

**Clayton County Curriculum Guide  
Elementary Mathematics  
Kindergarten**

**Welcome To Kindergarten**

<b>Teaching Time</b>	<b>Georgia Performance Standards Addressed</b>	<b>Houghton Mifflin Resources</b>	<b>Assessment/ Performance Task</b>	<b>Vocabulary Focus</b>
10 days	<p><b>MKM1 Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.</b>  <i>During these lessons, and in some future lessons, instruction teaching sorting by color, shape, and size has been included as a prerequisite skill for this standard.</i></p> <p><b>MKG1 Students will correctly name simple two and three-dimensional figures, and recognize them in the environment.</b>            MKG1 (a) Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares), and circles.            MKG1 (c) Observe concrete objects in the environment and represent the objects using basic shapes.</p> <p><b>MKN1 Students will connect numerals to the quantities they represent.</b>            MKN1 (a) Count a number of objects up to 30.            MKN1 (e) Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.</p>	<p>W3 Colors            W5 Shapes            W7 Measurement            W9 Numbers            W11 Classification</p> <p><a href="http://www.gadoe.org/ci/testing.aspx">www.gadoe.org/ci/testing.aspx</a></p> <p>Scroll down to GKIDS under assessments, then click on GKIDS Administration Manual.</p>	<p>Kindergarten Readiness Inventory</p> <p>These activities may be used as an informal assessment of students' basic math knowledge/ readiness and ability to follow directions.</p>	

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**Unit 1: Shapes, Shapes, and More Shapes**

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
5 days	<p><b>MKG2. Students will understand basic spatial relationships.</b>            MKG2 (a) Identify when an object is beside another object, above another object, or below another object.            MKG2 (b) Identify when an object is in front of another object, behind another object, inside another object or outside it.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 1.1, 1.2, 1.3, 1.4, 1.5            (Note: In Lesson 1.2, use the vocabulary of the standard in place of or in addition to the terminology used in the lesson).</p>		<p>under, over, top, middle, bottom, inside, outside, beside, left, right, up, down, in front of, behind.</p>
6 days	<p><b>MKG3. Students will identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes.</b>            MKG3 (a) Identify missing elements within a given pattern.            MKG3 (b) Extend a given pattern and recognize similarities in different patterns.            MKG3 (c) Create a pattern in a different context with attributes similar to a given pattern.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 1.6, 1.7, 1.8, 1.9, 5.3, 5.4  <u>Math Expressions</u>:            Extending the Lesson 1.22 on pg. 106; 2.14 on pp. 183-186; 2.18 on pp. 201-206; 3.4, pp. 287-290.            Chapter 1 Math Take Home book.            Review using appropriate parts of Chapter 1 Test.</p>		<p>pattern, repeating pattern, extend</p>

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
4 days	<p><b>MKG1. Students will correctly name simple two and three-dimensional figure, and recognize them in the environment.</b></p> <p>MKG1 (a) Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares), and circles.</p> <p><b>MKG1 (c) Observe concrete objects in the environment and represent the objects using basic shapes.</b></p> <p>MKG1 (d) Combine basic figures to form other basic and complex figures; decompose basic and complex figures into basic figures.</p> <p>MKG1 (e) Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.</p> <p><b>MKG3. Students will identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes.</b></p> <p>MKG3 (b) Extend a given pattern and recognize similarities (such as color, shape, texture, or number) in different patterns.</p> <p><b>MKN1. Students will connect numerals to the quantities they represent.</b></p> <p>MKN1 (a) Count a number of objects up to 30.</p> <p>MKN1 (c) Write numerals through 20.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 5.1, 5.2, 6.2 (only spheres and cones)</p> <p><u>Math Expressions: Extending the Lesson 1.12</u> on pg.58; 1.13 pg. 64; 1.16 on pg. 76; 1.24 on pp. 114-115; 2.10 on pp. 165 &amp; 168; 2.12 on pp. 173-176; 2.24 on pp. 227-230; 3.9 on pp. 284-286; 3.10 on pp.287-290; 3.12 on pp. 297-298</p>		circle, quadrilateral, rectangle, square, triangle, sphere, cube

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
4 days	<p><b>MKN1. Students will connect numerals to the quantities they represent.</b> MKN1 (g) Use informal strategies to share objects equally (divide) between two to three people or sets.</p> <p><b>MKG1. Students will correctly name simple two and three-dimensional figure, and recognize them in the environment.</b> MKG1 (d) Combine basic figures to form other basic and complex figures; decompose basic and complex figures into basic figures.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 5.6, 5.7, 5.8, 5.9</p>		equal parts, halves
1 day	<p><b>MKD1. Students will pose information questions, collect data, organize, and display results using objects, pictures, and picture graphs.</b></p> <p><b>MKG1. Students will correctly name simple two and three-dimensional figure, and recognize them in the environment.</b> MKG1 (a) Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares), and circles.</p> <p><b>MKN1. Students will connect numerals to the quantities they represent.</b></p>	<p><u>Houghton Mifflin Math</u>: Lessons 5.10</p> <p>Chapter 5 Math Take Home Book and review with appropriate portions of Chapter 5 Test</p>		graph

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/Performance Task	Vocabulary Focus
5 days	<p><b>MKG1. Students will correctly name simple two and three-dimensional figure, and recognize them in the environment.</b></p> <p>MKG1 (b) Recognize and name the following three-dimensional figures: spheres and cubes.</p> <p>MKG1 (d) Combine basic figures to form other basic and complex figures; decompose basic and complex figures into basic figures.</p> <p>MKG1 (e) Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.</p> <p><b>MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.</b></p> <p><b>MKD1. Students will pose information questions, collect data, organize, and display results using objects, pictures, and picture graphs.</b></p>	<p><u>Houghton Mifflin Math</u>: Lessons 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>Chapter 6 Math Take Home Book and review with appropriate portions of Chapter 6 Test</p>		

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**Unit 2: What Are Numbers?**

<b>Teaching Time</b>	<b>Georgia Performance Standards Addressed</b>	<b>Houghton Mifflin Resources</b>	<b>Assessment/ Performance Task</b>	<b>Vocabulary Focus</b>
2 days	<p><b>MKN1. Students will connect numerals to the quantities they represent.</b> MKN1 (e) Compare two or more sets of objects (0-10) and identify which set is equal to, more than, or less than the other.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 3.1, 3.2 <u>Math Expressions Unit 1: Lessons 9, 11.</u></p>		compare, match one to one, same number, equal to
8 days	<p><b>MKN1. Students will connect numerals to the quantities they represent.</b> MKN1 (a) Count a number of objects up to 30. (0-5). <b>MKN1 (b) Produce models for number words through ten (five).</b> MKN1 (c) Write numerals through 20 to label sets (0-5).</p>	<p><u>Houghton Mifflin Math</u>: Lessons 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 <u>Math Expressions Unit 1 lessons. Math Expressions 6.11, pg. 671. This lesson is used throughout the unit.</u></p>		1, one, 2, two, 3, three, 4, four, 5, five, 0, zero, count, numeral
2 days	<p><b>MKN1 Students will connect numerals to the quantities they represent.</b> MKN1 (d) Sequence and identify using ordinal numbers (1<sup>st</sup>-10<sup>th</sup>).</p>	<p><u>Houghton Mifflin Math</u>: Lessons 3.10 <u>Math Expressions Unit 1: Lesson 12.</u> Chapter 3 Math Take-Home Book and review with appropriate portions of Chapter 3 Test</p>		position, before, after, between, order, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
8 days	<p><b>MKN1 Students will connect numerals to the quantities they represent.</b></p> <p>MKN1 (a) Count a number of objects up to 30 (0-12).</p> <p><b>MKN1 (b) Produce models for number words through ten.</b></p> <p>MKN1 (c) Write numerals through 20 to label sets (0-12).</p>	<p><u>Houghton Mifflin Math</u>: Lessons 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p> <p><u>Math Expressions Unit 2: lessons 15 – 23.</u></p> <p><u>Math Expressions 6.11, pg. 671.</u></p> <p>Chapter 7 Math Take-Home Book and review with appropriate portions of Chapter 7 Test</p>		6, six, 7, seven, 8, eight, 9, nine, 10, ten, 11, 12, dozen.

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**Unit 3: How Can I Show Numbers?**

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
7 days	<p><b>MKN1. Students will connect numerals to the quantities they represent.</b>  MKN1 (e) Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.  <b>MKD1. Students will pose information questions, collect data, organize and display results using objects, pictures, and picture graphs.</b></p>	<p><u>Houghton Mifflin Math</u>: Lessons 4.1, 4.2  <u>Math Expressions Unit 1: lessons 15, 18</u>  <u>Houghton Mifflin Math</u>: Lessons 4.3, 4.4, 4.5, 4.6  Chapter 4 Math Take Home Book and review with appropriate portions of Chapter 4 Test</p>		<p>more than, less than, sets, sort, graph, pictograph, survey</p>
6 day	<p><b>MKN1. Students will connect numerals to the quantities they represent.</b>  MKN1 (a) Count a number of objects up to 30 (0-12).  <u>MKN1 (b) Produce models for number words through ten.</u>  MKN1 (c) Write numerals through 20 to label sets (0-12).  MKN1 (d) Sequence and identify using ordinal numbers (1<sup>st</sup>-10<sup>th</sup>).  MKN1 (e) Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.  MKN1 (f) Estimate quantities using five and ten as a benchmark.  MKN1 (g) Use informal strategies to share objects</p>	<p><u>Houghton Mifflin Math</u>: Lessons 8.1, 8.3, 8.4, 8.5, 8.6  <u>Math Expressions Unit 1: Lessons 11</u>  <u>Unit 3: Lesson 19</u>    <u>Math Expressions 6.11, pg. 671</u>    Chapter 8 Math Take Home Book and review with</p>		<p>1, one, 2, two, 3, three, 4, four, 5, five, 6, six, 7, seven, 8, eight, 9, nine, 10, ten, 11, 12, part, whole, sort, before, after between, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, more than, fewer than,</p>

	equally (divide) between two to three people or sets.	portions of Chapter 8 Test		estimate, equal groups
7 days	<p><b>MKN1. Students will connect numerals to the quantities they represent.</b></p> <p>MKN1 (a) Count a number of objects up to 30. (0-20)</p> <p>MKN1 (c) Write numerals through 20 to label sets.</p> <p>MKN1 (f) Estimate using five and ten as a benchmark.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 15.1, 15.2, 15.3, 15.4, 15.5, 15.8, 15.9</p> <p><u>Math Expressions Unit 5: Lessons 5</u></p> <p>Chapter 15 Math Take Home Book with appropriate portions of Chapter 15 Test.</p>		ten-frame, number line, 10, ten, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

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**Unit 4: Let's Go Shopping!**

<b>Teaching Time</b>	<b>Georgia Performance Standards Addressed</b>	<b>Houghton Mifflin Resources</b>	<b>Assessment/ Performance Task</b>	<b>Vocabulary Focus</b>
15 days	<p><b>MKN1. Students will connect numerals to the quantities they represent.</b>  MKN1 (a) Count a number of objects up to 30.  MKN1 (h) Identify coins by name and value (penny, nickel, dime, and quarter).  MKN1 (i) Count out pennies to buy items that together cost less than 30 cents.  <b>MKN1 (j) Make fair trades using combinations involving pennies and nickels and pennies and dimes.</b></p> <p><b>MKD1. Students will pose information questions, collect data, organize, and display results using objects, pictures, and picture graphs.</b></p>	<p>10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p><u>Math Expressions:</u>  Unit 6: Lessons 1 and 2.  <u>Math Expressions:</u>  <u>Extending the Lesson Unit 2. 4.</u></p>		penny, nickel, dime, quarter, sort, graph

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**Unit 5: Comparing and Ordering**

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
7 days	<p><b>MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.</b>            MKM1 (a) Compare and order objects on the basis of length.            MKM1 (c) Compare and order objects on the basis of height.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 11.1, 11.2.  <a href="#">Math Expressions Unit 1, Lesson 9</a>  <a href="#">Unit 6, Lesson 9</a>            Chapter 11 Math Take Home Book and review with appropriate portions of Chapter 11 Test</p>		length, longer, shorter, taller
6 days	<p><b>MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.</b>            MKM1 (b) Compare and order objects on the basis of capacity.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 12.5, 12.6  <a href="#">Math Expressions Unit 3, Lesson 13</a></p>		capacity, more, less
7 days	<p><b>MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.</b>            MKM1 (d) Compare and order objects on the basis of weight.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 12.1, 12.2, 12.3, 12.5, 12.6, 12.7, 12.9,12.10  <a href="#">Math Expressions Unit 3, Lesson 8, 12</a>            Chapter 12 Math Take Home Book and review with appropriate portions</p>		weight, lighter, lightest, heavier, heaviest,



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**Unit 6: What Happens When?**

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
10 days  (This should be done from beginning of year, continuing to end of year during “calendar time.”)	<p><b>MKM2. Students will understand the measurement of calendar time.</b>            MKM2 (a) Know the names of the days of the week, as well as understand yesterday, today and tomorrow.            MKM2 (b) Know the months of the year.  <b>MKM2 (c) Know the four seasons.</b></p> <p><b>MKM3. Students will understand time as it relates to a daily schedule.</b>            MKM3 (a) Order daily events.            MKM3 (b) Tell the time when daily events occur, such as morning afternoon, and evening.  <b>MKM3 (c) Know the name of the day of the week when weekly events occur in class.</b></p> <p><b>MKN1. Students will connect numerals to the quantities they represent.</b>            MKN1 (c) Write numerals through 20 to label sets.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 9.1, 9.2, 9.3, 9.4, 9.6</p> <p><b>MKM3 (c) Should develop as a natural extension of your daily/weekly schedules and seasonal changes. “Calendar time” is perhaps the best opportunity to develop these skills.</b></p> <p>Chapter 9 Math Take Home Book (delete pp 7-8) and review with appropriate portions of Chapter 9 Test</p>		morning, afternoon, evening, clock, calendar, today, tomorrow, yesterday, first, second, third, last

Chapter 9 Math Take Home Book (delete pp 7-8) and review with appropriate portions of Chapter 9 Test.

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**Unit 7: Joining Groups**

<b>Teaching Time</b>	<b>Georgia Performance Standards Addressed</b>	<b>Houghton Mifflin Resources</b>	<b>Assessment/ Performance Task</b>	<b>Vocabulary Focus</b>
20 days	<p><b>MKN2. Students will use representations to model addition and subtraction.</b>  MKN2 (a) Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared.  MKN2 (b) Build number combinations up to 10 (e.g. 4 and 1, 2 and 3, 3 and 2, 4 and 1 for five) and for doubles to 10 (3 and 3 for six).  MKN2 (c) Use objects, pictures, numbers, or words to create solve and explain story problems (combining, separating, or comparing) for two numbers that are each less than 10.</p> <p><b>MKN1. Students will connect numerals to the quantities they represent.</b>  MKN1 (c) Write numerals through 20.  MKN1 (i) count out pennies to buy items that together cost less than 30 cents.</p>	<p><u>Houghton Mifflin Math: Lessons 13.1, 13.2, 13.3,13.4, 13.5, 13.6,13.7, 13.8</u></p> <p><u>Math Expressions Unit 4: Lesson 1, 2, 3</u></p> <p>Chapter 13 Math Take Home Book and review with appropriate portions of Chapter 13 Test</p>		add, sum, plus sign, equals sign, addition, combine

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**Unit 8: Separating Groups**

<b>Teaching Time</b>	<b>Georgia Performance Standards Addressed</b>	<b>Houghton Mifflin Resources</b>	<b>Assessment/ Performance Task</b>	<b>Vocabulary Focus</b>
20 days	<p><b>MKN2. Students will use representations to model addition and subtraction.</b>  MKN2 (a) Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared.  MKN2 (c) Use objects, pictures, numbers, or words to create, solve and explain story problems (combining, separating, or comparing) for two numbers that are each less than 10.</p> <p><b>MKN1. Students will connect numerals to the quantities they represent.</b>  MKN1 (a) Count a number of objects up to 30.  MKN1 (c) Write numerals through 20 to label sets.</p>	<p><u>Houghton Mifflin Math: Lessons 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8</u></p> <p><u>Math Expressions Unit 4: Lesson 4, pg. 377.</u></p> <p>Chapter 14 Math Take Home Book and review with appropriate portions of Chapter 14 Test</p>		<p>subtract, subtraction, minus sign, equals, sign, separate, take away</p>

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**Unit 9: Greater Numbers**

<b>Teaching Time</b>	<b>Georgia Performance Standards Addressed</b>	<b>Houghton Mifflin Resources</b>	<b>Assessment/ Performance Task</b>	<b>Vocabulary Focus</b>
10 days	<p><b>MKN1: Students will connect numerals to the quantities they represent.</b> MKN1 (a) Count a number of objects up to 30.</p> <p><b>MKM2: Students will understand the measurement of calendar time.</b> M2M2 (a) Know the names of the days of the week, as well as understand yesterday, today, and tomorrow.</p>	<p><u>Houghton Mifflin Math</u>: Lessons 16.1, 16.2, 16.3, 16.4</p> <p><u>Math Expressions</u> <b>Unit 5: Lesson 21</b> <b>Unit 6: Lesson 10.</b></p> <p>Chapter 16 Math Take Home Book and review with appropriate portions of Chapter 16 Test</p>		numerals number more

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**Unit 10: Moving On Up!**

Teaching Time	Georgia Performance Standards Addressed	Houghton Mifflin Resources	Assessment/ Performance Task	Vocabulary Focus
3 days (Continue to practice rote skip counting)	<p><b>M1N3. Students will add and subtract numbers less than 100, as well as understand and use the inverse relationship between addition and subtraction.</b>            M1N3 (b) Skip count by 2's, 5's, and 10's forward and backwards; to and from numbers up to 100.</p>	<p><u>Houghton Mifflin Math:</u> Lessons 16.5, 16.6             First Grade Math Text <u>Houghton Mifflin Math:</u> Lessons 12.1, 12.2</p>		skip count
7 days	<p><b>M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.</b>            M1N1 (b) Correctly count and represent the number of objects in a set using numerals.            M1N1 (a) Represent numbers up to 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using manipulatives and pictures.            M1N1 (d) Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.</p>	<p><u>Houghton Mifflin Math:</u> Lessons 8.2, 15.6            First Grade Math Text <u>Houghton Mifflin Math:</u> Lessons 1.1, 1.2, 1.5, 1.6, 1.9, 1.3, 1.7</p>		number words from 0 to 20, less than, greater than, equal to