



## Kindergarten Mathematics Curriculum Map 2<sup>nd</sup> Nine Weeks 2020 - 2021

### Second 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 backward from 10.</p>	<p>I can count to 50 by ones. I can count to 100 by tens. I can count backward from 10.</p>	<p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond</p> <p>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</p> <p><b>Assess:</b> Start at 1 and count as far as you can. Start at 10 and count to 100 by tens. Start at 10 and count backward to 1.</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 1-50.</p>	<p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond</p> <p>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</p> <p><b>Assess:</b> Begin counting with the number 28. I'll tell you when to stop. Stop student at 34. Begin at 37. Stop student at 43.</p>
<p><b>K.MD.B.3</b> Identify the penny, nickel, dime, and quarter and recognize the value of each.</p>	<p>I can name coins and tell the value. (nickel)</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>Assess:</b> Use real coins to ask child to name coin and state the value.</p>
<p><b>Calendar Time</b></p>	<p>I can tell time to the hour.</p>	

<p>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>		<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>
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**Literature Connections for Money – Nickel**

*Nickels* (Scholastic) by: Mary Hill  
*Pigs Will Be Pigs* by: Amy Axelrod

**Literature Connections for Counting by 10’s**

*Skip Count by 10, Let’s Do It Again!* by: Tracy Kompelein  
*The Skip Count Song* by: Rozanne Lanczak Williams  
*Leaping Lizards* by: Stuart J. Murphy

**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>  
**Climbing Up This Mountain (Counting by 10’s):** <https://www.youtube.com/watch?v=yQSdKINvrmw>  
**Skip Counting By 10:** <https://www.youtube.com/watch?v=RbV2bMQT2IE>  
**Count to 50:** <https://www.youtube.com/watch?v=YtNskltyA0E>

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

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



## Kindergarten Mathematics Curriculum Map 2nd Nine Weeks 2019 - 2020

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 1 &amp; 2: Chapter 4 – Decompose Numbers 0 - 10</b>		
<p><b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way equation (e.g., <math>5 = 2+3</math> and <math>5 = 4+1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1). What are some ways you can show a number?</li> <li>2). What tools can you use to find the part / part of a number?</li> </ol>	<p>I can decompose numbers into two parts. (0 – 10)</p>	<p><b>GO Math! Chapter 4</b> Represent and Compare Numbers to 10 4.3 Ways to Make 10</p> <p>Refer back if needed: <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, and, pairs</p> <p><b>Assess:</b> There are 7 pieces of fruit in the basket. Some are apples and some are oranges. How many apples and oranges are in the basket? Show as many ways as you can. Show your thinking with objects, pictures, or numbers. Can you show one more way?</p>

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

Blue Activity Card 17

*I Know Numbers* by: Susan Nations

**Videos:**

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)

Number Bonds: <https://www.youtube.com/watch?v=ID9tjBUiXs0>

**Math Journal Prompts:**

Option 1: Have students draw a picture to represent the following word problem: "Jack has 9 pets at his house. Some are dogs and some are cats. Draw a picture to show how many dogs and cats Jack could have."

Option 2: Have students complete the prompt: "I can show all the ways to make 7." Have them draw pictures and write equations.



## Kindergarten Mathematics Curriculum Map

### 2<sup>nd</sup> Nine Weeks 2019 - 2020

#### Second Nine Weeks

TN Standards	Learning Outcomes	Content
<b>Week 3: Chapter 2 – Compare Numbers to 5; Chapter 4 – Represent and Compare Numbers to 10</b>		
<p><b>K.C.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p>	<p>I can compare numerals and sets 0 – 10 to determine greater than, less than, or equal.</p>	<p><b>GO Math! Chapter 2</b> Compare Numbers to 5</p> <ul style="list-style-type: none"> <li>2.1 Same Number</li> <li>2.2 Greater Than</li> <li>2.3 Less Than</li> <li>2.4 Compare by Matching Sets to 5</li> <li>2.5 Compare by Counting Sets to 5</li> </ul> <p><b>GO Math! Chapter 4</b> Represent and Compare Numbers to 10</p> <ul style="list-style-type: none"> <li>4.5 Compare by Matching Sets to 10</li> <li>4.6 Compare by Counting Sets to 10</li> <li>4.7 Compare Two Numbers</li> </ul> <p><b>Vocabulary:</b> count, number, greater, less, equal, same, more, fewer</p> <p><b>Assess:</b> Give student a set of 5 red cubes and a set of 4 blue cubes. <i>There are some red cubes in this set and some blue cubes in this set. Which set has more? Which set has less? Is there an equal amount of cubes in each set?</i></p>
<p><b>K.C.C.7</b> Compare two given numbers up to 100, when written as numerals, using the terms than, less than, or equal to.</p>	<p>I can compare two written numbers.</p>	<p><b>GO Math! Chapter 4</b> Represent and Compare Numbers to 10</p> <ul style="list-style-type: none"> <li>4.7 Compare Two Numbers</li> </ul> <p><b>Vocabulary:</b> greater than, less than, equal</p> <p><b>Assess:</b> Show student a number card. <i>What is this number?</i> Show student another number card. <i>What is this number?</i> Show both cards. <i>Which number is greater? Which number is less?</i></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>		<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>
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**GO Math! Grab-and-Go Differentiated Centers Kit:**

*Mabel's Place* by: Keesha White  
 Orange Activity Card Number 7  
 "Bus Stop" Math Game  
 Blue Activity Card Number 7  
 Purple Activity Card Number 7

*Racoon's Playtime* by: Chris Pappas  
 Blue Activity Card 17

**Literature Connections for Comparing Numbers:**

*Compare with Bears* by: Kate Mineo  
*Comparing Numbers!* by: M. Penn  
*Just Enough Carrots* by: Stuart J. Murphy  
*More Than One* by: Miriam Schlein

**Literature Connections for More / Less / Same:**

*Cat and Dog Go Shopping* by: Rosa Drew  
*More or Less a Mess* by: Sheila Keenan  
*More or Less* by: Stuart J. Murphy

**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:**

Mr. Alligator Can Chomp: <https://www.youtube.com/watch?v=xGvrG6049wE>  
 The Hungry Alligator: [https://www.youtube.com/watch?v=YhOf0H\\_gLP8](https://www.youtube.com/watch?v=YhOf0H_gLP8)

**Math Journal Prompts:**

Give students two post-its. Have them write a number between 0 and 10 on each post-it. Have them stick or glue their post-it in to their math journal. Then, have students use the <, >, = symbols to compare. Also have them draw a picture and write a sentence to justify their answer.



## Kindergarten Mathematics Curriculum Map 2nd Nine Weeks 2019 - 2020

### Second Nine Weeks

TN Standards	Learning Outcomes	Content
<b>Weeks 4 &amp; 5: Chapter 7 – Represent, Count, and Write 11 to 19; Chapter 8 – Represent, Count, and Write 20 and Beyond</b>		
<p><b>K.CCB.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 – 20 when counting objects.</p>	<p><b>GO Math! Chapter 7</b> Represent, Count, and Write 11 to 19</p> <p>7.2 Count and Write 11 and 12</p> <p>7.4 Count and Write 13 and 14</p> <p>7.6 Model, count and Write 15</p> <p>7.8 Count and Write 16 and 17</p> <p>7.10 Count and Write 18 and 19</p> <p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond</p> <p>8.2 Count and Write 20</p> <p><b>Vocabulary:</b> count, number, before, after</p> <p><b>Assess:</b> Show the student a collection of 20 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 – 20.</p> <p>I can say “how many” are in a group after counting all the objects.</p>	<p><b>GO Math! Chapter 7</b> Represent, Count, and Write 11 to 19</p> <p>7.2 Count and Write 11 and 12</p> <p>7.4 Count and Write 13 and 14</p> <p>7.6 Model, count and Write 15</p> <p>7.8 Count and Write 16 and 17</p> <p>7.10 Count and Write 18 and 19</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 count to tell number of objects.</p>	<p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond</p> <p>8.2 Count and Write 20</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>I can write numerals 0 – 20.</p>	<p><b>GO Math! Chapter 7</b> Represent, Count, and Write 11 to 19  7.2 Count and Write 11 and 12  7.4 Count and Write 13 and 14  7.6 Model, count and Write 15  7.8 Count and Write 16 and 17  7.10 Count and Write 18 and 19</p> <p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond  8.2 Count and Write 20</p> <p><b>Vocabulary:</b> numeral, number, count, set 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>  1). How does counting help us in things we do everyday?  2). What counting strategies can you use to help you count?  3). What are some ways you can show a number?</p>	<p>I can order numerals 0 – 20.</p>	<p><b>GO Math! Chapter 7</b> Represent, Count, and Write 11 to 19  7.2 Count and Write 11 and 12  7.4 Count and Write 13 and 14  7.6 Model, count and Write 15  7.8 Count and Write 16 and 17  7.10 Count and Write 18 and 19</p> <p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond  8.3 Count and Order to 20</p> <p><b>Vocabulary:</b> count, number, before, after</p> <p><b>Assess:</b> (see BCS Kindergarten Assessment Handbook)</p>

*Stop the Picnic!* by: Paul Medina  
 Blue Activity Card 14  
 “Sweet and Sour Path” Math Game  
 Orange Activity Card 14  
 Purple Activity Card 14  
*Summertime Math* by: Susan Nations

*Where’s the Party?* by: Katie Belling  
 Orange Activity Card 20  
 Purple Activity Card 20

**Literature Connections for Numbers 11 – 20**

*12 Ways to Get to 11* by: Eve Merriam  
*16 Runaway Pumpkins* by Dianne Ochiltree  
*Blue Barry Bear Counts from 1 to 20* by: Marilyn Sadler  
*A Dozen Dogs* by Harriet Ziefert  
*A Dozen Eggs* by: Sharon L. Young  
*Norman Rockwell’s Counting Book* by: Glorina Taborin

*Chicka Chicka 1-2-3* by: Bill Martin, Jr.  
*Jack the Builder* by: Stuart J. Murphy  
*One Moose, Twenty Mice* by: Clare Beaton  
*A Dozen Dozens* by: Harriet Ziefert  
*How Do You Count a Dozen Ducklings?* by: In Sean Chae

**Videos:**

“Teen Numbers”: <https://www.youtube.com/watch?v=E8mMXiSRLnU>  
 “Teen Numbers in the Air”: <https://www.youtube.com/watch?v=aDPPHVG6TAE>

**Math Journal Prompts:**

Have students draw a table, or give them a blank table to glue in. Then have them make their table look similar to the following to complete the prompt: “I can represent numbers 11-20.”

11	eleven	#####
12	twelve	\$\$\$\$\$\$\$\$
13	thirteen	^^^
14	fourteen	00000000000000
15	fifteen	*****
16	sixteen	+++++
17	seventeen	??????????????
18	eighteen	<<<<<<<<<<<<<<<<<<<<
19	nineteen	(((((
20	twenty	=====





Kindergarten Mathematics Curriculum Map  
2<sup>nd</sup> Nine Weeks 2019 - 2020

Second Nine Weeks

TN Standards	Learning Outcomes	Content
<b>Weeks 6 &amp; 7: Chapter 10 – 3-D Shapes</b>		
<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 and drawing shapes.</p>  <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1). Which 3-D shapes can you stack?</li><li>2). Which 3-D shapes will roll?</li><li>3). Which 3-D shapes will slide?</li><li>4). Can you compare a cone and a cube?</li></ol>	<p>I can name shapes and describe in the environment (3-D).</p>           <p>I can create and compose 3-D shapes.</p>	<p><b>GO Math! Chapter 10</b> 3-D Shapes</p> <ol style="list-style-type: none"><li>10.1 Three-Dimensional Shapes</li><li>10.2 Identify, Name, and Describe Spheres</li><li>10.3 Identify, Name, and Describe Cubes</li><li>10.4 Identify, Name, and Describe Cylinders</li><li>10.5 Identify, Name, and Describe Cones</li><li>10.6 Two- and Three-Dimensional Shapes</li></ol> <p><b>Vocabulary:</b> shapes, three-dimensional, solid, flat, sphere, cone, cylinder, cube, attribute, straight, curve</p> <p><b>Assess:</b> Show student a collection of 2-D and 3-D shapes. <i>Put all the flat 2-D shapes in a pile and all the 3-D shapes in another pile. How are these shapes alike? How are they different?</i></p> <p><b>GO Math! Chapter 10</b> 3-D Shapes</p> <ol style="list-style-type: none"><li>10.7 Model Shapes</li></ol> <p><b>Vocabulary:</b> shapes, three-dimensional, sphere, cone, cylinder, cube</p> <p><b>Assess:</b> Student will build 3-D shapes using clay, marshmallows, toothpicks.</p>

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

*I Know Big and Small* by: Susan Nations

Orange Activity Card 12

*Curious George Goes to a Toy Store* by: Susan Albury

Blue Activity Card 12

**Literature Connections to 3-D Shapes:**

*Captain Invincible and the Space Shapes* by: Stuart J. Murphy

*Cubes, Cones, Cylinders, & Spheres* by: Tana Hoban

**Videos:**

<http://www.schooltube.com/video/12838222f695a5ba7626/3D%20Shapes%20I%20Know%20%28song%20for%20kids%29>

3D Shapes Song: <https://www.youtube.com/watch?v=guNdJ5MtX1A>

3D Shapes Number Rock: <https://www.youtube.com/watch?v=ZnZYK83utu0>

3D Shapes I Know: <https://www.youtube.com/watch?v=2cg-Uc556-Q>

**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>

**Math Journal Prompts:**

Have students write “Sphere” on their page. Then have them draw and label items from the real-world that represent that 3-D shape. This can be done with all 3-D shapes to complete the prompt: “I can identify 3-D shapes.”