

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

	Topic	Priority	Standard	Learning Targets	Vocabulary	Tasks or Activities that may include Engagement Activities & Literacy Ideas	Differentiation	Resources	Formative / Summative
Sept.	Counting and Cardinality	E	K.CC.1: Count to 10 by ones	I can count to 10 by ones.	Count, Numbers 1-10,	Counting on with counters, real counting on		Book: Ten Black Dots by Donald Crews, youtube.com (The Number Rock), Fish Eyes by Lois Ehlert, Feast for Ten by Cathryn Falwell, Over in the Meadow by Ezra Jack Keats, Brown Bear Brown Bear What Do You See? By Bill Martin Jr., Polar Bear, Polar Bear What Do You Hear?	Oral Count to 10, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
Sept.	Counting and Cardinality	E	K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1 (to 5 only)	I can count on from a number other than 1 up to 5.	Count, Numbers to 5, Next	Counting on with counters, real counting on		Calendar (100's chart)	Oral Count to 10, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
Sept.	Counting and Cardinality	E	K.CC.3: Write numbers from 0 to 5. Represent a number of objects with a written number 0-5 (with 0 representing a count of no objects.)	I can write numbers 0-5. I can write "how many" objects are in a group of 0-5.	Numbers 1-5, Write, Set	Personal Response- Show numbers with any manipulatives		Teddy bear counters, linking cubes, five and tens frames, foam dots,	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

Sept.	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-5)	I can tell values of numbers from (0-5).	Value, Numbers to 5, How Many,	Use a variety of manipulatives, examples, or illustrations to show the value of numbers		Subitizing cards, five and tens frames, foam dots, teddy bears, linking cubes, Power of Ten Subitizing PowerPoint	Oral Count to 10, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
Sept.	Counting and Cardinality	E	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. (0-	I can count objects in a group correctly.	1-1 Correspondence Numbers to 5,	Use a variety of manipulative, examples, or illustrations to show the value of numbers		Subitizing cards, five and tens frames, foam dots, teddy bears, linking cubes, Power of Ten Subitizing PowerPoint	Oral Count to 10, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
Sept.	Counting and Cardinality	E	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. (0-5)	I can say "how many" objects are in a group.	How Many, Set, Numbers to 5,				
Sept.	Counting and Cardinality	E	c. Understand that each successive number name refers to a quantity that is one larger. (0-5)	If I already know how many are in a group, I can say how many there are when one more object is added to the group.	Larger, One More, Set, Group,				

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

Sept.	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 5 things arranged in a line, a rectangular array, or a circle, or as 5 things in a scattered configuration; given a number from 1-5 count out that many objects.	I can say "how many" objects are in a group.	How Many, Set, Numbers to 5,	Subitizing and tens frames activities		Subitizing cards, tens frames, foam dots, subitizing PowerPoint, Calendar, Counting Bears, Estimation Jar, Drops in the Bucket, Manipulatives: cubes, bears, links, tiles, pattern blocks, etc.	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
Sept.	Counting and Cardinality	E	K.CC.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, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.) 0-5	I can say which group has more, has less or are equal by matching or counting the number of objects in both groups.	Greater Than, Less Than, Equal, More, Matching, Group	Subitizing and tens frames activities, card games, dominoes		Subitizing cards, tens frames, foam dots, subitizing PowerPoint, Calendar, Counting Bears, Estimation Jar, Drops in the Bucket, Manipulatives: cubes, bears, links, tiles, pattern blocks, etc., cards, dominoes	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
Sept.	Counting and Cardinality	E	K.CC.7: Compare two numbers between 1 and 5 presented as written numerals.	I can compare two numerals between 1 and 5.	Compare, Numerals to 5	Greater than less than sheets, alligator activities,		Cards, Dominoes, Calendar, Number Cards	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

Sept.	Operations and Algebraic Thinking	E	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.	I can break apart numbers 0-5 using objects or drawings.	Less than, equal to, Pairs,	Use fives frames to make numbers using black and red foam dots and write numerals, Use manipulatives to tell how many are in each set.		linking cubes, foam dots, teddy bears, Easy Teach software, you tube videos, Dominoes, Estimation Jar, Literature Books,	Teacher Made checklists, observational assessments
Sept.	Geometry	E	K.G.2: Correctly name shapes regardless of their orientations or overall size. (squares, circles, triangles, rectangles, hexagon, trapezoid)	I can name shapes	Square, Rectangle, Triangle, Rectangle, Hexagon, Circle	Using pattern blocks, students identify the various shapes. Find objects in the environment that are the different shapes.		You tube videos, Easy Teach software, Pattern blocks, Real world items of different shapes	Teacher Made checklists, observational assessments

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

October	Counting and Cardinality	E	K.CC.1: Count to 20 by ones and 100 by tens	I can count to 20 by ones and 100 by tens.	Numbers 0-20, Tens	Counting on with counters, real counting on		Your tube.com (The Number Rock),	Oral Count to 10, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
October	Counting and Cardinality	E	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1 only to 5)	I can count on from any number 0-5	Numbers 0-5	Counting on with counters, real counting on, Fishing Game, Dice,		100's Chart, rulers, calendar, number line	Oral Count to 5, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
October	Counting and Cardinality	E	K.CC.3 Write numbers 0-5. Represent a number of objects with a written number 0-5 (with 0 representing a count of no objects.)	I can write numbers 0-5. I can write "how many" objects are in a group of 0-5.	Numerals 0-5	Write numbers, modeling using manipulatives, Calendars		Base Ten Blocks, Number Charts,	Teachers Observation, writing numbers,
October	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-5)	I can tell values of numbers from (0-5).	Value, Numbers to 5, How Many,	Use a variety of manipulative, examples, or illustrations to show the value of numbers		Subitizing cards, five and tens frames, foam dots, teddy bears, linking cubes, Power of Ten Subitizing PowerPoint	Oral Count to 10, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist

Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math

October	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 5 things arranged in a line, a rectangular array, or a circle, or as 5 things in a scattered configuration; given a number from 1-5 count out that many objects.	I can say "how many" objects are in a group.	How Many, Set, Numbers to 5,	Subitizing and tens frames activities		Subitizing cards, tens frames, foam dots, subitizing PowerPoint, Calendar, Counting Bears, Estimation Jar, Drops in the Bucket, Manipulatives: cubes, bears, links, tiles, pattern blocks, etc.	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
October	Counting and Cardinality	E	K.CC.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, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.) 0-5	I can say which group has more, has less or are equal by matching or counting the number of objects in both groups.	Greater Than, Less Than, Equal, More, Matching, Group	Subitizing and tens frames activities, card games, dominoes		Subitizing cards, tens frames, foam dots, subitizing PowerPoint, Calendar, Counting Bears, Estimation Jar, Drops in the Bucket, Manipulatives: cubes, bears, links, tiles, pattern blocks, etc., cards, Dominoes	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
October	Counting and Cardinality	E	K.CC.7: Compare two numbers between 1 and 5 presented as written numerals.	I can compare two numerals between 1 and 5.	Compare, Numerals to 5	Greater than less than sheets, alligator activities,		Cards, Dominoes, Calendar, Number Cards	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

October	Operations and Algebraic Thinking	E	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem--this applies wherever drawings are mentioned in the Standards)	I can show addition and subtraction using objects, fingers, sounds, acting out situations, expressions, and equations.	add, subtract, numerals, plus, minus, equal, in all, how many left,	add, subtract, in all, left	Act out addition and subtraction stories using a variety of manipulatives, Building blocks, Games, Story problems,	Manipulatives, cards, Drops in the bucket, Dominoes, Saxon math, Tens Frames, Calendar	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
October	Operations and Algebraic Thinking	I	K.OA.2: Solve additions and subtraction word problems, and add subtract within 5, e.g., by using objects or drawing to represent the problem.	I can solve addition and subtraction word problems up to 5 using objects and drawings.	add, subtract, numerals, plus, minus, equal	Personal Choice- Students solve a given addition problem using any strategy they've learned, Word problems, Building Blocks Game		Teddy Bears, addition mats, dry erase boards, linking cubes, building blocks, cards, linking cubes	Common Assessments, teacher made checklists, Observational Assessment
October	Operations and Algebraic Thinking	E	K.OA3: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	I can break apart numbers 0-5 using objects or drawings.	Less than, equal to, Pairs,	Use fives frames to make numbers using black and red foam dots and write numerals, Use manipulatives to tell how many are in each set.		linking cubes, foam dots, teddy bears, Easy Teach software, you tube videos, Dominoes, Estimation Jar, Literature Books,	Teacher Made checklists, observational assessments

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

October	Operations and Algebraic Thinking	I	K.OA.4: For any number from 1-5 find the number that makes 5 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.	I can decide what number to add to a given number 0-4 to make 5 with a drawing or equation.	add, subtract, how many in all, how many left, equal, plus, minus	Novelty and Variety, Games, Tens Frames,		Building Blocks, Fun Brain, Teddy bear Counters, Linking cubes, dice	Teacher Made checklists, observational assessments
October	Geometry	C	K.G.3: Identify shapes as two-dimensional.	I can identify a two-dimensional shape.	shape, two-dimensional	Video: Harry Kindergarten Shapes, Find objects that are 2 dimensional		Two D Shapes, Variety of shapes, Pattern blocks	Teacher Made checklists, observational assessments
October	Geometry	C	K.G.5: Model shapes in the world by building shapes from components and drawing shapes.	I can build shapes from materials in my environment.	shape, environment	Building Blocks: Mystery Pictures 1, 2, 3, and 4; Free Explore,		Saxon math, Building Blocks, Drops in the buckets,	Teacher Made checklists, observational assessments

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

November	Counting and Cardinality	E	K.CC.1: Count to 40 by ones and 100 by tens	I can count to 40 by ones and 100 by tens.	Numbers 0-40, Tens	Counting on with counters, real counting on		Your tube.com (The Number Rock),	Oral Count to 40, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
November	Counting and Cardinality	E	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1 only to 40)	I can count on from any number 0-40	Numbers 0-40, Tens	Counting on with counters, real counting on, Fishing Game, Dice,		100's Chart, rulers, calendar, number line	Oral Count to 40, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist
November	Counting and Cardinality	E	K.CC.3 Write numbers 0-5. Represent a number of objects with a written number 0-5 (with 0 representing a count of no objects.)	I can write numbers 0-5. I can write "how many" objects are in a group of 0-5.	Numerals 0-5	Write numbers, modeling using manipulatives, Calendars		Base Ten Blocks, Number Charts,	Teachers Observation, writing numbers,
November	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-40)	I can tell values of numbers from (0-40).	Value, Numbers to 5, How Many,	Use a variety of manipulative, examples, or illustrations to show the value of numbers		Subitizing cards, five and tens frames, foam dots, teddy bears, linking cubes, Power of Ten Subitizing PowerPoint	Oral Count to 40, Baseline Counting Skills Assessment, Observational Assessment Record, Teacher Made Checklist

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

November	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 5 things arranged in a line, a rectangular array, or a circle, or as 5 things in a scattered configuration; given a number from 1-5 count	I can say "how many" objects are in a group.	How Many, Set, Numbers to 5,	Subitizing and tens frames activities		Subitizing cards, tens frames, foam dots, subitizing PowerPoint, Calendar, Counting Bears, Estimation Jar, Drops in the Bucket, Manipulatives: cubes, bears, links,	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
November	Counting and Cardinality	E	K.CC.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, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.) 0-5	I can say which group has more, has less or are equal by matching or counting the number of objects in both groups.	Greater Than, Less Than, Equal, More, Matching, Group	Subitizing and tens frames activities, card games, dominoes		Subitizing cards, tens frames, foam dots, subitizing PowerPoint, Calendar, Counting Bears, Estimation Jar, Drops in the Bucket, Manipulatives: cubes, bears, links, tiles, pattern blocks, etc., cards,	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
November	Counting and Cardinality	E	K.CC.7: Compare two numbers between 1 and 5 presented as written numerals.	I can compare two numerals between 1 and 5.	Compare, Numerals to 5	Greater than less than sheets, alligator activities,		Cards, Dominoes, Calendar, Number Cards	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made Checklists
November	Operations and Algebraic Thinking	E	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps)	I can show addition and subtraction using objects, fingers, sounds,	add, subtract, numerals, plus, minus, equal, in all, how many	add, subtract, in all, left	Act out addition and subtraction stories using a variety of manipulatives, Building blocks,	Manipulatives, cards, Drops in the bucket, Dominoes, Saxon math, Tens Frames, Calendar	Observational Assessment Record, Kindergarten Common Assessments, Teacher Made

Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math

November	Operations and Algebraic Thinking	I	K.OA.2: Solve additions and subtraction word problems, and add subtract within 5, e.g., by using objects or drawing to represent the problem.	I can solve addition and subtraction word problems up to 5 using objects and drawings.	add, subtract, numerals, plus, minus, equal	Personal Choice- Students solve a given addition problem using any strategy they've learned, Word problems, Building Blocks Game		Teddy Bears, addition mats, dry erase boards, linking cubes, building blocks, cards, linking cubes	Common Assessments, teacher made checklists, Observational Assessment
November	Operations and Algebraic Thinking	E	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	I can break apart numbers 0-5 using objects or drawings.	Less than, equal to, Pairs,	Use fives frames to make numbers using black and red foam dots and write numerals, Use manipulatives to tell how many are in each set.		linking cubes, foam dots, teddy bears, Easy Teach software, you tube videos, Dominoes, Estimation Jar, Literature Books,	Teacher Made checklists, observational assessments
November	Operations and Algebraic Thinking	I	K.OA.4: For any number from 1-5 find the number that makes 5 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.	I can decide what number to add to a given number 0-4 to make 5 with a drawing or equation.	add, subtract, how many in all, how many left, equal, plus, minus	Novelty and Variety, Games, Tens Frames,		Building Blocks, Fun Brain, Teddy bear Counters, Linking cubes, dice	Teacher Made checklists, observational assessments
November	Geometry	C	K.G.3: Identify shapes as two-dimensional.	I can identify a two-dimensional shape.	shape, two-dimensional	Video: Harry Kindergarten Shapes, Find objects that are 2 dimensional		Two D Shapes, Variety of shapes, Pattern blocks	Teacher Made checklists, observational assessments

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

November	Geometry	C	K.G.5: Model shapes in the world by building shapes from components and drawing shapes.	I can build shapes from materials in my environment.	shape, environment	Building Blocks: Mystery Pictures 1, 2, 3, and 4; Free Explore,		Saxon math, Building Blocks, Drops in the buckets,	Teacher Made checklists, observational assessments
November	Operations and Algebraic Thinking		K.OA.4: For any number from 1-5 find the number that makes 5 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.	I can decide what number to add to a given number 0-5 to make 5 with a drawing or equation.	add, subtract, how many in all, how many left, equal, plus, minus	Novelty and Variety, Games, Tens Frames,		Building Blocks, Fun Brain, Teddy bear Counters, Linking cubes, dice	Teacher Made checklists, observational assessments

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

December	Counting and Cardinality	E	K.CC.1: Count to 50 by ones and 100 by tens	I can count to 50 by ones and 100 by tens.	Count, numbers 1-50			Abacus, Calendar, 100's Chart	Oral Counting
December	Counting and Cardinality	E	K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1 (to 10 only)	I can count on from a number other than 1 up to 10.	Numbers 1-10			Calendar, 100's chart	Oral Counting
December	Counting and Cardinality	E	K.CC.3: Write numbers from 0 to 10. Represent a number of objects with a written number 0-10 (with 0 representing a count of no objects.)	I can write numbers 0-10. I can write "how many" objects are in a group of 0-10.	Numbers 1-10		Tier1- Extended Number Grid, Tier 2- Number Grid to 10, Tier 3- Dotted Number Grid to 10 (Trace)	Easy Teach Software/ Interactive Board- Number Grid	Students will write numbers from 0-10 (Number Grid)
December	Counting and Cardinality	E	K.CC.4 Understand the relationship between numbers and quantities: connect counting to cardinality. (0-10),	I can tell values of numbers from (0-10).	Count forward, Numerals 0-10, quantity	Use a variety of manipulative, examples, or illustrations to show the value of numbers		Subitizing cards, five and tens frames, foam dots, teddy bears, linking cubes, Power of Ten Subitizing PowerPoint	Teacher Observation
December	Counting and Cardinality	E	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. (0-10)	I can count objects in a group correctly.	Numbers 0-10			Abacus, linking cubes, teddy bears	Teacher Checklist

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

December	Counting and Cardinality	E	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. (0-10)	I can say "how many" objects are in a group.	Numbers 0-10			Abacus, linking cubes, teddy bears	Teacher Observation
December	Counting and Cardinality	E	c. Understand that each successive number name refers to a quantity that is one larger. (0-10)	If I already know how many are in a group, I can say how many there are when one more object is added to the group.	Larger, Quantity, Numbers 0-10, "how many", one more			Abacus, linking cubes, teddy bears	Teacher Observation
December	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as 10 things in a scattered configuration; given a number from 1-10 count out that many objects.	I can say "how many" objects are in a group.	"How many", Numbers 1-10	Show that a given amount using a variety of manipulatives. Use students to demonstrate counting people in a group and holding up the matching numeral		Teddy bear counters, linking cubes, five and tens frames, foam dots, abacus	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

December	Counting and Cardinality	E	K.CC.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, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.) 0-10	I can say which group has more, has less or are equal by matching or counting the number of objects in both groups.	More, less, equal, set, greater, fewer	Use a large cardboard greater than or less than sign and use students to come up and demonstrate comparing sets		Five and tens frames, foam dots, teddy bears, linking cubes, Building Blocks	Teacher Observation
December	Counting and Cardinality	E	K.CC.7 Compare two numbers between 1-10 presented as written numerals.	I can compare two numerals between 1 and 10.	More, less, equal, set, greater, fewer	Novelty and Variety		100's Chart, Number Lines	Teacher Observation
December	Operations and Algebraic Thinking	E	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics	I can show addition and subtraction using objects, fingers, sounds, acting out situations, expressions, and equations.	add, subtract, in all, left,	Act out addition and subtraction stories using a variety of manipulatives,		teddy bears, addition mats, dry erase boards, linking cubes, Book: Little Quack (Subtraction),	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

December	Operations and Algebraic Thinking	E	K.OA.2: Solve additions and subtraction word problems, and add subtract within 10, e.g., by using objects or drawing to represent the problem.	I can solve addition and subtraction word problems up to 10 using objects and drawings.	solve, add, subtract, in all, left, all together	Personal Choice- Students solve a given addition problem using any strategy they've learned		teddy bears, addition mats, dry erase boards, linking cubes, Building Blocks	Teacher Observation
December	Operations and Algebraic Thinking	E	K.OA.3 Decompose numbers less than or equal to 5 into pairs in more than one way, by using objects or drawings and record equations	I can break apart numbers 0-5 using objects or drawings.	Compare, Numerals 0-5, add, subtract, in all, left, equal	Build numbers using five frames in different ways using red and black dots, make differing tower heights to five using linking cubes, flash card games with subitizing cards, use subitizing dot PowerPoint to flash and build numbers with matching red and black dots		red/black foam dots, subitizing cards, linking cubes, five frames	Teacher Observation
December	Operations and Algebraic Thinking	E	K.OA.4: For any number from 1-10 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.	I can decide what number to add to a given number 0-9 to make 10 with a drawing or equation.	some, add, numerals 1-10, more, less, equal,	Match dominos to make 10, use ten frames to make addition problems using the red and black dots, use dry erase boards to create their own addition and subtraction picture problems,	Tier 1- Use drawings to add or subtract Tier 2- Use drawings or manipulatives to add or subtract Tier 3- Use manipulatives only	ten frames, foam dots, dry erase boards, dot cubes, linking cubes,	Performance Task

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

December	Measurement and Data	C	K.MD.1: Describe measurable attributes of objects, such as length and weight. Describe several measurable attributes of a single object.	I can describe objects by telling which is longer, shorter, heavier and lighter.	longer, shorter, heavier, lighter, length, weight, measure	Choice- Let students choose their own object around the room to measure	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure	rulers, linking cubes, paper clips, balance scale, scale, yarn	Teacher Observation Checklist
December	Measurement and Data	I	K.MD.2: 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.	I can tell which object can hold more or less liquid.	Compare, in common, more, less, height, length	Learning with Others- Students will get into groups to find objects short or longer than a given one Authenticity- Have students describe how we use measurement in everyday life	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure	rulers, linking cubes, paper clips, balance scale, scale, yarn	Measurement Assessment Mat
December	Geometry	C	K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	I can put shapes together to make a new shape.	triangle, square, 2-dimensional, circle, rectangle, side, corner, match, same, compare	Choice- Students can use the shapes to make any design they would like and tell what shapes they used to compose the design	Tier 3- Use work mats to cover the designs. Tier 1/2- When given a prompt, they will make a design using the given shapes, without using a mat	Saxon Pattern Block/Tangram Work Mat, pattern blocks, tangrams	Observation when given a performance task

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

January	Counting and Cardinality	E	K.CC.1: Count to 60 by ones and 100 by tens.	I can count to 60 by ones and 100 by tens.	Numbers 0-60, Tens			Abacus, linking cubes, teddy bears	Oral Counting
January	Counting and Cardinality		K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1 only to 60)	I can count on from any given number.	Count on, next	Van de Walle K-3 (p. 40-41) Calculator activity, Up and Back, Counting on with Counters, Real Counting On	Tier 3- Look at the 100's chart to count on	Number Cards, calculator, counters, dot and number cubes, dominoes, Building Blocks- Bright Idea: Counting On	Oral Counting
January	Counting and Cardinality	E	K.CC.3: Write numbers from 0 to 10. Represent a number of objects with a written number 0-10 (with 0 representing a count of no objects.)	I can write a numeral 1-10 to show how many.		Show the students subitizing cards and have them write the numeral on a dry erase board, flash tens frame cards and have the students write the matching numeral		subitizing cards, tens frame flash cards	Teacher Observation
January	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-10)	I can match a numeral to the correct set of objects.		Choice- Give the students a number and have them illustrate using any way they would like		subitizing cards, tens frames, foam dots, teddy bears, linking cubes, dot cubes	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

January	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as 10 things in a scattered configuration; given a number from 1-10 count out that many objects.	I can tell "how many" of any arrangement.		Subitizing and tens frames activities		subitizing cards, tens frames, foam dots, subitizing PowerPoint,	Teacher Observation
January	Counting and Cardinality	E	K.CC.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, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.) 0-5	I can say which group has more, has less or are equal by matching or counting the number of objects in both groups.	More, less, equal, set, greater, fewer	Use a large cardboard greater than or less than sign and use students to come up and demonstrate comparing sets, play war with a deck of cards (students work in pairs), Van de Walle K-3 (p. 139) Hundreds Chart Comparing		linking cubes, teddy bears, cards, counters, dot cubes, dominoes, subitizing cards	Building Blocks game: Number Compare 1, 2, 3 (Dots and Numerals)
January	Counting and Cardinality	E	K.CC.7 Compare two numbers between 1-10 presented as written numerals.	I can compare two numerals between 1 and 10.		Play war with a deck of cards, greater than less than alligator mouths, Number Cube-100's Chart Race Game	Tier 3- Compare numbers 1-10 Tier 2- Compare numbers 1-20 Tier 1- Compare numbers to 100	Number cards, deck of cards, clock, Building Blocks Software, alligator mouth mats	Building Blocks game: Number Compare 1, 2, 3 (Dots and Numerals)

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

January	Counting and Cardinality	E	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics	I can add and subtract numbers to 10 in a variety of ways.		Personal Response- "The answer is ____." Activity Learning with others/Novelty and Variety- Addition and Subtraction games, Building Blocks Games, Van de Walle K-3 (p.100-101) 1-2 more dice, Match, Lotto, Use students to show addition and subtraction, Authenticity- Describe how we use addition and subtraction in	"The answer is ____." Activity- Students are able to come up with their own "questions" based on their ability level	Building Blocks- Lots O' Socks Adding Game and Barkley Bones, Easy as Pie: Add Numbers, Excellent: Addition Choice	Checklist or Addition/Subtraction Worksheet- let them show their work on another piece of paper or have them show you how they figured out each answer
January	Counting and Cardinality	E	K.OA.2: Solve additions and subtraction word problems, and add subtract within 10, e.g., by using objects or drawing to represent the problem.	I can solve addition and subtraction word problems.		Authenticity- Use real life examples to solve word problems and let students come up and tell a word problem for the rest of the class to solve		linking cubes, teddy bears, cards, counters, dot cubes	Use visual representations to show how they solved their word problem

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

January	Counting and Cardinality	E	K.OA.3: 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.	I can decompose numbers to 10 using objects or drawings.	decompose	Use tens frames to make numbers using black and red foam dots and write the variety of equations created, give students a specific amount of linking cubes, have them separate them into two groups, and then share their addition problem, use the active board and virtual manipulatives to make addition and subtraction problems for numbers up to 10		linking cubes, foam dots, teddy bears, Easy teach software, number lines	Give each student a number and have them list as many as they can to make that number (Tier 1 and 2) Tier 3 will be given a number and they must choose the correct number sentence that equals that number
January	Counting and Cardinality	E	K.OA.4 For any number from 1-10 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.	I can decide what number to add to a given number 0-10 to make 10 with a drawing or equation.		Novelty and Variety-Use games (Building Blocks) to discover missing addends, use tens frames to determine the "missing parts" of the frame to equal ten		Building Blocks-Barkley's Bones (1-10), foam dots, tens frames	

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

January	Counting and Cardinality	E	K.MD.1: Describe measurable attributes of objects, such as length and weight. Describe several measurable attributes of a single object.	I can describe objects by telling which is longer, shorter, heavier and lighter.		Choice- Let students choose their own object around the room to measure, Building Blocks: Comparison and Deep Sea Compare	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units	rulers, linking cubes, paper clips, balance scale, scale, yarn	Teacher Observation Checklist
January	Counting and Cardinality	E	K.MD.2: 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 tall	I can tell which object can hold more or less liquid. I can tell compare the heights, lengths, or weights of two objects.		Learning with Others- Students will get into groups to find objects short or longer than a given one Authenticity- Have students describe how we use measurement in everyday life	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure	rulers, linking cubes, paper clips, balance scale, scale, yarn, measuring cups, measuring spoons	Measurement Assessment Mat
January	Counting and Cardinality	E	K.G.3: Identify shapes as three-dimensional.	I can identify shapes as three-dimensional.	3-D Dimensional	Choice- Students will find objects around the room to sort into 3-dimensional categories, Video on youtube.com (3-D Shapes That I Know)		youtube.com (3-D Shapes That I Know Video), actual 3-D shapes (teacher set)	Students will name each 3-dimensional shape and tell why it's 3-dimensional

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

February	Counting and Cardinality	E	K.CC.1: Count to 70 by ones and 100 by tens.	I can count to 70 by ones and 100 by tens	Numbers 0-70	Building Blocks: Free Explore		Abacus, hundreds chart, linking cubes, teddy bears	Oral Counting
February	Counting and Cardinality	E	K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1 (to 20 only)	I can count on from any number.	Numbers 0-20	Calendar Time	Start at lower numbers	100's Chart, Calendar	Oral Counting
February	Counting and Cardinality	E	K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written number 0-20 (with 0 representing a count of no objects.)	I can write numbers 0-20. I can write "how many" objects are in a group of 0-20.	Numerals 0-20	Write numbers, Modeling using manipulatives		Base Ten Blocks, Number Chart	Teacher Observation, Number Chart Assessment
February	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-20)	I can match a numeral to the correct set of objects.		Choice- Give the students a number and have them illustrate using any way they would like		Subitizing cards, ten frames, foam dots, teddy bears, linking cubes, dot cubes	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

February	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as 20 things in a scattered configuration; given a number from 1-20 count out that many objects.	I can say "how many" objects are in a group.	"How many" Numbers 1-20	Show that a given amount using a variety of manipulatives. Use students to demonstrate counting people in a group and holding up the matching numeral		Teddy bear counters, linking cubes, tens frames, foam dots, abacus	Teacher Observation
February	Operations and Algebraic Thinking	E	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics	I can show addition and subtraction using objects, fingers, sounds, acting out situations, expressions, and equations.	add, subtract, in all, left,	Act out addition and subtraction stories using a variety of manipulatives, Building Blocks Game:		teddy bears, addition mats, dry erase boards, linking cubes	Teacher Observation
February	Operations and Algebraic Thinking	E	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawing to represent the problem.	I can solve addition and subtraction word problems up to 10 using objects and drawings.	solve, add, subtract, in all, left, all together	Personal Choice- Students solve a given addition problem using any strategy they've learned, Building Blocks Game: Word Problems 1,2,3	Tier 3: Use Manipulatives, Number Lines Tier 2: Drawings, Number Lines, Tier 1: Drawings, number lines, mental math	Teddy bears, number lines, linking cubes	Authentic Assessment

Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math

February	Counting and Cardinality	E	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record equations.	I can break apart numbers 0-10 using objects or drawings.	Compare, Numbers: 0-10, add, subtract, in all, left, equal	Build numbers using five and tens frames in different ways using red and black dots, make differing tower heights to ten using linking cubes, flash card games with subitizing cards, dot cubes; Vanderwall: Crazy Mixed Up Numbers; Dice Addition Games		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
February	Number/Operations in Base Ten	E	K.NBT.1: Compose and decompose numbers from 11-19 into tens, 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	I can put together and break apart numbers 11-19 using a ten and some ones, and show my work with a drawing or an equation.	add, subtract, ones, tens, numerals, break apart,	Build numbers using tens frames in different ways. Number sentences,		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
March	Counting and Cardinality	E	K.CC.1: Count to 80 by ones and 100 by tens.	I can count to 80 by ones and 100 by tens	Numbers 0-80	Building Blocks: Free Explore		Abacus, hundreds chart, linking cubes, teddy bears	Oral Counting

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

March	Counting and Cardinality	E	K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1 (to 20 only)	I can count on from any number.	Numbers 0-20	Calendar Time	Start at lower numbers	100's Chart, Calendar	Oral Counting
March	Counting and Cardinality	E	K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written number 0-20 (with 0 representing a count of no objects.)	I can write numbers 0-20. I can write "how many" objects are in a group of 0-20.	Numerals 0-20	Write numbers, Modeling using manipulatives		Base Ten Blocks, Number Chart	Teacher Observation, Number Chart Assessment
March	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-20)	I can match a numeral to the correct set of objects.		Choice- Give the students a number and have them illustrate using any way they would like		Subitizing cards, ten frames, foam dots, teddy bears, linking cubes, dot cubes	Teacher Observation
March	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as 20 things in a scattered configuration; given a number from 1-20 count out that many objects.	I can say "how many" objects are in a group.	"How many" Numbers 1-20	Show that a given amount using a variety of manipulatives. Use students to demonstrate counting people in a group and holding up the matching numeral		Teddy bear counters, linking cubes, tens frames, foam dots, abacus	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

March	Operations and Algebraic Thinking	E	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics)	I can show addition and subtraction using objects, fingers, sounds, acting out situations, expressions, and equations.	add, subtract, in all, left,	Act out addition and subtraction stories using a variety of manipulatives, Building Blocks Game:		teddy bears, addition mats, dry erase boards, linking cubes	Teacher Observation
March	Operations and Algebraic Thinking	E	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawing to represent the problem.	I can solve addition and subtraction word problems up to 10 using objects and drawings.	solve, add, subtract, in all, left, all together	Personal Choice- Students solve a given addition problem using any strategy they've learned, Building Blocks Game: Word Problems 1,2,3	Tier 3: Use Manipulatives, Number Lines Tier 2: Drawings, Number Lines, Tier 1: Drawings, number lines, mental math	Teddy bears, number lines, linking cubes	Authentic Assessment

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

March	Counting and Cardinality	E	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record equations.	I can break apart numbers 0-10 using objects or drawings.	Compare, Numbers: 0-10, add, subtract, in all, left, equal	Build numbers using five and tens frames in different ways using red and black dots, make differing tower heights to ten using linking cubes, flash card games with subitizing cards, dot cubes; Vanderwall: Crazy Mixed Up Numbers; Dice Addition Games		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
March	Counting and Cardinality	E	K.OA.4 For any number from 1-10 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.	I can decide what number to add to a given number 0-10 to make 10 with a drawing or equation.		Novelty and Variety-Use games (Building Blocks) to discover missing addends, use tens frames to determine the "missing parts" of the frame to equal ten		Building Blocks-Barkley's Bones (1-10), foam dots, tens frames	

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

March	Counting and Cardinality	E	<p>K.MD.1: Describe measurable attributes of objects, such as length and weight. Describe several measurable attributes of a single object.</p>	<p>I can describe objects by telling which is longer, shorter, heavier and lighter.</p>		<p>Choice- Let students choose their own object around the room to measure, Building Blocks: Comparison and Deep Sea Compare</p>	<p>Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure</p>	<p>rulers, linking cubes, paper clips, balance scale, scale, yarn</p>	Teacher Observation Checklist
March	Counting and Cardinality	E	<p>K.MD.2: 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 tall</p>	<p>I can tell which object can hold more or less liquid. I can tell compare the heights, lengths, or weights of two objects.</p>		<p>Learning with Others- Students will get into groups to find objects short or longer than a given one Authenticity- Have students describe how we use measurement in everyday life</p>	<p>Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure</p>	<p>rulers, linking cubes, paper clips, balance scale, scale, yarn, measuring cups, measuring spoons</p>	Measurement Assessment Mat

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

March	Number/Operations in Base Ten	E	K.NBT.1: Compose and decompose numbers from 11-19 into tens, 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	I can put together and break apart numbers 11-19 using a ten and some ones, and show my work with a drawing or an equation.	add, subtract, ones, tens, numerals, break apart,	Build numbers using tens frames in different ways. Number sentences,		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
March	Counting and Cardinality	E	K.G.3: Identify shapes as two or three-dimensional.	I can identify a two or three-dimensional shape.	shape, two or three-dimensional	Video: Harry Kindergarten Three D Shapes That I Know, Find objects that are 2 or 3 D.		Two and Three D Shapes	

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

April	Counting and Cardinality	E	K.CC.1: Count to 90 by ones and 100 by tens.	I can count to 90 by ones and 100 by tens	Numbers 0-90	Building Blocks: Free Explore		Abacus, hundreds chart, linking cubes, teddy bears	Oral Counting
April	Counting and Cardinality	E	K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1 (to 20 only)	I can count on from any number.	Numbers 0-20	Calendar Time	Start at lower numbers	100's Chart, Calendar	Oral Counting
April	Counting and Cardinality	E	K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written number 0-20 (with 0 representing a count of no objects.)	I can write numbers 0-20. I can write "how many" objects are in a group of 0-20.	Numerals 0-20	Write numbers, Modeling using manipulatives		Base Ten Blocks, Number Chart	Teacher Observation, Number Chart Assessment
April	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-20)	I can match a numeral to the correct set of objects.		Choice- Give the students a number and have them illustrate using any way they would like		Subitizing cards, ten frames, foam dots, teddy bears, linking cubes, dot cubes	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

April	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as 20 things in a scattered configuration; given a number from 1-20 count out that many objects.	I can say "how many" objects are in a group.	"How many" Numbers 1-20	Show that a given amount using a variety of manipulatives. Use students to demonstrate counting people in a group and holding up the matching numeral		Teddy bear counters, linking cubes, tens frames, foam dots, abacus	Teacher Observation
April	Operations and Algebraic Thinking	E	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics	I can show addition and subtraction using objects, fingers, sounds, acting out situations, expressions, and equations.	add, subtract, in all, left,	Act out addition and subtraction stories using a variety of manipulatives, Building Blocks Game:		teddy bears, addition mats, dry erase boards, linking cubes	Teacher Observation
April	Operations and Algebraic Thinking	E	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawing to represent the problem.	I can solve addition and subtraction word problems up to 10 using objects and drawings.	solve, add, subtract, in all, left, all together	Personal Choice- Students solve a given addition problem using any strategy they've learned, Building Blocks Game: Word Problems 1,2,3	Tier 3: Use Manipulatives, Number Lines Tier 2: Drawings, Number Lines, Tier 1: Drawings, number lines, mental math	Teddy bears, number lines, linking cubes	Authentic Assessment

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

April	Counting and Cardinality	E	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record equations.	I can break apart numbers 0-10 using objects or drawings.	Compare, Numbers: 0-10, add, subtract, in all, left, equal	Build numbers using five and tens frames in different ways using red and black dots, make differing tower heights to ten using linking cubes, flash card games with subitizing cards, dot cubes; Van de Walle: Crazy Mixed Up Numbers; Dice Addition Games		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
April	Counting and Cardinality	E	K.OA.4 For any number from 1-10 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.	I can decide what number to add to a given number 0-10 to make 10 with a drawing or equation.		Novelty and Variety-Use games (Building Blocks) to discover missing addends, use tens frames to determine the "missing parts" of the frame to equal ten		Building Blocks-Barkley's Bones (1-10), foam dots, tens frames	
April	Counting and Cardinality	E	K.MD.1: Describe measurable attributes of objects, such as length and weight. Describe several measurable attributes of a single object.	I can describe objects by telling which is longer, shorter, heavier and lighter.		Choice- Let students choose their own object around the room to measure, Building Blocks: Comparison and Deep Sea Compare	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure	rulers, linking cubes, paper clips, balance scale, scale, yarn	Teacher Observation Checklist

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

April	Counting and Cardinality	E	K.MD.2: 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 tall	I can tell which object can hold more or less liquid. I can tell compare the heights, lengths, or weights of two objects.		Learning with Others- Students will get into groups to find objects short or longer than a given one Authenticity- Have students describe how we use measurement in everyday life	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure	rulers, linking cubes, paper clips, balance scale, scale, yarn, measuring cups, measuring spoons	Measurement Assessment Mat
April	Number/Operations in Base Ten	E	K.NBT.1: Compose and decompose numbers from 11-19 into tens, 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	I can put together and break apart numbers 11-19 using a ten and some ones, and show my work with a drawing or an equation.	add, subtract, ones, tens, numerals, break apart,	Build numbers using tens frames in different ways. Number sentences,		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
April	Counting and Cardinality	E	K.G.3: Identify shapes as two or three-dimensional.	I can identify a two or three-dimensional shape.	shape, two or three-dimensional	Video: Harry Kindergarten Three D Shapes That I Know, Find objects that are 2 or 3 D.		Two and Three D Shapes	

Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math

May	Counting and Cardinality	E	K.CC.1: Count to 100 by ones and 100 by tens.	I can count to 100 by ones and 100 by tens	Numbers 0-100	Building Blocks: Free Explore		Abacus, hundreds chart, linking cubes, teddy bears	Oral Counting
May	Counting and Cardinality	E	K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1 (to 20 only)	I can count on from any number.	Numbers 0-20	Calendar Time	Start at lower numbers	100's Chart, Calendar	Oral Counting
May	Counting and Cardinality	E	K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written number 0-20 (with 0 representing a count of no objects.)	I can write numbers 0-20. I can write "how many" objects are in a group of 0-20.	Numerals 0-20	Write numbers, Modeling using manipulatives		Base Ten Blocks, Number Chart	Teacher Observation, Number Chart Assessment
May	Counting and Cardinality	E	K.CC.4: Understand the relationship between numbers and quantities: connect counting to cardinality. (0-20)	I can match a numeral to the correct set of objects.		Choice- Give the students a number and have them illustrate using any way they would like		Subitizing cards, ten frames, foam dots, teddy bears, linking cubes, dot cubes	Teacher Observation
May	Counting and Cardinality	E	K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as 20 things in a scattered configuration; given a number from 1-20 count out that many objects.	I can say "how many" objects are in a group.	"How many" Numbers 1-20	Show that a given amount using a variety of manipulatives. Use students to demonstrate counting people in a group and holding up the matching numeral		Teddy bear counters, linking cubes, tens frames, foam dots, abacus	Teacher Observation

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

May	Operations and Algebraic Thinking	E	<p>K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics)</p>	<p>I can show addition and subtraction using objects, fingers, sounds, acting out situations, expressions, and equations.</p>	<p>add, subtract, in all, left,</p>	<p>Act out addition and subtraction stories using a variety of manipulatives, Building Blocks Game:</p>		<p>teddy bears, addition mats, dry erase boards, linking cubes</p>	Teacher Observation
May	Operations and Algebraic Thinking	E	<p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawing to represent the problem.</p>	<p>I can solve addition and subtraction word problems up to 10 using objects and drawings.</p>	<p>solve, add, subtract, in all, left, all together</p>	<p>Personal Choice- Students solve a given addition problem using any strategy they've learned, Building Blocks Game: Word Problems 1,2,3</p>	<p>Tier 3: Use Manipulatives, Number Lines Tier 2: Drawings, Number Lines, Tier 1: Drawings, number lines, mental math</p>	<p>Teddy bears, number lines, linking cubes</p>	Authentic Assessment

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

May	Counting and Cardinality	E	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record equations.	I can break apart numbers 0-10 using objects or drawings.	Compare, Numbers: 0-10, add, subtract, in all, left, equal	Build numbers using five and tens frames in different ways using red and black dots, make differing tower heights to ten using linking cubes, flash card games with subitizing cards, dot cubes; Van de Walle: Crazy Mixed Up Numbers; Dice Addition Games		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
May	Counting and Cardinality	E	K.OA.4 For any number from 1-10 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.	I can decide what number to add to a given number 0-10 to make 10 with a drawing or equation.		Novelty and Variety- Use games (Building Blocks) to discover missing addends, use tens frames to determine the "missing parts" of the frame to equal ten		Building Blocks- Barkley's Bones (1-10), foam dots, tens frames	
May	Counting and Cardinality		K.MD.1: Describe measurable attributes of objects, such as length and weight. Describe several measurable attributes of a single object.	I can describe objects by telling which is longer, shorter, heavier and lighter.		Choice- Let students choose their own object around the room to measure, Building Blocks: Comparison and Deep Sea Compare	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure	rulers, linking cubes, paper clips, balance scale, scale, yarn	Teacher Observation Checklist

**Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math**

May	Counting and Cardinality		K.MD.2: 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 tall	I can tell which object can hold more or less liquid. I can tell compare the heights, lengths, or weights of two objects.		Learning with Others- Students will get into groups to find objects short or longer than a given one Authenticity- Have students describe how we use measurement in everyday life	Tier 1- Use rulers with inches to measure objects Tier 2- Use non-standard objects to measure Tier 3- Use non-standard units to measure	rulers, linking cubes, paper clips, balance scale, scale, yarn, measuring cups, measuring spoons	Measurement Assessment Mat
May	Number/Operations in Base Ten		K.NBT.1: Compose and decompose numbers from 11-19 into tens, 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	I can put together and break apart numbers 11-19 using a ten and some ones, and show my work with a drawing or an equation.	add, subtract, ones, tens, numerals, break apart,	Build numbers using tens frames in different ways. Number sentences,		teddy bears, addition mats, dry erase boards, linking cubes, building blocks, dice, subitizing cards	Teacher Observation
May	Counting and Cardinality	E	K.G.3: Identify shapes as two or three-dimensional.	I can identify a two or three-dimensional shape.	shape, two or three-dimensional	Video: Harry Kindergarten Three D Shapes That I Know, Find objects that are 2 or 3 D.		Two and Three D Shapes	

Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math

May	Operations and Algebraic Thinking	E	K.OA.5: Fluently add and subtract within 5.	I can fluently add and subtract fact families thru 5.	add, subtract fact families,	Add and subtract using fact families, flash cards, problem solving games		flash cards	fact quiz
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