BRISTOL WARREN REGIONAL SCHOOL DISTRICT

MATHEMATICS CURRICULUM

Kindergarten

# Year at a Glance

A snapshot of learning that summarizes learning expectations from our district curriculum units. 1 day = 80 minutes

| Unit # | Description | Standards |
|---|---|---|
| **1**<br>24 days | **Position, Length, Height, and Sorting**<br>Unit Themes:<br>● Children use words to describe the position of an object.<br>● Children compare objects by telling which is longer (or taller) and which is shorter.<br>● Children sort objects by their attributes. They also count how many of each object are in a group and sort the groups by count.<br><br>**Number Sense**: Children focus on numbers to 5.<br>**Counting Tip**: Children focus on rote counting by 1s to 20. | K.G.A.1<br>K.MD.A.1<br>K.MD.A.2<br>K.MD.B.3<br>K.CC.A.1<br>K.CC.B.4a<br>K.CC.B.4b<br>K.CC.B.5 |
| **2**<br>19 days | **Numbers to 5, Shapes, and Weight**<br>Unit Themes:<br>● Counting each object in a group tells children how many are in the group.<br>● Children say one number of each object in the group when they count.<br>● Knowing how to count helps children know what number is one more than another number.<br>● Comparing two groups tells children if one group has more, less, or the same number of objects as the other.<br>● Naming and describing solid shapes can help children describe their world.<br><br>**Number Sense**: Children focus on numbers to 5.<br>**Counting Tip**: Children focus on rote counting by 1s to 40 and by 10s to 40. | K.CC.A.3<br>K.CC.B4a<br>K.CC.B4b<br>K.CC.B4c<br>K.CC.B.5<br>K.CC.C.6<br>K.CC.C.7<br>K.MD.A.1<br>K.MD.A.2<br>K.MD.B.3<br>K.G.A.1<br>K.G.A.2<br>K.G.B.4 |
| **3**<br>24 days | **Addition and Subtraction Within 5 and Shapes**<br>Unit Themes:<br>● Adding one group to another group makes more.<br>● When children take away objects from a group, they are subtracting.<br>● Two-dimensional shapes have attributes that can be described.<br>● Children identify shapes as flat or solid. Flat shapes make the faces of solid shapes.<br>● Children use words to name a shape and describe its position.<br><br>**Number Sense**: Children focus on numbers to 12.<br>**Counting Tip**: Children focus on rote counting by 1s to 60 and by 10s to 60. | K.OA.A.1<br>K.OA.A.2<br>K.G.A.1<br>K.G.A.2<br>K.G.B.4 |

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| **4**<br>29 days | **Numbers to 10 and Shapes**<br>Unit Themes:<br>● Children compare two numbers to decide if one number is greater than, less than, or equal to the other.<br>● Number partners combine to make a new number. Children find number partners by breaking apart a number into smaller parts.<br>● Children put together two or more shapes to make larger shapes.<br><br>**Number Sense:** Children focus on numbers to 15.<br>**Counting Tip:** Children focus on rote counting by 1s to 80 and by 10s to 80. | K.CC.A.3<br>K.CC.B.4a<br>K.CC.B.4b<br>K.CC.B.5<br>K.CC.C.6<br>K.CC.C.7<br>K.G.B.6<br>K.OA.A.3<br>K.OA.A.4 |
| **5**<br>24 days | **Numbers to 100**<br>Unit Themes:<br>● Teen numbers are the numbers 11 to 19.<br>● Knowing how to count by 10s can help children learn how to count to 100.<br>● Number partners combine to make a new number. Children find number partners by breaking apart a number into smaller parts.<br><br>**Number Sense**: Children focus on numbers to 19.<br>**Counting Tip**: Children focus on rote counting by 1s to 100 and by 10s to 100. | K.CC.A.1<br>K.CC.A.2<br>K.CC.A.3<br>K.CC.B.4a<br>K.CC.B.4b<br>K.CC.B.5<br>K.OA.A.3 |
| **6**<br>19 days | **Addition and Subtraction Within 10**<br>Unit Themes:<br>● Knowing how to add and subtract with numbers to 5 can help children learn how to add and subtract with numbers to 10.<br>● Children use different tools to help them tell and solve addition and subtraction story problems.<br>● Children write an equation to show what is happening in a problem.<br><br>**Number Sense**: Children focus on numbers to 20.<br>**Counting Tip**: Children focus on rote counting by 1s to 100 and by 10s to 100. | K.OA.A.1<br>K.OA.A.2<br>K.OA.A.5 |
| **7**<br>19 days | **Teen Numbers and Shapes**<br>Unit Themes:<br>● Teen numbers are the numbers 11 to 19.<br>● A teen number is made of 10 ones and some more ones.<br>● Children identify shapes as flat or solid. They put together two or more shapes to make larger shapes.<br><br>**Number Sense**: Children focus on numbers to 20.<br>**Counting Tip**: Children focus on rote counting by 1s to 100 and by 10s to 100. | K.MD.A.1<br>K.MD.A.2 |