

Franklin Elementary School Curriculum Prioritization and Mapping
Kindergarten Math

Learning Targets

Timeline	Topic	Priority	Standard	Learning Targets
Sept.	Counting and Cardinality	E	K.CC.1: Count to 10 by ones	I can count to 10 by ones.
		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.
		E	K.CC.3: Write numbers from 0 to 5. Represent a number of objects with a written numbers 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.
		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).
		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. (0-5)	I can count objects in a group correctly.
		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.
		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.
		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.

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Kindergarten Math

		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.
Sept. Continued	Operations and Algebraic Thinking	E	K.CC.7: Compare two numbers between 1 and 5 presented as written numerals.	I can compare two numerals between 1 and 5.
		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.
	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
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.
		E	K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.CC.7 (1-5), K.OA.3 (1-5), K.G.2	
	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.
		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.

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Kindergarten Math**

	Geometry	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.
		C	K.G.3: Identify shapes as two-dimensional.	I can identify a two-dimensional shape.
		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.
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.
		E	K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.CC.7 (1-10), K.OA.1, K.OA.2, K.OA.3 (1-10), K.G.2, K.G.3	
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.
		E	K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.CC.7 (1-10), K.OA.1, K.OA.2, K.OA.3, K.OA.4 (1-10)	
	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.
		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.
		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.

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.
		E	K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.CC.7 (1-10), K.OA.1, K.OA.2, K.OA.3, K.OA.4 (1-10), K.MD.1, K.MD.2, K.G.3 (three-dimensional)	

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
		E	K.CC.2, K.CC.3, K.CC.4, K.CC.5 (1-20), K.OA.1, K.OA.2, K.OA.3,	
	Number/Operations in Base Ten	I	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 ten ones and one to nine ones.	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.

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
		E	K.CC.2, K.CC.3, K.CC.4, K.CC.5 (1-20), K.OA.1, K.OA.2, K.OA.3, K.OA.4 (1-10), K.NBT.1, K.MD.1, K.MD.2, K.G.3 (three-dimensional)	

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.
		E	K.CC.2, K.CC.3, K.CC.4, K.CC.5 (1-20), K.OA.1, K.OA.2, K.OA.3, K.OA.4 (1-10), K.NBT.1, K.MD.1, K.MD.2, K.G.3 (three-dimensional)	

May	Counting and Cardinality	E	K.CC.1 Count to 100 by ones and tens	I can count to 100 by ones and tens.
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Kindergarten Math**

	Operations and Algebraic Thinking	E	K.CC.2, K.CC.3, K.CC.4, K.CC.5 (1-20), K.OA.1, K.OA.2, K.OA.3, K.OA.4 (1-10), K.NBT.1, K.MD.1, K.MD.2, K.G.3 (three-dimensional)	
		E	K.OA.5: Fluently add and subtract within 5!!!!	I can add and subtract numbers to 5.

Ongoing	Measurement and Data	I	K.MD.3 Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: limit category count to be less than or equal to 10)	I can sort objects into categories.
	Geometry	I	K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	I can describe the position of objects as above, below, beside, in front of, behind, and next to.
		I	K.G.4 Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g. having sides of equal length).	I can compare two-and three-deminsional shapes and describe their similarities and differences.