Essential Questions	Domains & Clusters	Kindergarten Skill		K	1	Vocabulary		Resources
What are numbers?	***Counting And Cardinality***	K.CC.1a	Count to 100 by 1's	I	M	Count	Next	Guessing Jars
		K.CC.1b	Count to 100 by 10's	M		Number	Last	
		K.CC.1c	Count to 100 by 5's	I	M	Numeral	More	Math journal books
	Know number names and count sequences.	K.CC.1d	Count to 100 from any given number	I	M	One	More than	
						Two	One More	Question of the day graph
		K.CC.2a	Represent quantities with a number up to 20 verbally	M		Three	Fewer	
						Four	Less than	
What is counting and how can it be used?	Count to tell the number of objects.	K.CC.2b	Represent quantities with a number up to 20 in written form	M		Five	Greater than	Centers
		K.CC.2c	Represent quantities with a number up to 20 using manipulatives.	M		Six	Same	
						Seven	Smaller	Counters, base ten logs
						Eight	In All	
						Nine	How many	Plan shapes
	Understand the relationship between numbers and quantities; connect counting to cardinality.					Ten	Set	
		K.CC.3a	Solve problem including those involving sets by counting using cardinal and ordinal numbers.	M		Eleven	Group	Solid shapes
		K.CC.3b	Solve problem including those involving sets by counting using cardinal and ordinal numbers by comparing.	M		Twelve		Pattern blocks
						Thirteen		
						Fourteen		Tangrams
		K.CC.3c	Solve problem including those involving sets by counting using cardinal and ordinal numbers by ordering.	M		Fifteen		
						Sixteen		Collections of objects: buttons, tiles, blocks, colored clips.
						Seventeen		
		K.CC.3d	Solve problem including those involving sets by counting using cardinal and ordinal numbers by creating sets up to 20.	M		Eighteen		
						Nineteen		
	Count to tell the number of objects.					Twenty		
						Tens		
						Ones		
		K.CC.4a	Count a specific number of objects up to 0 in a scattered arrangement, using one to one correspondence.	M		First		
						Second		
		K.CC.4b	Count out the number of objects when given a specific number from 1 to 20.	M		Third		
						Fourth		
		K.CC.4c	Name or write the number of objects in a group, by matching the last counted number to the set of the total (knowing the last number counted represents the number of objects in the group.)	M		Fifth		
						Sixth		
						Seventh		
		K.CC.4d	Explain why one number is larger or smaller than another number.	M		Eighth		
						Ninth		
						Tenth		
						Eleventh		
						Twelfth		
		K.CC.5	Count a set of objects up to 20, arranged in a line, rectangular array or circle.	M				

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		K.CC.6a	Compare two groups of objects in groups of one to ten using the terms greater than, less than or equal to.	M				
		K.CC.6b	State or write how many more or how many less when comparing sets.	M				
	Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1a	Solve a given single digit addition or subtraction numeric problem using a various means, manipulatives, dice, fingers, drawing, number lines, number grids, mental images, acting out, sounds (claps), verbal explanations, up to sums of ten.	M		Altogether Equal Minus Number Plus Subtract Take away Equation Number sentence Number story Word problem In all Total Sum Add Addend Missing number		
		K.OA.1b	Write an equation (number sentence) to match a given addition or subtraction word problem (number story), using the symbols (+), (-) and (=).	M				
		K.OA.1c	Create a verbal addition or subtraction story or scenario.	M				
		K.OA.1d	Describe addition in terms of "putting together"	M				
		K.OA.1e	Describe subtraction in terms of "taking away"	M				
		K.OA.1f	Read an equation (number sentence), using the term 'plus' for (+), 'minus' for (-), and 'equals' for (=)	M				
		K.OA.2	Write and create multiple addition equations (number sentences) for the same sum, up to sums of 10. e.g. fact families	M				
		K.OA.3a	Write/say the missing addend for a given equation (number sentence), up to sums of 10	M				
		K.OA.3b	Show the missing addend, using manipulatives or drawings, for sums up to 10.	M				
		K.OA.4a	Fluently say the sum or difference of an equation (number sentence) within 5	M				
		K.OA.4b	Mentally calculate one more or one less than a given number & two more or two less than a given number.	M				
		K.OA.4c	State the value of set, without counting, within 5	M				
		K.OA.4d	Find the missing addend, mentally for sums within 5	M				

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What is base 10 and how can it be used?	***Number Sense: Number and Operations in Base Ten*** Work with numbers 11-19 to gain foundations for place value.	K.NBT.1a	Describe and show a ten as 10 ones	M		Altogether Sum Ten(s) One(s) Put together	Take apart Place value Value	
		K.NBT.1b	Say and show how many tens and ones make up a teen number from 11 to 19	M				
		K.NBT.1c	Show the sum of a teen number from 11 to 19, using drawings or objects	M				
		K.NBT.1d	Write an equation (number sentence) to match a given teen number from 11 to 19, using tens and ones	M				
How do we measure things? Why do we measure things? How can objects be classified?	***Measurement and Data*** Describe and compare measurable attributes. Classify objects and count the number of objects in each category.	K.MD.1	Explain or describe the measureable attributes of an object using appropriate terms.	M		Length Longer than Heavier Shorter than Lighter Longer Side Width Height Weight Measure Compare Sort Classify Penny Nickel Dime Quarter Dollar	Attribute names: Colors, shapes, & sizes	
		K.MD.2a	Compare two objects using measurement vocabulary (longer, shorter, heavier, lighter, etc.).	M				
		K.MD.2b	Describe how to compare the attributes of two objects, as lining them up at the same starting point or weighing them.	M				
		K.MD.2c	Name, discuss and compare attributes of length and weight.	M				
		K.MD.2d	Sort objects as heavier than / lighter than or longer than /shorter than.	M				
		K.MD.3a	Sort objects by a given attribute.	M				
		K.MD.3b	Compare groups of sorted objects by count and display data.	M				
		K.MD.3c	Explain the attributes used when sorting objects.	M				
		K.MD.4a	Name the coins: penny, nickel, dime, and quarter.	I	M			
		K.MD.4b	State the value of the coins: penny, nickel, dime, and quarter.	I	M			
		K.MD.4c	Calculate the total value of a group of coins up to $1.00	I	M			
What are planes?	***Geometry*** Identify and describe shapes-squares, circles,	K.G.1a	Identify 2-dimensional shapes by name.	M		Square Circle Hexagon Cone		
		K.G.1b	Identify 3-dimensional shapes by name.	M				
		K.G.1c	Explain the position of a shape in relation to another. object	M				

What are solid objects?	triangles, rectangles, hexagons, cubes, cones, cylinders, spheres.	K.G.1d	Sort shapes by dimension (2-dimensional & 3-dimensional)	M		Sphere Triangle Cube Cylinder Rectangle		
		K.G.1e	Move shapes based on oral directive, using positional terms	M				

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How are plane and solid objects different? How do you describe a 3-dimensional shape?	Analyze, compare, create, and compose shapes.	K.G.1f	Describe objects in the environment using the names of shapes	M		Above Below Beside In front of Behind Next to Solid Flat Side Corner Solid Length		
		K.G.2a	Draw a given 2-dimensional (square, circle, hexagon, & triangle) shape regardless of the orientation or size	M				
		K.G.2b	Draw a given 2-dimensional (square, circle, hexagon, & triangle) or 3-dimensional shape (cones, sphere, cube, & cylinder), regardless of the orientation or size.	M				
		K.G.2c	Explain why some shapes are the same and why some are different	M				
		K.G.3	Describe 2-dimensional (square, circle, hexagon & triangle) as “flat” and 3-dimensional shape as “solid”	M				
		K.G.4a	Compare 2-dimensional shapes to 3-dimensional shapes, explaining similarities and differences.	M				
		K.G.4b	Describe two or more characteristics of 2-dimensional and 3-dimensional shapes in terms of number of sides, side length, corners, etc.	M				
		K.G.4c	Describe 3-dimensional shapes using 2-dimensional terminology (ex. A cube is made up of 6 squares.)	M				
		K.G.5	Create 2-dimension and 3-dimensional shapes using clay, marshmallows/toothpicks, drawings, etc.	M				
		K.G.6a	Identify shapes within a larger shape or figure	M				
		K.G.6b	Manipulate smaller shapes to create a new larger shape	M				