Kindergarten Math

First Nine Weeks

Week(s)	Topics & Objectives	Standards
1	In Training (Rules and Routines)	
2	In Training (Rules and Routines)	
3	Understanding Counting	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ADDITIONAL STANDARDS: K.CC.B.4c, K.CC.B.5
4	Count 1,2, and 3	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the

		same regardless of their arrangement or the order in which they were counted. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ADDITIONAL STANDARDS: K.CC.A.1, K.CC.B.4c
5	Count 4	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ADDITIONAL STANDARDS: K.CC.A.1, K.CC.B.4c
6	Count 5	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which

		they were counted. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ADDITIONAL STANDARDS: K.CC.A.1, K.CC.B.4c
7	Compare Within 5	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (up to 10 objects) K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. ADDITIONAL STANDARDS: K.CC.A.3
8	Make 3, 4, and 5	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 5 2 1 3 and 5 5 4 1 1). K.OA.A.5 Fluently add and subtract within 5. ADDITIONAL STANDARDS: K.CC.A.3, K.CC.A.4c, K.OA.A.1, K.OA.A.2
9	Count 6 and 7	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Week(s)	Topics & Objectives	Standards
		K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ADDITIONAL STANDARDS: K.CC.A.1, K.CC.B.4

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Second Nine Weeks

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Week(s)	Topics & Objectives	Standards
10	Make 6 and 7	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 5 2 1 3 and 5 5 4 1 1). ADDITIONAL STANDARDS: K.CC.A.3, K.CC.A.4c, K.OA.A.1, K.OA.A.2
11	Count 8 and 9	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ADDITIONAL STANDARDS: K.OA.A.1, K.CC.B.4c
12	Make 8 and 9	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 5 2 1 3 and 5 5 4 1 1). ADDITIONAL STANDARDS:

		K.CC.A.3, K.CC.B.4c, K.OA.A.1, K.OA.A.2
13	Count 10	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ADDITIONAL STANDARDS: K.OA.A.1, K.CC.B.4c
14	Compare Within 10	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (up to 10 objects) K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.
15	Make 10	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 5 2 1 3 and 5 5 4 1 1). K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 5 2 1 3 and 5

		5 4 1 1). ADDITIONAL STANDARDS: K.CC.A.3, K.CC.A.4c, K.OA.A.1, K.OA.A.2
16	Understand Addition	K.OA.A.1 Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ADDITIONAL STANDARDS: K.OA.A.3, K.OA.A.5
17	Add Within 5	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.5 Fluently add and subtract within 5. ADDITIONAL STANDARDS: K.OA.A.1
18	Review	

	Third Nine Weeks	
Week(s)	Topics & Objectives	Standards
19	Understand Subtraction	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. ADDITIONAL STANDARDS: K.OA.A.3, K.OA.A.5
20	Subtract Within 5	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.5 Fluently add and subtract within 5. ADDITIONAL STANDARDS: K.OA.A.1
21	Add Within 10	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. ADDITIONAL STANDARDS: K.OA.A.1

22	Subtract Within 10	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. ADDITIONAL STANDARDS: K.OA.A.1
23	Practice Facts to 5	K.OA.A.5 Fluently add and subtract within 5. ADDITIONAL STANDARDS: K.OA.A.1
24	Understand Teen Numbers	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 5 10 1 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ADDITIONAL STANDARDS: K.CC.A.2, K.CC.A.3, K.CC.B.5
25	Count Teen Numbers	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ADDITIONAL STANDARDS: K.CC.A.1, K.C.C.A.2, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c
26	Make Teen Numbers	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 5 10 1 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ADDITIONAL STANDARDS: K.CC.A.2, K.CC.A.3, K.CC.B.5
27	Count to 100 by Tens	K.CC.A.1 Count to 100 by ones and by tens. K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Fourth Nine Weeks		

Week(s)	Topics & Objectives	Standards
28	Count to 100 by Ones	.A.1 Count to 100 by ones and by tens. K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
29	Compare Length	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
30	Compare Weight	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter
31	Sort Objects	K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
32	See Position and Shape	K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
33	Name Shapes	K.G.A.2 Correctly name shapes regardless of their orientations or overall size. K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
34	Compare Shapes	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

35	Build Shapes	K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
36	Review	