

## Kindergarten Math Map

Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Know number names and the count sequence.</b>				
<b>K.CC.1</b>	Demonstrate the ability to rote count 0 to 25 or higher	Demonstrate the ability to rote count 0 to 50 or higher Explore rote counting by tens to 100	Demonstrate the ability to rote count 0 to 75 or higher Explore rote counting by tens to 100	Demonstrate the ability to rote count 0 to 100 or higher Rote count by tens to 100
<b>K.CC.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).Numbers 0 to 9 or higher	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).Numbers 0 to 19 or higher.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).Numbers 0 to 50 or higher.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).Numbers 0 to 100 or higher.
<b>K.CC.3</b>	Write numbers from 0 to 9 or higher. Represent a number of objects with a written numeral 0-9 (with 0 representing a count of no objects).	Write numbers from 0 to 19 or higher. Represent a number of objects with a written numeral 0-19 (with 0 representing a count of no objects).	Write numbers from 0 to 19 or higher. Represent a number of objects with a written numeral 0-19 (with 0 representing a count of no objects).	Write numbers from 0 to 25 or higher. Represent a number of objects with a written numeral 0-19 (with 0 representing a count of no objects).

Green=Major Cluster  
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 Yellow=Additional Cluster

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<b>Count to tell the number of objects.</b>				
<b>K.CC.4</b>	<p>Understand the relationship between numbers and Quantities; connect counting and cardinality (0-9).</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol>	<p>Understand the relationship between numbers and Quantities; connect counting and cardinality (0-19).</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol>	<p>Understand the relationship between numbers and Quantities; connect counting and cardinality (0-19).</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol>	<p>Understand the relationship between numbers and Quantities; connect counting and cardinality (0-25 or higher).</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol>
<b>K.CC.5</b>	<p>Count to answer “how many?” questions about as many as 9 things arranged in a line, a rectangular array, or a circle, or as many as 9 things in a scattered configuration; given a number from 1–9, count out that many objects.</p>	<p>Count to answer “how many?” questions about as many as 19 things arranged in a line, a rectangular array, or a circle, or as many as 19 things in a scattered configuration; given a number from 0–25, count out that many objects.</p>	<p>Count to answer “how many?” questions about as many as 25 things arranged in a line, a rectangular array, or a circle, or as many as 25 things in a scattered configuration; given a number from 0–25, count out that many objects.</p>	<p>Count to answer “how many?” questions about as many as 25 things arranged in a line, a rectangular array, or a circle, or as many as 25 things in a scattered configuration; given a number from 0–25, count out that many objects.</p>

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<b>Compare numbers. (Include groups up to ten objects)</b>				
<b>K.CC.6</b>		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.1 Numbers 0-10	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.1 Numbers 0-10	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.1 Numbers 0-10
<b>K.CC.7</b>		Compare two numbers between 0 and 10 presented as written numerals.	Compare two numbers between 0 and 10 presented as written numerals.	Compare two numbers between 0 and 10 presented as written numerals.

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<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>				
<b>K.OA.1</b>	Explore the concept of adding to and subtracting from.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations for numbers 0 to 5. (drawings need not show details, but should show the mathematics in the problem).	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations for numbers 0 to 10.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations for numbers 0 to 10.
<b>K.OA.2</b>		Explore solving addition and subtraction word problems, and add and subtract within 5 e.g., by using objects or drawings to represent the problem.	Solve addition and subtraction word problems, and add and subtract within 10 e.g., by using objects or drawings to represent the problem. <u>Results unknown</u> <i>A</i> bunnies sat on the grass. <i>B</i> more bunnies hopped there. How many bunnies are on the grass now? $A + B = ?$  <i>C</i> apples were on the table. I ate <i>B</i> apples. How many apples are on the table now? $C - B = ?$	Solve addition and subtraction word problems, and add and subtract within 10 e.g., by using objects or drawings to represent the problem. <u>Total Unknown</u> <i>A</i> red apples and <i>B</i> green apples are on the table. How many apples are on the table? $A + B = ?$  <u>Both Addends Unknown</u> <i>Grandma</i> has <i>C</i> flowers. How many can she put in her red vase and how many in her blue vase? $C = ? + ?$

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K.OA.3		Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	Explore decomposing numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $10 = 2 + 8$ or $8 + 2 = 10$ ).	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $10 = 2 + 8$ or $8 + 2 = 10$ ).
K.OA.4			Explore for any number from 1 to 10, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	For any number from 1 to 10, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.5				Fluently add and subtract within 5.
<b>Work with numbers 11-19 to gain foundations for place value</b>				
K.NBT.1		Explore the concept of 10 ones = 1 ten.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

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<b>Describe and compare measurable attributes.</b>				
<b>K.MD.1</b>				Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>K.MD.2</b>				Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
<b>Classify objects and count the number of objects in each category. (limit category counts to be less than or equal to 10).</b>				
<b>K.MD.3</b>		Explore classifying objects into given categories; count the numbers of objects in each category and sort the categories by count.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).</b>				
<b>K.G.1</b>	Explore objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below</i> .	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, in front of, behind</i> .	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, in front of, behind, beside, and next to</i> .	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, in front of, behind, beside, and next to</i> .
<b>K.G.2</b>		Correctly name shapes.	Correctly name shapes regardless of their orientations or overall size	Correctly name shapes regardless of their orientations or overall size
<b>K.G.3</b>			Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

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<b>Analyze, compare, create, and compose shapes.</b>				
<b>K.G.4</b>			Analyze and compare two- 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).	Analyze and compare two- 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).
<b>K.G.5</b>			.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
<b>K.G.6</b>				Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>

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