Genesee Valley Central School District Math Curriculum for ___Kindergarten_____

Module	Timeline	Indicator Code and Learning Target	Vocabulary	Assessment(s) both Formal/Informal	Supplemental Resources
Module 1	45 days (end Nov 6) Lessons 1-3 Lessons 4-6 Lessons 7-11	**Numbers to 10** **Attributes of Two Related Objects (3 Days)** K.MD.3 **Classify objects and count the number of objects in each category.** I can classify, sort and count the number objects into given categories. **Classify to Make Categories and Count(3 Days)** K.CC.4b, K.CC.4a, K.MD.3 **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted **Classify objects and count the number of objects in each category.** I can classify, sort and count the number objects into given categories. **Numerals to 5 in Different Configurations, Math Drawings and Expressions (5 days)** K.CC.4a, K.CC.4b, K.CC.5, K.OA.3, K.MD.3 **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted **Classify objects and count the number of objects in each category.** I can classify, sort and count the number objects into given categories. **Count to tell the number of objects.** I can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array,	• 5 group • Classify • "how many" • Zero • One more • 1 less • Equals		• 5 dot mat • 5 frame • Left hand mat • Numeral cards • Dot cards • Rekenrek • Red/white beans • Unifix cubes (for counting) • Dry erase boards/ markers • Problem sets/exit tickets • Number path • 2 hands mat

		or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can 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 (e.g., 5 = 2 + 3 and 5 = 4 + 1).			
	Lessons 12-16	**The Concept of Zero and Working with Numbers 0-5 (5 Days)** K.CC.3, K.CC.4a, K.CC.4b, K.CC.5 **Know number names and the count sequence** **I can w**rite numbers from 0 to 20 and represent objects with those numbers. **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted **Count to tell the number of objects.** I can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. \			
		Mid Module Assessment (3 days)			
	Lessons 17-22	**Working With Numbers 6-8 in Different Configurations (6 days)** K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.MD.3 **Know number names and the count sequence** **I can w**rite numbers from 0 to 20 and represent objects with those numbers. **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted **Count to tell the number of objects.** I can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array,			

		or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Classify objects and count the number of objects in each category.** I can classify, sort and count the number objects into given categories.			
	Lessons 23-28	**Working With Numbers 9-10 in Different Configurations (6 days)** K.CC.3, K.CC.4a, K.CC.4b, K.CC.5 **Know number names and the count sequence** **I can w**rite numbers from 0 to 20 and represent objects with those numbers. **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted. **Count to tell the number of objects.** I can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.			
	Lessons 29-32	**One More Than with Numbers 0-10 (4 days)** K.CC.4a, K.CC.4b, K.CC.4c, K.CC.2, K.CC.5 **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted I can understand that each successive number name refers to a quantity that is one larger. **Know number names and the count sequence.** Count forward beginning from any number other than 1. **Count to tell the number of objects** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **End of Module Assessments (3 Days)**			

Module 2	12 days (end Nov 22) Lessons 1-5 Lessons 6-8	**Two and Three Dimensional Shapes** **Two- Dimensional Flat Shapes (5 Days)** K.G.1, K.G.2, K.G.4, K.MD.3 **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** I can use the names of shapes to tell where they are by using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. I can name the shapes regardless of their direction or size. **Analyze, compare, create, and compose shapes.** I can describe similarities and differences of two- and three-dimensional shapes (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Classify objects and count the number of objects in each category.** I can classify, sort and count the number objects into given categories. **Three- Dimensional Solid Shapes (3 Days)** K.G.1, K.G.2, K.G.4, K.MD.3 **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** I can use the names of shapes to tell where they are by using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. I can name the shapes regardless of their direction or size. **Analyze, compare, create, and compose shapes.** I can describe similarities and differences of two- and three-dimensional shapes (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Classify objects and count the number of objects in each category.** I can classify, sort and count the number objects into given categories.	• Above, below, beside, in front of, next to, behind • Circle • Cube • Cylinder • Face • Flat • Hexagon • Rectangle • Solid • Sphere • Square • Triangle • Match • Sort		• Two dimensional shapes • Three dimensional shapes • Problem sets • Exit tickets •

	Lessons 9-10	**Three- Dimensional and Three Dimensional Shapes (3 Days)** K.G.1, K.G.2, K.G.4, K.G.3, K.MD.3 **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** I can use the names of shapes to tell where they are by using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. I can name the shapes regardless of their direction or size. I can identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.** I can describe similarities and differences of two- and three-dimensional shapes (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Classify objects and count the number of objects in each category.** I can classify, sort and count the number objects into given categories. **End of Module Assessments (2 Days)**			

Module 3	38 Days (end Feb 3)	**Comparison of Length, Weight, Capacity, and Numbers to 10** **Comparison of Length and Height (3 days)** K.MD.1, K.MD.2 **Describe and compare measurable attributes.** I can describe an object's length or weight. I can compare two objects using words like "more of"/"less of. *For example, directly compare the heights of two children and describe one child as taller/shorter.* Lessons 1-3 **Comparison of Length and Height of Linking Cube Sticks within 10 (4 days)** K.MD.1, K.MD.2, K.CC.4c, K.CC.5, K.CC.6 **Describe and compare measurable attributes.** I can describe an object's length or weight. I can compare two objects using words like "more of"/"less of. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **Count to tell the number of objects.** I can understand that each successive number name refers to a quantity that is one larger. **Count to tell the number of objects** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lessons 4-7 **Comparison of Weight (5 days)** K.MD.1, K.MD.2 **Describe and compare measurable attributes.** I can describe an object's length or weight. I can compare two objects using words like "more of"/"less of. *For example, directly compare the heights of two children and describe one child as taller/shorter.* Lessons 8-12	• Balance scale • Capacity • Compare • Endpoint • Enough/not enough • Heavier than/lighter than • Length • Longer than/shorter than • More than/fewer than • More than/less than • Taller than/shorter than • The same as • Weight		• balance scales • centimeter cubes • clay • unifix cubes • plastic cups

	Lessons 13-15	**Comparison of Volume (3 days)** K.MD.1, K.MD.2 **Describe and compare measurable attributes.** I can describe an object's length or weight. I can compare two objects using words like "more of"/"less of. *For example, directly compare the heights of two children and describe one child as taller/shorter.*			
		Mid Module Assessment (3 DAYS)			
	Lessons 16-19	**Is There Enough? (4 days)** K.CC.6 **Compare numbers.** I can tell if the number of objects in one group is greater than, less than, or equal to the number of objects in another group.			
	Lessons 20-24	**Comparison of Sets Within 10 (5 days)** K.CC.6, K.CC.7, K.CC.4c, K.MD.2 **Compare numbers.** I can tell if the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can compare two WRITTEN numbers between 1 and 10. **Count to tell the number of objects.** I can understand that each successive number name refers to a quantity that is one larger. **Describe and compare measurable attributes.** I can compare two objects using words like "more of"/"less of. *For example, directly compare the heights of two children and describe one child as taller/shorter.*			
	Lessons 25-28	**Comparison of Numerals (4 days)** K.CC.6, K.CC.7, K.CC.4c **Compare numbers.** I can tell if the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can compare two WRITTEN numbers between 1 and 10. **Count to tell the number of objects.** I can understand that each successive number name refers to a quantity that is one larger.			

	Lessons 29-32	**Clarification of Measurable Attributes (4 days)** K.MD.1, K.MD.2, K.CC.6, K.CC.7 **Describe and compare measurable attributes.** I can describe an object's length or weight. I can compare two objects using words like "more of"/"less of. *For example, directly compare the heights of two children and describe one child as taller/shorter* **Compare numbers.** I can tell if the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can compare two WRITTEN numbers between 1 and 10. **Count to tell the number of objects.** I can understand that each successive number name refers to a quantity that is one larger. **End of Module Assessment(3 Days)**			
Module 4	47 Days (end April 24) Lessons 1-6 Lessons 7-12	**Number Pairs, Addition and Subtraction to 10** **Composition and Decomposition of 2, 3, 4 and 5 (6 days)** K.OA.1, K.OA.3, K.OA.5 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can show addition and subtraction by using manipulatives or pictures. I can decompose numbers less than or equal to 10 into pairs in more than one way and write each by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). I can fluently add and subtract within 5. **Decomposition of 6, 7 and 8 into Numbered Pairs (6 days)** K.OA.1, K.OA.3, K.OA.4 **Understand addition as putting together and adding to, and understand subtraction as taking**	• Addition • Addition and subtraction sentences • Make 10 • Minus • Number Bond • Number Pairs (Partners) • Part • Put Together • Subtraction • Decompose (take apart) • Take Away • Whole		• 5 group dot cards • Linking cubes • Number Bonds • Number Path • Number Towers • Sets of Objects • Showing Fingers the Math Way

		apart and taking from. I can show addition and subtraction by using manipulatives or pictures. I can decompose numbers less than or equal to 10 into pairs in more than one way and write each by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). I can fluently add and subtract within 5. For any number from 1 to 9, I can 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.	• Number Sentence • Number Story • Plus • Hidden Partners		
	Lessons 13-18	**Addition with Totals of 6, 7 and 8 into Numbered Pairs (6 days)** K.OA.1, K.OA.2, K.OA.3, K.OA.4 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can show addition and subtraction by using manipulatives or pictures. I can solve addition and subtraction word problems, and add and subtract within 10 by using manipulatives or pictures. I can decompose numbers less than or equal to 10 into pairs in more than one way and write each by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). I can fluently add and subtract within 5. For any number from 1 to 9, I can 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.			
	Lessons 19-24	**Subtraction from Numbers to 8 (6 days)** K.OA.1, K.OA.2, K.OA.3 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can show addition and subtraction by using manipulatives or pictures. I can solve addition and subtraction word problems, and add and subtract within 10 by using manipulatives or pictures. I can decompose numbers less than or equal to 10 into pairs in more than one way and write each by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).			

	Lessons 25-28	**Mid Module Assessment (3 DAYS)** **Decomposition of 9 and 10 into Number Pairs (4 days)** K.OA.3 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can decompose numbers less than or equal to 10 into pairs in more than one way and write each by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).			
	Lessons 29-32	**Addition with totals of 9 and 10 (4 days)** K.OA.2 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can solve addition and subtraction word problems, and add and subtract within 10 by using manipulatives or pictures.			
	Lessons 33-36	**Subtraction from 9 and 10 (4 days)** K.OA.1, K.OA.2, K.OA.3 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can show addition and subtraction by using manipulatives or pictures. I can solve addition and subtraction word problems, and add and subtract within 10 by using manipulatives or pictures. I can decompose numbers less than or equal to 10 into pairs in more than one way and write each by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).			
	Lessons 37-41	**Patterns With Adding 0 and 1 and Making 10** K.OA.1, K.OA.2, K.OA.4 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** I can show addition and subtraction by using manipulatives or pictures. I can solve addition and subtraction word problems, and			

		add and subtract within 10 by using manipulatives or pictures. I can fluently add and subtract within 5. For any number from 1 to 9, I can 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. **End of Module Assessment (3 DAYS)**			
Module 5	30 days (end June 6) Lessons 1-5	**Numbers 10-20; Count to 100 by Ones and Tens** **Count 10 Ones and Some Ones (5 days)** K.NBT.1, K.CC.1, K.CC.2, K.CC4a, K.CC.4b, K.CC.4c, K.CC.5 **Work with numbers 11-19 to gain foundations for place value.** I can compose and decompose numbers from 11 to 19 into ten ones and some further ones by using manipulatives and write an equation (such as 18 = 10 + 8). **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted I can understand that each successive number name refers to a quantity that is one larger. **Know number names and the count sequence.** I can count forward beginning from any number other than 1. I can write numbers from 0 to 20. **Count to tell the number of objects** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	• Say Ten counting by 10 to 100 (ie: 1 ten, 2 ten) • Regular counting by ones from 11-20 • Regular counting by tens to 100 • Hide zero cards • 10 ones and some ones • Teen numbers • 10 and • 10 plus		• 50 Sticks or straws • Student Renreks • Egg Cartons • Hide Zero Cards • Manips for egg cartons • Single/Double ten frames • Student Worksheets • Unifix Cubes • Number Bond Template • Personal Wipe Board

	Lessons 6-9	**Compose Numbers 11-20 from 10 ones and Some Ones; Represent and Write Teen Numbers (5 days)** K.NBT.1, K.CC.1, K.CC.2, K.CC4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.3 **Work with numbers 11-19 to gain foundations for place value.** I can compose and decompose numbers from 11 to 19 into ten ones and some further ones by using manipulatives and write an equation (such as 18 = 10 + 8). **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted. I can understand that each successive number name refers to a quantity that is one larger. **Know number names and the count sequence.** I can count to 100 bot ones. I can count forward beginning from any number other than 1. I can write numbers from 0 to 20. **Count to tell the number of objects** I can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.			
	Lessons 10-14	**Decompose Numbers 11-20 and Count to Answer "How Many?" Questions in Varied Configurations** K.CC4c, K.CC.5, K.NBT.1, K.CC.3, K.CC.4a **Work with numbers 11-19 to gain foundations for place value.** I can compose and decompose numbers from 11 to 19 into ten ones and some further ones by using manipulatives and write an equation (such as 18 = 10 + 8). **Count to tell the number of objects.** I can understand that each successive number name refers to a quantity that is one larger.			

	Lessons 15-19	I can understand that the last number name said tells the number of objects counted. **Know number names and the count sequence.** I can write numbers from 0 to 20. **Count to tell the number of objects** I can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Mid Module Assessment (3 DAYS)** **Extend the Say Ten Regular Count Sequence to 100 (5 days)** K.CC.1, K.CC.2, K.NBT.1, K.CC.3, K.CC.3, K.CC.4a, K.CC.4b, K.CC4c, K.CC.5, 1.NBT.1 **Know number names and the count sequence.** I can count to 100 by ones. I can count forward beginning from any number other than 1. I can write numbers from 0 to 20. **Count to tell the number of objects.** I can count the number of objects, say the number names in order. I can understand that the last number name said tells the number of objects counted I can understand that each successive number name refers to a quantity that is one larger. I can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Compare numbers.** I can tell if the number of objects in one group is greater than, less than, or equal to the number of objects in another group. **Work with numbers 11-19 to gain foundations for place value.** I can compose and decompose numbers from 11 to 19 into ten ones and some further ones by using manipulatives and write an equation (such as 18 = 10 + 8).		

		Work with addition and subtraction equations. I can find the unknown number in an addition or subtraction equation (*For example, 8 + ? = 11).* **Understand place value.** I can compare two two-digit numbers by using >, =, and <. **End of Module Assessment (3 DAYS)**			
Module 6	10 days	**Analyzing, Comparing and Composing Shapes**			