



Standards Based Map

Kindergarten Math

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Counting and Cardinality								
1 st 9 Weeks: count to 25 by 1's 2 nd 9 Weeks: count to 50 by 1's 3 rd 9 Weeks: count to 75 by 1's Count by 10's to 100 4 th 9 Weeks: count to 100 by 1's Count by 10's to 100	M.K.CC.1 Count by 100 by 10's and ones	I can count by 1's to 100. I can count by 10's to 100. I can begin at any number and count to 100.	Why do we count? How do we use counting every day?	<ul style="list-style-type: none"> • Numbers • Numeral • Sets • Count • Tens • Ones • Next • One more • Represent • Sequence • Forward 	Orally count Interact with counting videos Counting games	Counting videos on Youtube.com www.songsforteaching.com	Teacher listens to the child count.	

Ongoing	M.K.CC.2 Count forward beginning from a given number with the known sequence (instead of beginning at 1)	I can start at any number and count forward.		<ul style="list-style-type: none"> • Numbers • Numeral • Sets • Count • Tens • Ones • Next • One More • Represent • Sequence • Forward 	Counting Games		Teacher listens to the child count.	
1 st Semester Write numbers to 10. 2 nd Semester write numbers to 20.	M.K. CC.3 Write numbers from 0 to20. Represent a number of objects with a numeral 0-20. (with 0 representing a count of no objects)	I can write a number from 0 to 20 to show the number of objects.		<ul style="list-style-type: none"> • Numbers • Numeral • Sets • Count • Tens • Ones • Next • One More • Represent • Sequence • Forward 			Students will write their numbers to 20. Teacher Observation	
Ongoing	M.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,	<p>I can understand the number names.</p> <p>I can understand the relationship between numbers and qualities.</p> <p>I can count and keep track of quantities up to 10.</p> <p>I understand the number of objects</p>		<ul style="list-style-type: none"> • Quantities • Counting • Match • Representation • More Than • Greater Than • Equals • Ordinal Numbers • Concrete Objects • Compare 	<p>Calendar Number or counting patterns</p> <p>Games</p> <p>Smart Board Activities</p> <p>Base 10 blocks</p>		Teacher Observation Students performance	

	<p>b. understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted,</p> <p>c. understand that each successive number name refers to a quantity that is one larger.</p>	<p>is the same even if I count them in a different arrangement or order.</p> <p>I can identify which number is more than a given number.</p>						
Ongoing	<p>M.K.CC.5</p> <p>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.</p>	<p>I can count out a number of objects given a number up to 20.</p> <p>I can answer “how many?” questions by counting up to 20 objects in a line, array, or circle.</p>	<p>What are numbers?</p> <p>How many objects are there?</p> <p>What is counting?</p> <p>How do we use counting?</p>	<ul style="list-style-type: none"> • Numbers • Numeral • Sets • Count • Tens • Ones • Next • One More • Represent • Sequence • Forward 	<p>Counting Games</p> <p>Guessing /Estimation Jars</p>	<p>Counters</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	<p>M.K.CC.6</p> <p>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.</p>	<p>I can tell which group of objects is greater than, less than, or equal to another group of objects by using my strategies.</p>		<ul style="list-style-type: none"> • Greater Than • Less Than • Equal • One More • Add one • One Less 	<p>Dice Games</p> <p>Top-It</p> <p>Number Balance</p>	<p>Counters</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

Ongoing	M.K.CC. 7 Compare two numbers between 1 and 10 presented as written numerals.	I can compare two written numbers between one and 10.	What does a number represent?	<ul style="list-style-type: none"> • Greater Than • Less Than • Equal • One More • Add one • One Less 	Number Balance	Counters Equal Sign Not Equal Sign Greater Than Sign Less Than Sign	Teacher Observation Teacher Checklist Students' performance	
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Operations and Algebraic Thinking

3 rd and 4 th Nine Weeks	M.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations	<p>I can add two amounts within 10 using my strategies.</p> <p>I can subtract within 10 using my strategies.</p>	<p>What is subtraction?</p> <p>What is addition?</p> <p>What are strategies?</p> <p>How can different strategies be helpful when solving problems?</p> <p>How can operations effect numbers?</p>	<ul style="list-style-type: none"> • Operations • Strategies • Addition • Subtraction • Equal • Expression • Equations • Decompose • Compose • Number Sentence • Word Problems • Symbols • Sum • Addend 	<p>Number Talks</p> <p>Smart Board Activities</p> <p>Ten Frames</p> <p>Five Frames</p>	<p>Counters</p> <p>Whiteboards</p> <p>Five Frames</p> <p>Ten Frames</p> <p>Rekenreks</p> <p>Dot Cards</p> <p>Number Talks</p>	<p>Student Performance</p> <p>Teacher Observation</p> <p>Teacher Checklist</p>	
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3 rd and 4 th Nine Weeks	M.K. OA. 2 Solve addition and subtraction word problems and add and subtract within 10, e.g., by using objects or drawings to represent	I can solve addition and subtraction story problems within 10 using my strategies.	<p>What is subtraction?</p> <p>What is addition?</p> <p>How can I use my strategies</p>	<ul style="list-style-type: none"> • Operations • Strategies • Addition • Subtraction • Equal • Expression • Equations 	<p>Smart Board Activities</p> <p>Ten Frames</p>	<p>Ten Frames</p> <p>Counters</p> <p>Rekenreks</p>	<p>Teacher Observation</p> <p>Student Performance</p> <p>Teacher Checklist</p>	
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	the problem.		to solve problems?	<ul style="list-style-type: none"> Decompose Compose Number Sentence Word Problems Symbols Sum Addend 				
3 rd and 4 th Nine Weeks	M.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 $5 = 4 + 1$).	I can show how to break numbers apart into pairs by using a drawing or by writing an equation within 10.	<p>What is subtraction?</p> <p>What is addition?</p> <p>How can I use my strategies to solve problems?</p>	<ul style="list-style-type: none"> Operations Strategies Addition Subtraction Equal Expression Equations Decompose Compose Number Sentence Word Problems Symbols Sum Addend 	Number Talks Ten Frames Five Frames Smart Board Activities	Ten Frames Counters Rekenreks	Teacher Observation Student Performance Teacher Checklist	
3 rd and 4 th Nine Weeks	M.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.	I can find the number that makes 10 when added to another number.	<p>What is subtraction?</p> <p>What is addition?</p> <p>How can I use my strategies to solve problems?</p> <p>How can I make 10?</p>	<ul style="list-style-type: none"> Operations Strategies Addition Subtraction Equal Expression Equations Decompose Compose Number Sentence Word Problems 	Number Talks Ten Frames Five Frames Smart Board Activities	Ten Frames Counters Rekenreks	Teacher Observation Student Performance Teacher Checklist	

				<ul style="list-style-type: none"> • Symbols • Sum • Addend 				
3 rd and 4 th Nine Weeks	M.K.OA.5 Fluently add and subtract within 5. <i>(this objective is an outgrowth of our standards do not use worksheets or flashcards do fun things instead.)</i>	I can fluently add and subtract within 5.	<p>What is subtraction?</p> <p>What is addition?</p> <p>How can I use my strategies to solve problems?</p> <p>How can I add within 5?</p> <p>How can I subtract within 5?</p>	<ul style="list-style-type: none"> • Fluently • Operations • Strategies • Addition • Subtraction • Equal • Expression • Equations • Decompose • Compose • Number Sentence • Word Problems • Symbols • Sum • Addend 	Number Talks Dot Cards Rekenreks Ten Frames Five Frames	Ten Frames Counters Rekenreks	Teacher Checklist Teacher Observation Student Performance	
Numbers and Operations in Base 10								
3 rd and 4 th Nine Weeks		<p>I can compose (put together) a number from 11 to 19 using tens and ones and record the number using my strategies.</p> <p>I can break apart a number from 11 – 19 using tens and ones and record the number using my strategies.</p>	<p>What is base 10 and how can it be used?</p> <p>How does a digit's position affect its value?</p>	<ul style="list-style-type: none"> • All together • Sum • Tens • Ones • Place Value • Put together • Take apart • Compose • Decompose • Equations 	<p>Compose and decompose numbers</p> <p>Smart Board Activities</p> <p>Base 10 Blocks</p> <p>Ten Frames</p>	Base 10 Blocks Ten Frames Counters	Teacher observations Teacher Checklist Student Performance	

		I understand that numbers from 11 – 19 are composed of 10 ones and 1, 2, 3, 4, 5, 6, 7, 8, and 9 ones.						
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Measurement And Data

Introduce 1 st Nine Weeks the ongoing.	M.K.MD.1 Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.	I can use measurement vocabulary to describe length and weight of objects. I can describe the length and weight of a single object.	How do we measure things? Why do we measure things? How can objects be classified? How does what we measure influence how we measure? Why display data in different ways?	<ul style="list-style-type: none"> • Measurement • Data • Length • Weight • Longer than • Shorter than • Heavier • Lighter • Classify • Sort • Attributes 	Balances Scales Non-standard measurement tools Rulers Sorts Attribute Blocks	Balances Scales Non-standard measurement tools Rulers Sorts Attribute Blocks	Teacher observations Teacher Checklist Student Performance	
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Introduce 1 st 9 weeks then on going.	M.K.MD .2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute,	I can compare two objects to see which is more or less and explain how I know.	How do we measure and compare two things? How can objects be classified?	<ul style="list-style-type: none"> • Measurement • Data • Length • Weight • Longer than • Shorter than • Heavier • Lighter 	Balances Scales Non-standard measurement tools Rulers Sorts Attribute	Balances Scales Non-standard measurement tools Rulers Sorts Attribute Blocks	Teacher Checklist Teacher Observation Student Performance	
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	and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		How does what we measure influence how we measure? Why display data in different ways?	<ul style="list-style-type: none"> Classify Sort Attributes 	Blocks			
Introduce 1 st 9 Week and then ongoing	M.K.MD.3 Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10.	I can sort and classify objects into categories. I can sort the categories by number or count.	How do you sort? How do rules help you sort? How can objects be classified? What are attributes?	<ul style="list-style-type: none"> Sort Classify Attributes Compare Count 	Sort and classify objects	Variety of objects to sort	Teacher Checklist Teacher Observation Student Performance	
Geometry								
1 st Nine Weeks	M.K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> and <i>next to</i> .	I can describe objects in the environment using names and shapes. I can describe where to find an object using relative positions.	What are planes? What are solid objects? How does geometry better describe objects? What are the different	<ul style="list-style-type: none"> Above Below Beside In Front of Behind Next to Describe Square Circle Triangle Rectangle Hexagon Rhombus 	Geometric Shapes Obstacle Course Hula Hoops Shape Manipulative	Geometric Shapes Shape Manipulative	Teacher Checklist Teacher Observation Student Performance	

			shapes in our world?	<ul style="list-style-type: none"> • Cube • Cone • Cylinder • Sphere 				
1 st Nine Weeks	M.K.G.2 Correctly name shapes regardless of their orientations or overall size.	I can name the shapes.	<p>What are shapes?</p> <p>How are shapes different?</p>	<ul style="list-style-type: none"> • Describe • Square • Circle • Triangle • Rectangle • Hexagon • Rhombus • Cube • Cone • Cylinder • Sphere 	<p>Geometric Shapes</p> <p>I Spy Game</p> <p>Smart Board Activities</p> <p>Shape Riddles</p> <p>Feely Bag: Describe the shape</p> <p>Partner Describe the Shape Game</p>	<p>Geometric Shapes</p> <p>Bag to put shapes in</p>	<p>Teacher Checklist</p> <p>Teacher Observation</p> <p>Student Performance</p>	
3 rd Nine Weeks	M.K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	I can identify 2 and 3 dimensional shapes.	<p>What are 2 dimensional shapes?</p> <p>What are 3 dimensional shapes?</p> <p>How are plane and solid objects different?</p>	<ul style="list-style-type: none"> • Describe • Square • Circle • Triangle • Rectangle • Hexagon • Rhombus • Cube • Cone • Cylinder • Sphere 	<p>Shape Scavenger Hunt</p> <p>I Spy Game</p> <p>Magazine Shape Hunt</p> <p>Find a shape at home and</p>	<p>Geometric Shapes</p> <p>Magazines</p>	<p>Teacher Checklist</p> <p>Teacher Observation</p> <p>Student Performance</p>	

					bring I the shape			
3 rd Nine Weeks and 4 th Nine Weeks	M.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).	I can compare and contrast attributes of 2 and 3 dimensional shapes.	How do you describe a 3 dimensional shape? How do you describe a 2 dimensional shape? How are shapes the same and different?	<ul style="list-style-type: none"> • Describe • Square • Circle • Triangle • Rectangle • Hexagon • Rhombus • Cube • Cone • Cylinder • Sphere • Solid • 2 Dimensional • 3 Dimensional • Vertices 	Geometric Shapes	Geometric Shapes	Teacher Checklist Teacher Observation Student Performance	
1 st Nine Weeks and ongoing	M.K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	I can model shapes in the world by building and drawing.	How do you model or build a shape using different materials?	<ul style="list-style-type: none"> • Describe • Square • Circle • Triangle • Rectangle • Hexagon • Rhombus • Cube • Cone • Cylinder • Sphere • Solid • 2 Dimensional • 3 Dimensional • Vertices 	Build 3D shapes with toothpicks and marshmallows Use clay to model shapes	Clay Play-Doh Pipe Cleaners Toothpicks/Marshmallows Popsicle sticks Geoboards Bendable Straws Magnetic Sticks and Balls	Teacher Checklist Teacher Observation Student Performance	

2 nd Nine Weeks and 3 rd Nine Weeks	M.K.G.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	I can combine shapes to make larger shapes. I can put shapes together to make new shapes.	Can you identify shapes within larger shapes or figures? Can you manipulate small shapes to make larger shapes?	<ul style="list-style-type: none"> • Compose • Compare • Square • Circle • Triangle • Rectangle • Hexagon • Rhombus • Cube • Cone • Cylinder • Sphere • Solid • 2 Dimensional • 3 Dimensional • Vertices • Manipulate 	Manipulate Pattern Blocks and Blocks to make larger shapes	Pattern Blocks Attribute Blocks Blocks	Teacher Checklist Teacher Observation Student Performance	