacher.blogspot.com/2012/07/accountable-math-talk-stems.html>

Math Vocabulary Picture Cards <http://www.graniteschools.org/mathvocabulary/wp-content/uploads/sites/49/2014/10/Vocabulary-Cards-Kindergarten.pdf>

Math Resources <http://www.mathwire.com/index.html>

Math Resources <http://www.k-5mathteachingresources.com/kindergarten-math-activities.html>

- Ensure that instruction meets the rigor called for by the standard. To help with this, use the [Instructional Focus Documents](#) (Use the dropdown to choose what grade-level) and the [Go Math Guidance Documents](#)



## Kindergarten Mathematics Curriculum Map 1st Nine Weeks 2019-2020

First Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Building Skills – Calendar Time</b>		
<p><b>K.CC.A.1</b> Count to 100 by ones, fives, and tens. Count backwards from 10.</p>	<p>I can count to 25 by ones. I can count backward from 10.</p>	<p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond 8.5 Count to 50 by Ones 8.6 Count to 100 by Ones 8.7 Count to 100 by Tens</p> <p><b>Vocabulary:</b> count, number <b>Assess:</b> Start at 1 and count as far as you can.</p>
<p><b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>I can count forward at a given number between 1-25.</p>	<p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond 8.5 Count to 50 by Ones 8.6 Count to 100 by Ones 8.7 Count to 100 by Tens</p> <p><b>Vocabulary:</b> count, number <b>Assess:</b> Begin counting with the number 6. I'll tell you when to stop. Stop student at 11. Begin at 16. Stop student at 21.</p>
<p><b>K.G.A.1</b> Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.</p>	<p>I can name the position of objects.</p>	<p><b>GO Math! Chapter 10</b> Identify and Describe Three-Dimensional Shapes 10.8 Above and Below 10.9 Beside and Next To 10.10 In Front of and Behind</p> <p><b>Vocabulary:</b> under, over, next to, beside, in front of, between <b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p>
	<p>I can name coins and tell the value. (penny)</p>	<p><b>Calendar Time:</b> Address this skill daily during calendar time. Count money each day, as you add a coin for every day that we are in school.</p>

<p><b>K.MD.B.3</b> Identify the penny, nickel, dime, and quarter and recognize the value of each.</p> <p><b>Calendar Time</b> It is recommended that telling time to the hour be addressed during daily calendar time.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1) How do we use numbers every day?</li> <li>2) Where do you see numbers?</li> <li>3) How can numbers help us?</li> </ol>	<p>I can tell time to the hour.</p>	<p><b>Assess:</b> Using real coins, ask the child to name the coin and tell the value.</p> <ul style="list-style-type: none"> <li>• Ensure that instruction meets the rigor called for by the standard. To help with this, use the <a href="#">Instructional Focus Documents</a> (Use the dropdown to choose what grade-level) and the <a href="#">Go Math Guidance Documents</a></li> </ul>
--	-------------------------------------	--

**Literature Connections for Positions:**

*Tops and Bottoms* by: Janet Stevens  
*Bug Dance* by: Stuart J. Murphy

**Literature Connections for Money – Penny**

*Benny’s Pennies* by: Pat Brisson  
*The One-Cent Circus* by: Suzanne Weyn  
*The Penny Pot* by: Stuart J. Murphy

*Pennies (Scholastic)* by: Mary Hill  
*Peter and the Penny Tree* by: Thomas James  
*One Cent, Two Cents, Old Cent, New Cent* by: Bonnie Worth

**Calendar Resources:** Math Their Way Summary Newsletter Chapter 4 “The Opening” [www.center.edu/NEWSLETTER/newsletter.shtml](http://www.center.edu/NEWSLETTER/newsletter.shtml)

**Calendar Time Video Links:**

Money Song: <https://www.youtube.com/watch?v=pnXJGNo08v0&t=1s>  
 Countdown from 10: <https://www.youtube.com/watch?v=Sqm-kFNaw8c>

**Building Math Journal Prompt in beginning of Journal:**

Give students a picture of a penny to color, glue it in, and label it with the name and value.



## Kindergarten Mathematics Curriculum Map 1st Nine Weeks 2019 - 2020

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 1: Staggered Entry Week		
Essential Questions: 1). How is math helpful? 2). Where else could you use math?	I Can Statements  Introduction with book: <i>Little Engine That Could</i>	Introduction: <b>Calendar Math</b> <b>Counting 1<sup>st</sup> Ten Days in School</b> <b>Morning Message with Math</b> <b>Math Manipulatives</b> <b>Mathematical Practices</b> <b>Math Journals</b> <b>Math Talks</b> <b>Turn and Talk</b>

### Literature Connections to Introducing Math:

*Barnyard Math With Farmer Fred* by: Sandi Hill

*The Little Engine That Could* by: Watty Piper



## Kindergarten Mathematics Curriculum Map 1st Nine Weeks 2019 - 2020

### First Nine Weeks

TN Standards	Learning Outcomes	Content
<b>Week 2: Chapter 12 – Sorting and Classifying</b>		
<p><b>K.MD.C.4</b> Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1). How can we explore our world by comparing and classifying?</li> <li>2). What are some ways to sort?</li> </ol>	<p>I can sort by color, size, shape, and kind.</p>	<p><b>GO Math! Chapter 12</b> Sorting and Classifying</p> <p style="padding-left: 20px;">12.1 Classify and Count by Color</p> <p style="padding-left: 20px;">12.2 Classify and Count by Shape</p> <p style="padding-left: 20px;">12.3 Classify and Count by Size</p> <p><b>Vocabulary:</b> classify, sort, count, category, color, shape, size, big, small</p> <p><b>Assess:</b> Ask student to sort color cubes. After the student has sorted the cubes, say: <i>Count the number of cubes in each group. How many cubes do you have in each group? Do you have any groups that have the same amount?</i> Prompt if needed: <i>Which groups have the same amount?</i></p>

**GO Math! Grab-and-Go Differentiated Centers Kit:**

*Hippo and Fox Sort Socks* by: Amar Ganeesh  
 Purple Activity Card 1  
 Blue Activity Card 3

*I Know Alike and Different* by: Susan Nations  
 Purple Activity Card 3

**Literature Connections for Sorting:**

*Red Blocks, Blue Blocks* by: Maggie Groening  
*Grandma's Button Box* by: Linda Williams Aber  
*Dave's Down to Earth Rock Shop* by: Stuart J. Murphy  
*Sorting Math Counts* by: Henry Pluckrose  
*Cat and Dog Go Shopping* by: Rosa Drew

*Hannah's Collections* by: Marthe Jocelyn  
*The Button Box* by: Margarette S. Reid  
*Sort It Out!* by: Barbara Maciconda  
*A Pair of Socks* by: Stuart J. Murphy  
*Sorting Look and Learn* by: George Siede

**Video on Sorting:**

“I Can Sort” by Heidi Songs: <https://www.youtube.com/watch?v=c5KBoDRm5J0>

**Math Journal Prompts:**

Option 1: Give students a bag of “Fun Size” Skittles. Have them record how they sorted their bag using the prompt “I can sort by color.”

Option 2: Give students a collection of counting bears that are different sizes. Have them record how they sorted their collection using the prompt “I can sort by size.”

Option 3: Give students a collection of pattern blocks. Have students record how they sorted their collection using the prompt “I can sort by shape.”





## Kindergarten Mathematics Curriculum Map 1st Nine Weeks 2019 - 2020

First Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 3 &amp; 4: Chapter 9 – Geometry: 2-D Shapes</b>		
<p><b>K.G.A. 2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.A.3</b> Identify shapes as two-dimensional or three-dimensional.</p> <p><b>K.G.B.4</b> Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations.</p> <p><b>K.G.B.5</b> Model shapes in the world by building shapes and drawing shapes.</p> <p><b>K.G.B.6</b> Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1). How can you identify shapes?</li> <li>2). How are these shapes the same?</li> <li>3). How are they different?</li> </ol>	<p>I can name 2-D shapes. I can name 2-D shapes in the environment.</p> <p>I can create and compose 2-D shapes.</p>	<p><b>GO Math! Chapter 9</b> Geometry: 2-D Shapes</p> <p>9.1 Circles 9.3 Squares 9.5 Triangles 9.7 Rectangles 9.9 Hexagons 9.11 Compare 2-D Shapes</p> <p><b>Vocabulary:</b> two-dimensional shapes, circle, square, triangle, rectangle, hexagon, curve, corners, sides, vertex, vertices, sides of equal length, alike, different</p> <p><b>Assess:</b> Point to each shape and ask the student to name each shape.</p> <p><b>GO Math! Chapter 9</b> Geometry: 2-D Shapes</p> <p>9.2 Describe Circles 9.4 Describe Squares 9.6 Describe Triangles 9.8 Describe Rectangles 9.10 Describe Hexagons 9.12 Draw to Join Shapes</p> <p><b>Vocabulary:</b> two-dimensional shapes, circle, square, triangle, rectangle, hexagon, curve, corners, sides, vertex, vertices, sides of equal length, alike, different</p> <p><b>Assess:</b> Give student 2 rectangles. Say: <i>Can you use these two rectangles to create a new shape? What shape did you create? How do you know?</i></p>

*And the Wheels Go Round* by: Manuel Rivera  
*I Know Shapes* by: Susan Nations

“Follow the Figures” Math Game  
“Number Picture” Math Game

### Literature Connections for 2-D Shapes

*Shape Up!* by: David A. Adler  
*Big Bird’s Square Meal* by: Emily Thompson  
*There’s A Square* by: Mary Serfozo  
*The Shape Maker* by: Sharon L. Young  
*What is Square?* by: Rebecca Kai Dotlich  
*Bear In A Square* by: Stella Blackstone  
*circles, triangles, and squares* by: Tana Hoban  
*Mouse Shapes* by: Ellen Stoll Walsh  
*The Silly Story of Goldie Locks and the Three Squares* by: Grace Maccarone

*I Like shapes* by: Shane Armstrong  
Frog Street Press Little “Sing and Read” on each shape  
*Romper Room Book of Shapes* by: Dina Anastasio  
*The Shape Hunt* by: Sharon L. Young  
*My First Book of SHAPES* by: Diane Namm  
*What is a Triangle?* By: Rebecca Kai Dotlich  
*The Greedy Triangle* by: Marily Burns  
*A Circle Here, A Square There* by: David Diehl

### Videos

2D Shapes I Know! <http://www.schooltube.com/video/e933ba61eff64ce8a506/>  
Shape Name Game <https://www.youtube.com/watch?v=pQ5mZIIInE6s>  
Shape Up <https://www.youtube.com/watch?v=beTDz9HSNOM>  
The Square Song [www.youtube.com/watch?v=sBDG297o1jA](http://www.youtube.com/watch?v=sBDG297o1jA)  
The Circle Song <https://www.youtube.com/watch?v=YRWbpsREIVU>  
The Triangle Song <https://www.youtube.com/watch?v=YRWbpsREIVU>  
The Rectangle Song <https://www.youtube.com/watch?v=9JP-ZhwrxzI>  
The Trapezoid Song <https://www.youtube.com/watch?v=JxkpNYPLSD4>  
The Hexagon Song <https://www.youtube.com/watch?v=WCjtAOGdGFI>

### Math Journal Prompts:

Option 1: Have students write the word “Circle”. Have them draw 3 real-world examples of circles. Have them label each item by writing the beginning sound of each thing drawn if they can. (This can be completed with all 2-D shapes.)

Option 2: Have students complete the prompt “I can draw shapes with \_\_\_\_ sides.” (Put a number in the blank and have students draw those shapes. Then have students write which shape that is.)



## Kindergarten Mathematics Curriculum Map

### 1st Nine Weeks 2019 - 2020

#### First Nine Weeks

TN Standards	Learning Outcomes	Content
<b>Weeks 5 &amp; 6: Chapter 1 - Represent, Count, and Write Numbers 0 to 5</b>		
<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, using one-to-one correspondence.</p>	<p>I can name numerals 0 – 5 when counting objects.</p>	<p><b>GO Math! Chapter 1</b> Represent, Count, and Write Numbers 0 to 5</p> <ul style="list-style-type: none"> <li>1.1 Model and Count 1 and 2</li> <li>1.3 Model and Count 3 and 4</li> <li>1.5 Model and Count to 5</li> <li>1.9 Understanding 0</li> </ul> <p><b>Vocabulary:</b> count, number, before, after</p> <p><b>Assess:</b> Show the student a collection of 5 objects arranged in a line. Say: <i>How many do you think there are? Now count to see how many there are. How many are there?</i></p>
<p><b>K.CC.B.4b</b> Recognize 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.</p>	<p>I can match quantities to numerals 0 – 5.</p> <p>I can say “how many” are in a group after counting all the objects.</p>	<p><b>GO Math! Chapter 1</b> Represent, Count, and Write Numbers 0 to 5</p> <ul style="list-style-type: none"> <li>1.1 Model and Count 1 and 2</li> <li>1.3 Model and Count 3 and 4</li> <li>1.5 Model and Count to 5</li> <li>1.9 Understanding 0</li> </ul> <p><b>Vocabulary:</b> count, number, match, pair, before, after, sets, digits</p> <p><b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p>
<p><b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 – 20.</p>	<p>I can write numerals 0 – 5.</p>	<p><b>GO Math! Chapter 1</b> Represent, Count, and Write Numbers 0 to 5</p> <ul style="list-style-type: none"> <li>1.2 Count and Write 1 and 2</li> <li>1.4 Count and Write 3 and 4</li> <li>1.6 Model and Write to 5</li> <li>1.10 Identify and Write 0</li> </ul> <p><b>Vocabulary:</b> count, number, sets, digits</p> <p><b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p>

<p><b>K.CC.B.4c</b> Recognize that each successive number name refers to a quantity that is one greater.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1). How does counting help us everyday?</li> <li>2). How can you use objects to help you count?</li> <li>3). Why do we use numbers?</li> </ol>	<p>I can order numerals 0 – 5.</p>	<p><b>GO Math! Chapter 1</b> Represent, Count, and Write Numbers 0 to 5 1.8 Count and Order to 5</p> <p><b>Vocabulary:</b> Count, number, before, after</p> <p><b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p>
---	------------------------------------	--

**GO Math! Grab-and-Go Differentiated Centers Kit:**

*Pancakes for All* by: Jorge Sanchez  
Blue Activity Card 5  
Purple Activity Card 5  
“Bus Stop” Math Game

“Pancakes for All” Math Game  
Orange Activity Card 5  
*The Red Caboose* by: Gary Lopresti  
Orange Activity Card 7

**Literature Connections for Numbers 0 – 5**

*Every Buddy Counts* by: Stuart J. Murphy  
*One Soccer Game* by: Sharon L. Young  
*One Kangaroo* by: Patsy Blakley  
*Courtney’s Twos* by: Sharon L. Young  
*Two Bunny Slippers* by: Liza Charlesworth  
*The Treasure Map* by: Sharon L. Young  
*Three Bouncing Balls* by: Liza Charlesworth  
*More Than One* by: Miriam Schlein  
*What Comes in 2’s, 3’s, & 4’s?* by: Suzanne Aker  
*The Birthday* by: Sharon L. Young  
*Five Shiny Apples* by: Maria Fleming  
*Zero Spots* by: Liza Charlesworth  
*Little Quack* by: Lauren Thompson

*The Baseball Counting Book* by: Barbara Barbieri McGrath  
*Numbers All Around Me* by: Trisha Callella Jones  
*One Little Egg* by: Jaime Lucero  
*Twos* by: Bruce Larkin  
*Have Numbers Will Travel* by: Rachel Gosset  
*How Many?* by: Rozanne Lanczak Williams  
*What Comes in Threes?* by: M. Beierle and A. Sylvan  
*Four Puppies* by: Anne Heathers  
*Four Fiddlers* by: Teddy Slater  
*One, Two, Three, Four, Five* by: Lorna Read  
*Five Little Penguins Slipping on the Ice* by: Steve Metzger  
*A Place for Zero* by: Angeline Sparagna LoPresti  
*Seaweed Soup* by: Stuart J. Murphy

## Videos

Five Little Numbers [https://www.youtube.com/watch?v=qstvV9Qb\\_wc](https://www.youtube.com/watch?v=qstvV9Qb_wc)

Counting 1 to 5 [https://www.youtube.com/watch?v=u3L5Tk8\\_74c](https://www.youtube.com/watch?v=u3L5Tk8_74c)

## Math Journal Prompts:

Number 1: Have students write the sentence "I have one blue crayon." Then have them draw a picture to match.

Number 2: Have students complete the prompt: "Draw a picture of yourself. Write how many eyes you have. I have \_\_\_\_ eyes."

Number 3: Have students complete the prompt: "Draw three trees with three apples on each tree."

Number 4: Have students draw 4 circles on their paper. Have them use their creativity to turn those circles in to a detailed picture. Then, have students write. "I see 4 circles."

Number 5: Give students stickers. Have them write the numbers 0-5 on their page. Then have them put the correct number of stickers next to the correct written number.



## Kindergarten Mathematics Curriculum Map 1st Nine Weeks 2019 - 2020

### First Nine Weeks

TN Standards	Learning Outcomes	Content
<b>Week 7: Chapter 1 – Represent, Count, and Write Numbers 0 to 5 (Decomposing)</b>		
<p><b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5=2+3</math> and <math>5+4+1</math>) by using objects or drawings. Record each decomposition by using a drawing or writing an equation.</p> <p><b>Essential Questions:</b> 1). What tools can you use to find the part / part of a number?</p>	<p>I can decompose numbers into two parts. (0 – 5)</p>	<p><b>GO Math! Chapter 1</b> Represent, Count, and Write 0 to 5 1.7 Ways to Make 5</p> <p><b>Vocabulary:</b> decompose, part, whole</p> <p><b>Assess:</b> I can choose 4 marbles to put inside a jar. There are red marbles and yellow marbles. What are some different ways I can choose to put marbles in the jar? (4 red - 0 yellow) (3 red - 1 yellow) (2 red - 2 yellow) (1 red - 3 yellow) (0 red - 4 yellow) Show your thinking with objects, pictures, or numbers. Prompt if needed: <i>Can you show one more way?</i></p>

#### GO Math! Grab-and-Go Differentiated Centers Kit:

*The Red Caboose* by: Gary Lopresti  
“Bus Stop” Math Game  
Orange Activity Card 7

#### Videos:

Grandma’s Sweater (Decomposing Numbers ) <https://www.youtube.com/watch?v=gXwuwJqYwM4>

#### Math Journal Prompts:

Have students complete the following prompt: “Draw 5 apples. Make some of them green and some of them red. Then draw 5 more apples to show another way that some could be red and some could be green.”



## Kindergarten Mathematics Curriculum Map

### 1st Nine Weeks 2019 - 2020

#### First Nine Weeks

TN Standards	Learning Outcomes	Content
<b>Week 8: Chapters 3 &amp; 4 - Represent, Count, and Write Numbers 6 to 10</b>		
<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, using one-to-one correspondence.</p>	<p>I can name numerals 0 – 10 when counting objects.</p>	<p><b>GO Math! Chapter 3</b> Represent, Count, and Write Numbers 6 to 9</p> <p>3.1 Model and Count 6</p> <p>3.3 Model and Count 7</p> <p>3.5 Model and Count 8</p> <p>3.7 Model and Count 9</p> <p><b>GO Math! Chapter 4</b> Represent Number 10</p> <p>4.1 Model and Count 10</p> <p><b>Vocabulary:</b> count, number, before, after</p> <p><b>Assess:</b> Show the student a collection of 10 objects arranged in a line. Say: <i>How many do you think there are? Now count to see how many there are. How many are there?</i></p>
<p><b>K.CC.B.4b</b> Recognize 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.</p>	<p>I can match quantities to numerals 0 – 10.</p>	<p><b>GO Math! Chapter 3</b> Represent, Count, and Write Numbers 6 to 9</p> <p>3.1 Model and Count 6</p> <p>3.3 Model and Count 7</p> <p>3.5 Model and Count 8</p> <p>3.7 Model and Count 9</p> <p><b>GO Math! Chapter 4</b> Represent Number 10</p> <p>4.1 Model and Count 10</p>
<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.</p>	<p>I can say “how many” are in a group after counting all the objects.</p>	<p><b>Vocabulary:</b> count, number, before, after, sets, digits</p> <p><b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p>

<p><b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written number 0 – 20.</p> <p><b>K.CC.B.4c</b> Recognize that each successive number name refers to a quantity that is one greater.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1). How does counting help us in things we do everyday?</li> <li>2). What counting strategies can you use to help you count?</li> <li>3). What strategies could you use to compare sets of cubes?</li> <li>4). What are some ways you can show a number?</li> </ol>	<p>I can write numerals 0 – 10.</p> <p>I can order numerals 0 – 10.</p>	<p><b>GO Math! Chapter 3</b> Represent, Count, and Write Numbers 6 to 9</p> <ul style="list-style-type: none"> <li>3.2 Count and Write to 6</li> <li>3.4 Count and Write to 7</li> <li>3.6 Count and Write to 8</li> <li>3.8 Count and Write to 9</li> </ul> <p><b>GO Math! Chapter 4</b> Represent Number 10</p> <ul style="list-style-type: none"> <li>4.2 Count and Write to 10</li> </ul> <p><b>Vocabulary:</b> numeral, number, count</p> <p><b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p> <p><b>GO Math! Chapter 4</b> Represent Number 10</p> <ul style="list-style-type: none"> <li>4.4 Count and Order to 10</li> </ul> <p><b>Vocabulary:</b> count, number, before, after</p> <p><b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p>
---	---	--

**GO Math! Grab-and-Go Differentiated Centers Kit:**

*Mabel's Place* by: Keesha White  
 Blue Activity Card 15  
 "Bus Stop" Math Game  
 Orange Activity Card 17

Purple Activity Card 15  
 Orange Activity Card 15  
*A Nutty Story* by: Joy Nolan  
 Purple Activity Card 17

**Literature Connections for Numbers 6 – 10:**



*Counting Friends* by: Diane Stortz  
*Hold The Bus!* by: Arlene Alda  
*6 Sticks* by: Molly Coxe  
*My First Book of Numbers* by: Diane Namm  
*Six Legs* by: Sharon L. Young  
*Counting Crocodiles* by: Judy Sierra  
*Ten Fingers Can!* by: Liza Charlesworth  
*Ten Silly Dogs* by: Lisa Flather  
*Click, Clack, Splish, Splash* by: Doreen Cronin  
*The Right Number of Elephants* by: Jeff Sheppard

*Six Cheers for Ladybug* by: Maria Fleming  
*The Seven Chinese Brothers* by: Margaret Mahy  
*Eight Leg Are Great!* by: Liza Charlesworth  
*Gillian's Nines* by: Sharon L. Young  
*Nine Bright Pennies* by: Teddy Slater  
*The Lemon Tree* by: Sharon L. Young  
*Ten in the Meadow* by: John Butler  
*1 to 10* by: Ronne Peltzman Randall  
*Ten in the Bed* by: Jane Cabrera  
*The Circus Is In Town* by: David L. Harrison

**Resources:**

Kindergarten Math Task (from North Carolina Dept. of Ed.) [www.commoncoretasks.ncdpi.wikispaces.net/K+Tasks](http://www.commoncoretasks.ncdpi.wikispaces.net/K+Tasks) (copy /add to browser)  
 K-5 Math Teaching Resources <http://www.k-5mathteachingresources.com/kindergarten-math-activities.html>

**Videos:**

Count To 10 <https://www.youtube.com/watch?v=uGL7xYEVeaY>  
 Chicken Count <https://www.youtube.com/watch?v=qn1FAeIxHh8>  
 Let's Count To 10 (Counting Backwards) <https://www.youtube.com/watch?v=6RfIKqkvHTY>  
 Counting to 10 Forwards and Backwards <https://www.youtube.com/watch?v=4LfN12phMW4>  
 Let's All Do The 10 Dance (Number Bonds of 10) [https://www.youtube.com/watch?v=UD\\_RUVLPvTY](https://www.youtube.com/watch?v=UD_RUVLPvTY)

**Math Journal Prompts:**

Have students draw or give them a three columned graphic organizer. Each day, or one day, have them write the numeral in the first column, the word in the second column, and then draw that number of objects in the last column.

6	six	#####
7	seven	^^^^^^^
8	eight	+++++++
9	nine	&&&&&&&&
10	ten	<<<<<<<<<<