

## Math – Kindergarten

### First Quarter 2024-2025

#### **Week 1...Aug. 5-9...Staggered Enrollment/Math Intro**

**PK.G.A.4** Begin to describe objects in the environment using names of shapes.

**PK.G.A.2** Correctly name some two-dimensional shapes

**PK.G.B.4** Describe similarities and differences between two-dimensional shapes.

**PK.G.B.5** Model shapes in the world by building and drawing shapes.

**PK.G.B.6** Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.

**Begin point A testing/complete beginning of the year assessments.**

#### **Week 2...Aug. 12-16...Set Up Routines/ Review and Refine 2D-Shapes**

**PK.G.A.4 , PK.G.A.2, PK.G.B.4, PK.G.B.5, PK.G.B.6**

**K.G.A.1** Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.

**K.G.A.2** Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.

**Mathematical Practices (MP1-MP8)** – Set-up problem solving routines that are ongoing for the year.

**Begin point A testing/complete beginning of the year assessments.**

#### **Week 3...Aug. 19-23...Topic 12 Identify and Describe Shapes**

**K.G.A.1** Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.

**K.G.A.2** Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.

**K.G.A.3** Identify shapes/solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) as two-dimensional or three-dimensional.

**K.G.B.4** Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.

**K.MD.C.4** Sort a collection of objects into a given category, with 10 or fewer in each category. compare the categories by group size.

**K.CC.A.1** Count to 100 by ones, fives, and tens. Count backward from 10.

**K.CC.A.4** Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.

#### **Week 4...Aug. 26-30...Topic 12 Identify and Describe Shapes Continued**

**K.G.A.1, K.G.A.2, K.G.A.3, K.G.B.4, K.MD.C.4, K.CC.A.1, K.CC.A.4**

## Math – Kindergarten

### First Quarter Continued 2024-2025

#### **Week 5...Sept.2-6...Topic 13 Analyze, Compare, and Create Shapes**

**K.G.A.1** Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.

**K.G.A.3** Identify shapes/solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) as two-dimensional or three-dimensional.

**K.G.B.4** Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.

**K.G.B.5** Model shapes/solids in the world by building or drawing them.

**K.G.B.6** Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure.

**K.OA.A.4** Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**K.CC.C.7** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

#### **Week 6...Sept. 9-13...Topic 13 Analyze, Compare, and Create Shapes Cont.**

**K.G.A.1, K.G.A.3, K.G.B.4, K.G.B.5, K.G.B.6, K.OA.A.4, K.CC.B.6, K.CC.C.7**

#### **Week 7...Sept. 16-20...Topic 1 Numbers 0-5**

**K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20.

**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.

\*Begin using number bonds

- **K.CC.B.5a** When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence.
- **K.CC.B.5b** Recognize 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.5c** Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

#### **Week 8...Sept. 23-27...Topic 1 Numbers 0-5 Continued...**

**K.CC.A.3, K.CC.B.5, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c, K.CC.B.6**

#### **Week 9...Sept. 30- Oct.4...Topic 1 Numbers 0-5 Continued...**

**K.CC.A.3, K.CC.B.5, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c, K.CC.B.6**

## Math – Kindergarten

### Second Quarter 2024-2025

#### **Week 1 ...Oct. 14-18 ...Topic 2 Compare Numbers 0-5**

**K.CC.A.3** Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**K.CC.C.7** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

#### **Week 2...Oct. 21-25...Topic 3 Numbers 6-10**

**K.CC.A.1** Count to 100 by ones, fives, and tens. Count backward from 10.

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

**K.CC.A.3** Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

**K.CC.A.4** Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.

**K.CC.B.5** Understand the relationship between numbers and quantities; connect counting to cardinality.

- **K.CC.B.5a** When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence.
- **K.CC.B.5b** Recognize 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.5c** Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**K.CC.C.7** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

#### **Week 3...Oct. 28-Nov. 1...Topic 3 Numbers 6-10 Continued**

**K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.A.4, K.CC.B.5, 5a, 5b, 5c, K.CC.B.6 and K.CC.C.7**

#### **Week 4...Nov. 4-8...Topic 3 Numbers 6-10 Continued**

**K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.A.4, K.CC.B.5, 5a, 5b, 5c, K.CC.B.6 and K.CC.C.7**

## Math – Kindergarten

### Second Quarter Continued 2024-2025

#### **Week 5...Nov.13-17 ...Topic 4 Compare Numbers 0-10**

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

**K.CC.B.5c** Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**K.CC.C.7** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

**K.CC.C.8** Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to. (Students need not use comparison symbols here.)

#### **Week 6... Nov. 18-22-21... Topic 4 Compare Numbers 0-10 Continued**

**K.CC.C.7, K.CC.B.5c, K.CC.B.6, K.CC.A.2, K.CC.C.8**

**Thanksgiving Week**

#### **Week 7...Nov. 25-29...Topic 4 Compare Numbers 0-10 Continued**

**K.CC.C.7, K.CC.B.5c, K.CC.B.6, K.CC.A.2, K.CC.C.8**

#### **Week 8...Dec. 2-6...Topic 5 Classify and Count Data**

**K.MD.C.4** Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**K.CC.C.7** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

**K.CC.C.8** Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.

(Students need not use comparison symbols here.)

#### **Week 9...Dec. 9-13...Topic 6 Understand Addition**

**K.OA.A.1** Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.

**K.OA.A.2** Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.

**K.OA.A.5** Use mental strategies flexibly to develop fluency in addition and subtraction within 10.

**K.CC.A.3** Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

#### **Week 10...Dec. 16-20... Topic 6 Understand Addition Continued...**

**K.OA.A.1, K.OA.A.2, K.OA.A.5, K.CC.A.3**

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### Third Quarter 2024-2025

#### **Week 1...Jan. 6-10... Topic 6 Understand Addition**

**K.OA.A.1** Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.

**K.OA.A.2** Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.

**K.OA.A.5** Use mental strategies flexibly to develop fluency in addition and subtraction within 10.

**K.CC.A.3** Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

#### **Week 2...Jan 13-17...Topic 7 Understand Subtraction**

**K.OA.A.1** Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.

**K.OA.A.2** Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.

**K.CC.A.3** Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**K.OA.A.5** Use mental strategies flexibly to develop fluency in addition and subtraction within 10.

#### **Week 3...Jan. 20-24...Topic 7 Understand Subtraction Continued...**

**K.OA.A.1, K.OA.A.2, K.CC.A.3, K.CC.B.6, K.OA.A.5**

#### **Week 4...Jan. 27-31 ...Topic 7 Understand Subtraction Continued...**

**K.OA.A.1, K.OA.A.2, K.CC.A.3, K.CC.B.6, K.OA.A.5**

#### **Week 5...Feb.3-7...Topic 8 More Addition and Subtraction**

**K.OA.A.1** Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.

**K.OA.A.2** Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.

**K.OA.A.3** Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ) by using objects or drawings. Record each decomposition using a drawing or writing an equation.

**K.OA.A.4** Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.

**K.OA.A.5** Use mental strategies flexibly to develop fluency in addition and subtraction within 10.

**K.CC.A.3** Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

## Math – Kindergarten

### Third Quarter Continued 2024-2025

**Week 6...Feb. 10-14...Topic 8 More Addition and Subtraction Continued...**

**K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5, K.CC.A.3**

**Week 7...Feb.17-21...Topic 8 More Addition and Subtraction Continued...**

**K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5, K.CC.A.3**

**Week 8...Feb. 24-28... Topic 8 More Addition and Subtraction Continued...**

**K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5, K.CC.A.3**

**Week 9...Mar.3-7...Topic 9 Count Numbers to 20**

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

**K.CC.A.3** Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20

**K.CC.B.5** Understand the relationship between numbers and quantities; connect counting to cardinality.

- **K.CC.B.5c** Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**Week 10...Mar. 10-14...Topic 9 Count Numbers to 20**

**K.CC.A.2, K.CC.A.3, K.CC.B.5, K.CC.B.5c, K.CC.B.6**

## Math – Kindergarten

### Fourth Quarter 2024-2025

**Week 1...Mar 24-28...Topic 10 Compose and Decompose Numbers 11-19**

**K.NBT.A.1** Compose and decompose numbers from 11 to 19 into a group of ten ones and some ore ones by using objects or drawings (e.g., 18 equals 10 + 8). Record the composition or decomposition using a drawing or by writing an equation.

**K.CC.B.6** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

**Week 2...Mar. 31-Apr.4...Topic 10 Compose and Decompose Numbers 11-19**

**K.NBT.A.1, K.CC.B.6**

**Week 3...Apr. 7-11... Topic 11 Count Numbers to 100**

**K.CC.A.1** Count to 100 by ones, fives, and tens. Count backward from 10.

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

**K.MD.B.3** Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.

**K.MD.C.4** Sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size.

**K.CC.C.7** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

**K.CC.C.8** Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to. (Students need not use comparison symbols here.)

\*Count by 5's to 100- TN-5

**Week 4...Apr. 14-18...Topic 11 Count Numbers to 100 Continued...**

**K.CC.A.1, K.CC.A.2, K.MD.B.3, K.MD.C.4, K.CC.C.7, K.CC.C.8**

**Week 5...Apr. 21-25... Topic 14 Describe and Compare Measurable Attributes**

**K.MD.A.1** Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light).

**K.MD.A.2** Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of

**Week 6...Apr.28-May 2...Topic 14 Describe and Compare Measurable Attributes Continued...**

**K.MD.A.1, K.MD.A.2**

## Math – Kindergarten

### Fourth Quarter Continued 2024-2025

**Week 7...May 5-9...Review Attributes and Values of Coins/Addition and Sub**

**K.MD.B.3** Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.

**K.MD.C.4** Sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size.

**K.OA.A.5** Use mental strategies flexibly to develop fluency in addition and subtraction within 10.

**Week 8...May 12-16...Topic 17 Step- Up to Grade 1 (Online)****Week 9...May 19-23...Topic 17 Step- Up to Grade 1 (Online)**

**K.OA.A.2, K.OA.A.5**