CSD Math Curriculum Map – Grade Pre-K (Year 1) 2/5/2020

	Trimester 1			Trimester 2			Trimester 3			
	September	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**
Theme	**Back to School**	**Trees/Leaves**	**Clothes**	**Author Study**	**Winter**	**Winter**	**Fairy Tales**	**Fairy Tales**	**Insects/ Bugs**	**Going to K Summer**
Math – New Learning	**Element 1: Number Sense, Quantity, and Counting** ● **Element 1a:** Number Sense and Quantity ● **Goal:** Count in sequence, recognize numerals, connect numerals with quantities, and compare quantities **Element 3: Measurement, Classification and Data** ● **Element 3a:** Measurement, Comparison, classification, and Time ● **Goal:** Develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. Develop a rudimentary sense of time based mostly on common routines **Element 4: Geometry and Spatial Reasoning** ● **Element 4a**: Geometry and Spatial Sense ● **Goal:** Increasingly recognize two- and three-dimensional objects and use spatial reasoning			**Element 1: Number Sense, Quantity, and Counting** ● **Element 1a:** Number Sense and Quantity ● **Goal:** Count in sequence, recognize numerals, connect numerals with quantities, and compare quantities **Element 3: Measurement, Classification and Data** ● **Element 3a:** Measurement, Comparison, classification, and Time ● **Goal:** Develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. Develop a rudimentary sense of time based mostly on common routines **Element 4: Geometry and Spatial Reasoning** ● **Element 4a**: Geometry and Spatial Sense ● **Goal:** Increasingly recognize two- and three-dimensional objects and use spatial reasoning			**Element 1: Number Sense, Quantity, and Counting** ● **Element 1a:** Number Sense and Quantity ● **Goal:** Count in sequence, recognize numerals, connect numerals with quantities, and compare quantities **Element 2: Number Relationships and Operations** ● **Element 2a:** Number Relationships and Operations ● **Goal:** Increasingly use numbers to describe relationships and solve mathematical problems **Element 3: Measurement, Classification and Data** ● **Element 3a:** Measurement, Comparison, classification, and Time ● **Goal:** Develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. Develop a rudimentary sense of time based mostly on common routines **Element 4: Geometry and Spatial Reasoning** ● **Element 4a:** Geometry and Spatial Sense ● **Goal:** Increasingly recognize two- and three-dimensional objects and use spatial reasoning			
Anchor Activities	● Daily Routines ● Rote Counting e.g. Attendance ● Graphing ● Mat Man ● Sorting Jars ● Math Books/ Songs	● Sorting by attributes ● Patterning ● Simple Math Games for counting and quantifying, patterns, etc. ● Sorting Jars ● Math Books/ Songs	● Self Portrait - shapes ● Sorting Jars ● Clip-It Cards ● Math Books/ Songs	● Graphing - e.g. favorite stories ● Sorting Jars ● Shapes ● Math Books/ Songs	● Sorting Jars ● Counting ● Quantifying ● Measuring ● Comparing ● Patterning/Matching ● Math Books/Songs		● Spatial relationships ● Basic Counting ● Graphing ● Comparison/classification ● Measurement - size of beds, goats, etc. ● Sorting - gems (small, medium, large) ● Math Books/Songs		● Counting ● Sorting ● Geometry- 2-D and 3-D bugs ● Measurement ● Graphing ● Math Books/ Songs	● End of Year Celebration ● Countdown to summer ● Math Games ● Math Books/ Songs
Benchmark Skills (36-48 months)	**E1a:** 1. Recite numbers to 10 in correct sequence 2. Count up to 5 objects using one number for each object independently 3. Quickly identify number of 1-3 objects without counting 4. Read numerals up to 5 and connect them to the quantities they represent			**E1a:** 1. Recite numbers to 10 in correct sequence 2. Count up to 5 objects using one number for each object independently 3. Quickly identify number of 1-3 objects without counting 4. Read numerals up to 5 and connect them to the quantities they represent			**E1a:** 1. Recite numbers to 10 in correct sequence 2. Count up to 5 objects using one number for each object independently 3. Quickly identify number of 1-3 objects without counting 4. Read numerals up to 5 and connect them to the quantities they represent			

	E3a: 1. Sort objects by one attribute such as color, length, weight or size 2. Match objects of similar size 3. Use language to label objects according to an attribute (e.g., big/little, tall/short) 4. Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance 6. Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time) 7. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 8. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set 9. Order objects by size or length (i.e., seriation) 10. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) **E4a:** 1. Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation 2. Use position words such as behind, in, on accurately 3. Use two- and three-dimensional shapes to create structures 4. Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes **Additional:** Copies a simple repeating pattern	**E3a:** 1. Sort objects by one attribute such as color, length, weight or size 2. Match objects of similar size 3. Use language to label objects according to an attribute (e.g., big/little, tall/short) 4. Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance 6. Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time) 7. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 8. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set 9. Order objects by size or length (i.e., seriation) 10. Use Standard and non-Standard ways and tools 11. Use terms such as before, after, now, later, tomorrow, and yesterday accurately **E4a:** 1. Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation 2. Use position words such as behind, in, on accurately 3. Use two- and three-dimensional shapes to create structures 4. Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes **Additional:** Copies a simple repeating pattern	**E2a:** 1. Demonstrate knowledge that objects or sets can be combined or separated 2. Use emerging reasoning skills to determine a solution to a mathematical problem **E3a:** 1. Sort objects by one attribute such as color, length, weight or size 2. Match objects of similar size 3. Use language to label objects according to an attribute (e.g., big/little, tall/short) 4. Classify familiar objects into categories (e.g., fruits or vegetables) modeling and assistance 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance 6. Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time) 7. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 8. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set 9. Order objects by size or length (i.e., seriation) 10. Use Standard and non-Standard ways and tools 11. Use terms such as before, after, now, later, tomorrow, and yesterday accurately **E4a:** 1. Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation 2. Use position words such as behind, in, on accurately 3. Use two- and three-dimensional shapes to create structures 4. Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes **Additional:** Copies a simple repeating pattern
Benchmark Skills (48-60 months)	**E1a:** 1. Recite numbers to 10 in sequence with only occasional errors 2. Count a group of up to 5 objects and understand that the last number represents the number of objects in the group 3. Quickly identify number of 1-5 objects without counting 4. Read numerals up to 10 and connect them to the quantities they represent	**E1a:** 1. Recite numbers to 15 in sequence with only occasional errors 2. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group 3. Quickly identify number of 1-5 objects without counting 4. Read numerals up to 10 and connect them to the quantities they represent	**E1a:** 1. Recite numbers to 20 in sequence with only occasional errors 2. Say the next number that comes before or after in a sequence of 1-10 3. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group 4. Quickly identify number of 1-5 objects without counting 5. Read numerals up to 10 and connect them to the quantities they represent 6. Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal)

	5. Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal) **E3a:** 1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set 3. Classify familiar objects into categories (e.g., fruits or vegetables) 4. Order objects by size or length (i.e., seriation) 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) 6. Use terms such as before, after, now, later, tomorrow, and yesterday accurately **E4a:** 1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.") 2. Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects 3. Follow simple directions related to relative position (beside, between, next to, etc.) 4. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes **Additional:** Extends and creates simple repeating patterns	5. Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal) **E3a:** 1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set 3. Classify familiar objects into categories (e.g., fruits or vegetables) 4. Order objects by size or length (i.e., seriation) 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) 6. Use terms such as before, after, now, later, tomorrow, and yesterday accurately **E4a:** 1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.") 2. Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects 3. Follow simple directions related to relative position (beside, between, next to, etc.) 4. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes **Additional:** Extends and creates simple repeating patterns	**E2a:** 1. Use simple strategies to solve mathematical problems and communicate how they solved the problems 2. Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group 3. Match two equal sets using one-to-one correspondence and understand they are the same 4. Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal) **E3a:** 1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set 3. Classify familiar objects into categories (e.g., fruits or vegetables) 4. Order objects by size or length (i.e., seriation) 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) 6. Use terms such as before, after, now, later, tomorrow, and yesterday accurately **E4a:** 1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has points.") 2. Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes. 3. Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects 4. Follow simple directions related to relative position (beside, between, next to, etc.) 5. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes **Additional:** Extends and creates simple repeating patterns

CSD Math Curriculum Map – Grade Pre-K (Year 1)										2/5/2020
	Trimester 1			Trimester 2			Trimester 3			
	September	October	November	December	January	February	March	April	May	June
Theme	**Back to School**	**Apples Pumpkins 5 Senses**	**Artist Study Color**	**Author Study**	**Free Choice Community Helpers**	**Balls/Shapes**	**Buildings Architecture**	**Recycling**	**Life Cycles**	**Going to K Summer**
Math – New Learning	**Element 1: Number Sense, Quantity, and Counting** ● **Element 1a:** Number Sense and Quantity ● **Goal:** Count in sequence, recognize numerals, connect numerals with quantities, and compare quantities **Element 3: Measurement, Classification and Data** ● **Element 3a:** Measurement, Comparison, classification, and Time ● **Goal:** Develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. Develop a rudimentary sense of time based mostly on common routines **Element 4: Geometry and Spatial Reasoning** ● **Element 4a**: Geometry and Spatial Sense ● **Goal:** Increasingly recognize two- and three-dimensional objects and use spatial reasoning			**Element 1: Number Sense, Quantity, and Counting** ● **Element 1a:** Number Sense and Quantity ● **Goal:** Count in sequence, recognize numerals, connect numerals with quantities, and compare quantities **Element 3: Measurement, Classification and Data** ● **Element 3a:** Measurement, Comparison, classification, and Time ● **Goal:** Develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. Develop a rudimentary sense of time based mostly on common routines **Element 4: Geometry and Spatial Reasoning** ● **Element 4a**: Geometry and Spatial Sense ● **Goal:** Increasingly recognize two- and three-dimensional objects and use spatial reasoning			**Element 1: Number Sense, Quantity, and Counting** ● **Element 1a:** Number Sense and Quantity ● **Goal:** Count in sequence, recognize numerals, connect numerals with quantities, and compare quantities **Element 2: Number Relationships and Operations** ● **Element 2a:** Number Relationships and Operations ● **Goal:** Increasingly use numbers to describe relationships and solve mathematical problems **Element 3: Measurement, Classification and Data** ● **Element 3a:** Measurement, Comparison, classification, and Time ● **Goal:** Develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. Develop a rudimentary sense of time based mostly on common routines **Element 4: Geometry and Spatial Reasoning** ● **Element 4a**: Geometry and Spatial Sense ● **Goal:** Increasingly recognize two- and three-dimensional objects and use spatial reasoning			
Anchor Activities	● C**reative Curriculum** ● Daily Routines ● Rote Counting e.g. attendance ● Graphing ● Mat Man ● Sorting Jars ● Math Books/ Songs	● Sorting by attributes ● Patterning ● Simple Math Games for counting, quantifying, patterns, etc. ● Sorting Jars ● Math Books/ Songs	● Self Portrait - shapes ● Sorting Jars ● 3-D Art ● Sorting by Color ● Clip-It Cards ● Math Books/ Songs	● Graphing – e.g. favorite stories ● Sorting Jars ● Shapes ● Math Books/ Songs	● Dramatic Play ● Sorting - across all areas of the day ● 3-D shapes ● Measurement ● Math Games ● Math Books/ Songs ● Quantity Clip-Its	● **Creative Curriculum** ● 2-D and 3-D Shapes ● Math Books/ Songs ● Tangrams ● Sorting	● **Creative Curriculum** ● Engineering ● Measuring ● STEAM activities ● Shapes (of buildings) ● Block Area Challenges ● Moving from 2-D to 3-D	● **Creative Curriculum** ● Sorting ● Shapes ● 3-D art with recycled materials	● Counting ● Sorting ● Measure-ment ● Graphing ● Math Books /Songs	● **Creative Curriculum** ● End of Year Celebration ● Countdown to summer ● Math Games ● Math Books/ Songs

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Demonstrate knowledge that objects or sets can be combined or separated 2. Use emerging reasoning skills to determine a solution to a mathematical problem **E3a:** 1. Sort objects by one attribute such as color, length, weight or size 2. Match objects of similar size 3. Use language to label objects according to an attribute (e.g., big/little, tall/short) 4. Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance 6. Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time) 7. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 8. 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Benchmark Skills (48-60 months)	**E1a:** 1. Recite numbers to 10 in sequence with only occasional errors	**E1a:** 1. Recite numbers to 15 in sequence with only occasional errors	**E1a:** 1. Recite numbers to 20 in sequence with only occasional errors 2. Say the next number that comes before or after in a sequence of 1-10

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Standards	**Vermont Early Learning Standards:** **Common Core State Standards – Math - Kindergarten**	
Assessment	**Teaching Assessment Gold** ***Admin 1*** *(dates vary by year)*	**Teaching Assessment Gold** ***Admin 2*** *(dates vary by year)*
Resources	Liberty Central School District - NY engageNY – Curriculum Overview EDM Kindergarten Songs (for log in see a classroom teacher) ● Songs and Chants that go with EDM Kindergarten Songs (for login see a classroom teacher)	
Booklists	Creative Curriculum Beginning of the Year Booklist https://drive.google.com/drive/folders/1HTtuI8V7ghYjoYmyslgFiWvCdVfG-x66	