



## Kindergarten Mathematics Curriculum Map 3rd Nine Weeks 2020 - 2021

Third 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 by tens.</p>	<p>I can count to 75 by ones. I can count to 100 by fives.</p>	<p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond 8.6 Count to 100 by Ones 8.7 Count to 100 by Tens</p> <p><b>Vocabulary:</b> count, number</p> <p><b>Task:</b> Start at 1 and count as far as you can. Start at 5 and count to 100 by fives.</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 1-75.</p>	<p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond 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 58. I'll tell you when to stop. Stop student at 64. Begin at 67. Stop student at 72.</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. (dime)</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> <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>
<p><b>Calendar Time</b> It is recommended that telling time to the hour and</p>	<p>I can tell time to the hour.</p>	

<p>identifying coins 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>		
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**Literature Connections for Money – Dime**

*Dimes (Scholastic)* by: Mary Hill

*The Purse* by: Kathy Caple

**Literature Connections for Counting by 5’s**

*Leaping Lizards* by: Stuart J. Murphy

*Count by Fives* by: Jerry Pallotta

*Count by Fives* by: Bruce Larkin

**Telling Time**

*It’s About Time!* by: Stuart J. Murphy

*The Time Song* by: Rozanne Lanczak Williams

*What Time Is It?* by: Rozanne Lanczak Williams

*Henry’s Important Date* by: Robert Quackenbush

**Videos**

Money Song: <https://www.youtube.com/watch?v=pnXJGNo08v0&t=1s>

Counting By 5: <https://www.youtube.com/watch?v=aSfjkhIUDvI>

Count by 5’s Jack Hartman: <https://www.youtube.com/watch?v=amxVL9KUmq8>

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

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

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



## Kindergarten Mathematics Curriculum Map 3<sup>rd</sup> Nine Weeks 2019 - 2020

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 1 &amp; 2: Chapter 11 - Measurement</b>		
<p><b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.A.2</b> 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.</p> <p><b>Essential Questions:</b>            1). How is measurement used in the real world?            2). Why do we get different counts when using different units to measure?</p>	<p>I can describe and compare length and weight.</p>	<p><b>GO Math! Chapter 11</b> Measurement</p> <p>11.1 Compare Lengths            11.2 Compare Heights            11.3 Direct Comparison            11.4 Compare Weights            11.5 Length, Height, and Weight</p> <p><b>Vocabulary:</b> length, weight, attribute, long, short, tall, heavy, light, size, compare, more, less, taller, shorter</p> <p><b>Assess:</b> Show student a stuffed bear. <i>Describe this bear as many different ways as you can. How would you describe the weight? Length? The distance around the bear's belly? Foot length?</i></p> <ul style="list-style-type: none"> <li>• <i>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></i></li> </ul>

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

*Who Am I?* by: Rosa Ruiz  
 Blue Activity Card 19  
 “Connecting Cube Challenge” Math Game

Orange Activity Card 19  
*Curious George and the Mystery Boxes*

**Literature Connections to Measurements**

*Measurement Mysteries* by: Marcia S. Gresko

*Me And The Measure Of Things* by: Joan Sweeney

*Mr. TALL and Mr. SMALL* by: Barbara Brenner  
*Balancing Act* by: Ellen Stoll Walsh  
*How Long or How Wide?* By: Brian P. Cleary  
*Mighty Maddie* by: Stuart J. Murphy  
*Who Sank The Boat?* by: P. Allen  
*The LONG and SHORT Of It* by: Cheryl Nathan & Lisa McCourt

*How Big Is A Foot?* by: Rolf Myller  
*Just A Little Bit* by: Ann Tompert  
*Hershey's Weights and Measures* by: Jerry Pallotta  
*A House for Birdie* by: Stuart J. Murphy  
*Heavy is a Hippopotamus* by: Miriam Schlein

## Videos

Measurement Song <https://www.youtube.com/watch?v=ypVQDZL18SQ>

## Math Journal Prompts:

**Length:** Have students draw a blue crayon on their page. Then have students draw a red crayon on their page. Have them evaluate their drawings and write the sentence "The \_\_\_\_\_ crayon is longer than the \_\_\_\_\_ crayon. The \_\_\_\_\_ crayon is shorter."

**Height:** Have students divide their paper in half. On the top half, have them write "Taller". On the bottom half, have them write "Shorter". Then have students draw and label 2-3 friends that are taller than them. Then, have them draw and label 2-3 friends that are shorter than them.

**Weight:** Have students draw and label 3 things that would be heavier than their Go Math! book (or other book they use).



## Kindergarten Mathematics Curriculum Map

### 3<sup>rd</sup> Nine Weeks 2019 - 2020

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 3 &amp; 4: Chapter 7 – Compose and Decompose 11 – 19; Chapter 8 – Compose and Decompose #20</b>		
<p><b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into tens ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.</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 are some ways you can show a number?</li> </ol>	<p>I can compose (construct) and decompose (separate) numbers 11 – 19 into tens and ones.</p>	<p><b>GO Math! Chapter 7</b> Represent, Count, and Write 11 to 19</p> <ul style="list-style-type: none"> <li>7.1 Model and Count 11 and 12</li> <li>7.3 Model and Count 13 and 14</li> <li>7.5 Model, Count, and Write 15</li> <li>7.7 Model and Count 16 and 17</li> <li>7.9 Model and Count 18 and 19</li> </ul> <p><b>GO Math! Chapter 8</b> Represent, Count, and Write 20 and Beyond</p> <ul style="list-style-type: none"> <li>8.1 Model and Count 20</li> <li>8.4 Compare Numbers to 20</li> </ul> <p><b>Vocabulary:</b> compose, decompose, tens place, ones place, equation, place value</p> <p><b>Assess:</b> Ask student to count out a given number of objects (11 – 19) on a ten frame. Ask the student to explain what they did. <i>How could you use words, numbers, or drawings to show 13?</i></p>

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

*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

Numbers In The Teens <http://www.schooltube.com/video/222f43dd234c4f96bb6f/Numbers%20in%20the%20Teens>

Numbers In The Teens (Have a group of ten)

<http://www.schooltube.com/video/ae40d52a060c4980b4e2/Numbers%20in%20the%20Teens%20%28Have%20a%20group%20of%20TEN!%29%20%28Place-value%20song%20for%20kids%29>

## Resources:

Kindergarten Math Task (from North Carolina Dept. of Ed.) <http://commoncoretasks.ncdpi.wikispaces.net/K+Tasks>

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

## Math Journal Prompts:

Option 1: Have students complete the following prompt using drawings and equations: "I can show 5 ways to make 15."

Option 2: Sam's class has 19 students. Some are girls and some are boys. Use pictures and equations to show 2 different ways some could be boys and some could be girls.



## Kindergarten Mathematics Curriculum Map

### 3rd Nine Weeks 2019 - 2020

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 5 &amp; 6: Chapter 5 - Solve Addition Story Problems Using Manipulatives</b>		
<p><b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p>	<p>I can solve addition / subtraction word problems 0 – 10 using manipulatives.</p> <p>I can use objects or drawings to show addition or subtraction 0-10.</p>	<p><b>GO Math! Chapter 5 Addition</b></p> <p>5.1 Add To            5.2 Put Together            5.3 Act Out Addition Problems            5.4 Model and Draw Problems            5.5 Write Addition Sentences 10            5.6 Write Addition Sentences 5            5.7 More Addition Sentences            5.8 Number Pairs to 5            5.9 Number Pairs for 6 and 7            5.10 Number Pairs for 8            5.11 Number Pairs for 9            5.12 Number Pairs for 10</p> <p><b>Vocabulary:</b> addition, add, plus +, equal =, equation, more, sum, in all, join, total, combine, one more,</p> <p><b>Assess:</b> Read problem to student. <i>5 blue marbles and 4 red marbles are in the jar. How many marbles are in the jar? Show your thinking with objects, words, pictures, or drawings.</i></p>

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

**Chapter 5:**

*Pancakes for All* by: Jorge Sanchez  
 Blue Activity Card 6  
 “Spin to Add” Math Game  
 Orange Activity Card 6

*Flowers for Flossie* by: Chenille Davis  
 Purple Activity Card 6  
 Blue Activity Card 18  
 Orange Activity Card 15

**Literature Connections to Addition**

*Little Number Stories Addition* by: Rozanne Lanczak Williams  
*The Happy Hippos* by: Liza Charlesworth  
*Mission: Addition* by: Loreen Leedy  
*If you were a Plus Sign* by: Trisha Speed Shaskan  
*Help Me Learn Addition* by: Jean Marzollo

*Adding It Up* by: Rosemary Wells  
*Domino Addition* by: Lynette Long  
*Animals On Board* by: Stuart J. Murphy  
*Adding with Apes* by: Adele James  
*It's Addition!* by: M. W. Penn

## Videos

Adding and Subtracting <https://www.youtube.com/watch?v=NHI0ePgwlGU>

Add 'Em Up! <https://www.youtube.com/watch?v=INHb1RNaMM>

When You Add Like A Pirate [https://www.youtube.com/watch?v=WT\\_wvvEvkw4](https://www.youtube.com/watch?v=WT_wvvEvkw4)

My Dog Addition [https://www.youtube.com/watch?v=\\_OPJBoRN2Aw](https://www.youtube.com/watch?v=_OPJBoRN2Aw)

Ways To Make Ten [https://www.youtube.com/watch?v=RiFRb\\_Uoa3U](https://www.youtube.com/watch?v=RiFRb_Uoa3U)

## Math Journal Prompts:

Option 1: Have students complete the following prompt using pictures and equations: "Emily put 5 bugs in her bug jar. Her brother, John, put 3 more bugs in her bug jar. How many bugs are in Emily's bug jar in all?"

Option 2: Have students complete the following prompt using pictures and equations: "There are 7 yellow flowers and 3 purple flowers in Sarah's garden. How many total flowers does Sarah have in her garden?"





## Kindergarten Mathematics Curriculum Map

### 3<sup>rd</sup> Nine Weeks 2019 - 2020

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 7 &amp; 8: Chapter 6 - Subtraction Story Problems Using Manipulatives</b>		
<p><b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p>	<p>I can solve addition / subtraction word problems 0 – 10 using manipulatives.</p> <p>I can use objects or drawings to show addition or subtraction 0-10.</p>	<p><b>GO Math! Chapter 6 Subtraction</b></p> <p>6.1 Take From 6.2 Take Apart 6.3 Act Out Subtraction 6.4 Model and Draw Problems 6.5 Write Subtraction Sentences 6.6 More Subtraction Sentences 6.7 Addition and Subtraction</p> <p><b>Vocabulary:</b> subtraction, subtract -, equal =, equation, sum, difference, left, less, one fewer</p> <p><b>Assess:</b> Read problem to student. <i>Mom baked 8 cookies. We ate 5 for our snack. How many cookies are left? Show your thinking with objects, words, pictures, or drawings.</i></p>

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

##### Chapter 6:

*Numbers at the Lake* by: Susan Nations  
Blue Activity Card 8  
“Sailboat Subtraction” Math Game  
Orange Activity Card 8  
Purple Activity Card 8

*Under the Umbrellas* by: Tyler Wiles  
Orange Activity Card 16  
Purple Activity Card 18

#### Literature Connections to Subtraction

*Elevator Magic* by: Stuart J. Murphy  
*Monsters Musical Chairs* by: Stuart J. Murphy  
*It's Subtraction!* by: M. W. Penn

*If you were a Minus Sign* by: Trisha Speed Shaskan  
*Subtracting with Seals* by: Charles Sellers  
*The Doorbell Rang*: by: Pat Hutchins

## Videos

Adding and Subtracting <https://www.youtube.com/watch?v=NHI0ePgwlGU>

When You Subtract Like A Pirate <https://www.youtube.com/watch?v=QkPa9V2wtZs>

My Dog Subtraction <https://www.youtube.com/watch?v=fW14jOEIUrI>

Ways To Make Ten [https://www.youtube.com/watch?v=RiFRb\\_Uoa3U](https://www.youtube.com/watch?v=RiFRb_Uoa3U)

## Math Journal Prompts:

Option 1: Have students complete the following prompt using pictures and equations: "Callie's dog had 6 puppies. She gave 3 puppies to her friends. How many puppies does she have left?"

Option 2: Have students complete the following prompt using pictures and equations: "Brady's mom baked 10 cookies. Brady ate 6 of them. How many cookies are left?"

- 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

### 3<sup>rd</sup> Nine Weeks 2019 - 2020

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 9 &amp; 10: Chapter 8 - Counting Beyond #20</b>		
<p><b>K.CC.A.1</b> Count to 100 by ones, fives, and by tens.</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><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 count beyond 20 by ones. I can</p> <p>I can count forward at a given number between 1-100</p> <p>I can write and represent numerals 0 – 20.</p>	<p><b>GO Math! Chapter Represent, Count, and Write 20 and Beyond</b></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, tens, twenty, fifty, one hundred</p> <p><b>Assess:</b> Start at 1 and count as high as you can.</p> <p><b>Assess:</b> Read problem to student. <i>Using these counters show 13. Now, using those 13 counters, show 18. Did you add more? Now show 11. Did you have to take any away?</i></p>

**Math Journal Prompts:**

Have students write their number 0-20 to complete the prompt: “I can write my numbers 0-20.”

## 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)

- 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](#)