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Kindergarten Reveal Math

Curriculum Map 2023-2024

Standards for Mathematical Practice:	Literacy Skills for Mathematical Proficiency
• MP1: Make sense of problems and persevere in solving them. • MP2: Reason abstractly and quantitatively. • MP3: Construct viable arguments and critique the reasoning of others. • MP4: Model with mathematics. • MP5: Use appropriate tools strategically. • MP6: Attend to precision. • MP7: Look for and make use of structure. • MP8: Look for and express regularity in repeated reasoning.	• MLS1: Use multiple reading strategies. • MLS2: Understand and use correct mathematical vocabulary. • MLS3: Discuss and articulate mathematical ideas. • MLS4: Write mathematical arguments.

WIDA Standards Alignment

The WIDA English Language Development (ELD) Standards Framework provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners.

ELD: MA.K.Inform.Interpretive: Interpret mathematical informational texts (with prompting and support) by identifying concept or object, describing quantities and attributes.	**ELD: MA.K.Inform.Expressive:** Construct mathematical informational texts (with prompting and support) that define or classify concept or entity, describe a concept or entity, compare/contrast concepts or entities.

Bristol Tennessee City Schools adopted *Reveal Math* from McGraw Hill for Kindergarten through 5th grade and will continue implementation in the 2023-24 school year.

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Curriculum Map 2023-2024

Quarter 1

August 8 - October 6

Unit 1 Standards

K.CC.B.5 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence. b. Recognize 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. c. Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.
K.G.A.1 Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.
K.CC.A.4 Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.
K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10.

Unit 2 Standards

K.CC.B.5 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence. b. Recognize 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. c. Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.
K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.
K.CC.C.7 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

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Unit 3: Standards

K.CC.B.5 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence. b. Recognize 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. c. Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.
K.CC.C.7 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
K.CC.C.8 Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to. (Students need not use comparison symbols here.)
K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

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Quarter 2

October 17 - December 20

Unit 4 Standards

K.MD.A.1 Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light).
K.MD.C.4 Sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size.

Unit 5 Standards

K.G.A.1 Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.
K.G.A.2 Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.

Unit 6 Standards

K.OA.A.1 Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.
K.OA.A.2 Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.

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Curriculum Map 2023-2024

Quarter 3

January 8 - March 15

Unit 7 Standards

K.OA.A.1 Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.
K.OA.A.2 Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.

Unit 8 Standards

K.CC.A.2 Count forward by ones beginning from any given number within the known sequence (instead of having to begin at 1).
K.OA.A.1 Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.
K.OA.A.2 Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.
K.OA.A.5 Use mental strategies flexibly to develop fluency in addition and subtraction within 10.
K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1) by using objects or drawings. Record each decomposition using a drawing or writing an equation.

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Unit 9 Standards

K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.
K.CC.B.5 Understand the relationship between numbers and quantities; connect counting to cardinality. b. Recognize 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.
K.OA.A.1 Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (e.g., 18 equals 10 + 8). Record the composition or decomposition using a drawing or by writing an equation.

Unit 10 Standards

K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.
K.CC.B.5 Understand the relationship between numbers and quantities; connect counting to cardinality. b. Recognize 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.
K.OA.A.1 Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (e.g., 18 equals 10 + 8). Record the composition or decomposition using a drawing or by writing an equation.

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Unit 11 Standards

K.G.A.3 Identify shapes (squares, circles, triangles, rectangles, and hexagons) as two-dimensional and solids (cubes, cones, cylinders, and spheres) as three dimensional.
K.G.B.4 Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.
K.G.A.2 Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.
K.G.A.1 Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.

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Quarter 4

March 25 - May 21

Unit 12 Standards

K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10.
K.CC.A.2 Count forward by ones beginning from any given number within the known sequence (instead of having to begin at 1).
K.CC.B.6 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.
K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.

Unit 13 Standards

K.G.B.4 Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.
K.G.B.5 Model shapes/solids in the world by building or drawing them.
K.G.B.6 Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure.
K.G.A.1 Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.

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Unit 14 Standards

K.MD.A.1 Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light).
K.MD.B.3 Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.