# Math Essential Elements - Kindergarten Curriculum Map by Quarter 

|  | I Can Statements | Standards-Based Essential Elements | Activities/Formative Assessments |
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| $\begin{aligned} & \stackrel{\rightharpoonup}{0} \\ & \stackrel{⿺}{0} \\ & \frac{1}{0} \\ & 0 \\ & \stackrel{\rightharpoonup}{5} \end{aligned}$ | I can count from 1 to 10. | EE.K.CC.1- Starting with one, count to 10 by ones. | For students who are emerging communicators have numbers 1 through 10 written down for them to put in order to count. Have visuals with the words more than, less than, and equal to written out for students to use. |
|  | I can put a counter with each number. | EE.K.CC.4- Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object. | -Use favorite items from the room to count from 1 to 10 (cars, cereal, goldfish, bear counters, blocks) <br> -Have students fill in a ten frame when counting to 10. <br> -Use the number cards or have the students write the number when counting using one-to-one correspondence. |
|  | I can count out up to 3 items and put it with the numbers to tell how many. | EE.K.CC.5- Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many. | -Have a pile of objects on the table for students to count out objects up to 3 . (use number cards for students who need it) |
|  | I can tell if one group of counters is more than or less than. <br> I can tell if two groups of counters are equal. | EE.K.CC.6- Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group. | -Have groups of counters to identify more than, less than, or equal to. |


|  | I can use addition strategies to put together numbers within 5. <br> I can use subtraction strategies to take from numbers within 5. <br> I can use addition strategies to put together numbers within 10. <br> I can use subtraction strategies to take from numbers within 10. | EE.K.OA.1- Represent addition as "putting together" or subtraction as "taking from" in everyday activities. <br> -Within 5 <br> -Within 10 | -Given counters or objects (may be helpful to use two different objects or colors for putting together with some students) to add within 5 and10. <br> -Write out the equation symbols $\qquad$ $+$ $\qquad$ $\qquad$ ). Students can place the objects in each line and count them to write the number or join using a number bond (visual below) where they will physically move the objects to the total circle (they can replace the objects with the number). <br> -Use a group of objects and take from it to model subtraction. Some students may be able to count backward to learn subtraction or use crossing out objects on a whiteboard. |
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Embedded Throughout the Year:
-Continue to work on counting and number recognition of 1-20.
-Use the calendar and songs to reinforce days of the week and months of the year.
-Use songs and books to help with addition and subtraction strategies (Jack Hartmann songs, 5 little pumpkins, just examples)

