## Covington Elementary School/ Math Curriculum Map Grade: Kindergarten

<b>TIME:</b> When and for how long will the content be taught	<b>Standard:</b> List the exact standard as adopted or our locally adopted skill	<b>Topic:</b> Brief explanation of what you will be doing to teach this standard	<b>Assessments:</b> How and when students will be assessed
August: • Topic 1: Numbers 0 to 5 • Topic 2: Compare Numbers 0 to 5	Standards: K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time. K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E) K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a	<ul> <li>Teaching Methods:</li> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

written numeral 0-20 (with 0 representing a count of no objects). (E). <b>K.NS.3</b> Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E). <b>K.NS.4</b> Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E). <b>K.NS.7</b> Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20	
Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E). <b>K.G.1</b> 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.DA.1</b> With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E). <b>K.CA.4</b> Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
<ul> <li>September:</li> <li>Topic 3: Numbers 6 to 10</li> <li>Topic 4: Compare Numbers 0 to 10</li> </ul>	Standards: K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and	<ul> <li>Teaching Methods: <ul> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul> </li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

clocks are tools to measure	
time.	
K.NS.1 Count to at least 100	
by ones and tens. Count by	
one from any given number.	
(E)	
K.NS.2 Write whole numbers	
from 0-20 and identify number	
words from 0-10. Represent a	
number of objects with a	
written numeral 0-20 (with 0	
representing a count of no	
objects). (E).	
K.NS.3 Say the number	
names in standard order when	
counting objects, pairing each	
object with one and only one	
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number name said describes	
the number objects counted	
and that the number of objects	
is the same regardless of their	
arrangement or the order in	
which they were counted.	
Count out the number of	
objects, given a number from	
1 to 20. (E).	
K.NS.4 Identify sets of 1 to 10	
objects in patterned	
arrangements and tell how	
many without counting. (E).	
K.NS.5 Identify whether the	
number of objects in one	

group is greater than, less than, or equal to the number of objects in another group (eg by using matching and counting strategies). <b>K.NS.6</b> Compare the values of two numbers from 1 to 20 presented as written numerals. <b>K.NS.7</b> Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E). <b>K.G.1</b> 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.DA.1</b> With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make	
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	give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
October: • Topic 5: Classify and Count Data • Topic 6: Understand Addition	Standards: K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time. K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E) K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no	<ul> <li>Teaching Methods:</li> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

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which they were counted.	
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K.NS.6 Compare the values	
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presented as written	
numerals.	
K.NS.7 Define and model a	
"ten" as a group of ten ones.	
Model equivalent forms of	

whole numbers from 40 to 00	
whole numbers from 10 to 20	
as groups of tens and ones	
using objects and drawings.	
(E).	
<b>K.G.1</b> Compare two and three	
dimensional shapes in	
different sizes and	
orientations, using informal	
language to describe their	
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vertices/"corners"), and other	
attributes (e.g. having sides of	
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K CA 1 Solve real-world	
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and subtraction within 10	
using modeling with objects or	
$\mathbf{V} \subseteq \mathbf{A}$	
drawings to model the	
decomposition of numbers	
less than 10 into pairs in more	
than one way. Identify	
corresponding equations. (E)	
K.CA.3 Find the number that	
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<ul> <li>November:</li> <li>Topic 6: Understand Addition</li> <li>Topic 7: Understand Subtraction</li> </ul>	Standards: K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time. K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)	<ul> <li>Teaching Methods: <ul> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul> </li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

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<ul> <li>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</li> <li>K.CA.2. Use objects or drawings to model the</li> </ul>	

	decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E) <b>K.CA.3</b> Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E) <b>K.CA.4</b> Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
<ul> <li>Topic 8: More Addition and Subtraction</li> </ul>	Standards: K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and	<ul> <li>Teaching Methods:</li> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments **NWEA Assessment

clocks are tools to measure	
time.	
K.NS.1 Count to at least 100	
by ones and tens. Count by	
one from any given number.	
(E)	
K.NS.2 Write whole numbers	
from 0-20 and identify number	
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1		
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	using modeling with objects or drawings. (E) <b>K.CA.2</b> . Use objects or drawings to model the decomposition of numbers	

	less than 10 into pairs in more than one way. Identify corresponding equations. (E) <b>K.CA.3</b> Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E) <b>K.CA.4</b> Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
<ul> <li>January:</li> <li>Topic 8: More Addition and Subtraction</li> <li>Topic 9 Count Numbers to 20</li> </ul>	Standards: K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure	<ul> <li>Teaching Methods: <ul> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul> </li> </ul>	<ul> <li>Assessments:</li> <li>TPT Supplemental Pages</li> <li>Teacher Observations</li> <li>White Boards</li> <li>Thumbs Up and Down</li> <li>Envision Assessments</li> <li>Guided Math Assessments</li> </ul>

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time. <b>K.NS.1</b> Count to at least 100 by ones and tens. Count by one from any given number. (E) <b>K.NS.2</b> Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E). <b>K.NS.3</b> Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E). <b>K.NS.4</b> Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E). <b>K.NS.6</b> Compare the values		
objects in patterned arrangements and tell how many without counting. (E). <b>K.NS.6</b> Compare the values of two numbers from 1 to 20 presented as written		

numerals.	
K.NS.7 Define and model a	
"ten" as a group of ten ones.	
Model equivalent forms of	
whole numbers from 10 to 20	
as groups of tens and ones	
using objects and drawings.	
(E).	
<b>K</b> . <b>G</b> . <b>1</b> 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 DA 1</b> With guidance	
collect and organize data into	
simple har graphs	
nictographs, and/or tables to	
identify natterns and make	
comparisons (F)	
K C A 1 Solve real world	
noblems that involve addition	
and subtraction within 10	
using modeling with objects or	
K C A 2 Les shiests or	
n.UA.2. USE ODJECIS OF	
decomposition of numbers	
less than 10 into pairs in more	

	than one way. Identify corresponding equations. (E) <b>K.CA.3</b> Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E) <b>K.CA.4</b> Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
<ul> <li>February:</li> <li>Topic 9: Count Numbers to 20</li> <li>Topic 10: Compose and Decompose Numbers 11 to 19</li> </ul>	<ul> <li>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</li> <li>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</li> <li>K.NS.1 Count to at least 100</li> </ul>	<ul> <li>Teaching Methods: <ul> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul> </li> </ul>	<ul> <li>Assessments:</li> <li>TPT Supplemental Pages</li> <li>Teacher Observations</li> <li>White Boards</li> <li>Thumbs Up and Down</li> <li>Envision Assessments</li> <li>Guided Math Assessments</li> </ul>

by ones and tens. Count by	
one from any given number.	
(E)	
K.NS.2 Write whole numbers	
from 0-20 and identify number	
words from 0-10. Represent a	
number of objects with a	
written numeral 0-20 (with 0	
representing a count of no	
objects) (F)	
<b>K NS 3</b> Say the number	
names in standard order when	
counting objects, pairing each	
counting objects, pairing each	
buyeet with one and only one	
number name said describes	
the number objects counted	
and that the number of objects	
is the same regardless of their	
arrangement or the order in	
which they were counted.	
Count out the number of	
objects, given a number from	
1 to 20. (E).	
K.NS.4 Identify sets of 1 to 10	
objects in patterned	
arrangements and tell how	
many without counting. (E).	
K.NS.6 Compare the values	
of two numbers from 1 to 20	
presented as written	
numerals.	
K.NS.7 Define and model a	

"ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E). <b>K.G.1</b> 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.DA.1</b> With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons (E)	
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language to describe their	
similarities, differences, parts	
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<b>K DA 1</b> With guidance	
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problems that involve addition	
and subtraction within 10	
using modeling with objects or	
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drawings to model the	
decomposition of numbers	
less than 10 into pairs in more	
than one way. Identify	
corresponding equations. (E)	

	<b>K.CA.3</b> Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E) <b>K.CA.4</b> Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
<ul> <li>March:</li> <li>Topic 10: Compose and Decompose Numbers to 11 to 19</li> <li>Topic 11: Count Numbers to 100</li> </ul>	<ul> <li>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</li> <li>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</li> <li>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number.</li> </ul>	<ul> <li>Teaching Methods: <ul> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul> </li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

whole numbers from 40 to 00	
whole numbers from 10 to 20	
as groups of tens and ones	
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<b>K.G.1</b> Compare two and three	
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<ul> <li>April:</li> <li>Topic 11: Count Numbers to 100</li> <li>Topic 12: Identify and Describe Shapes</li> </ul>	<ul> <li>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</li> <li>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</li> <li>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</li> <li>K.NS.2 Write whole numbers</li> </ul>	<ul> <li>Teaching Methods:</li> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E). <b>K.NS.3</b> Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E). <b>K.NS.4</b> Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E). <b>K.NS.6</b> Compare the values of two numbers from 1 to 20 presented as written numerals.	
<ul> <li><b>K.NS.6</b> Compare the values of two numbers from 1 to 20 presented as written numerals.</li> <li><b>K.NS.7</b> Define and model a "ten" as a group of ten ones.</li> <li>Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones</li> </ul>	

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<ul> <li>May:</li> <li>Topic 13: Analyze, Compare, and Create Shapes</li> <li>Topic 14: Describe and Compare Measurable Attributes</li> <li>Review Skills from Previous Topics</li> </ul>	<ul> <li>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</li> <li>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</li> <li>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</li> <li>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a</li> </ul>	<ul> <li>Teaching Methods: <ul> <li>Calendar time</li> <li>Oral Practice</li> <li>Envision Curriculum</li> <li>Manipulatives</li> <li>Guided Math Curriculum</li> <li>TPT Supplemental Pages</li> <li>Splash Math</li> <li>IXI</li> <li>Happy Numbers</li> </ul> </li> </ul>	Assessments: • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments **NWEA Assessment

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