Kindergarten
Quarter I

Month: August, September, October

Domain(s):
- Counting and Cardinality
- Numbers and Operations in Base Ten
- Measurement and Data
- Operations and Algebraic Thinking
- Geometry

Cluster(s):
- Know the number names and count the sequence.
- Count to tell the number of objects.
- Work with numbers 11-19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Standard(s):
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.
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.
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.
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.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.[1]

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

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

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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.

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.*

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).

Targeted Skills:
- Recognize numbers 0-25
- Write numbers 0-25
- Count orally from 0-25
- Put numbers in consecutive order from 0-25
- Identify the ones and tens place value
- Compare groups of objects
- Describe the position of an object
- Compare and contrast two or more objects by their attributes
- Sort objects by one or more attribute
- Copy, create, extend and repeat patterns

Key Vocabulary:

top   middle   bottom   inside   outside   above   below   left   right   count   number   number words 0-25 (ex. Zero, one,

two,…), more than   less than   equal to   before   after   between   order   same   different   sort   pattern   before   after

create   extend   copy   repeat   ones place value   tens place value

Brookwood School District 167   Created May 2012
                    Aligned to New Math Common Core State Standards

Kindergarten
Quarter 2

Month: October, November, December
Domain(s):   • Counting and Cardinality   • Measurement and Data   • Numbers and Operations in Base Ten
Cluster(s):   • Know number names and the count sequence.   • Count to tell the number of objects.   • Compare numbers.   • Describe and compare measurable attributes.   • Classify objects and count the number of objects in each category.   • Work with numbers 11-19 to gain foundations for place value.

Standard(s):
 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 to 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.
 	
      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.
 	
      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.

      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.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.[1]

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

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

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.

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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

Targeted Skills:
- Recognize numbers 0-50
- Write numbers 0-50
- Count orally from 0-50
- Count backwards from 10
- Put numbers in consecutive order from 0-50
- Identify even and odd numbers
- Identify ordinal numbers to the tenth
- Identify the ones and tens place value
- Compare and contrast two groups of numbers
- Create and use a table to solve problems
- Identify the probability of something happening
- Create a graph to solve problems
- Skip count by 2's to 10

Key Vocabulary:

number words 0-50	even	odd	tally marks	count up	count back
data	always	maybe	never	bar graph	tens place value	ones place value
skip-counting					

Kindergarten
Quarter III

Month: December, January, February, March

Domain(s):
- Counting and Cardinality
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

Cluster(s):
- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Work with numbers 11-19 to gain foundations for place value.
- Describe and compare measureable attributes.
- Classify objects and count the number of objects in each category.
- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- Analyze, compare, create, and compose shapes.

Standard(s):
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 to 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.

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.

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.

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.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.[1]

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

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

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.[1]

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*.

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?"*

Targeted Skills:
- Recognize numbers 0-75
- Write numbers 0-75
- Count orally from 0-75
- Count backwards from 20
- Put numbers in consecutive order from 0-75
- Skip count by 10s to 100
- Skip count by 5's to 100
- Skip count by 2's to 20
- Identify the ones and tens place value
- Compare and contrast two groups of objects
- Identify number patterns to 100
- Identify short and longer objects

- Put objects in order according to their size
- Estimate and measure an object using nonstandard units
- Compare objects by their weight
- Identify objects as being hot or cold
- Estimate the number of objects in a group
- Sort and name solid figures
- Identify the characteristics of a solid figure
- Identify the characteristics of a plane figure
- Identify objects that have a line of symmetry
- Divide an object into halves and fourths

Key Vocabulary:

number words 0-75	pattern	tens place value	ones place value	longer	shorter
taller	height	width	length, ruler	full	empty
more	less	weight	scale	heavier	lighter
hot	cold	thermometer	skip count by tens	skip count by fives	
skip count by 2s	estimate	circle	square	rectangle	oval
diamond	cube	sphere	rectangular prism	cylinder	cone
solid	figures	faces	edges	corner	side
symmetry	equal groups		equal parts	halves	fourths

Kindergarten
Quarter 4

Month: March, April, May, June
Domain(s): • Counting and Cardinality • Operation and Algebraic Thinking • Measurement and Data
Cluster(s): • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers. • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. • Classify objects and count the number of objects in each category.
Standard(s): **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 to 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.

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.

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.

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.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.[1]

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

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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.

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

K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Targeted Skills:
- Recognize numbers 0-100
- Write numbers 0-100
- Count orally from 0-100
- Count backwards from 30
- Put numbers in consecutive order from 0-100
- Skip count by 10s to 100
- Skip count by 5's to 100
- Skip count by 2's to 30
- Identify the ones and tens place value
- Compare and contrast two groups of objects
- Identify number patterns to 100
- Identify a penny, nickel and dime and their worth
- Count pennies to 10 cents
- Count nickels to a dollar
- Count dimes to a dollar
- Represent coin amount in different ways
- Sequence events in a systematic order
- Solve problem by using a systematic sequence
- Tell time to the hour by an analog and digital clock
- Add two groups of one digit numbers together
- Subtract a one digit number from another one digit number

Key Vocabulary:

number words 25-50   even   odd   tally marks   count up   count back   data   always   maybe

never   bar graph   tens   ones   skip-count   penny   cent   nickel   dime   before

after   day   night   first   next   last   hour   minute   clock   analog

clock   digital clock   join   add   equals   plus, sum   take away   subtract   minus

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