Math Essential Elements - Kindergarten Curriculum Map by Quarter

| | I Can Statements | Standards-Based Essential Elements | Activities/Formative Assessments | | |
|-------------------------|--|--|--|--|--|
| | 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. | | |
| 1 st Quarter | 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) -Have students fill in a ten frame when counting to 10. -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. 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. | | |



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|------|---|--|---|--|--|--|
| | I can use addition strategies to put together | EE.K.OA.1- Represent addition as "putting | -Given counters or objects (may be helpful to use two | | | |
| | numbers within 5. | together" or subtraction as "taking from" in | different objects or colors for putting together with | | | |
| | | everyday activities. | some students) to add within 5 and10. | | | |
| | I can use subtraction strategies to take from | | | | | |
| | numbers within 5. | -Within 5 | -Write out the equation symbols | | | |
| | | | (+=). Students can place the | | | |
| | I can use addition strategies to put together | -Within 10 | objects in each line and count them to write the | | | |
| | numbers within 10. | | number or join using a number bond (visual below) | | | |
| | | | where they will physically move the objects to the | | | |
| | I can use subtraction strategies to take from | | total circle (they can replace the objects with the | | | |
| | numbers within 10. | | number). | | | |
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| | | | -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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| 3 rd Quarter | I can identify if objects are big or small. I can identify if objects are heavy or light. | EE.K.MD.1-3- Classify objects according to attributes (big/small, heavy/light). | You can still target one to one correspondence in this unit and identifying numbers 1-20. Use real items for students to identify or sort objects as big or small. Use real items for students to identify or sort objects as heavy or light. *You can move onto visuals to sort into those categories if your students can conceptualize that. | | | | |
|-------------------------|--|---|--|---|--|--|--|
| 4 th Quarter | I can match shapes of the same size. I can sort shapes that look the same. I can name or match the names of each shape. I can group shapes based on how many sides they have. | EE.K.G.2-3- Match shapes of same size and orientation (circle, square, rectangle, triangle). | -Give students sh - Sort pictures or -Sort pictures or shapes listed at t Circle O So -Write out the sha with the correspondents pion on how many size below). 0 Sides | e students shapes to explore with. rt pictures or real shapes by sizes. t pictures or real shapes onto a chart that has the bes listed at the top (example below). cle ○ Square □ Rectangle □ Triangle △ ite out the shape names for students to match the corresponding shape. re students pictures or real shapes to group based now many sizes the shapes have (example ow). Sides 3 sides 4 sides | | | |

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)

