



## Kindergarten Math Curriculum Overview

The primary focal areas in Kindergarten are understanding counting and cardinality, understanding addition as joining and subtraction as separating, and comparing objects by measurable attributes.

(A) Students develop number and operations through several fundamental concepts. Students know number names and the counting sequence. Counting and cardinality lay a solid foundation for numbers. Students apply the principles of counting to make the connection between numbers and quantities.

(B) Students use meanings of numbers to create strategies for solving problems and responding to practical situations involving addition and subtraction.

(C) Students identify characteristics of objects that can be measured and directly compare objects according to these measurable attributes.

Year at a Glance	
1st 9 Weeks	2nd 9 Weeks
<p><b>Unit 1: Numbers 0-5</b>            (K.2A) count forward and backward to at least 20 with and without objects            (K.2B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures            (K.2C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order            (K.2D) recognize instantly the quantity of a small group of objects in organized and random arrangements            (K.2A) count forward and backward to at least 20 with and without objects            (K.2E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20            (K.2F) generate a number that is one more than or one less than another number up to at least 20;</p> <p><b>Unit 2: 2D Shapes</b>            (K.6A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles            (K.6D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably            (K.6E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size            (K.6F) create two-dimensional shapes using a variety of materials and drawings</p> <p><b>Unit 3: Numbers 6 to 10</b>            See TEKS from Unit 1 above</p> <p><b>Unit 4: Composing and Decomposing Numbers to 10</b>            (K.2I) compose and decompose numbers up to 10 with objects and pictures.</p> <p><b>Unit 5: Comparing Numbers to 10</b>            (K.2G) compare sets of objects up to at least 20 in each set using comparative language.            (K.2H) Use comparative language to describe 2 numbers up to 20 presented as written numerals</p> <p><b>Unit 6: Data</b>            (K.8A) collect, sort, and organize data into two or three categories;            (K.8B) use data to create real-object and picture graphs.            (K.8C) draw conclusions from real-object and picture graph</p>	<p><b>Unit 6: Data (cont)</b>            (K.8A) collect, sort, and organize data into two or three categories;            (K.8B) use data to create real-object and picture graphs.            (K.8C) draw conclusions from real-object and picture graph</p> <p><b>Unit 7: Numbers 0 to 20</b>            (K.2A) count forward and backward to at least 20 with and without objects            (K.2B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures            (K.2C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order            (K.2E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20            (K.2F) generate a number that is one more than or one less than another number up to at least 20;            (K.2G) compare sets of objects up to at least 20 in each set using comparative language.            (K.2H) Use comparative language to describe 2 numbers up to 20 presented as written numerals</p> <p><b>Unit 8: 3D Shapes</b>            (K.6A) identify 2-D shapes, including circles, triangles, rectangles, and squares as special rectangles            (K.6B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;            (K.6C) identify two-dimensional components of three-dimensional objects;</p>

3rd 9 Weeks	4th 9 Weeks
<p><b>Unit 9: Subtraction</b>            (K.3A) model the action of joining to represent addition and the action of separating to represent subtraction;            (K.3B) solve word problems using objects and drawings to find sums up to 10 and differences within 10;            (K.3C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.</p> <p><b>Unit 10: Counting to 100</b>            (K.5) recite numbers up to at least 100 by ones and tens beginning with any given number.</p> <p><b>Unit 11: Addition</b>            (K.3A) model the action of joining to represent addition and the action of separating to represent subtraction;            (K.3B) solve word problems using objects and drawings to find sums up to 10 and differences within 10;            (K.3C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.</p>	<p><b>Unit 12: Measurement</b>            (K.7A) give an example of a measurable attribute of a given object, including length, capacity, and weight;            (K.7B) compare 2 objects w/ a common measurable attribute to see which object has more of/less of the attribute and describe the difference</p> <p><b>Unit 13: Coins</b>            (K.4) identify US coins by name: pennies, nickels, dimes, and quarter</p> <p><b>Unit 14: Personal Finance</b>            (K.9A) identify ways to earn income;            (K.9B) differentiate between money received as income and money received as gifts;            (K.9C) list simple skills required for jobs;            (K.9D) distinguish between wants and needs and identify income as a source to meet one's wants and needs.</p> <p><b>Unit 15: More Addition and Subtraction</b>            (K.3A) model the action of joining to represent addition and the action of separating to represent subtraction;            (K.3B) solve word problems using objects and drawings to find sums up to 10 and differences within 10;            (K.3C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.</p>