



2018-2019 Curriculum Map for Kindergarten Math 4 th Nine Weeks	Go Math Chapters
M.K.1 <i>Counting and Cardinality- Know number names and county the sequence.</i> Count to 100 by ones and by tens.	8
M.K.2 <i>Counting and Cardinality- Know number names and county the sequence</i> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	8
M.K.3 <i>Counting and Cardinality- Know number names and county the sequence.</i> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	8
M.K.5 <i>Counting and Cardinality- Count to tell the number of objects.</i> Count to answer questions (e.g., "How many?") about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	8
M.K.6 <i>Counting and Cardinality- Compare numbers.</i> 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).	8
M.K.7 <i>Counting and Cardinality- Compare numbers.</i> Compare two numbers between 1 and 10 presented as written numerals.	8
M.K.14 <i>Measurement and Data- Describe and compare measurable attributes.</i> Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.	11
M.K.15 <i>Measurement and Data- Describe and compare measurable attributes.</i> Directly compare two objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference.	11
M.K.16 <i>Measurement and Data- Classify objects and count the number in each category.</i> Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.)	12
M.K.17 <i>Geometry- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i> 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.	10
M.K.18 <i>Geometry- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i> Correctly name shapes regardless of their orientations or overall size.	9, 10
M.K.19 <i>Geometry- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i> Through the use of real-life objects, identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	10
M.K.20 <i>Geometry- Analyze, compare, create, and compose shapes.</i> 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).	9, 10
M.K.21 <i>Geometry- Analyze, compare, create, and compose shapes.</i> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	10
M.K.22 <i>Geometry- Analyze, compare, create, and compose shapes.</i> Compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?").	9
Include Number Talks and integrate the Mathematical Habits of Mind . 1. Make sense of problems and persevere in solving them. 2. Reason Abstractly and Quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	