2023-24 Math Curriculum Map- K&1

August 14-18

K.MD.B.3: Classify objects into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)

1.OA.A.1: Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

August 21- 25

K.CC.B.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.

    b.   Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

1.OA.C.5: Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2).

August 28 - September 1

K.CC.B.5: Count to answer questions about "How many?" when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.

1.OA.C.6: Fluently add and subtract within 10.

September 4-8

Catch-up and Review

September 11-15

K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).

1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 + o = 11, 5 = o - 3, 6 + 6 = o).

September 18-22

K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).

1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 + 1 = 6 - 1, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).

September 25-29

K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

    c.   Understand that each successive number name refers to a quantity that is one larger.

1.OA.B.3: Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20. (Students need not use formal terms for these properties.)

October 2-7

K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

1.OA.B.4: Understand subtraction as an unknown-addend problem within 20 (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8).

October 9-11

Catch-up and Review

October 16-20

K.G.A.2: Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere).

October 23-27

K.G.A.3: Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).

1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

October 30 - November 3

K.G.B.4: Analyze and compare two-dimensional 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).

1.NBT.B.2: Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a group of ten ones — called "ten".
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

November 6-10

K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)

November 13-17

K.MD.A.1: Describe measurable attributes of a single object (e.g., length and weight).

1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

November 20-21 (Thanksgiving)
Catch-up and Review

November 27-December 1

K.MD.A.2: Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).

1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

December 4-8

K.CC.C.7: Compare two numbers between 0 and 10 presented as written numerals.

1.MD.A.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)

December 11-15

K.OA.A.1: Represent addition and subtraction concretely.

1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

December 18-21
Review

January 8-12

K.OA.A.2: Solve addition and subtraction word problems and add and subtract within 10.

1.NBT.A.1: Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral.

January 16-19
1.MD.B.3b: Identify coins by name and value (pennies, nickels, dimes and quarters).

January 22-26

K.OA.A.5: Fluently add and subtract within 5.

1.NBT.B.2: Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

January 29 - February 2

K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., using fingers, objects, symbols, tally marks, drawings, or equation).

1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

February 5-9

K.CC.A.1: Count to 100 by ones and by tens.

1.NBT.C.4: Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

February 12-16

K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., 18 = 10 + 8).

1.NBT.C.6: Subtract multiples of 10 in the range of 10 to 90
 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

February 19-21- (Rodeo)
       Review

February 26 - March 1

K.CC.A.2: Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").

1.G.A.1: Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes (color, orientation, overall size) for two-dimensional shapes; build and draw shapes that possess defining attributes.

March 4-8

K.NBT.B.2: Demonstrate understanding of addition and subtraction within10 using place value.

1.G.A.2: Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.

March 18-22

K.G.B.5: Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes.

1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares creates smaller shares.

March 25-29

K.G.B.6: Use simple shapes to form composite shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

1.MD.B.3a: Tell and write time in hours and half-hours using analog and digital clocks.

Review - April & May