



**JSD 251 Math Curriculum
Kindergarten – Spring 2016**

| Month | Materials & Resources | Standard(s) | Learning Activities | Task Analysis | Vocabulary | Assessment | Emphasis |
|-------|--|--------------------------------------|--|--|--|--|---|
| | Envision Math: Common Core: Kindergarten | Common Core State Standards: Math | Learning activities can be found in the Envision Math Teacher's Edition. | Task analysis is the analysis of how a task is accomplished, including a detailed description. | Vocabulary will be on the list under the topic where it is first introduced. It can and should, however, be used and reinforced throughout the entire year and <i>always taught in context.</i> | Assessments should be common among building grade level teams. | <p>Major Clusters Students should spend the large majority of their time on major clusters.</p> <p>Supporting Clusters These should be used to enhance the work of the major clusters.</p> <p>Additional Clusters These clusters should not be neglected but less time may be spent on them.</p> |



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| August | Rules and Procedures | | | | | | |
| September | Introduce Writing Numbers 1-3 | | | | | | |
| | <p>Topic 14 - EnVision Math Identifying and Describing Shapes (8 lessons)</p> <p>Topic 15 - EnVision Math Position and Location of shapes (5 lessons)</p> <p>Topic 16 - EnVision Math Analyzing, Comparing, and Composing Shapes (5 lessons)</p> | <p>Standards for Mathematical Content Domain Geometry Cluster Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Cluster Analyze, compare, create, and compose shapes. Standards K.G.2, K.G.3, K.G.4, K.G.5, K.G.6</p> <p>Also include standard K.G.1 – describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind</i> and <i>next to</i>.</p> | <p>Topics 14, 15, and 16 have individual and group activities for the classroom to enhance your lessons</p> <p>Shape Scavenger hunt: Hang shapes throughout classroom, students work with a partner to find them.</p> <p>http://www.education.com/activity/article/ice-cream-math/</p> | <p>Topic 14: pages, 263A-263B</p> <p>Topic 15: pages, 285A-285B</p> <p>Topic 16: pages, 301A-301B</p> | <p>shapes, rectangle, oval, square, circle, triangle, hexagon, cone, cylinder, cube, sphere, flat surface, two and three dimensional, solid, straight attribute, inside, outside, above, below on, in front of, between, behind, next to, beside, left, right, same size, same shape</p> | <p>Observe students during activities as they identify and describe shapes, position, orientation, and size. Students build simple models of flat, solid and two dimensional shapes. Use pattern blocks to have children put flat shapes together to form larger shapes. Math Site with lesson</p> | <p>Additional Clusters- These clusters should not be neglected but less time may be spent on them.</p> |



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| September | | | | | | ideas as well as great hands on assessments: Use the given site that works best with topic http://www.schools.utah.gov/CURR/math/learning-Tips/Kindergarten.aspx | |
|-----------|--|---|--|--|--|--|--|
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| October | (Finish Topic 16) | | | Topic 16: pages, 301A-301B | | | |
| | Topic 1 - EnVision Math One to Five (7 lessons) Topic 2 - EnVision Math | Standards for Mathematical Content Domain Counting and Cardinality Cluster Know number names and the count sequence. Cluster Count to tell the number of objects. Cluster Comparing numbers. Standards K.CC.3, K.CC.4, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6 Also include standard K.CC.4A – when counting objects, say the number names in the standard order, pairing each object with | Topics 1 and 2 have individual and group activities for the classroom to enhance your lessons. Use Fall manipulatives for various activities in Topic 1 & 2. Use | Topic 1: pages, 1A-1B Topic 2: pages, 21A-21B | count, number, one, two, three, four, five, more, fewer, same as | Math Site with lesson ideas as well as great hands on assessments: Use the given site that works best with topic | Major Clusters- students should spend the large majority of their time on major clusters |



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| October | Comparing and Ordering 0 to 5 (9 lessons) | one and only one number name and each number name with one and only one object. | seasonal activities such as pumpkin math for counting. Students need additional instruction and practice with correct number formation http://www.mathblaster.com/parents/math-activities/counting-activities http://www.education.com/slideshow/kindergarten-counting/ | | | http://www.schools.utah.gov/CURR/math/lem/Tutoring-Tips/Kindergarten.aspx | |
|----------|--|--|--|-------------------------|---|---|--|
| Month | Materials & Resources | Standard(s) | Learning Activities | Task Analysis | Vocabulary | Assessment | Emphasis |
| November | (Finish Topic 2) | | | Topic 2: pages, 21A-21B | | Math Site with lesson ideas as well as great hands on assessments: | Major Clusters- students should spend the large majority of their time on major clusters |
| | Topic 3 - EnVision Math Six to Ten (7 lessons) | <p>Standards for Mathematical Content</p> <p>Domain Counting and Cardinality</p> <p>Cluster Know number names and the count sequence.</p> <p>Cluster Count to tell the number of objects.</p> <p>Standards K.CC.3, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5</p> | <p>Topics 3 and 4 have individual and group activities for the classroom to enhance your lessons.</p> <p>A good website to look for activities</p> | Topic 3: pages, 45A-45B | counting and recognizing numbers, six, seven, eight, nine, ten, identify greater and less than. | Use the given site that works best with topic. | |



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| November | Topic 4 - EnVision Math Comparing and Ordering Numbers 0 to 10 (10 lessons) | Standards for Mathematical Content Domain Counting and Cardinality Cluster Compare numbers. Cluster Know number names and the count sequence. Standards K.CC.2, K.CC.4.c, K.CC.6, K.CC.7, K.OA.1 | for Kindergarten Math: https://www.ixl.com/math/kindergarten | Topic 4: pages, 65A-65B | | http://www.schools.utah.gov/CURR/math/lem/Tutoring-Tips/Kindergarten.aspx | |
|----------|---|--|---|--|--|--|--|
| Month | Materials & Resources | Standard(s) | Learning Activities | Task Analysis | Vocabulary | Assessment | Emphasis |
| December | Topic 12 - EnVision Math Measurement (8 lessons) Topic 13 - EnVision Math Sorting Classifying, Counting, and Categorizing Data (7 lessons) | Standards for Mathematical Content Domain Measurement and Data Cluster Describe and compare measurable attributes. Standards K.MD.1, K.MD.2 Standards for Mathematical Content Domain Measurement and Data Cluster Classify objects and count the number of objects in each category. Standards K.MD.3, K.G.1 | Topics 12 and 13 have individual and group activities for the classroom to enhance your lessons. http://www.education.com/slideshow/master-measurement-kindergarten/ http://frugalfun4boys.com/2013/02/05/lego-math-how-many-legos-does-it-weigh/ | Topic 12: Topic 13: | longer, shorter, taller, tallest, length, longest, shortest, most, least, weight, lighter, heavier, sort, sorting - rule, age/content appropriate graphs | Math Site with lesson ideas as well as great hands on assessments: Use the given site that works best with topic http://www.schools.utah.gov/CURR/math/lem/Tutoring-Tips/Kindergarten.aspx | Additional Clusters- These clusters should not be neglected but less time may be spent on them. Supporting Cluster- these should be used to enhance the work of the major clusters. |



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| January | <p>Topic 5 - EnVision Math Numbers to 20 (5 lessons)</p> <p>Topic 6 - EnVision Math Numbers to 100 (6 lessons)</p> | <p>Standards for Mathematical Content Domain Counting and Cardinality Cluster Know number names and the count sequence. Cluster Count to tell the number of objects. Standards K.CC.2, K.CC.3, K.CC.4.b</p> <p>Also include standard K.CC.1, K.CC.4.c, and K.CC.5</p> | <p>Topics 5 and 6 have individual and group activities for the classroom to enhance your lessons.</p> <p>See Smart Exchange for additional counting and cardinality activities http://files.havefunteaching.com/activities/math/number-recognition-activity.pdf</p> | <p>Topic 5: pages, 91A-91B</p> <p>Topic 6: pages, 107A-107B</p> | <p>counting and recognizing numbers, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, hundred chart, row, column, count by 2's, 5's, 10's</p> | <p>Math Site with lesson ideas as well as great hands on assessments: Use the given site that works best with topic http://www.schools.utah.gov/CURR/mathelem/Tutoring-Tips/Kindergarten.aspx</p> | <p>Major Clusters- students should spend the large majority of their time on major clusters</p> |
| Month | Materials & Resources | Standard(s) | Learning Activities | Task Analysis | Vocabulary | Assessment | Emphasis |
| February | <p>Topic 7 - EnVision Math Understanding Addition (7 lessons)</p> | <p>Standards for Mathematical Content Domain Operations and Algebraic Thinking Cluster Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Standards K.OA.1, K.OA.2, K.OA.5</p> | <p>Topics 7 and 8 have individual and group activities for the classroom to enhance your lessons. Great math center site:</p> | <p>Topic 7: pages, 125A-125B</p> | <p>number story, join, in all, altogether, add, plus, sign, equal sign, sum, addition sentence, left, separate, take</p> | <p>Math Site with lesson ideas as well as great hands on assessments: Use the given site that</p> | <p>Major Clusters- students should spend the large majority of their time</p> |



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|----------|---|--|--|--|---|--|--|
| February | Topic 8 - EnVision Math Understanding Subtraction (8 lessons) | | http://www.kidscount1234.com/mathcentersandgames.html http://www.k-5mathteachingresources.com/addition-and-subtraction-centers.html http://www.education.com/activity/article/heart-math/ http://www.abcya.com/addition.htm | Topic 8: pages, 145A-145B | away, minus sign, subtract, difference, subtraction sentence, | works best with topic http://www.schools.utah.gov/CURR/mathelem/Tutoring-Tips/Kindergarten.aspx | on major clusters |
| Month | Materials & Resources | Standard(s) | Learning Activities | Task Analysis | Vocabulary | Assessment | Emphasis |
| March | (Finish Topic 8) Topic 9 - EnVision Math More Addition and Subtraction (9 lessons) | Standards for Mathematical Content Domain Operations and Algebraic Thinking Cluster Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Standards K.OA.3, K.OA.4, K.MD.3 | Topics 8 and 9 have individual and group activities for the classroom to enhance your lessons. Additional activities may be found at: Smart Exchange- Fun | Topic 8: pages, 145A-145B Topic 9: pages, 167A-167B | whole, part, graph | Math Site with lesson ideas as well as great hands on assessments: Use the given site that works best with topic | Major Clusters- students should spend the large majority of their time on major clusters |



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|---------------------|---|---|---|---|--|--|--|
| <p>March</p> | | | <p>with addition and subtraction http://files.havefunteaching.com/activities/math/march-madness-basketball-addition-activity.pdf</p> | | | <p>http://www.schools.utah.gov/CURR/math/lem/Tutoring-Tips/Kindergarten.aspx</p> | |
| <p>April</p> | <p>Topic 10 - EnVision Math Composing Numbers (4 lessons)</p> <p>Topic 11 - EnVision Math Decomposing Numbers (5 lessons)</p> | <p>Standards for Mathematical Content Domain Number and Operations in Base Ten Cluster Work with numbers 11–19 to gain foundations for place value. Standard K.NBT.1</p> | <p>Topics 10 and 11 have individual and group activities for the classroom to enhance your lessons. Use Spring holidays to create manipulatives to enhance learning activities. See these additional sites for games... http://www.education.com/activity/article/quick-stop/</p> | <p>Topic 10: pages, 191A-191B</p> <p>Topic 11: pages, 205A-205B</p> | <p>how many more, set, ten frame, double ten frame</p> | <p>Math Site with lesson ideas as well as great hands on assessments: Use the given site that works best with topic http://www.schools.utah.gov/CURR/math/lem/Tutoring-Tips/Kindergarten.aspx</p> | <p>Major Clusters-students should spend the large majority of their time on major clusters</p> |



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| May | Step Up to First Grade 1 EnVision Math (10 lessons) | <p>Common Core 1.OA.5 Relate counting to addition and subtraction [e.g., by counting on 2 to add 2].</p> <p>Common Core 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Common Core 1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of addition.)</p> <p>Common Core 1.OA.5 Relate counting to addition and subtraction [e.g., by counting on 2 to add 2].</p> <p>Common Core 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Common Core 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Common Core 1.NBT.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>Common Core 1.NBT.2.a 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>Common Core 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>Common Core 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> | <p>http://www.education.com/activity/article/step_on_i_t_second/</p> | <p>Reevaluate as needed:</p> <p>Topic 7: pages, 125A-125B</p> <p>Topic 8: pages, 145A-145B</p> <p>Topic 9: pages, 167A-167B</p> <p>Topic 10: pages, 191A-191B</p> <p>Topic 11: pages, 205A-205B</p> | <p>add, sum, addition sentence, plus, equals, join, order, addends, subtract, difference, subtraction sentence, minus sign, equal sign, take away, fact family, tens, sort, side, corner, flat surface, vertex, vertices</p> | | Use as time allows |