

Curriculum Map

Course Title: Math

Grade: Kindergarten

Unit (Name/Number): Counting and Cardinality	Pacing: Major Emphasis - Refer to RCC Pacing Guide
Essential Question(s): How do you count, order and show whole numbers in a variety of ways up to 100?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
Numbers 1-10 - Name numerals to 10 - Represent a number of objects with a written numeral - Recognize that a number represents a specific quantity - Count to 10 - Count with one to one correspondence - Check work “Does this make sense?”	<u>Common Core</u> K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5 <u>PACS</u> CC.2.1.K.A.1, CC.2.1.K.A.2	- number names (one, two, three...ten) - count - number	Representing, relating, and operating with whole numbers in sequence (using manipulatives initially).. RCC- Unit 1: Counting and Cardinality Numbers 1-5 Unit 2: Counting and Cardinality Numbers 6-9 Unit 3: Counting and Cardinality Numbers to 10 Envision - Topics 1-4	
Comparing and Ordering Numbers: 0-10 - Identify whether the number of objects in one group is greater than, less than, or equal to the number in another group. - Compare two numbers between 1 and 10 presented as written numerals. - Use clear language to justify comparison - Develop mathematical communication skills	<u>Common Core</u> K.CC.3, K.CC.4, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6 <u>PACS</u> CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.A.3	- more (than) - fewer (than) - same as - same number of - column - row 1 more (than) 2 more (than) 1 fewer (than) 2 fewer (than) - zero - none - as many as - order - fewest - most	RCC- Unit 1: Lesson 5 -Compare within 5 Unit 3: Lesson 12 - Compare within 10 Envision - Topics 2 & 4	

Numbers to 20 • Name numerals to 20 • Represent a number of objects with a written numeral • Recognize that a number represents a specific quantity • Count to 20 • Count with one to one correspondence • Check work “Does this make sense?” Numbers to 100 • Count to 100 by ones and by tens	<u>Common Core</u> K.CC.2, K.CC.3, K.CC.4b <u>PACS</u> CC.2.1.K.A.1, CC.2.1.A.2 <u>Common Core</u> K.CC.1 <u>PACS</u> CC.2.1.K.A.1	• positional/ordinal numbers (first, second, third, fourth, fifth...) • greater than • less than • equal to • one-to-one counting • number line • forward • backward • number names (eleven, twelve...twenty) Number names to 100	RCC- Unit 5: Counting and Cardinality Numbers 11-100 (Lessons 21, 22, & 23) - Understand teen numbers - Count teen numbers - Make teen numbers Envision - Topic 5 RCC- Unit 5: Counting and Cardinality Numbers 11-100 (Lessons 24 & 25) - Count to 100 by tens - Count to 100 by ones Resources to Consider: - Five & Ten Frame - Double Ten-Frame - Use of manipulatives	
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			- Subitizing cards/videos - Rekenrek Activities - Number Line - Number Chart - Websites (e.g. Turtlediary.com; Have Fun Teaching Songs on Youtube) Children's Literature: - <u>Click, Clack Splish, Splash: A Counting Adventure</u> by. Doreen Cronin - <u>Olivia Counts</u> by. Ian Falconer - <u>Chicka Chicka 1,2,3</u> by. Bill Martin Jr. & Michael Sampson - <u>City by Numbers</u> by. Steven T. Johnson - <u>How do Dinosaurs Count to Ten?</u> by. Jane Yolen & Mark Teague - <u>Just Enough Carrots</u> by. Stuart Murphy - <u>More or Less</u> by. Stuart Murphy Pennsylvania Learning Standards for Early Childhood: http://static.pdesas.org/content/documents/Pennsylvania%20Early%20Childhood%20Education%20Standards%20for%20Kindergarten.pdf	
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