

# Boyd County Schools



## Mathematics Curriculum Framework

### Kindergarten

## UNIT 1 Objectives: Numbers 0-5 and shapes: circle, triangle, square, rectangle, and hexagon

Week 1	Week 2	Week 3
<p><b>Standards for this unit:</b></p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.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.3</b> Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><b>K.CC.4 a</b> 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.</p> <p><b>K.CC.4 b</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.</p> <p><b>K.CC.4 c</b> Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> 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.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p>		
<p><b>Learning Targets:</b></p> <p>I can build numbers to 5.</p> <p>I can demonstrate understanding of the relationship between numbers and quantities.</p> <p>I can count to 25 by 1’s.</p> <p>I can count to 100 by 10’s.</p> <p>I can describe objects in the environment using names of shapes.</p> <p>I can name shapes correctly.</p> <p>I can correctly name shapes placed in any position.</p>		
<p><b>Vocabulary</b></p>		

Shapes: sides, vertices/corners and Numbers: set, group, five frame, relationship

### Special Considerations

\*Counting to 100 is an on-going skill our goal is by the end of week 9 all students should be proficient in counting to 25.

\*Students should also be proficient in counting to 100 by 10's by the end of week 16.

\*Before you introduce how to write the "symbol" (number) to the students, make sure students have mastered the quantity and number correspondence.

### Resources

Illustrative Mathematics

- [Find The Numbers 0-5 or 5-10](#)
- [Five by Two](#)
- [More and Less Handfuls](#)
- [Teen Go Fish](#)
- [Counting Circles](#)
- [Choral Counting](#)
- [Counting by Tens](#)
- [Number After Bingo 1-15](#)
- [Number Line Up](#)
- ["One More" Concentration](#)
- [Pick a Number, Counting On](#)
- [Start-Stop Counting](#)
- [Number After Bingo 1-15](#)
- [Number Line Up](#)
- ["One More" Concentration](#)

- [Pick a Number, Counting On](#)
- [Start-Stop Counting](#)
- [Bags of Stuff](#)
- [Dice Addition 1](#)
- [Number TIC TAC TOE](#)
- [Race to the Top](#)
- [Rainbow Number Line](#)
- [Color Week](#)
- [Counting Cup](#)
- [Counting Overview](#)
- [More and Less Handfuls](#)
- [Number Rods](#)
- [Counting Mat](#)
- [Goody Bags](#)
- [The Napping House](#)
- [Finding Equal Groups](#)

### Assessments

**Week 4****Week 5****Week 6****Standards:**

**K.CC.1** Count to 100 by ones and by tens.

**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**K.CC.3** Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**K.CC.4 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.

**K.CC.4 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.4 c** Understand that each successive number name refers to a quantity that is one larger.

**K.CC.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.

**K.G.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.

**Learning Targets:**

I can build numbers to 10.

I can demonstrate an understanding of the relationship between numbers and quantities.

I can count to 25 by 1's.

I can count to 100 by 10's.

I can describe the position of objects using the terms such as, above, below, beside, in front of, behind, and next to.

**Vocabulary**

Numbers: set, group, ten frame

Positional: position

## Special Considerations

\*Counting to 100 is an on-going skill our goal is by the end of week 9 all students should be proficient in counting to 25.

\*Students should also be proficient in counting to 100 by 10's by the end of week 16.

\*Before you introduce how to write the "symbol" (number) to the students, make sure students have mastered the quantity and number correspondence.

## Resources

### Illustrative Math

- [Find the Numbers 0-5 or 5-10](#)
- [Five by Two](#)
- [More and Less Handfuls](#)
- [Teen Go Fish](#)
- [Counting Circles](#)
- [Choral Counting](#)
- [Counting by Tens](#)
- [Number After Bingo 1-15](#)
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- [Counting Mat](#)
- [Goody Bags](#)

- [The Napping House](#)
- [Finding Equal Groups](#)

3-Act Math

- [Dotty](#)
- [The Candyman](#)

#### Assessments:

KDE Formative Assessment Lessons (FALS)

- [Counting Dots](#)

District Benchmark Assessment #1 by the end of the week.

#### \*\* Review and Enrichment

Week 7

#### UNIT 3 Objectives: Greater than/less than/equal to

Week 8

#### Standards:

**K.CC.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.

**K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.

#### Learning Targets

I can say which group has more by matching or counting the number of objects in both groups.

I can say which group has less by matching or counting the number of objects in both groups.

I can say when groups are equal (same as) by matching or counting.

I can compare two numerals between 1 and 10 and say which numeral has a greater value.

I can count to 100 by 10's.

**Vocabulary**

Fewer, Greater, Less, Equal

**Special Considerations**

\*Counting to 100 is an on-going skill our goal is by the end of week 16 all students should be proficient in counting to 50.

**Resources**

Illustrative Math

- [Which number is greater? Which number is less? How do you know?](#)
- [Guess the Marbles in the Bag](#)

**Assessments**

Weekly assessments

KDE Formative Assessment Lessons (FALS)

- [Kindergarten - Greater Than, Less Than, Equal in Range up to 10](#)

**UNIT 4 Objectives: Numbers 11-15**

Week 9	Week 10	Week 11	Week 12
<p><b>Standards:</b></p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.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.3</b> Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><b>K.CC.4 a</b> 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.</p> <p><b>K.CC.4 b</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.</p>			

**K.CC.4 c** Understand that each successive number name refers to a quantity that is one larger.

**K.CC.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.

**K.NBT.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 equation (e.g.,  $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

**Learning Targets:**

I can build numbers to 15.

I can demonstrate an understanding of the relationship between numbers and quantities.

I can count to 50 by 1's.

I can count to 100 by 10's.

I can correctly form (write) numbers from 11-15.

**Vocabulary**

Set, group, sequence

**Special Considerations**

\*When referring to a group of ten, do not say, “one ten”, instead say a group of ten ones.

\*Counting to 100 is an on-going skill our goal is by the end of week 16 all students should be proficient in counting to 50.

\*Before you introduce how to write the “symbol” (number) to the students, make sure students have mastered what quantity and number correspondence is.

**Resources**

Illustrative Mathematics

- [Find the Numbers 0-5 or 5-10](#)
- [Five by Two](#)
- [More and Less Handfuls](#)
- [Teen Go Fish](#)
- [Counting Circles](#)
- [Choral Counting](#)
- [Counting by Tens](#)
- [Number After Bingo 1-15](#)
- [Number Line Up](#)



- [“One More” Concentration](#)
- [Pick a Number, Counting On](#)
- [Start-Stop Counting](#)
- [Number After Bingo 1-15](#)
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- [Pick a Number, Counting On](#)
- [Start-Stop Counting](#)
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- [Number TIC TAC TOE](#)
- [Race to the Top](#)
- [Rainbow Number Line](#)
- [Color Week](#)
- [Counting Cup](#)
- [Counting Overview](#)
- [More and Less Handfuls](#)
- [Number Rods](#)
- [Counting Mat](#)
- [Goody Bags](#)
- [The Napping House](#)
- [Finding Equal Groups](#)

#### Achieve the Core Resources

- [Count 10 Objects Within Counts of 10 to 20 Objects](#)

#### 3 Act Math

- [Peas in a Pod](#)
- [Counting Squares](#)
- [Stage 5 Series](#)
- [Shark Bait](#)
- [Dotty](#)
- [The Candyman](#)

#### Assessments

KDE Formative Assessment Lessons (FALS)

● Counting Dots

**UNIT 5 Objectives: Numbers 16-20**

Week 13	Week 14	Week 15	Week 16
<p>Standards:</p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.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.3</b> Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><b>K.CC.4 a</b> 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.</p> <p><b>K.CC.4 b</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.</p> <p><b>K.CC.4 c</b> Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> 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.</p> <p><b>K.NBT.1</b> 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 equation (e.g., <math>18=10+8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>			
<p><b>Learning Targets:</b></p> <p>I am learning to build numbers to 20.</p> <p>I am learning to understand the relationship between numbers and quantities.</p> <p>I am learning to count to 50 by 1’s.</p> <p>I am learning to count to 100 by 10’s.</p> <p>I am learning to correctly form numbers from 16-20.</p>			

## Vocabulary

Set, group, sequence

## Special Considerations

\*When referring to a group of ten, do not say, “one ten”, instead say a group of ten ones.

\*Counting to 100 is an on-going skill our goal is by the end of week 24 all students should be proficient in counting to 75.

## Resources

Illustrative Mathematics

- [Find the Numbers 0-5 or 5-10](#)
- [Five by Two](#)
- [More and Less Handfuls](#)
- [Teen Go Fish](#)
- [Counting Circles](#)
- [Choral Counting](#)
- [Counting by Tens](#)
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- [Rainbow Number Line](#)
- [Color Week](#)
- [Counting Cup](#)
- [Counting Overview](#)
- [More and Less Handfuls](#)

- [Number Rods](#)
- [Counting Mat](#)
- [Goody Bags](#)
- [The Napping House](#)
- [Finding Equal Groups](#)

Achieve the Core Resources

- [Count 10 Objects Within Counts of 10 to 20 Objects](#)

### 3 Act Math

- [Peas in a Pod](#)
- [Counting Squares](#)
- [Stage 5 Series](#)
- [Shark Bait](#)

### **Assessments**

KDE Formative Assessment Lessons (FALS)

- [Counting Dots](#)

Benchmark Assessment #2

**Week17**

**\*\*Week 17 Review and Enrichment**

### **UNIT 6 Objectives: Addition and Subtraction**

Week 18	Week 19	Week 20	Week 21	Week 22	Week 23
<b>Standards:</b>					
K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal					

explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem.)

**K.OA.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.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.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

**K.OA.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 the answer with a drawing or equation.

**K.OA.5:** Fluently add and subtract within 5.

### Learning Targets:

I can demonstrate an understanding that adding is putting parts together to make the whole.

I can demonstrate an understanding that subtraction is taking apart or taking away from the whole to find the other part.

I can correctly use the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting.

I can add and subtract within 10, using objects and drawings.

I can count to 75 by 1's.

### Vocabulary

Whole, part, fluently, addition, subtraction, equation

### Special Considerations

\*It is recommended that the first week is used to act out addition and subtraction word problems.

Week 2 drawing to represent the word problems and then week 3 introduce the number sentence/equation.

\*Counting to 100 is an on-going skill our goal is by the end of week 24 all students should be proficient in counting to 75.

### Resources

Illustrative Mathematics

- [What's Missing](#)
- [Ten Flashing Fireflies](#)
- [Ten Frame Addition](#)
- [Dice Addition 2](#)
- [My Book of Five](#)
- [Many Ways to do Addition](#)

- [Shake and Spill](#)
- [Pick Two](#)
- [Make 9](#)
- [Christina's Candles](#)
- [Bobbie Bears Button](#)

[3-Act Math](#)

- [Bag-O-Chips](#)
- [Balancing Numbers](#)
- [Humpty Dumpty](#)

**Assessments**

District Benchmark Assessment #3

KDE Formative Assessment Lessons (FALS)

- [Decomposing Numbers](#)
- [Greater Than, Less Than, Equal in Range up to 10](#)

**Week 24**

**\*\*Review and Enrichment**

**UNIT 7 Objectives: Measurement and Data**

**Week 25**

**Week 26**

**Standards:**

**K.MD.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**K.MD.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.

**K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)

**Learning Targets:**

- I can sort (classify) objects into categories (groups).
- I can determine the number of objects in each category.
- I can sort the categories by number or count.
- I can count to 100 by 1's.

**Vocabulary**

Sort, Count, Classify, Determine

**Special Considerations**

\*Counting to 100 is an on-going skill our goal is by the end of week 32 all students should be proficient in counting to 100.

**Resources**

Illustrative Mathematics

- [Longer and Heavier? Shorter and Heavier?](#)
- [Which is heavier?](#)
- [Longer and Shorter](#)
- [Size Shuffle](#)
- [Which is heavier?](#)
- [Which is Heavier?](#)
- [Which is Longer?](#)
- [Which weighs more? Which weighs less?](#)

3-Act Math

- [Lil' Sister](#)

**Assessments**

**UNIT 8 Objectives: 3 Dimensional Shapes and Review of 2 Dimensional Shapes**

<b>Week 27</b>	<b>Week 28</b>	<b>Week 29</b>	<b>Week 30</b>	<b>Week 31</b>
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**Standards:**

**K.G.1** Describes 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.

**K.G.2:** Correctly name shapes regardless of their orientations or overall size.

**K.G.3:** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**K.G.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).

**K.G.5:** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**K.G.6:** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

**Learning Targets:**

I can describe a shape by telling things like the number of sides, number of vertices (corners), and other special qualities.

I can compare 2D & 3D shapes and describe their similarities and differences.

I can build shapes from materials in my environment.

I can draw shapes in my environment.

I can put shapes together to make new shapes.

I can name the new shape that results from composing two simple shapes.

I can count to 100 by 1’s.

**Vocabulary**

Vertices/corners, Sides, 2D shapes, 3D shapes, length, equal

**Special Considerations**

\*Counting to 100 is an on-going skill our goal is by the end of week 32 all students should be proficient in counting to 100.

**Resources**

Illustrative Mathematics



- [Shape Hunt Part 1](#)
- [Shape Hunt Part 2](#)
- [Shape Sequence Search](#)
- [Alike or Different Game](#)

**Assessments**

District Benchmark Assessment #4

**Week 32**

**\*\* Review and Enrichment**