

The purpose of this Pre-Kindergarten Curriculum is to ensure the basic foundational skills needed for Kindergarten. This curriculum guide gives explicit standards and or objectives that must be covered by the end of the school year. The Mathematics Curriculum Guide consists of standards and or objectives are correlated with the Common Core Ready Standards in Mathematics for Pre-Kindergarten (Maryland). The CCRS in Mathematics for Pre-Kindergarten in Maryland is aligned with the CCRS in Mathematics for Kindergarten in Alabama.

• Math PK

The Math portion of the Pre-Kindergarten Curriculum consists of resource materials from GO Math K, hands on materials and other math resources from HPCS (Howard County Public Schools-Maryland). The Maryland Common Core State Standards for Mathematics at the Prekindergarten level specify the mathematics that all students should study as they begin preparing to be college and career ready by graduation. The standards are listed in domains (The Math components are as follows: Counting and Cardinality, Operations & Algebraic Thinking, Measurement & Data, and Geometry).

Important Notice: The students are **required** to demonstrate the following skills:

- Recognize and rote count in numerical order from 1 to 10
- Organize numbers in order under any sequence given up to 5
- Correspond and represent a set of objects to numbers 1-10
- Compare sets of objects up to 10
- Recognize two dimensional shapes: circle, square, rectangle, triangle, and hexagon
- Recognize three dimensional shapes: sphere, cube, cylinder, cone
- Represent addition/subtraction problems up to 5
- Measure length (long, short); Measure height (short, tall); Measure weight (heavy, light)

**The goal by the end of third quarter and the beginning of 4th quarter, is to have the students demonstrate the following skills needed for Kindergarten: <u>count to 100 by 5's and 10's</u>, <u>recognize/write numbers 0-20, count</u> <u>objects up to 20, add/subtract problems up to 10</u>. The students are <u>required</u> to take an assessment on Basic Addition Facts during 1st quarter - 3rd quarter and Basic Subtraction Facts during 4th quarter only.

Revised: June 6, 2019

Counting and Cardinality	Supporting Continual Goals
• PK.CC.A.1 -Verbally count to 10 by ones and then develop	• Trace and or print numbers (0)
rote counting to 20 by ones.	• Read numeral words (<i>zero</i>)
• PK.CC.A.2 -Identify which number comes just after or just	• Trace and or print number words (<i>zero</i>)
before a given number in the counting sequence to 10 with	• <u>Begin to recall basic addition facts up to 5.</u>
visual supports and manipulatives.	0
• PK.CC.A.3- Identify written numerals 0-10.	0 + 0
• PK.CC.B.4- Understand the relationship between numbers and	
quantities to 5, then to 10; connect counting to cardinality.	
• PK.CC.B.4a -When counting objects 1-10, say the number	
names in standard order, pairing each object with one and only	
one number name.	
• PK.CC.B.4b -Recognize that the last number name said, tells	
the number of objects counted. Recognize the count remains	
the same regardless of the order or arrangement of the objects.	
• PK.CC.B.5 -Represent a number by producing sets of objects	
with concrete materials, pictures, and or numerals.	

	Counting and Cardinality	Supporting Continual Goals
•	PK.CC.A.1-Verbally count to 10 by ones and then develop	• Trace and or print numbers (0, 1)
	rote counting to 20 by ones.	• Read numeral words (<i>zero</i> , <i>one</i>)
•	PK.CC.A.2-Identify which number comes just after or just	• Trace and or print number words (<i>zero</i> , <i>one</i>)
	before a given number in the counting sequence to 10 with	• Begin to recall basic addition facts up to 5.
	visual supports and manipulatives.	0 1
•	PK.CC.A.3- Identify written numerals 0-10.	0+0 0+1
•	PK.CC.A.4- Recognize the number of objects in a set without	1+0
	counting (subitizing) using 1-5 objects. Use 1-3 objects of	
	irregular or unfamiliar patterns and 4 or 5 objects with familiar	
	patterns.	
•	PK.CC.B.4- Understand the relationship between numbers and	
	quantities to 5, then to 10; connect counting to cardinality.	
•	PK.CC.B.4a- When counting objects 1-10, say the number	
	names in standard order, pairing each object with one and only	
	one number name.	
•	PK.CC.B.4b- Recognize that the last number name said, tells	
	the number of objects counted. Recognize the count remains	
	the same regardless of the order or arrangement of the objects.	
•	PK.CC.B.5- Represent a number by producing sets of objects	
	with concrete materials, pictures, and or numerals.	

Counting and Cardinality	Supporting Continual Goals
• PK.CC.A.1 -Verbally count to 10 by ones and then develop	• Trace and or print numbers (0, 1, 2)
rote counting to 20 by ones.	• Read numeral words (<i>zero</i> , <i>one</i> , <i>two</i>)
• PK.CC.A.2 -Identify which number comes just after or just	• Trace and or print number words (<i>zero</i> , <i>one</i> , <i>two</i>)
before a given number in the counting sequence to 10 with	• Begin to recall basic addition facts up to 5.
visual supports and manipulatives.	0 1 2
• PK.CC.A.3- Identify written numerals 0-10.	0+0 $0+1$ $0+2$
• PK.CC.A.4- Recognize the number of objects in a set without	1+0 $1+1$
counting (subitizing) using 1-5 objects. Use 1-3 objects of	2+0
irregular or unfamiliar patterns and 4 or 5 objects with familiar	
patterns.	
• PK.CC.B.4- Understand the relationship between numbers and	
quantities to 5, then to 10; connect counting to cardinality.	
• PK.CC.B.4a -When counting objects 1-10, say the number	
names in standard order, pairing each object with one and only	
one number name.	
• PK.CC.B.4b -Recognize that the last number name said, tells	
the number of objects counted. Recognize the count remains	
the same regardless of the order or arrangement of the objects.	
• PK.CC.B.5- Represent a number by producing sets of objects	
with concrete materials, pictures, and or numerals.	

Counting and Cardinality			Sup	porting (Continua	al Goals				
• PK.CC.A.1 -Verbally count to 10 by ones and then develop	• Trace and or print numbers (0, 1, 2, 3)									
rote counting to 20 by ones.	• Read numeral words (zero, one, two, three)									
• PK.CC.A.3- Identify written numerals 0-10.	•	Trace an	d or prin	t number	r words (zero, one, two, three)				
• PK.CC.A.4- Recognize the number of objects in a set without	•	Begin to	recall ba	asic addit	tion facts	up to 5.				
counting (subitizing) using 1-5 objects. Use 1-3 objects of		0	1	2	3					
irregular or unfamiliar patterns and 4 or 5 objects with familiar		0 + 0	0 + 1	0 + 2	0+3					
patterns.			1 + 0	1 + 1	1 + 2					
• PK.CC.B.4- Understand the relationship between numbers and				2 + 0	2 + 1					
quantities to 5, then to 10; connect counting to cardinality.					3 + 0					
• PK.CC.B.4a -When counting objects 1-10, say the number										
names in standard order, pairing each object with one and only										
one number name.										
• PK.CC.B.4b- Recognize that the last number name said, tells										
the number of objects counted. Recognize the count remains										
the same regardless of the order or arrangement of the objects.										
• PK.CC.B.5 -Represent a number by producing sets of objects										
with concrete materials, pictures, and or numerals.										

1st Quarter, Y	<u>Week 5</u>
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	Counting and Cardinality			Supi	oorting (Continua	al Goals			
• PK.CC.A	.1 -Verbally count to 10 by ones and then develop	• Trace and or print numbers (0, 1, 2, 3, 4)								
rote cour	ting to 20 by ones.	• Read numeral words (<i>zero</i> , <i>one</i> , <i>two</i> , <i>three</i> , <i>four</i>)								
	.2-Identify which number comes just after or just	•	Trace an	d or prin	t number	r words (zero, one	e, two, three,		
	given number in the counting sequence to 10 with	.	four)							
-	oports and manipulatives.	•	Begin to	recall ba	sic addi	tion facts	up to 5.			
	.3- Identify written numerals 0-10.		0	1	2	3	4			
	.4- Recognize the number of objects in a set without		0 + 0	0 + 1	0 + 2	0+3	0 + 4			
U	(subitizing) using 1-5 objects. Use 1-3 objects of			1 + 0	1 + 1	1 + 2	1 + 3			
irregular	or unfamiliar patterns and 4 or 5 objects with familiar				2 + 0	2 + 1	2 + 2			
patterns.						3 + 0	3 + 1			
	3.4- Understand the relationship between numbers and						4 + 0			
-	to 5, then to 10; connect counting to cardinality.									
	3.4a- When counting objects 1-10, say the number									
	standard order, pairing each object with one and only									
one num										
	3.4b -Recognize that the last number name said, tells									
	er of objects counted. Recognize the count remains									
	regardless of the order or arrangement of the objects.									
	3.5 -Represent a number by producing sets of objects									
with con	crete materials, pictures, and or numerals.									

1st Quarter, Week 6

	Counting and Cardinality			Suni	norting (Continue	al Goals			
•	PK.CC.A.1- Verbally count to 10 by ones and then develop	•	 <u>Supporting Continual Goals</u> Trace and or print numbers (0, 1, 2, 3, 4, 5) 							
	rote counting to 20 by ones.		 Read numeral words (<i>zero</i>, <i>one</i>, <i>two</i>, <i>three</i>, <i>four</i>, <i>five</i>) 							
•	PK.CC.A.2-Identify which number comes just after or just	•	Trace an	d or prin	t number	r words (zero, one	e, two, th	ree,	
	before a given number in the counting sequence to 10 with		four, five	e)						
	visual supports and manipulatives.	•	Begin to	recall ba	asic addit	tion facts	up to 5.			
•	PK.CC.A.3- Identify written numerals 0-10.		0	1	2	3	4	5		
•	PK.CC.A.4- Recognize the number of objects in a set without		0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5		
	counting (subitizing) using 1-5 objects. Use 1-3 objects of			1 + 0	1+1	1+2	1+3	1 + 4		
	irregular or unfamiliar patterns and 4 or 5 objects with familiar				2 + 0	2 + 1	2 + 2	2 + 3		
	patterns.					3 + 0	3 +1	3 + 2		
•	PK.CC.B.4- Understand the relationship between numbers and						4 + 0	4 + 1		
	quantities to 5, then to 10; connect counting to cardinality.							5 + 0		
•	PK.CC.B.4a-When counting objects 1-10, say the number									
	names in standard order, pairing each object with one and only									
	one number name.									
•	PK.CC.B.4b -Recognize that the last number name said, tells									
	the number of objects counted. Recognize the count remains									
	the same regardless of the order or arrangement of the objects.									
•	PK.CC.B.5- Represent a number by producing sets of objects									
	with concrete materials, pictures, and or numerals.									

1st Quarter, Week 7

Counting and Cardinality	Supporting Continual Goals								
• PK.CC.B.4c -Begin to recognize that each successive number name refers to a quantity that is one larger.	•		meral wo d or prin e)	ords (<i>zere</i> t number	o, <i>one</i> , <i>t</i> w words (vo, three, zero, one	, four, fiv e, two, th	,	
		0	1	2	3	4	5		
		0 + 0	0 + 1	0 + 2	0+3	0 + 4	0 + 5		
			1 + 0	1 + 1	1 + 2	1 + 3	1+4		
				2 + 0	2 + 1	2 + 2	2+3		
					3 + 0	3 + 1	3+2		
						4 + 0	4 + 1		
							5 + 0		

<u>Unit 2:</u> Comparing Numbers to 5

Counting and Cardinality	Supporting Continual Goals							
 PK.CC.C.6-Compare groups of objects up to 5 and then to 10. 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 (includes groups with up to 5 objects). 	•	Trace an Read nui Trace an <i>four, five</i> Begin to 0 0 + 0	d or prin meral wo d or prin e)	t number ords (<i>zero</i> t number	cs (0 , 1 , 2 0 , <i>one</i> , t w c words (2, 3, 4, 5) vo, three, zero, one	four, fiv	· ·

EQT 1: 1st Quarter Math End of the Quarter Assessment

PK.CC.A.1-Verbally count to 10 by ones and then develop rote counting to 20 by ones. PK.CC.A.2-Identify which number comes just after or just before a given number in the counting sequence to 10 with visual supports and manipulatives. PK.CC.A.3- Identify written numerals 0-10. PK.CC.A.4- Recognize the number of objects in a set without counting (subitizing) using 1-5 objects. Use 1-3 objects of irregular or unfamiliar patterns and 4 or 5 objects with familiar patterns. PK.CC.B.4- Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality. PK.CC.B.4a-When counting objects 1-10, say the number names in standard order, pairing each object with one and only one number name. PK.CC.B.4b-Recognize that the last number name said, tells the number of objects counted. Recognize the count remains the same regardless of the order or arrangement of the objects. PK.CC.B.4c-Begin to recognize that each successive number name refers to a quantity that is one larger. PK.CC.B.5-Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.

• **PK.CC.C.6**-Compare groups of objects up to 5 and then to 10. 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 (includes groups with up to 5 objects).

2nd Quarter,	Week 1
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Counting and Cardinality	Supporting Continual Goals
• PK.CC.A.1 -Verbally count to 10 by ones and then develop	• Trace and or print numbers (6)
rote counting to 20 by ones.	• Read numeral words (<i>six</i>)
• PK.CC.A.2 -Identify which number comes just after or just	• Trace and or print number words (<i>six</i>)
before a given number in the counting sequence to 10 with	• Begin to recall basic addition facts up to 10.
visual supports and manipulatives.	6
• PK.CC.A.3- Identify written numerals 0-10.	0 + 6
• PK.CC.B.4- Understand the relationship between numbers and	1+5
quantities to 5, then to 10; connect counting to cardinality.	2 + 4
• PK.CC.B.4a -When counting objects 1-10, say the number	3+3
names in standard order, pairing each object with one and only	4 + 2
one number name.	5 + 1
• PK.CC.B.4b -Recognize that the last number name said, tells	6 + 0
the number of objects counted. Recognize the count remains	
the same regardless of the order or arrangement of the objects.	
• PK.CC.B.5- Represent a number by producing sets of objects	
with concrete materials, pictures, and or numerals.	

Counting and Cardinality	Supporting Continual Goals
• PK.CC.A.1 -Verbally count to 10 by ones and then develop	• Trace and or print numbers (6, 7)
rote counting to 20 by ones.	• Read numeral words (<i>six, seven</i>)
• PK.CC.A.2 -Identify which number comes just after or just	• Trace and or print number words (<i>six, seven</i>)
before a given number in the counting sequence to 10 with	• Begin to recall basic addition facts up to 10.
visual supports and manipulatives.	6 7
• PK.CC.A.3- Identify written numerals 0-10.	0+6 $0+7$
• PK.CC.B.4- Understand the relationship between numbers and	1+5 $1+6$
quantities to 5, then to 10; connect counting to cardinality.	2+4 $2+5$
• PK.CC.B.4a -When counting objects 1-10, say the number	3+3 3+4
names in standard order, pairing each object with one and only	4+2 $4+3$
one number name.	5+1 $5+2$
• PK.CC.B.4b -Recognize that the last number name said, tells	6+0 $6+1$
the number of objects counted. Recognize the count remains	7 + 0
the same regardless of the order or arrangement of the objects.	
• PK.CC.B.5 -Represent a number by producing sets of objects	
with concrete materials, pictures, and or numerals.	

Counting and Cardinality	Supporting Continual Goals					
• PK.CC.A.1 -Verbally count to 10 by ones and then develop	• Trace and or print numbers (6, 7, 8)					
rote counting to 20 by ones.	• Read numeral words (<i>six, seven, eight</i>)					
• PK.CC.A.2 -Identify which number comes just after or just	• Trace and or print number words (<i>six, seven, eight</i>)					
before a given number in the counting sequence to 10 with	• Begin to recall basic addition facts up to 10.					
visual supports and manipulatives.	6 7 8					
• PK.CC.A.3- Identify written numerals 0-10.	0+6 $0+7$ $0+8$					
• PK.CC.B.4- Understand the relationship between numbers and	1+5 $1+6$ $1+7$					
quantities to 5, then to 10; connect counting to cardinality.	2+4 $2+5$ $2+6$					
• PK.CC.B.4a -When counting objects 1-10, say the number	3+3 3+4 3+5					
names in standard order, pairing each object with one and only	4+2 $4+3$ $4+4$					
one number name.	5+1 $5+2$ $5+3$					
• PK.CC.B.4b -Recognize that the last number name said, tells	6+0 $6+1$ $6+2$					
the number of objects counted. Recognize the count remains	7+0 $7+1$					
the same regardless of the order or arrangement of the objects.	8+0					
• PK.CC.B.5 -Represent a number by producing sets of objects						
with concrete materials, pictures, and or numerals.						

Counting and Cardinality			Sup	oorting (Continua	al Goals
• PK.CC.A.1 -Verbally count to 10 by ones and then develop	•	Trace an	d or prin	t number	rs (6, 7, 8	3 , 9)
rote counting to 20 by ones.	•	Read nu	meral wo	ords (<i>six,</i>	seven, et	ight, nine)
• PK.CC.A.2 -Identify which number comes just after or just	•	Trace an	d or prin	t number	r words (six, seven, eight, nine)
before a given number in the counting sequence to 10 with	•	Begin to	recall ba	asic addit	tion facts	up to 10.
visual supports and manipulatives.		6	7	8	9	
• PK.CC.A.3- Identify written numerals 0-10.		0+6	0 + 7	0 + 8	0 + 9	
• PK.CC.B.4- Understand the relationship between numbers and		1 + 5	1+6	1 + 7	1+8	
quantities to 5, then to 10; connect counting to cardinality.		2 + 4	2 + 5	2 + 6	2 + 7	
• PK.CC.B.4a -When counting objects 1-10, say the number		3 + 3	3 + 4	3 + 5	3+6	
names in standard order, pairing each object with one and only		4 + 2	4 + 3	4 + 4	4 + 5	
one number name.		5 + 1	5 + 2	5 + 3	5 + 4	
• PK.CC.B.4b -Recognize that the last number name said, tells		6 + 0	6 + 1	6 + 2	6+3	
the number of objects counted. Recognize the count remains			7 + 0	7 + 1	7 + 2	
the same regardless of the order or arrangement of the objects.				8 + 0	8 + 1	
• PK.CC.B.5- Represent a number by producing sets of objects					9 + 0	
with concrete materials, pictures, and or numerals.						

2nd Quarter,	Week 5
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<u>Unit 4:</u> Represent and Compare Numbers to 10

Counting and Cardinality	Supporting Continual Goals
 PK.CC.A.1-Verbally count to 10 by ones and then develop rote counting to 20 by ones. PK.CC.A.2-Identify which number comes just after or just before a given number in the counting sequence to 10 with visual supports and manipulatives. PK.CC.A.3- Identify written numerals 0-10. PK.CC.B.4- Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality. PK.CC.B.4a-When counting objects 1-10, say the number names in standard order, pairing each object with one and only one number name. PK.CC.B.4b-Recognize that the last number name said, tells the number of objects counted. Recognize the count remains the same regardless of the order or arrangement of the objects. PK.CC.B.4c-Begin to recognize that each successive number 	 Trace and or print numbers (6, 7, 8, 9, 10) Read numeral words (six, seven, eight, nine, ten) Trace and or print number words (six, seven, eight, nine, ten) Begin to recall basic addition facts up to 10. 6 7 8 9 10 0+6 0+7 0+8 0+9 0+10 1+5 1+6 1+7 1+8 1+9 2+4 2+5 2+6 2+7 2+7 3+3 3+4 3+5 3+6 3+7 4+2 4+3 4+4 4+5 4+6 5+1 5+2 5+3 5+4 5+5 6+0 6+1 6+2 6+3 6+4 7+0 7+1 7+2 7+3 8+0 8+1 8+2
 name refers to a quantity that is one larger. PK.CC.B.5-Represent a number by producing sets of objects with concrete materials, pictures, and or numerals. 	9+0 9+1 10+0

2nd Quarter, We	<u>ek 6</u>
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<u>Unit 4:</u> Represent and Compare Numbers to 10

Counting and Cardinality			Sup	porting (Continua	al Goals	
 Counting and Cardinality PK.CC.C.6-Compare groups of objects up to 5 and then to 10. 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 (includes groups with up to 5 objects). 	•	Trace an <i>ten</i>)	nd or prin meral wo nd or prin	t number ords (<i>six,</i> t number	rs (6, 7, 8 <i>seven, e</i> r words (3, 9, 10) ight, nin	n, eight, nine,

2nd Quarter, Week 7

Unit 5: Addition

Operations and Algebraic Thinking	<u>Supportin</u>	g Continual (<u> Joals</u>
 Operations and Algebraic Thinking PK.OA.A.1-Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, or verbal explanations, up to 5. PK.OA.A.3-For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5. 	Supportin Trace and or print num Read numeral words (s Trace and or print num ten) Begin to recall basic addition 6 7 8 $0+6$ $0+7$ $0+$ $1+5$ $1+6$ $1+$ $2+4$ $2+5$ $2+$ $3+3$ $3+4$ $3+$ $4+2$ $4+3$ $4+$ $5+1$ $5+2$ $5+$ $6+0$ $6+1$ $6+$ $7+0$ $7+$ 8+	pers (6, 7, 8, 9) x, seven, eigh per words (six, dition facts up 9 6 $0 + 9$ 0 $1 + 8$ 1 $2 + 7$ 2 $3 + 6$ 3 $4 + 5$ 4 $5 + 4$ 5 $6 + 3$ 6 $7 + 2$ 7 $8 + 1$ 9 $9 + 0$, 10) t, nine, ten) , seven, eight, nine,

2nd Quarter, Week 8

Unit 5: Addition

Operations and Algebraic Thinking	Supporting Continual Goals					
 Operations and Algebraic Thinking PK.OA.A.2-Decompose a quantity, less than or equal to 5, then to 10, into pairs in more than one way, e.g., (by using objects or drawings. PK.OA.A.3-For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5. 	Supporting Continual Goals • Trace and or print numbers (6, 7, 8, 9, 10) • Read numeral words (six, seven, eight, nine, ten) • Trace and or print number words (six, seven, eight, nine, ten) • Trace and or print number words (six, seven, eight, nine, ten) • Begin to recall basic addition facts up to 10. • 6 7 8 9 10 • 1+5 1+6 1+7 1+8 1+9 2+4 2+5 2+6 2+7 2+7 3+3 3+4 3+5 3+6 3+7 4+2 4+3 4+4 4+5 4+6	ıe,				
	4+2 4+3 4+4 4+5 4+6					
	$\begin{array}{ c c c c c c c c c c c c c c c c c c c$					
	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$					
	10+0					

or drawings.

EQT 2: 2nd Quarter Math End of the Quarter Assessment

PK Math Common Core Standards • **PK.CC.A.1-**Verbally count to 10 by ones and then develop rote counting to 20 by ones. PK.CC.A.2-Identify which number comes just after or just before a given number in the counting sequence to 10 with visual supports and manipulatives. PK.CC.A.3- Identify written numerals 0-10. **PK.CC.B.4-** Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality. PK.CC.B.4a-When counting objects 1-10, say the number names in standard order, pairing each object with one and only one number name. • **PK.CC.B.4b**-Recognize that the last number name said, tells the number of objects counted. Recognize the count remains the same regardless of the order or arrangement of the objects. **PK.CC.B.4c**-Begin to recognize that each successive number name refers to a quantity that is one larger. **PK.CC.B.5**-Represent a number by producing sets of objects with concrete materials, pictures, and or numerals. **PK.CC.C.6**-Compare groups of objects up to 5 and then to 10. 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 (includes groups with up to 5 objects). • PK.OA.A.1-Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, or verbal explanations, up to 5. • PK.OA.A.2-Decompose a quantity, less than or equal to 5, then to 10, into pairs in more than one way, e.g., (by using objects

• **PK.OA.A.3-**For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5.

<u>Unit 5:</u> Addition (cont.)

		Sup	porting (Continua	al Goals	
•	• Begin to recall basic addition facts up to 5.					
	0	1	2	3	4	5
	0 + 0	0 + 1	0+2	0+3	0+4	0 + 5
		1 + 0	1+1	1+2	1+3	1 + 4
			2 + 0	2 + 1	2 + 2	2 + 3
				3 + 0	3 + 1	3 + 2
					4 + 0	4 + 1
						5 + 0
•	Begin to	recall ba	asic addit	tion facts	up to 10	
	6	7	8	9	10	
	0+6	0 + 7	0 + 8	0 + 9	0 + 10	
	1 + 5	1+6	1 + 7	1 + 8	1 + 9	
	2 + 4	2 + 5	2+6	2 + 7	2 + 7	
	3+3	3 + 4	3 + 5	3+6	3 + 7	
	4 + 2	4 + 3	4 + 4	4 + 5	4+6	
	5 + 1	5+2	5+3	5 + 4	5 + 5	
	6+0	6+1	6+2	6+3	6+4	
		7+0	7 + 1			
			-		1	
			-	9+0	9 + 1	
					10 + 0	
		• Begin to 6 0 + 0 - - - - - - - -	• Begin to recall base 0 1 0+0 $0+11+0• Begin to recall base \frac{6}{7}0+6$ $0+71+5$ $1+62+4$ $2+53+3$ $3+44+2$ $4+35+1$ $5+26+0$ $6+1$	• Begin to recall basic addit 0 1 2 0+0 0+1 0+2 1+0 1+1 2+0 - - Begin to recall basic addit 6 7 8 0+6 0+7 0+8 1+5 1+6 1+7 2+4 2+5 2+6 3+3 3+4 3+5 4+2 4+3 4+4 5+1 5+2 5+3 6+0 6+1 6+2	• Begin to recall basic addition facts 0 1 2 3 0+0 0+1 0+2 0+3 1+0 1+1 1+2 0+3 2+0 2+1 3+0 2+0 2+1 3+0 9 0+6 0+7 0+8 0+9 1+5 1+6 1+7 1+8 2+4 2+5 2+6 2+7 3+3 3+4 3+5 3+6 4+2 4+3 4+4 4+5 5+1 5+2 5+3 5+4 6+0 6+1 6+2 6+3 7+0 7+1 7+2 8+0 8+1	• Begin to recall basic addition facts up to 5. 0 1 2 3 4 0+0 0+1 0+2 0+3 0+4 1+0 1+1 1+2 1+3 2+0 2+1 2+2 3+0 3+1 2+0 2+1 2+2 3+0 3+1 4+0 3+0 3+1 6 7 8 9 10 0+6 0+7 0+8 0+9 0+10 1+5 1+6 1+7 1+8 1+9 2+4 2+5 2+6 2+7 2+7 3+3 3+4 3+5 3+6 3+7 4+2 4+3 4+4 4+5 4+6 5+1 5+2 5+3 5+4 5+5 6+0 6+1 6+2 6+3 6+4 7+0 7+1 7+2 7+3 8+0 8+1 8+2 9+0 9+1

<u>Unit 5:</u> Addition (cont.)

Operations and Algebraic Thinking			Sup	porting (Continua	al Goals	
• PK.OA.A.1-Represent simple addition and subtraction	•	Begin to	recall ba	asic addit	tion facts	s up to 5.	
problems with objects, fingers, mental images, drawings, sounds		0	1	2	3	4	5
(e.g. claps), acting out situations, or verbal explanations, up to 5.		0 + 0	0 + 1	0+2	0+3	0+4	0 + 5
• PK.OA.A.2- Decompose a quantity, less than or equal to 5, then			1 +0	1+1	1+2	1+3	1 + 4
to 10, into pairs in more than one way, e.g., (by using objects or				2 + 0	2 + 1	2 + 2	2 + 3
drawings.					3 + 0	3+1	3+2
• PK.OA.A.3-For any quantity 1-5, use objects or drawings to						4 + 0	4 + 1
find the quantity that must be added to make 5.							5 + 0
	•	Begin to	recall ba	asic addi	tion facts	s up to 10	
		6	7	8	9	10	
		0+6	0 + 7	0 + 8	0 + 9	0 + 10	
		1 + 5	1+6	1 + 7	1+8	1+9	
		2 + 4	2 + 5	2+6	2 + 7	2 + 7	
		3 + 3	3+4	3 + 5	3+6	3 + 7	
		4 + 2	4 + 3	4 + 4	4 + 5	4+6	
		5 + 1	5+2	5 + 3	5 + 4	5 + 5	
		6+0	6+1	6+2	6+3	6+4	
	1		7+0	7 + 1	7 + 2	7+3	
		1	1	1			
				8 + 0	8 + 1	8+2	
				8+0	8+1 9+0	8+2 9+1	

<u>Unit 6:</u> Identify and Describe Two-Dimensional Shapes

Geometry	Supporting Continual Goals
 PK.G.A.1-Match like two-dimensional shapes and correctly name the shapes regardless of their orientations or overall size. PK.G.A.2: Group the shapes by like attributes and distinguish between examples and non-examples of various two-dimensional shapes. 	

<u>Unit 6:</u> Identify and Describe Two-Dimensional Shapes

Geometry	Supporting Continual Goals
 PK.G.A.1-Match like two-dimensional shapes and correctly name the shapes regardless of their orientations or overall size. PK.G.A.2: Group the shapes by like attributes and distinguish between examples and non-examples of various two-dimensional shapes. 	

<u>Unit 6:</u> Identify and Describe Two-Dimensional Shapes

Geometry	Supporting Continual Goals
 PK.G.A.1-Match like two-dimensional shapes and correctly name the shapes regardless of their orientations or overall size. PK.G.A.2: Group the shapes by like attributes and distinguish between examples and non-examples of various two-dimensional shapes. 	

3rd Quarter, Week 6

<u>Unit 7:</u> Identify and Describe Three-Dimensional Shapes

Geometry	Supporting Continual Goals
 PK.G.B.3-Match and sort three-dimensional shapes. PK.G.B.4-Use real world examples to describe three-dimensional objects using correct mathematical vocabulary (cube, sphere, and cylinder). PK.G.B.5-Compose and describe structures using three-dimensional shapes. 	 Describe the attributes of the shapes including flat surfaces, roll, stack, slide (<i>spheres, cubes</i>). Draw and or compose shapes (<i>spheres, cubes</i>). Begin to recognize shape words (<i>spheres, cubes</i>)

3rd Quarter, Week 7

<u>Unit 7:</u> Identify and Describe Three-Dimensional Shapes

Geometry	Supporting Continual Goals
 PK.G.B.3-Match and sort three-dimensional shapes. PK.G.B.4-Use real world examples to describe three-dimensional objects using correct mathematical vocabulary (cube, sphere, and cylinder). PK.G.B.5-Compose and describe structures using three-dimensional shapes. 	 Describe the attributes of the shapes including flat surfaces, roll, stack, slide (<i>sphere, cube, cylinder, cone</i>). Draw and or compose shapes (<i>sphere, cube, cylinder, cone</i>). Begin to recognize shape words (<i>spheres, cubes, cylinder, cone</i>)

3rd Quarter, Week 8

<u>Unit 7:</u> Identify and Describe Three-Dimensional Shapes

Geometry	Supporting Continual Goals
 PK.G.B.3-Match and sort three-dimensional shapes. PK.G.B.4-Use real world examples to describe three-dimensional objects using correct mathematical vocabulary (cube, sphere, and cylinder). PK.G.B.5-Compose and describe structures using three-dimensional shapes. 	 Describe the attributes of the shapes including flat surfaces, roll, stack, slide (<i>sphere, cube, cylinder, cone</i>). Draw and or compose shapes (<i>sphere, cube, cylinder, cone</i>). Begin to recognize shape words (<i>spheres, cubes, cylinder, cone</i>) Describe three dimensional shapes structures including (<i>sizes, comparisons, positional relationships, etc.</i>)

EQT 3: 3rd Quarter Math End of the Quarter Assessment

PK Math Common Core Standards

- **PK.OA.A.1-**Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, or verbal explanations, up to 5.
- **PK.OA.A.2**-Decompose a quantity, less than or equal to 5, then to 10, into pairs in more than one way, e.g., (by using objects or drawings.
- **PK.OA.A.3-**For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5.
- **PK.G.A.1-**Match like two-dimensional shapes and correctly name the shapes regardless of their orientations or overall size.
- **PK.G.A.2:** Group the shapes by like attributes and distinguish between examples and non-examples of various two-dimensional shapes.
- **PK.G.B.3-**Match and sort three-dimensional shapes.
- **PK.G.B.4-**Use real world examples to describe three-dimensional objects using correct mathematical vocabulary (cube, sphere, and cylinder).
- **PK.G.B.5**-Compose and describe structures using three-dimensional shapes.

<u>Unit 8:</u> Subtraction

Operations and Algebraic Thinking			Sup	porting	Continua	al Goals		
• PK.OA.A.1-Represent simple addition and subtraction	•	Begin to	recall ba	asic subt	raction fa	acts up to	5.	
problems with objects, fingers, mental images, drawings, sounds		0	1	2	3	4	5	
(e.g. claps), acting out situations, or verbal explanations, up to 5.		0-0	1-0	2 - 0	3 – 0	4 – 0	5 – 0	
		1 – 1	2 - 1	3 – 1	4 – 1	5 – 1		
		2 - 2	3-2	4 – 2	5-2			
		3-3	4-3	5-3				
		4-4	5-4					
		5 – 5						

<u>Unit 8:</u> Subtraction

Operations and Algebraic Thinking			Sup	oorting	Continua	al Goals		
• PK.OA.A.1-Represent simple addition and subtraction	•	Begin to	recall ba	asic subt	raction fa	cts up to	5.	
problems with objects, fingers, mental images, drawings, sounds		0	1	2	3	4	5	
(e.g. claps), acting out situations, or verbal explanations, up to 5.		0-0	1 - 0	2 - 0	3 – 0	4 - 0	5 - 0	
		1 – 1	2 - 1	3 - 1	4 – 1	5 - 1		
		2 - 2	3-2	4-2	5-2			
		3-3	4-3	5-3				
		4-4	5-4					
		5 – 5						

<u>Unit 9:</u> Measurement

Measurement and Data			Sup	oorting	Continua	al Goals	
• PK.MD.A.1 -Describe measureable attributes of objects, such as	•	Begin to	recall ba	asic subti	action fa	icts up to	5.
length or weight.		0	1	2	3	4	5
		0 – 0	1-0	2 - 0	3 – 0	4 – 0	5-0
		1 – 1	2-1	3-1	4 – 1	5 – 1	
		2 - 2	3-2	4 – 2	5 – 2		
		3-3	4 – 3	5-3			
		4 – 4	5-4				
		5 – 5					

<u>Unit 9:</u> Measurement

Measurement and Data			Sup	oorting	Continua	al Goals	
• PK.MD.A.1 -Describe measureable attributes of objects, such as	•	Begin to	recall ba	asic subti	action fa	icts up to	5.
length or weight.		0	1	2	3	4	5
		0 – 0	1-0	2 - 0	3 – 0	4 – 0	5 – 0
		1 – 1	2-1	3-1	4 – 1	5 – 1	
		2 - 2	3-2	4 – 2	5 – 2		
		3 - 3	4 – 3	5 – 3			
		4 – 4	5-4				
		5 – 5					

<u>Unit 9:</u> Measurement

Measurement and Data			<u>Sup</u>	oorting	Continua	al Goals		
PK.MD.A.1- Describe measureable attributes of objects, such as	•	Begin to	recall ba	asic subt	raction fa	cts up to	5.	
length or weight.		0	1	2	3	4	5	
PK.MD.A.2-Directly compare two objects with a measurable		0-0	1 - 0	2 - 0	3 - 0	4 - 0	5 - 0	
attribute in common, using words such as "bigger/smaller,"		1-1	2 - 1	3 - 1	4 – 1	5 - 1		
"longer/shorter," "lighter/heavier," or "taller/shorter". Order up		2 - 2	3-2	4 – 2	5-2			
to 3 objects by a measurable attribute (e.g., biggest to smallest).		3-3	4-3	5-3				
		4-4	5-4					
		5 – 5						

Unit 10: Classify and Sort Data

Measurement and Data		Supporting Continual Goals								
• PK.MD.B.3- Sort objects into given categories and self-selected	•	Begin to recall basic subtraction facts up to 5.								
categories. Identify the attribute by which the objects were		0	1	2	3	4	5			
sorted. (Limit category counts to less than 5)		0-0	1 - 0	2 - 0	3 - 0	4 - 0	5 - 0			
• PK.MD.B.4- Compare categories using words such as greater		1-1	2 - 1	3-1	4 – 1	5-1				
than/more, less than, and equal to/same. (Limit category counts		2 - 2	3-2	4 – 2	5-2					
to less than 5)		3 – 3	4-3	5-3						
		4-4	5-4							
		5 – 5								
			1	1	1		11			

Unit 10: Classify and Sort Data

Measurement and Data	Supporting Continual Goals									
• PK.MD.B.3- Sort objects into given categories and self-selected	• Begin to recall basic subtraction facts up to 5.									
categories. Identify the attribute by which the objects were		0	1	2	3	4	5			
sorted. (Limit category counts to less than 5)		0-0	1 - 0	2 - 0	3 - 0	4 - 0	5-0			
• PK.MD.B.4- Compare categories using words such as greater		1 – 1	2 – 1	3-1	4 – 1	5 – 1				
than/more, less than, and equal to/same. (Limit category counts		2 - 2	3 - 2	4 - 2	5 - 2					
to less than 5)		3-3	4-3	5-3						
		4 – 4	5-4							
		5 – 5								
		L	1	1				1		

Unit 10: Classify and Sort Data

Measurement and Data	Supporting Continual Goals									
• PK.MD.B.3- Sort objects into given categories and self-selected	• Begin to recall basic subtraction facts up to 5.									
categories. Identify the attribute by which the objects were		0	1	2	3	4	5			
sorted. (Limit category counts to less than 5)		0-0	1 - 0	2 - 0	3 - 0	4 - 0	5-0			
• PK.MD.B.4- Compare categories using words such as greater		1 – 1	2 – 1	3 – 1	4 – 1	5 – 1				
than/more, less than, and equal to/same. (Limit category counts		2 - 2	3 - 2	4 - 2	5 - 2					
to less than 5)		3-3	4-3	5-3						
		4-4	5-4							
		5 – 5								
				I				1		

EQT 4: 4th Quarter Math End of the Quarter Assessment

PK Math Common Core Standards

- **PK.OA.A.1-**Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, or verbal explanations, up to 5.
- **PK.MD.A.1**-Describe measureable attributes of objects, such as length or weight.
- **PK.MD.A.2**-Directly compare two objects with a measurable attribute in common, using words such as "bigger/smaller," "longer/shorter," "lighter/heavier," or "taller/shorter". Order up to 3 objects by a measurable attribute (e.g., biggest to smallest).
- **PK.MD.B.3-**Sort objects into given categories and self-selected categories. Identify the attribute by which the objects were sorted. (Limit category counts to less than 5)
- **PK.MD.B.4-** Compare categories using words such as greater than/more, less than, and equal to/same. (Limit category counts to less than 5)