**RCS Kindergarten Curriculum Map**



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| **Timeline** | **Standard** | **Resources** | **Prerequisite Standard** |
| **August/October** | **M.K.1** Count to 100 by ones and by tens. | Page 5 & 6 Educator’s Guidei-Ready Unit 5 L24 & L25GoMath-K: 8.5,8.6, 8.7, 8.8 | M.PK.1 Count in sequence to 10 and beyond. |
| **August/October** | **M.K.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | Page 6 Educator’s Guidei-Ready Unit 5 L24 & L25GoMath-K: 4.4, 5.7,6.6, 6.7, 8.3, 8.5, | M.PK.1 Count in sequence to 10 and beyond. |
| **August/October** | **M.K.3** 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). | Page 5, 7 & 33 Educator’s Guidei-Ready U1 L2-L4; U2 L7 & L9; U3 L11; U5 L22Go Math-K: 1.2, 1.4, 1.6, 1.9, 1.10, 3.2, 3.4, 3.6, 3.8, 4.2, 7.6, 8.2,  | M.PK.3 Begin to identify and write some numerals. |
| **August/October** | **M.K.4** Understand the relationship between numbers and quantities; connect counting to cardinality. 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. b. Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger | Page 9, 10, 27 & 32 Educator’s Guidei-Ready U1 L1-L5; U2 L7 & L9; U3 L11 & L12 Go Math-K: 1.1, 1.3. 1.5, 1.7, 1.8 | M.PK.4 Understand the relationship between numbers and quantities; connect counting to cardinality. • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects • Recognize quantity without counting up to five objects. |
| **August/October** | **M.K.5** 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. | Page 10, 11 & 33 Educator’s Guidei-Ready U1 L2- L4; U2 L9; U3 L11; U5 L22GoMath-K: 3.1, 3.3, 3.5, 4.1, 8.1, | M.PK.5 Count to answer, “how many?” questions up to 10 items. |
| **August/October** | **M.K.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). | Page 12 & 33 Educator’s Guidei-Ready Unit 1 L5; Unit 3 L12GoMath-K: 1.8, 2.1, 2.2, 2.3, 2.4, 2.5,2.9, 3.9, 4.4, 4.5, 8.4,  | M.PK.6 Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies). |
| **August/October** | **M.K.7** Compare two numbers between 1 and 10 presented as written numerals. | Page 13 &33 Educator’s Guidei-Ready Unit 1 L5; Unit 3 L12GoMath-K: 3.9, 4.7, 8.6 | M.PK.7 Identify first and last related to order or position. |
| **November/December** | **M.K.14** Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object. | Page 23 Educator’s Guidei-Ready Unit 6 L26 & L27GoMath-K: 2.5, 2.7, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 6.7, 11.5 | M.PK.14 With prompting and support, identify measurable attributes of objects, such as length and/or weight. |
| **November/December** | **M.K.15** 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. | Page 24 & 25 Educator’s Guidei-Ready Unit 6 L26 & L27GoMath-K: 11.1, 11.2, 11.3, 11.4,  | M.PK.15 Represent and interpret data. • Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). • Recognize and interpret information/symbols presented in tables and graphs. |
| **November/December** | **M.K.16** 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.) | Page 26 Educator’s Guidei-Ready Unit 6 L28 & L28AGoMath-K: 12.1, 12.3,12.4, 12.5 | M.PK.16 Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects. |
| **January/February** | **M.K.8** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. | Page 14, 15, 23 & 33 Educator’s Guidei-Ready Unit 4 L14 & L16GoMath-K: 5.1, 5.2, 5.3, 6.1, 6.2, 6.3,  | M.PK.8 Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?). |
| **January/February** | **M.K.9** Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem. | Page 15 & 14 Educator’s Guidei-Ready Unit 4 L15, L17 & L18GoMath-K: 5.7, 6.6, 6.7,  | NA |
| **January/February** | **M.K.10** Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). | Page 14, 18 & 19 Educator’s Guidei-Ready Unit 1 L6; Unit 2 L8 & L10; Unit 2 Unit 3 L13; Unit GoMath-K: 1.7, 4.1, 5.8, 5.9, 5.10, 5.11, 5.12 | M.PK.10 Identify parts in relationship to a whole. |
| **January/February** | **M.K.11** For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation. | Page 14 & 19 Educator’s Guidei-Ready Unit 3 L13; Unit 4 L18A GoMath-K: 4.3, 5.5,  | M.PK.11 Duplicate, create, and extend simple patterns using concrete objects. |
| **January/February** | **M.K.12** Fluently add and subtract within 5. | Page 20, 32 & 33 Educator’s Guidei-Ready Unit 1 L6GoMath-K: 2.4, 2.5, 3.9, 4.7, 5.4, 6.4, 6.5,  | **NA** |
| **March** | **M.K.13** Compose and decompose numbers from 11 to 19 into ten ones and some further ones 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 (one ten) and one, two, three, four, five, six, seven, eight, or nine ones. | Page 21, 22 & 33 Educator’s Guidei-Ready Unit 5 L21-L23GoMath-K: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 7.9, 7.10 | **NA** |
| **April/June** | **M.K.17** 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. | Page 27, 28 & 30 Educator’s Guidei-Ready Unit 7 L29GoMath-K: 10.8, 10.9, 10.10 | M.PK.17 Describe objects in the environment. • Use the names of basic shapes. • Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind). |
| **April/June** | **M.K.18** Correctly name shapes regardless of their orientations or overall size. | Page 27 & 28 Educator’s Guidei-Ready Unit 7 L30GoMath-K: 9.1, 9.3, 9.5, 9.7, 9.9, 10.2, 10.3, 10.4, 10.5,  | M.PK.18 Correctly name basic shapes regardless of their orientations or overall size. |
| **April/June** | **M.K.19** Through the use of real-life objects, identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | Page 27 & 30 Educator’s Guidei-Ready Unit 7 L30GoMath-K: 10.6, | M.PK.19 Sort two-and three-dimensional shapes and objects. |
| **April/June** | **M.K.20** 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). Instructional Note: Student focus should include real-world shapes. | Page 30 & 31 Educator’s guidei-Ready Unit 7 L31GoMath-K: 9.2, 9.4, 9.6, 9.8, 9.10, 9.11, 10.1,  | M.PK.20 Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes. |
| **April/June** | **M.K.21** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | Page 30 & 31 Educator’s Guidei-Ready Unit 7 L32Go Math-K: 10.7,  | M.PK.21 Create and build shapes from components (e.g., sticks and clay balls) |
| **April/June** | **M.K.22** Compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”). | Page 31 & 32 Educator’s Guidei-Ready Unit 7 L32GoMath-K: 9.12, | M.PK.22 With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”) |

Link: WVDE Educator’s Guide- <https://wvde.us/wp-content/uploads/2018/10/Educators-Guide-for-Mathematics-Kindergarten.pdf>