Pre-Kindergarten (K4)
Math Curriculum Guide

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TELS Pre-Kindergarten Math Curriculum Guide

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: **count to 100 by 5's and 10's, **recognize/write numbers 0-20, count objects up to 20,** **add/subtract problems up to 10**. The students are **required** to take an assessment on Basic Addition Facts during 1st quarter - 3rd quarter and Basic Subtraction Facts during 4th quarter only.

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 1 **Unit 1:** *Represent, Count, and Write Numbers 0 to 5*

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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***0)*** • Read numeral words (***zero***) • Trace and or print number words (***zero***) • Begin to recall basic addition facts up to 5. **0** **0 + 0**

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 2 **Unit 1:** *Represent, Count, and Write Numbers 0 to 5*

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.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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (**0**, ***1)*** • Read numeral words (***zero***, ***one***) • Trace and or print number words (***zero***, ***one***) • Begin to recall basic addition facts up to 5. **0** | **1** **0 + 0** | **0 + 1** **1 + 0**

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 3 **Unit 1:** *Represent, Count, and Write Numbers 0 to 5*

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.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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***0***, ***1***, ***2)*** • Read numeral words (***zero***, ***one***, ***two***) • Trace and or print number words (***zero***, ***one***, ***two)*** • Begin to recall basic addition facts up to 5.

0	1	2
0 + 0	0 + 1	0 + 2
	1 + 0	1 + 1
		2 + 0

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 4 **Unit 1:** *Represent, Count, and Write Numbers 0 to 5*

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.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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***0***, ***1***, ***2***, ***3)*** • Read numeral words (***zero***, ***one***, ***two***, ***three***) • Trace and or print number words (***zero***, ***one***, ***two***, ***three***) • Begin to recall basic addition facts up to 5.

0	1	2	3
0 + 0	0 + 1	0 + 2	0 + 3
	1 + 0	1 + 1	1 + 2
		2 + 0	2 + 1
			3 + 0

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 5 **Unit 1:** *Represent, Count, and Write Numbers 0 to 5*

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.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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***0***, ***1***, ***2***, ***3***, ***4)*** • Read numeral words (***zero***, ***one***, ***two***, ***three***, ***four***) • Trace and or print number words (***zero***, ***one***, ***two***, ***three***, ***four***) • 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
				4 + 0

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 6 **Unit 1:** *Represent, Count, and Write Numbers 0 to 5*

Counting and Cardinality

- **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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.

Supporting Continual Goals

- Trace and or print numbers (***0***, ***1***, ***2***, ***3***, ***4***, ***5)***
- Read numeral words (***zero***, ***one***, ***two***, ***three***, ***four***, ***five***)
- Trace and or print number words (***zero***, ***one***, ***two***, ***three***, ***four***, ***five***)
- 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

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 7 **Unit 1:** *Represent, Count, and Write Numbers 0 to 5*

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.	• Trace and or print numbers (***0***, ***1***, ***2***, ***3***, ***4***, ***5***) • Read numeral words (***zero***, ***one***, ***two***, ***three***, ***four***, ***five***) • Trace and or print number words (***zero***, ***one***, ***two***, ***three***, ***four***, ***five***) • 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

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 8 **Unit 2:** *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 and or print numbers (***0***, ***1***, ***2***, ***3***, ***4***, ***5)*** • Read numeral words (***zero***, ***one***, ***two***, ***three***, ***four***, ***five***) • Trace and or print number words (***zero***, ***one***, ***two***, ***three***, ***four***, ***five***) • 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

TELS Pre-Kindergarten Math Curriculum Guide

1st Quarter, Week 9 **EQT 1:** *1st 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.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).

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 1 **Unit 3:** *Represent, Count, and Write Numbers 6 to 9*

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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***6)*** • Read numeral words (***six***) • Trace and or print number words (***six***) • Begin to recall basic addition facts up to 10. **6** **0 + 6** **1 + 5** **2 + 4** **3 + 3** **4 + 2** **5 + 1** **6 + 0**

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 2 **Unit 3:** *Represent, Count, and Write Numbers 6 to 9*

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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***6, 7)*** • Read numeral words (***six, seven***) • Trace and or print number words (***six, seven***) • Begin to recall basic addition facts up to 10.

6	7
0 + 6	**0 + 7**
1 + 5	**1 + 6**
2 + 4	**2 + 5**
3 + 3	**3 + 4**
4 + 2	**4 + 3**
5 + 1	**5 + 2**
6 + 0	**6 + 1**
	7 + 0

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 3 **Unit 3:** *Represent, Count, and Write Numbers 6 to 9*

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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***6, 7, 8)*** • Read numeral words (***six, seven, eight***) • Trace and or print number words (***six, seven, eight***) • Begin to recall basic addition facts up to 10.

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
	7 + 0	7 + 1
		8 + 0

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 4 **Unit 3:** *Represent, Count, and Write Numbers 6 to 9*

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.5-**Represent a number by producing sets of objects with concrete materials, pictures, and or numerals.	• Trace and or print numbers (***6, 7, 8, 9)*** • Read numeral words (***six, seven, eight, nine***) • Trace and or print number words (***six, seven, eight, nine***) • Begin to recall basic addition facts up to 10.

6	7	8	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**
			9 + 0

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 5 **Unit 4:** *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 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.	• 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
			9 + 0	9 + 1
				10 + 0

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 6 **Unit 4:** *Represent and Compare Numbers to 10*

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 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
			9 + 0	9 + 1
				10 + 0

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 7 **Unit 5:** *Addition*

Operations and Algebraic Thinking	Supporting Continual Goals
• **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.	• 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
			9 + 0	9 + 1
				10 + 0

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 8 **Unit 5:** *Addition*

Operations and Algebraic Thinking	Supporting Continual Goals
• **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.	• 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
			9 + 0	9 + 1
				10 + 0

TELS Pre-Kindergarten Math Curriculum Guide

2nd Quarter, Week 9 **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 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.

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 1 **Unit 5:** *Addition (cont.)*

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.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

- 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 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
			9 + 0	9 + 1
				10 + 0

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 2 **Unit 5:** *Addition (cont.)*

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.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

- 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 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
			9 + 0	9 + 1
				10 + 0

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 3 **Unit 6:** *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.	• Describe the attributes of the shapes including sides and vertices *(**circle, square**).* • Draw and or compose shapes *(**circle**, **square**).* • Begin to recognize shape words (***circle***, ***square***).

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 4 **Unit 6:** *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.	• Describe the attributes of the shapes including sides and vertices *(**circle, square, triangle, rectangle**).* • Draw and or compose shapes *(**circle**, **square, triangle, rectangle**).* • Begin to recognize shape words (***circle***, ***square, triangle, rectangle***).

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 5 **Unit 6:** *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.	• Describe the attributes of the shapes including sides and vertices *(**circle, square, triangle, rectangle, hexagon**).* • Draw and or compose shapes *(**circle**, **square, triangle, rectangle, hexagon**).* • Begin to recognize shape words (***circle***, ***square, triangle, rectangle, hexagon****).*

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 6 **Unit 7:** *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 ***(spheres, cubes)***. • Draw and or compose shapes ***(spheres, cubes)***. • Begin to recognize shape words (***spheres, cubes)***

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 7 **Unit 7:** *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 ***(sphere, cube, cylinder, cone)***. • Draw and or compose shapes ***(sphere, cube, cylinder, cone)***. • Begin to recognize shape words (***spheres, cubes, cylinder, cone)***

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 8 **Unit 7:** *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 ***(sphere, cube, cylinder, cone)***. • Draw and or compose shapes ***(sphere, cube, cylinder, cone)***. • Begin to recognize shape words (***spheres, cubes, cylinder, cone)*** • Describe three dimensional shapes structures including ***(sizes, comparisons, positional relationships, etc.)***

TELS Pre-Kindergarten Math Curriculum Guide

3rd Quarter, Week 9 **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.

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 1 **Unit 8:** *Subtraction*

Operations and Algebraic Thinking	Supporting Continual Goals
• **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.	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 2 **Unit 8:** *Subtraction*

Operations and Algebraic Thinking	Supporting Continual Goals
• **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.	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 3 **Unit 9:** *Measurement*

Measurement and Data	**Supporting Continual Goals**
• **PK.MD.A.1-**Describe measureable attributes of objects, such as length or weight.	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 4 **Unit 9:** *Measurement*

Measurement and Data	**Supporting Continual Goals**
• **PK.MD.A.1-**Describe measureable attributes of objects, such as length or weight.	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 5 **Unit 9:** *Measurement*

Measurement and Data	Supporting Continual Goals
• **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).	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 6 **Unit 10:** *Classify and Sort Data*

Measurement and Data	Supporting Continual Goals
• **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)	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 7 **Unit 10:** *Classify and Sort Data*

Measurement and Data	Supporting Continual Goals
• **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)	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 8 **Unit 10:** *Classify and Sort Data*

Measurement and Data	Supporting Continual Goals
• **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)	• Begin to recall basic subtraction facts up to 5.

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					

TELS Pre-Kindergarten Math Curriculum Guide

4th Quarter, Week 9 **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)