

CPSD: Kindergarten Mathematics Curriculum

Pre-requisite skills	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Numbers	Numbers to Ten	2D and 3D shapes	Comparison of Length, weight, capacity, and numbers to 10	Number pairs, addition, and subtraction to 10	Numbers 10-20 and counting to 100	Analyzing, comparing, and composing shapes
5 days	Apx. 43 days	Apx. 12 days	Apx. 32 days	Apx. 47 days	Apx. 30 days	***
	K.CC.A.3 K.CC.B.4 K.CC.B.5 K.OA.A.3 K.MD.B.3 37 lessons	K.MD.B.3 K.G.A.1 K.G.A.2 K.G.A.3 K.G.B.4 9 lessons	K.CC.C.6 K.CC.C.7 K.MD.A.1 K.MD.A.2 Apx. 25 lessons	K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 Apx. 40	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5 K.NBT.A.1 Apx. 22 lessons	K.CC.B.4 K.G.B.4 K.G.B.5 K.G.B.6

Pacing equals 169 days out of 178. Additional days within each module have also been paced for assessment and reteaching purposes.

The following standards are **NOT** fully addressed within the Eureka Math curriculum; however, they will need to be taught (i.e. during daily calendar time, etc.):

- K.MD.C.4 Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; Understand that clocks, both analog and digital, and calendars are tools that measure time.
- K.MD.C. 5 Read time to the hour on digital and analog clocks. **(This is an introductory skill and addressed more formally in later grades.)**
- K.MD.C. 6 Identify pennies, nickels, and dimes, and know the value of each. **(This is an introductory skill and addressed more formally in later grades.)**

Math	Pre-requisite skills	Grade Level	K	Dates	Approximately 5 days
Standards and student-friendly objectives					
<ul style="list-style-type: none">• Students will be able count to 10.• Students will recognize numerals 0-9.					

Math	Module 1 - Numbers to 10	Grade Level	K	Dates	Approximately 43 days
Standards and student-friendly objectives					
<ul style="list-style-type: none"> ● K.CC.A.3 Read, write, and represent numerals from 0 to 20. <ul style="list-style-type: none"> ○ I can read numbers 0 to 20. ○ I can write numbers 0 to 20. ○ I can use drawings or objects to show (represent) a number. ● K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality <ul style="list-style-type: none"> ○ I can count objects one at a time. ○ I can understand the last number I say is the number in the set. ● K.CC.B.5 Count to answer “how many?” <ul style="list-style-type: none"> ○ I can count objects (up to 20). ○ I can count out a certain number of objects (up to 20). ● K.OA.A.3 Use objects or drawings to decompose numbers less than or equal to 10 into parts in more than one way, and record each decomposition (part) by a drawing or an equation. (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) <ul style="list-style-type: none"> ○ I can break a number into two parts. ● K.MD.B.3 Classify, sort, and count objects using both measurable and non-measurable <i>attributes</i> such as size, number, color, or shape <ul style="list-style-type: none"> ○ I can sort objects by _____. (e.g., I can sort objects by shape) 					

Math	Module 2 - 2D and 3D shapes	Grade Level	K	Dates	Approximately 12 days
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Standards and student-friendly objectives

- K.MD.B.3 Classify, sort, and count objects using both measurable and non-measurable *attributes* such as size, number, color, or shape.
 - I can sort objects by _____. (e.g., I can sort objects by shape.)
- K.G.A.1 Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects. (e.g., inside, outside, between, above, below, near, far, over, under, up, down, behind, in front of, next, to, to the right/left of, beside)
 - I can describe where an object is (using positional words).
- K.G.A.2 Correctly name shapes regardless of their orientations or overall size.
 - I can name shapes.
- K.G.A.3 Identify shapes as two-dimensional (flat) or three-dimensional (solid)
 - I can tell if a shape is two-dimensional or three-dimensional.
- K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, and parts (e.g.; number of sides and vertices/corners), and other attributes.
 - I can describe how shapes are alike and different. (e.g. A triangle has three sides, but a square has four sides.)

Vocabulary to note

- Two-dimensional “flat” shapes include squares, circles, triangles, rectangles, and hexagons.
 - **Triangle:** a closed flat shape with three straight (and non-overlapping) sides and three corners
 - **Rectangle:** a closed flat shape with four straight (and non-overlapping) sides and four corners that are L-shaped
 - **Square:** a rectangle with all sides the same length
 - **Hexagon:** a closed flat shape with six straight (and non-overlapping) sides and six corners
 - **Circle:** a closed, curved flat shape with no straight side (and equidistant from the center)
- Three-dimensional “solid” shapes include cube, cone, cylinder, and sphere.
 - **Cone:** a solid shape with only one circle face
 - **Cube:** a solid shape with (six) square faces
 - **Cylinder:** a solid shape with two circle faces
 - **Sphere:** a curved solid shape with no face or point
- Face: a flat part of a solid shape

Math	Module 3: Comparison of Length, weight, capacity, and numbers to 10	Grade Level	K	Dates	Approximately 32 days
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Standards and student-friendly objectives

- K.CC.C.6 Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10.
 - I can compare groups of objects (using words such as *greater/more than, less/fewer than, or equal to*).
- K.CC.C.7 Compare two numbers between 0 and 20 presented as written numerals.
 - I can compare two numerals (from 0-20).
- K.MD.A.1 Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature using vocabulary may include shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more).
 - I can describe an object's _____. (length, weight, height, temperature)
- K.MD.A.2 Describe the difference when comparing two objects (side by side) with a measurable attribute in common, to see which object has more of or less of the common attribute, using vocabulary such as *shorter/longer, taller, lighter/heavier, warmer/cooler, or holds more*.
 - I can compare two objects.

Note: It is not necessary for Kindergarten students to use the formal symbols of < or > for standards CC.C.6 and CC.C.7.

Vocabulary/Terminology to note:

- **Compare lengths (or heights):** to identify which object is taller/longer, shorter. To compare lengths, endpoints of objects must line up (and the objects must extend in the same direction). Highlight that the length of an object stays the same even when its location changes.
- **Compare weights:** to identify which object is heavier, lighter
- **Compare volumes (capacities):** to identify which object can “fit” more, less, or the same amount of “stuff”

Math	Module Module 4: Number pairs, addition, and subtraction to 10	Grade Level	K	Dates	Approximately 47 days
Standards and student-friendly objectives					
<ul style="list-style-type: none"> ● K.OA.A.1 Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g. claps), acting out, verbal explanations, expressions or equations. <ul style="list-style-type: none"> ○ I can use _____ to show addition. (objects, fingers, drawings, expressions, and equations) ○ I can use _____ to show subtraction. (objects, fingers, drawings, expressions, and equations) ○ I can act out addition problems. ○ I can act out subtraction problems. ● K.OA.A.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem). <ul style="list-style-type: none"> ○ I can add to solve problems. ○ I can subtract to solve problems. ● K.OA.A.3 Use objects or drawings to decompose numbers less than or equal to 10 into parts in more than one way, and record each decomposition (part) by a drawing or an equation. (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) <ul style="list-style-type: none"> ○ I can break a number into parts. ● K.OA.A.4 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. <ul style="list-style-type: none"> ○ I can add to a number and make 10. ● K.OA.A.5 Fluently add and subtract within 10 by using various strategies and manipulatives. <ul style="list-style-type: none"> ○ I can add numbers (up to 10). ○ I can subtract numbers (up to 10). 					

Math	Module 5: Numbers 10-20 and counting to 100	Grade Level	K	Dates	Approximately 30 days
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Standards and student-friendly objectives

- K.CC.A.1 Count to 100 by ones, fives, and tens.
 - I can count to 100 by ones.
 - I can count to 100 by fives.
 - I can count to 100 by tens.
- K.CC.A.2 Count forward, by ones, from any given number up to 100.
 - I can count on from any number up to 100.
- K.CC.A.3 Read, write, and represent numerals from 0 to 20.
 - I can read numbers 0 to 20.
 - I can write numbers 0 to 20.
 - I can use drawings or objects to show (represent) a number.
- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality
 - I can count objects one at a time.
 - I can understand the last number I say is the number in the set.
- K.CC.B.5 Count to answer “how many?”
 - I can count objects (up to 20).
 - I can count out a certain number of objects (up to 20).
- K.NBT.A.1 Develop initial understanding of *place value* and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings.
 - I can use objects or drawings to show (represent) a number using ones and tens (from 11 to 19).

Math	Module 6: Analyzing, Comparing, and Composing Shapes	Grade Level	K	Dates	
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Standards and student-friendly objectives

- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
 - I can count objects one at a time.
 - I can understand the last number I say is the number in the set.
- K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, and parts (e.g.; number of sides and vertices/corners), and other attributes.
 - I can describe how shapes are alike and different. (e.g. A triangle has three sides, but a square has four sides.)
- K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and by drawing shapes.
 - I can draw and build shapes.
- K.G.B.6 Compose two-dimensional shapes to form larger two-dimensional shapes. For example: Join two squares to make a rectangle or join six equilateral triangles to form a hexagon.
 - I can put shapes together to make other shapes.