KINDERGARTEN MATH

K

EUREKA SCOPE AND SEQUENCE CHART					
Module 1	**Module 3**	**Module 4**	**Module 5**	**Module 2**	**Module 6**
Numbers to 10	**Comparison Of Length, Weight, Capacity, and Numbers to 10**	**Number Pairs, Addition and Subtraction to 10**	**Numbers 10-20 and Counting to 100**	**Two-Dimensional and Three-Dimensional Shapes**	**Analyzing, Comparing, and Composing Shapes**
Approximately 10 Weeks	**Approximately 6 Weeks**	**Approximately 11 Weeks**	**Approximately 6 Weeks**	**Approximately 1 ½ Weeks**	**Approximately 1 ½ Weeks**
MGSEK.CC.3*	**MGSEK.CC.6***	**MGSEK.OA.1***	**MGSEK.CC.1***	**MGSEK.G.1***	**MGSEK.G.4***
MGSEK.CC.4*	**MGSEK.CC.7***	**MGSEK.OA.2***	**MGSEK.CC.2***	**MGSEK.G.2**	**MGSEK.G.5**
MGSEK.CC.5*	**MGSEK.MD.1**	**MGSEK.OA.3***	**MGSEK.CC.3***	**MGSEK.G.3**	**MGSEK.G.6***
MGSEK.OA.3*	**MGSEK.MD.2**	**MGSEK.OA.4***	**MGSEK.CC.4***	**MGSEK.G.4***	
MGSEK.MD.3		**MGSEK.OA.5***	**MGSEK.CC.5***	**MGSEK.MD.3**	
			MGSEK.NBT.1		

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking

***Prioritized Standards: Grade level standards of highest priority have been identified. Pacing has been modified to allow sufficient time for in-depth instruction and practice.**

Supporting Standards: Key concepts and skills, from these grade level standards, will be used to support the Prioritized Standards.

Module Name	Module Description	Georgia Standards of Excellence	Module Duration
Module 1 **Numbers to 10**	**In this module, students will:** **Topic A:** Attributes of Two Related Objects **Topic B:** Classify to Make Categories and Count **Topic C:** Numbers to 5 in Different Configurations, Math Drawings, and Expressions **Topic D:** The Concept of Zero and Working with Numbers 0–5 **Topic E:** Working with Numbers 6–8 in Different Configurations **Topic F:** Working with Numbers 9–10 in Different Configurations **Topic G:** *One More* with Numbers 0–10 **Topic H:** *One Less* with Numbers 0–10	**Know number names and the count sequence.** **MGSEK.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **Count to tell the number of objects.** **MGSEK.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement	**Approximately 10 Weeks**

		or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **MGSEK.CC.5** Count to answer 'how many?" questions. a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration. b. Given a number from 1-20, count out that many objects. c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.) **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**	

		MGSEK.OA.3 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 (drawings need not include an equation). **Classify objects and count the number of objects in each category.** **MGSEK.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. **(Integrate classifying and counting objects (K.MD.3) with other counting and comparison work in the grade (K.CC.1-7) in order to reduce the amount of time spent on this cluster.)**	
Module 3 **Comparisons of Length, Weight, Capacity, and Numbers to 10**	**In this module, students will:** **Topic A:** Comparison of Length and Height **Topic B:** Comparison of Length and Height of Linking Cube Sticks Within 10 **Topic C:** Comparison of Weight **Topic D:** Comparison of Volume **Topic E:** Are There Enough?	**Count to tell the number of objects.** **MGSEK.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.3 **MGSEK.CC.7** Compare two numbers between 1 and 10 presented as written numerals. **Describe and compare measurable attributes.**	**Approximately 6 Weeks**

	Topic F: Comparison of Sets Within 10 **Topic G:** Comparison of Numerals **Topic H:** Clarification of Measurable Attributes	**MGSEK.MD.1** Describe several measurable attributes of an object, such as length or weight. *For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!"* **MGSEK.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	
Module 4 **Number Pairs, Addition and Subtraction to 10**	**In this module students will:** **Topic A:** Compositions and Decompositions of 2, 3, 4, and 5 **Topic B:** Decompositions of 6, 7, and 8 into Number Pairs **Topic C:** Addition with Totals of 6, 7, and 8 **Topic D:** Subtraction from Numbers to 8 **Topic E:** Decompositions of 9 and 10 into Number Pairs **Topic F:** Addition with Totals of 9 and 10	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** **MGSEK.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **MGSEK.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **MGSEK.OA.3** 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 (drawings need not include an equation).	**Approximately 11 Weeks**

	Topic G: Subtraction from 9 and 10 **Topic H:** Patterns with Adding 0 and 1 and Making 10	**MGSEK.OA.4** For any number from 1 to 9, 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. **MGSEK.OA.5** Fluently add and subtract within 5.	
Module 5 **Numbers 10 – 20 and Counting to 100**	**In this module, students will:** **Topic A:** Count 10 Ones and Some Ones **Topic B:** Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers **Topic C:** Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations **Topic D:** Extend the Say Ten and Regular Count Sequence to 100 202 **Topic E**: Represent and Apply Compositions and Decompositions of Teen Numbers	**Know number names and the count sequence.** **MGSEK.CC.1** Count to 100 by ones and by tens. **MGSEK.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **MGSEK.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **Count to tell the number of objects.** **MGSEK.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.	**Approximately 6 Weeks**

		a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **MGSEK.CC.5** Count to answer 'how many?" questions. a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration. b. Given a number from 1-20, count out that many objects. c. Identify and be able to count pennies within 20.	

		(Use pennies as manipulatives in multiple mathematical contexts.) **Work with numbers 11–19 to gain foundations for place value.** **MGSEK.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8).	
Module 2 **Two-Dimensional and Three Dimensional Shapes**	**In this module, students will:** **Topic A:** Two-Dimensional Flat Shapes **Topic B:** Three-Dimensional Solid Shapes **Topic C:** Two-Dimensional and Three-Dimensional Shapes	**Classify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** **MGSEK.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **MGSEK.G.2** Correctly name shapes regardless of their orientations or overall size. **MGSEK.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.**	**Approximately 1 and ½ Weeks**

		MGSEK.G. 4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (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.** **MGSEK.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.2	

Module 6 **Analyzing, Comparing, and Composing Shapes**	**In this module, students will:** **Topic A:** Building and Drawing Flat and Solid Shapes **Topic B:** Composing and Decomposing Shapes	**Analyze, compare, create, and compose shapes.** **MGSEK.G. 4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Analyze, compare, create, and compose shapes.** **MGSEK.G. 5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **MGSEK.G. 6** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**Approximately 1 and ½ Weeks**