

Quarter 1 Math Map (Chapters 1,3,4 and 7 Go Math)

Standard	I Can Statements	Section
<p>K.CC.1 Count to 100 by ones and tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at one).</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4a 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.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer “how many?” questions about as many</p>	<p>I can count to 100 by ones and by tens.</p> <p>I can count on from any number.</p> <p>I can write the numbers 0-20.</p> <p>I can write a number to show how many are in a set of objects.</p> <p>I can use a number to tell how many.</p> <p>I can count objects one by one and tell how many in all. I can say the number names in order.</p> <p>I can count objects one by one and tell how</p>	<p>Summative 1 Summative 3 &4 Summative 7</p> <p>10</p> <p>3,3,4</p> <p>1,5,1,6,1,2,8</p> <p>6,7,9</p> <p>6,7,9</p> <p>6,7,9</p> <p>3,3,4</p>

<p>as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration given a number from 1-20, count out that many objects.</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>many in all. I can say the number names in order.</p> <p>I know that as I count, the next number is one more.</p> <p>I can count up to 20 objects.</p> <p>I can compare two numbers between 1-10.</p>	<p>1,2,4,1,2,4,1,2,3,5</p> <p>5,6</p>
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Quarter 2 Math Map (Chapters 2, 5, 7, and 9 Go Math)

Standard	I Can Statements	Section
<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem</p> <p>K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or</p>	<p>I can add and subtract in many ways.</p> <p>I can use objects or pictures to show a problem.</p> <p>I can add numbers to make 10.</p>	<p>Summative 5 Summative 9</p> <p>1,2</p> <p>3,4</p>

<p>drawings and record the answer with a drawing or equation.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts and other attributes.</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p> <p>K.NBT.1 Compose and decompose numbers 11 to 19 into ten ones and some further, eg by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>I can add with numbers 0-5.</p> <p>I can name shapes.</p> <p>I can describe how flat and solid shapes look.</p> <p>I can put together smaller shapes to make bigger shapes.</p> <p>I can show how the numbers 11 to 19 are made up of tens and ones.</p>	<p>7,8</p> <p>9</p> <p>1-5</p> <p>6-10</p> <p>11,12</p> <p>7</p>
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Quarter 3 Math Map (Chapters 8, 10, and 12 Go Math)

Standard	I Can Statements	Section
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<p>K.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.</p> <p>K.G.3 Identify shapes as 2D (lying in a plane, “flat”) or 3D (“solid”)</p> <p>K.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. numbers of sides and vertices/corners) and other attributes (e.g. having sides of equal length)</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing them.</p> <p>K. MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> <p>K.CC.1 Count to 100 by ones and tens.</p>	<p>I can describe where objects are located.</p> <p>I can describe shapes as flat or solid.</p> <p>I can describe how flat and solid shapes look.</p> <p>I can model shapes by building or drawing them.</p> <p>I can sort and count objects into groups.</p> <p>I can count to 100 by ones and by tens.</p>	<p>Summative 10 -position Summative 9 -sort/ classify Summative 12 -3D shapes</p> <p>1-7</p> <p>1,2</p> <p>4</p> <p>3</p> <p>1-8</p> <p>10</p>
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Quarter 4 Math Map (Chapters 6 and 11 Go Math)

Standard	I Can Statements	Section
<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.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.</p> <p>K.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 (e.g., $5=2+3$ and $5=4+1$)</p> <p>K.OA.5 Fluently add/ subtract within 5.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.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, <i>directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>I can add and subtract in many ways.</p> <p>I can use objects or pictures to show a problem.</p> <p>I can show different ways to make a number that is less than or equal to 10.</p> <p>I can subtract with numbers 0-5.</p> <p>I can describe an object’s length and/or weight.</p> <p>I can use words to compare two objects.</p>	<p>Summative 6 - subtraction</p> <p>Summative 11 -measurement</p>

