

Kindergarten Math

Updated 2009-2010

	August	September	October	November	December
Essential Questions	How do things go together?	What are basic shapes?	How does counting help me in school?	How does counting help me at home?	How can I use math language to talk about numbers?
Themes	<i>Great Beginnings</i>	<i>All About Me-I Am Special</i>	<i>Harvest Time</i>	<i>Making Memories</i>	<i>Traditions and Celebrations</i>
Content	Sorting Positional words	Patterns 3 D Shapes	Counting Ordinal numbers	Sets of objects Writing numbers Recognition of numbers 0-10	Counting backwards
Skills	2a. Describe a rule for sorting objects. (DOK 2) 3c. Demonstrate an understanding of positional words (e.g., in, above, below, over, under, beside, etc.). (DOK 1) <u>On Going: Calendar Math & Mountain Math</u> <ul style="list-style-type: none"> State phone # & address Recite order of the days of the week 	2b. Identifies, reproduces, extends repeating patterns in visual, auditory, and physical contexts. (DOK 2) 3b. Identify two-dimensional figures such as the square, rectangle, triangle, and circle. (DOK 1) 3a. Recognize and describe open and closed figures. (DOK 1)	1a. Count forward to 10. (DOK 1) 1e. Determine “first” through “fifth” (ordinal numbers), “next,” and “last” positions. (DOK 1) 1e. Determine “fifth” through “tenth” (ordinal numbers), “next,” and “last” positions. (DOK 1)	1c. Write numbers to represent quantities 0 to 10. (DOK 1) 1b. Create models of sets of objects 0 to 10. (DOK 1) 1c. Recognize numbers to represent quantities 0 to 10. (DOK 1)	1a. Count backward from 10. (DOK 1) 5b. Describe data by using mathematical language such as more than, less than, etc. (DOK 1) 1g. Apply mathematical language by telling when a certain number is “too many,” “not enough,” “just right,” “more than,” “less than,” or “equal to” for a given situation. (DOK 1)
Art Infusion Ideas	Make a chant for address Sing days of the week Create cats using different colors of paper and sort them.	Use basic shapes to create objects. Mondrian Prints	Create animals out of different types of art media. Arrange them in a line to discuss ordinal numbers.	<u>Ten Black Dots</u> – Create pictures using sticker dots colored black with a sharpie. Make a take home book.	Draw a picture to solve a problem.
Assessments	Teacher observations CPAA	Teacher observations of sorting	Teacher observations	Teacher observations	Teacher observations

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	January	February	March	April	May
Essential Questions	How does size math tell about size?	How does adding help me?	Can counting help me understand my world?	How does time help me?	How can graphs and tally mark help me in math?
Themes	<i>The Circle of Day and Night</i> 100 th Day of School	<i>People and Places or Happy Healthy Me</i> Valentine Party, Mardi Gras	<i>Growing and Changing</i> Japan Fractions Measurement	<i>The Big Backyard</i> Earth Day Environmental Awareness	<i>Changes</i>
Content	Measurement	Measurement Addition	Counting to 20	Two-digit numbers Telling Time Calendar Skills	Graphing Temperature
Skills	4d. Determine attributes of objects that can be compared, such as length, area, mass or volume/capacity. (DOK 1) 4b. Determine and describe comparisons of length (longer, shorter, the same), mass (heavier, lighter, the same), and capacity (holds more, less, or about the same) using different-shaped or congruent containers, objects or figures. (DOK 2)	4a. Measure the length, weight, and capacity of objects using nonstandard units. (DOK 2) 1f. Develop multiple representations for addition (combining of sets). (DOK 2) (Sort and name coins by physical characteristics (penny, nickel, dime)...O.G.P.	1b. Create models of sets of objects 0 to 20. (DOK 1) 1a. Count forward to 20 (DOK 1) 1c. Recognize and write numbers to represent quantities 0 to 20. (DOK 1)	1d. Compose and decompose two-digit numbers (up to 20) with representations in words and physical models. (DOK 2) 4c. Recognize the clock (analog and digital) and calendar as measurements of time. (DOK 1) 1f. Develop multiple representations for subtraction (take-away, missing addend, comparison). (DOK 2)	2c. Identify and describe qualitative changes (such as temperature changes – it feels hotter). (DOK 1) 2d. Identify and describe quantitative changes (such as temperature increases five degrees). (DOK 1) 5a. Collect and organize data by counting and using tally marks and other symbols. (DOK 1)
Art Infusion Ideas	Create a replication of the grass in <u>Inch by Inch</u> . Measure the blades of grass using length. Create flowers based on the work of Georgia O’Keeffe to measure.	Draw pictures to demonstrate +/- Act out addition and subtraction problems. Coin rubbings	Divide a large piece of paper into sections. Put a number in each section. Draw the number of objects in the sections.	Create a clock using a circle or paper plate Act out the Grouchy Ladybug.	Use paper folding and paint to show symmetry. Draw pictures to create picture graph.
Materials, Resources and	<u>Inch by Inch</u>	<u>Five Little Ducks</u>		<u>The Grouchy Ladybug</u> <u>The Doorbell Rang</u>	
Assessments	Teacher observations	Teacher observations	Teacher observations	Teacher observations CPAA	Teacher observations

