Kindergarten Curriculum Guide – 2022-2023

Kindergarten BIG-M   Transition Guide

Mathematical Thinking and Reasoning Standards

Key: Exploration (E), Procedural Reliability (PR), Recall/Automaticity (R), *Foundational benchmark

Yellow highlight: New grade-level concepts.

Benchmark(s)	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.K.NSO.1.1* MA.K.NSO.1.2* MA.K.NSO.1.3	**Numbers and Operations** **Represent, Count, and Write Numbers 0 to 5 – Chapter 1** • Model and count to tell the number of objects 0-5. • Represent objects 0-5 with a number name and a written numeral. • Identify positions of objects using words like first, second, etc. • Solve problems by using the strategy make a model.	1.7 1.8	20 days
Notes:	− *Spend more time on counting objects as opposed to counting out a given number of objects.* − *Within this chapter, the expectation is not to write the number in word form.* − *Make sure students understand the terms "left and right".* Purpose and instructional strategies can be found on p. **18-19** in the K BIG M		
Suggested Manipulatives:	•Connecting cubes •Two-color counters •Five-frames• Dot cards •Numeral cards •Number lines •Objects for counting (e.g.,bears, buttons)		
Literature:	•Ten Black Dots by Donald Crews •The Very Hungry Caterpillar by Eric Carle •Rooster's Off to See the World by Eric Carle •Five Little Ducks by Raffi •Olivia Counts by Ian Falconer		

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Benchmark(s)	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.K.NSO.2.3* MA.K.NSO.1.4	**Compare Numbers to 5 – Chapter 2** • Use matching and counting strategies to compare sets to 5. • Locate and order numbers 0-5 using the number line. • Make a model to solve problems using a matching strategy.		13 days
Notes:	Purpose and instructional strategies can be found on p. **20-21** in the K BIG M		
Suggested Manipulatives:	•Connecting cubes •Two-color counters •Five-frames• Dot cards •Numeral cards •Number lines •Objects for counting (e.g.,bears, buttons)		
Literature:	•Ten Black Dots by Donald Crews •The Very Hungry Caterpillar by Eric Carle •Rooster's Off to See the World by Eric Carle •Five Little Ducks by Raffi •Olivia Counts by Ian Falconer		

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MA.K.NSO.1.1* MA.K.NSO.1.2*	**Represent, Count, and Write Numbers 6 to 9 – Chapter 3** • Model and count to tell the number of objects 6-7. • Represent objects 6-7 with a number name. • Model and count to tell the number of objects 7-9. • Represent objects 7-9 with a number name and a written numeral. • Solve problems by using the strategy draw a picture.		15 days
Notes:	− *Within this chapter, the expectation is not to write the number in word form.*		
Suggested Manipulatives:	•Two-color counters •Ten-frames •Hundreds chart •Dot cards •Numeral cards •Number lines •Connecting cubes •Objects for counting (e.g., beans, square tiles, blocks)		
Literature:	•Ten Black Dots by Donald Crews •The Very Hungry Caterpillar by Eric Carle •Click, Clack, Splish, Splash: A Counting Adventure by Doreen Cronin •How Do Dinosaurs Count to Ten? by Jane Yolen and Mark Teague •Potato Joe by Keith Baker •One Frog Sang by Shirley Parenteau •Five Little Monkeys Go Shopping by Eileen Christelow		

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MA.K.NSO.1.1* MA.K.NSO.1.2* MA.K.AR.1.1 MA.K.AR.1.2 MA.K.NSO.2.3* MA.K.NSO.1.4	**Represent and Compare Numbers to 10 – Chapter 4** • Model, count, and represent objects to 10 with a number name and a written numeral. • Use a drawing to make 10 from a given number. • Count forward and backward to 10 from a given number. • Use counting strategies and number lines to locate, order, and compare sets of objects. • Solve problems by using the strategy make a model.		17 days
Notes:	− Be sure to include "counting on" as a strategy to subtract. Purpose and instructional strategies can be found on p. **24-30** in the K BIG M		
Suggested Manipulatives:	•Two-color counters •Ten-frames •Hundreds chart •Dot cards •Numeral cards •Number lines •Connecting cubes •Objects for counting (e.g., beans, square tiles, blocks)		
Literature:	•Ten Black Dots by Donald Crews •The Very Hungry Caterpillar by Eric Carle •Click, Clack, Splish, Splash: A Counting Adventure by Doreen Cronin •How Do Dinosaurs Count to Ten? by Jane Yolen and Mark Teague •Potato Joe by Keith Baker •One Frog Sang by Shirley Parenteau •Five Little Monkeys Go Shopping by Eileen Christelow		

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MA.K.AR.1.1 MA.K.AR.1.2 MA.K.NSO.3.2 (PR) MA.K.AR.1.3 MA.K.NSO.3.1 (E)	**Addition – Chapter 5** • Use expressions to represent addition within 10. • Understand addition as putting together or adding to when solving word problems. • Use objects and drawings to solve addition word problems and record the equations. • Understand the context of the problem, as well as the quantities within the problem to solve problems by using objects, drawings, or equations. • Given a number from 0 to 7, find the different ways it can be represented as the sum of two numbers. • Find different ways numbers from 0 to 10 can be represented as the sum of two numbers.		20 days
Notes:	Purpose and instructional strategies for **NSO.3.2** can be found on p. **34-37** in the K BIG M Purpose and instructional strategies for **AR.1.2 and AR.1.3** can be found on p. **41-46** in the K BIG M		
Suggested Manipulatives:	•Two-color counters •Five-frame •Ten-frame •Hundred Chart •Numeral cards •Coins •Number lines •Connecting cubes		
Literature:	•Domino Addition by Lynette Long •Splash! by Ann Jonas •Animals on Board by Stuart Murphy •Elevator Magic by Brian Karas •Turtle Splash! Countdown at the Pond by Cathryn Falwell •Balancing Act by Ellen Walsh •What's New at The Zoo: An Animal Adding Adventure by Suzanne Slade •12 Ways to Get 11 by Eve Merriam •One is a Snail Ten is a Crab by April and Jeff Sayre		

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MA.K.NSO.3.1 (E) MA.K.AR.1.3 MA.K.NSO.3.2 (PR) MA.K.AR.2.1	**Subtraction – Chapter 6** • Use expressions to represent subtraction within 10. • Use objects, drawings, and number lines to solve subtraction word problems and record the equations. • Understand subtraction as taking apart or taking from to solve word problems. • Explain why addition and subtraction equations are true using objects or drawings. • Understand the context of the problem, as well as the quantities within the problem to solve problems by using objects, drawings, or equations.		17 days
Notes:	Purpose and instructional strategies for **NSO.3.2** can be found on p. **34-37** in the K BIG M Purpose and instructional strategies for **AR.1.3** can be found on p. **44-46** in the K BIG M Purpose and instructional strategies for **AR.1.2 and AR.1.3** can be found on p. **46-48** in the K BIG M		
Suggested Manipulatives:	•Two-color counters •Five-frame •Ten-frame •Hundred Chart •Numeral cards •Coins •Number lines •Connecting cubes		
Literature:	•Domino Addition by Lynette Long •Splash! by Ann Jonas •Animals on Board by Stuart Murphy •Elevator Magic by Brian Karas •Turtle Splash! Countdown at the Pond by Cathryn Falwell •Balancing Act by Ellen Walsh •What's New at The Zoo: An Animal Adding Adventure by Suzanne Slade •12 Ways to Get 11 by Eve Merriam •One is a Snail Ten is a Crab by April and Jeff Sayre		

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MA.K.NSO.1.1* MA.K.NSO.2.2*	**Represent, Count, and Write 11 to 19 – Chapter 7** • Use objects to decompose numbers 11 through 19 into ten ones or a unit of ten and some further ones. • Represent 11 to 19 objects with number names and written numerals. • Solve problems by using the strategy draw a picture.		14 days
Notes:	− *Within this chapter, the expectation is not to write the number in word form.* Purpose and instructional strategies can be found on p. **13-15** in the K BIG M		
Suggested Manipulatives:	•Two-color counters •Ten-frame •Double ten-frame •Number lines •Numeral cards •Hundred chart		
Literature:	•One Hundred Hungry Ants by Elinor Pinczes •Monster Math Picnic by Grace Maccarone •Chrysanthemum by Kevin Henkes •Ready, Set, Hop! by Stuart J. Murphy •The M & M Counting Book by Barbara Barbieri McGrath •20 Big Trucks In The Middle of The Street by Mark Lee •How Many Snails? by Paul Giganti, Jr. •Eggs and Legs by Michael Dahl •Counting Wildflowers by Bruce McMillan		

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MA.K.NSO.1.1* MA.K.NSO.2.1* MA.K.NSO.1.4 MA.K.NSO.2.3*	**Represent, Count, and Write 20 and Beyond – Chapter 8** • Model and count with objects to show the number 20 and beyond. • Represent 20 objects and more with a number name and a written numeral. • Locate, order, and compare numbers 0-20 using a number line and the connection between addition and subtraction. • Count forward and backward within 20 from a given number. • Know the succeeding number in the count sequence refers to a quantity that is one less. • Know the count sequence when counting to 50 and to 100 by ones and by tens. • Solve problems by using the strategy make a model.		18 days
Notes:	− *Within this chapter, the expectation is not to write the number in word form.* Purpose and instructional strategies for can be found on p. **28-30** in the K BIG M		
Suggested Manipulatives:	•Two-color counters •Ten-frame •Double ten-frame •Number lines •Numeral cards •Hundred chart		
Literature:	•One Hundred Hungry Ants by Elinor Pinczes •Monster Math Picnic by Grace Maccarone •Chrysanthemum by Kevin Henkes •Ready, Set, Hop! by Stuart J. Murphy •The M & M Counting Book by Barbara Barbieri McGrath •20 Big Trucks In The Middle of The Street by Mark Lee •How Many Snails? by Paul Giganti, Jr. •Eggs and Legs by Michael Dahl •Counting Wildflowers by Bruce McMillan		

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MA.K.GR.1.1 MA.K.GR.1.2 MA.K.GR.1.4 MA.K.GR.1.5	**Geometry and Positions Identify and Describe Two-Dimensional Shapes – Chapter 9** • Identify, name, describe, and compare two-dimensional shapes including square, circle, triangle, and rectangle. • Solve problems by using the strategy draw a picture.		9 days
Notes:	− *Within Geometric Reasoning, figures are now limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.*		
Suggested Manipulatives:	•Attribute blocks •Pattern blocks •Geoboards and Geobands (rubber bands) •Pattern blocks •Plane shapes		
Literature:	•The Greedy Triangle By Marilyn Burns •Mouse Shapes by Ellen Stoll Walsh •Ship Shapes by Stella Blackstone & Siobhan Bell •The Shape of Things by Dayle Ann Dodds •Shape by Shape by Suse MacDonald •Icky Bug Shapes by Jerry Pallotta •Circle Dogs by Kevin Henkes •Round Is A Mooncake by Roseanne Thong •Not a Box by Anotinette Portis •So Many Circles, So Many Squares by Tana Hoban		

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MA.K.GR.1.3 MA.K.GR.1.1 MA.K.GR.1.4	**Identify and Describe Three-Dimensional Shapes – Chapter 10** • Identify, name, describe, and compare three-dimensional shapes including cube, cone, cylinder, and sphere. • Analyze, compare, create, and compose shapes. • Solve problems by using the strategy use logical reasoning.		8 days
Notes:	− *Include the terms "left and right" when teaching relative position. (Lessons 10.7-10.9)*		
Suggested Manipulatives:	•Three-dimensional real-world shapes (e.g., soup cans, tissue boxes, etc.) •Attribute blocks •Pattern blocks •Geoboards and Geobands (rubber bands)•Pattern blocks •Plane shapes		
Literature:	•The Greedy Triangle By Marilyn Burns •Mouse Shapes by Ellen Stoll Walsh •Ship Shapes by Stella Blackstone & Siobhan Bell •The Shape of Things by Dayle Ann Dodds •Shape by Shape by Suse MacDonald •Icky Bug Shapes by Jerry Pallotta •Circle Dogs by Kevin Henkes •Round Is A Mooncake by Roseanne Thong •Not a Box by Anotinette Portis •So Many Circles, So Many Squares by Tana Hoban		

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MA.K.M.1.2 MA.K.M.1.3 MA.K.M.1.1	**Measurement and Data Measurement – Chapter 11** • Compare the length, height, and weight of two objects. • Describe several measurable attributes of a single object. • Solve problems by using the strategy draw a picture. • Compare and describe objects based on their volume using has more, has less, holds more, holds less, more full, less full, full, empty, takes up more space or takes up less space.		10 days
Notes:	Purpose and instructional strategies can be found on p. **51-54** in the K BIG M		
Suggested Manipulatives:	•Objects to measure or "weigh" (e.g., toys, books, sheets of paper, etc.) •Objects to show volume (e.g., various sized containers, tissue boxes, cereal boxes, etc.) •Objects for non-standard measurement tools (e.g., connecting cubes, string, straws, paper clips, pencils, crayons) •Objects to sort (e.g., buttons, small toys, keys, color cubes) •Attribute blocks		
Literature:	•Me and The Measure of Things by Joan Sweeney •Measuring Penny by Loreen Leedy •Is It Larger? Is It Smaller? by Tana Hoban •How Much Does a Ladybird Weigh by Alison Limentani •Mighty Maddie by Stuart Murphy and Bernice Lum •Counting On Frank by Rod Clement •Super Sand Castle Saturday by Stuart Murphy		

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MA.K.DP.1.1	**Classify and Sort Data – Chapter 12** • Classify objects by color, shape, and size and count the number of objects in each category. • Make and read a graph to count objects that have been classified into categories and report the results verbally, with a written numeral or with drawings. • Solve problems by using the strategy use logical reasoning.		8 days
Notes:	Purpose and instructional strategies can be found on p. **72-74** in the K BIG M		
Suggested Manipulatives:	•Objects to measure or "weigh" (e.g., toys, books, sheets of paper, etc.) •Objects to show volume (e.g.,various sized containers, tissue boxes, cereal boxes, etc.) •Objects for non-standard measurement tools (e.g., connecting cubes, string, straws, paper clips, pencils, crayons) •Objects to sort (e.g., buttons, small toys, keys, color cubes) •Attribute blocks		
Literature:	•Me and The Measure of Things by Joan Sweeney •Measuring Penny by Loreen Leedy •Is It Larger? Is It Smaller? by Tana Hoban •How Much Does a Ladybird Weigh by Alison Limentani •Mighty Maddie by Stuart Murphy and Bernice Lum •Counting On Frank by Rod Clement •Super Sand Castle Saturday by Stuart Murphy		