# Kindergarten

This document has been created to assist classroom teachers, administrators, and curriculum specialists to align the Ohio Academic Content Standards to Everyday Mathematics. The map is divided into grade levels and months. The pacing guidelines were developed based on information from the "Everyday Mathematics Content by Strands" chart.

Content from Parts 1 and 2 were aligned to the Content Standards for Ohio. Math Boxes were not considered for this document. Lessons were correlated with indicators and benchmarks both within and across the grade levels (as appropriate).

See the following example of a lesson analysis from grade 5:

| **Everyday Math Lesson** | **Standard** | **Indicators** | **Benchmarks** |
|---|---|---|---|
| 1.9 | NSO | 5. Recognize and identify perfect squares and their roots.<br><br>Grade 4<br>4. Identify and represent factors and multiples of whole numbers through 100, and classify numbers as prime or composite.<br><br>Grade 6<br>1. Decompose and recompose whole numbers using factors and exponents and explain why "squared" means "second power" and "cubed" means "third power." | G. Apply and explain the use of prime factorizations, common factors, and common multiples in problem situations.<br><br>E. Recognize and classify numbers as prime or composite and list factors.<br><br>G. Apply and explain the use of prime factorizations, common factors, and common multiples in problem situations. |

NSO stands for Number, Number Sense, & Operations. The first indicator listed is from grade 5. The other 2 indicators represent skills either being reinforced (i.e. grade 4) in the lesson or building foundation (i.e. grade 6) for future grade level indicators.

# Mathematics Grade K Month: *September*

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 12 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 13 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

| | | | |
|---|---|---|---|
| 14 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 15 | NSO | 9. Identify and state the value of a penny, nickel and dime. | D. Determine the value of a collection of coins and dollar bills. |
| 16 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 20 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 21 | NSO<br><br><br><br><br><br><br><br><br>PFA | 3. Count to twenty; e.g., in play situations or while reading number books.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9).<br><br>6. Construct multiple sets of objects each containing the same number of objects.<br><br>2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.<br><br>B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 22 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |

| | | | |
|---|---|---|---|
| 23 | NSO | 1. Compare and order whole numbers up to 10.<br><br>2. Explain rules of counting, such as each object should be counted once and that order does not change the number.<br><br>4. Determine "how many" in sets (groups) of 10 or fewer objects.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9). | B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 24 | DAP | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. | A. Pose questions and gather data about everyday situations and familiar objects. |
| 26 | NSO | 3. Count to twenty; e.g., in play situations or while reading number books.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9). | F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

# Mathematics Grade K Month: *October*

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 27 | NSO | 3. Count to twenty; e.g., in play situations or while reading number books.<br><br>4. Determine "how many" in sets (groups) of 10 or fewer objects.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9). | F. Count, using numerals and ordinal numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 28 | NSO | 2. Explain rules of counting, such as each object should be counted once and that order does not change the number.<br><br>4. Determine "how many" in sets (groups) of 10 or fewer objects.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9).<br><br>6. Construct multiple sets of objects each containing the same number of objects. | F. Count, using numerals and ordinal numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting. |

| | | | |
|---|---|---|---|
| 29 | NSO | 4. Determine "how many" in sets (groups) of 10 or fewer objects.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9). | F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 30 | NSO | 3. Count to twenty; e.g., in play situations or while reading number books.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9).<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| | ME | 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.<br><br>4. Order events based on time. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>(See letter C above) |

| | | | |
|---|---|---|---|
| 32 | DAP | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.<br><br>2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. | A. Pose questions and gather data about everyday situations and familiar objects.<br><br>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart. |
| 33 | NSO<br><br><br><br><br><br>PFA | 2. Explain rules of counting, such as each object should be counted once and that order does not change the number.<br><br>3. Count to twenty; e.g., in play situations or while reading number books.<br><br>2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | F. Count, using numerals and ordinal numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 34 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.<br><br>Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |
| 35 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9).<br><br>6. Construct multiple sets of objects each containing the same number of objects. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting. |
| 36 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 36 Cont. | NSO | 13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5. | B. Recognize, classify, compare and order whole numbers. |
| 37 | PFA<br><br>GSS | 1. Sort, classify and order objects by size, number and other properties.<br><br>1. Identify and sort two-dimensional shapes and three-dimensional objects. | A. Sort, classify and order objects by size, number and other properties, and describe the attributes used.<br><br>C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 38 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 39 | PFA | 1. Sort, classify and order objects by size, number and other properties.<br><br>3. Describe orally the pattern of a given sequence. | A. Sort, classify and order objects by size, number and other properties, and describe the attributes used.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 40 | NSO | 9. Identify and state the value of a penny, nickel and dime.<br><br>Grade 1<br>6. Identify and state the value of a penny, nickel, dime, quarter and dollar. | D. Determine the value of a collection of coins and dollar bills.<br><br>(See letter D above) |
| 41 | NSO | 9. Identify and state the value of a penny, nickel and dime. | D. Determine the value of a collection of coins and dollar bills. |
| 42 | NSO | 3. Count to twenty; e.g., in play situations or while reading number books.<br><br>9. Identify and state the value of a penny, nickel and dime. | F. Count, using numerals and ordinal numbers.<br><br>D. Determine the value of a collection of coins and dollar bills. |

| | | | |
|---|---|---|---|
| 43 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.<br><br>3. Measure length and volume (capacity) using uniform objects in the environment. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>D. Apply measurement techniques to measure length, weight and volume (capacity). |
| 46 | ME | 3. Measure length and volume (capacity) using uniform objects in the environment. | D. Apply measurement techniques to measure length, weight and volume (capacity). |
| 47 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

| | | | |
|---|---|---|---|
| 48 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

# Mathematics Grade K Month: *November*

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 49 | NSO | 3. Count to twenty; e.g., in play situations or while reading number books. | F. Count, using numerals and ordinal numbers. |
| | | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 50 | NSO | 1. Compare and order whole numbers up to 10. | B. Recognize, classify, compare and order whole numbers. |
| | | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 52 | DAP | 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. | B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart. |

| | | | |
|---|---|---|---|
| 54 | ME | 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 58 | GSS | 2. Name and demonstrate the relative position of objects as follows:<br><br>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;<br>b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. | F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words. |
| 60 | GSS | Grade 1<br>4. Extend the use of location words to include distance (near, far, close to) and directional words (left, right). | F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words. |
| 61 | GSS | Grade 2<br>5. Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical? | G. Identify and draw figures with line symmetry. |
| 62 | GSS | Grade 2<br>5. Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical? | G. Identify and draw figures with line symmetry. |
| 65 | GSS | Grade 2<br>5. Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical? | G. Identify and draw figures with line symmetry. |

|  |  |  |  |
|---|---|---|---|
| 66 | NSO | 1. Compare and order whole numbers up to 10. | B. Recognize, classify, compare and order whole numbers. |
|  |  | 3. Count to twenty; e.g., in play situations or while reading number books. | F. Count, using numerals and ordinal numbers. |
|  |  | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
|  |  | Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | B. Recognize, classify, compare and order whole numbers.<br>F. Count, using numerals and ordinal numbers. |
|  | GSS | 2. Name and demonstrate the relative position of objects as follows:<br>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;<br>b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. | F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words. |
| 67 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
|  | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 70 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 71 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |

| | | | |
|---|---|---|---|
| 71 Cont. | PFA | 1. Sort, classify and order objects by size, number and other properties. | A. Sort, classify and order objects by size, number and other properties, and describe the attributes used. |
| 72 | GSS | Grade 1<br>2. Create new shapes by combining or cutting apart existing shapes. | A. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment. |
| 73 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 75 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 76 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 77 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 78 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects.<br><br>Grade 1<br>5. Copy figures and draw simple two-dimensional shapes from memory. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.<br><br>D. Identify, explain and model (superposition, copying) the concept of shapes being congruent and similar.<br><br>E. Recognize two- and three-dimensional objects from different positions.<br><br>G. Identify and draw figures with line symmetry. |
| 79 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 80 | NSO | 3. Count to twenty; e.g., in play situations or while reading number books.<br>5. Relate, read and write numerals for single-digit numbers (0 to 9). | F. Count, using numerals and ordinal numbers.<br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 82 | NSO | 1. Compare and order whole numbers up to 10.<br>3. Count to twenty; e.g., in play situations or while reading number books.<br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | B. Recognize, classify, compare and order whole numbers.<br>F. Count, using numerals and ordinal numbers.<br>G. Model, represent and explain addition as combining sets and counting on.<br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 84 | NSO | 1. Compare and order whole numbers up to 10. | B. Recognize, classify, compare and order whole numbers. |
| 85 | NSO | 1. Compare and order whole numbers up to 10. | B. Recognize, classify, compare and order whole numbers. |
| 86 | NSO | 1. Compare and order whole numbers up to 10. | B. Recognize, classify, compare and order whole numbers. |
| 87 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 88 | NSO<br>NSO | 3. Count to twenty; e.g., in play situations or while reading number books.<br>5. Relate, read and write numerals for single-digit numbers (0 to 9).<br>9. Identify and state the value of a penny, nickel and dime.<br>Grade 1<br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters. | F. Count, using numerals and ordinal numbers.<br>A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br>D. Determine the value of a collection of coins and dollar bills.<br>(See letter D above) |

# Mathematics Grade K Month: *December*

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 89 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9).<br><br>13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>B. Recognize, classify, compare and order whole numbers. |
| 90 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| | PFA | 4. Model a problem situation using physical materials. | D. Model problem situations, using objects, pictures, numbers and other symbols. |

| | | | |
|---|---|---|---|
| 92 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.<br><br>3. Measure length and volume (capacity) using uniform objects in the environment. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>D. Apply measurement techniques to measure length, weight and volume (capacity). |
| 94 | NSO | 7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | B. Recognize, classify, compare and order whole numbers.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 95 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

| | | | |
|---|---|---|---|
| 95 Cont. | GSS | 2. Name and demonstrate the relative position of objects as follows:<br><br>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;<br>b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. | F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words. |
| 96 | ME | 4. Order events based on time.<br><br>Grade 1<br>3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>(See letter C above) |
| 97 | ME | 3. Measure length and volume (capacity) using uniform objects in the environment.<br><br>4. Order events based on time.<br><br>Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces.<br><br>3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night. | D. Apply measurement techniques to measure length, weight and volume (capacity).<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>(See letter C above) |
| 98 | ME | 4. Order events based on time. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

| | | | |
|---|---|---|---|
| 98 Cont. | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces.<br><br>3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>(See letter C above) |
| 99 | PFA | 1. Sort, classify and order objects by size, number and other properties. | A. Sort, classify and order objects by size, number and other properties, and describe the attributes used. |
| 100 | DAP | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.<br><br>2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape.<br><br>3. Select the category or categories that have the most or fewest objects in a floor or table graph. | A. Pose questions and gather data about everyday situations and familiar objects.<br><br>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.<br><br>(See letter B above) |
| 102 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 103 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 105 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 106 | PFA | 1. Sort, classify and order objects by size, number and other properties. | A. Sort, classify and order objects by size, number and other properties, and describe the attributes used. |

| | | | |
|---|---|---|---|
| 106 Cont. | PFA | Grade 1<br>1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted. | A. Sort, classify and order objects by size, number and other properties, and describe the attributes used. |
| 108 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 110 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects.<br><br>Grade 1<br>1. Identify, compare and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon and hexagon. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.<br><br>(See letter C above) |
| 112 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 114 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 115 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 116 | NSO | 3. Count to twenty; e.g., in play situations or while reading number books.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9). | F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 118 | NSO | 2. Explain rules of counting, such as each object should be counted once and that order does not change the number.<br><br>3. Count to twenty; e.g., in play situations or while reading number books. | F. Count, using numerals and ordinal numbers.<br><br>F. Count, using numerals and ordinal numbers. |

| | | | |
|---|---|---|---|
| 118 Cont. | NSO | Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |

# Mathematics Grade K Month: January

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 119 | NSO<br><br><br><br><br>ME | Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100.<br><br>2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 120 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9).<br><br>Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |
| 122 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 126 | NSO | 2. Explain rules of counting, such as each object should be counted once and that order does not change the number.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | F. Count, using numerals and ordinal numbers.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 130 | NSO | Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |
| 131 | NSO | Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100.<br><br>Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 132 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 134 | ME | 4. Order events based on time. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 135 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 136 | ME | 3. Measure length and volume (capacity) using uniform objects in the environment.<br><br>Grade 1<br>5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet. | D. Apply measurement techniques to measure length, weight and volume (capacity).<br><br>E. Recognize that using different units of measurement will yield different numbers for the same measurement. |

| | | | |
|---|---|---|---|
| 138 | ME | 3. Measure length and volume (capacity) using uniform objects in the environment.<br><br>Grade 1<br>1. Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales. | D. Apply measurement techniques to measure length, weight and volume (capacity).<br><br>A. Explain the need for standard units of measure. |
| 138 | ME | Grade 1<br>5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet. | E. Recognize that using different units of measurement will yield different numbers for the same measurement. |
| 141 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 142 | NSO | 9. Identify and state the value of a penny, nickel and dime.<br><br>Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | D. Determine the value of a collection of coins and dollar bills.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 142 Cont. | NSO | Grade 1<br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters. | D. Determine the value of a collection of coins and dollar bills. |
| 143 | NSO | 9. Identify and state the value of a penny, nickel and dime. | D. Determine the value of a collection of coins and dollar bills. |
| 144 | NSO | 9. Identify and state the value of a penny, nickel and dime.<br><br>Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.<br><br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters. | D. Determine the value of a collection of coins and dollar bills.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>D. Determine the value of a collection of coins and dollar bills. |

| | | | |
|---|---|---|---|
| 146 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.<br><br>3. Measure length and volume (capacity) using uniform objects in the environment.<br><br>Grade 1<br>1. Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales.<br><br>5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>D. Apply measurement techniques to measure length, weight and volume (capacity).<br><br>A. Explain the need for standard units of measure.<br><br>E. Recognize that using different units of measurement will yield different numbers for the same measurement. |
| 148 | ME | 3. Measure length and volume (capacity) using uniform objects in the environment.<br><br>Grade 1<br>5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet. | D. Apply measurement techniques to measure length, weight and volume (capacity).<br><br>E. Recognize that using different units of measurement will yield different numbers for the same measurement. |
| 150 | ME | 3. Measure length and volume (capacity) using uniform objects in the environment.<br><br>Grade 1<br>1. Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales. | D. Apply measurement techniques to measure length, weight and volume (capacity).<br><br>A. Explain the need for standard units of measure. |

| | | | |
|---|---|---|---|
| 150 Cont. | ME | Grade 1<br>5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet. | E. Recognize that using different units of measurement will yield different numbers for the same measurement. |
| 154 | GSS | 2. Name and demonstrate the relative position of objects as follows:<br><br>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;<br>b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. | F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words. |

# Mathematics Grade K Month: February

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 156 | GSS | 2. Name and demonstrate the relative position of objects as follows:<br>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;<br>b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. | F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words. |
| 159 | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 160 | ME<br><br>DAP | 4. Order events based on time.<br><br>Grade 2<br>3. Read and construct simple timelines to sequence events. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>C. Represent data using objects, picture graphs and bar graphs. |

| | | | |
|---|---|---|---|
| 161 | DAP | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.<br><br>2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. | A. Pose questions and gather data about everyday situations and familiar objects.<br><br>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart. |
| 162 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 163 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 164 | PFA<br><br>DAP | 4. Model a problem situation using physical materials.<br><br>Grade 2<br>8. Use physical models and pictures to represent possible arrangements of 2 or 3 objects. | D. Model problem situations, using objects, pictures, numbers and other symbols.<br><br>D. Describe the probability of chance events as more, less or equally likely to occur. |
| 165 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 166 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |

| | | | |
|---|---|---|---|
| 167 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 168 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 170 | NSO | 1. Compare and order whole numbers up to 10.<br><br>5. Relate, read and write numerals for single-digit numbers (0 to 9). | B. Recognize, classify, compare and order whole numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 171 | NSO | 9. Identify and state the value of a penny, nickel and dime.<br><br>Grade 1<br>6. Identify and state the value of a penny, nickel, dime, quarter and dollar. | D. Determine the value of a collection of coins and dollar bills.<br><br>(See letter D above) |

| | | | |
|---|---|---|---|
| 171 Cont. | NSO | Grade 1<br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters. | D. Determine the value of a collection of coins and dollar bills. |
| 172 | NSO | 9. Identify and state the value of a penny, nickel and dime.<br><br>Grade 1<br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.<br><br>8. Show different combinations of coins that have the same value. | D. Determine the value of a collection of coins and dollar bills.<br><br>(See letter D above)<br><br>E. Make change using coins for values up to one dollar. |
| 174 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 175 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 176 | DAP | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. | A. Pose questions and gather data about everyday situations and familiar objects. |
| 177 | NSO | 9. Identify and state the value of a penny, nickel and dime.<br><br>Grade 1<br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.<br><br>8. Show different combinations of coins that have the same value. | D. Determine the value of a collection of coins and dollar bills.<br><br>(See letter D above)<br><br>E. Make change using coins for values up to one dollar. |
| 180 | NSO | Grade 1<br>6. Identify and state the value of a penny, nickel, dime, quarter and dollar. | D. Determine the value of a collection of coins and dollar bills. |
| 182 | NSO | 9. Identify and state the value of a penny, nickel and dime.<br><br>Grade 1<br>6. Identify and state the value of a penny, nickel, dime, quarter and dollar. | D. Determine the value of a collection of coins and dollar bills.<br><br>(See letter D above) |

| | | | |
|---|---|---|---|
| 182 Cont. | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 183 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns. |
| 184 | DAP | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.<br><br>2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape.<br><br>3. Select the category or categories that have the most or fewest objects in a floor or table graph. | A. Pose questions and gather data about everyday situations and familiar objects.<br><br>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.<br><br>(See letter B above) |
| 187 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |
| 188 | PFA | 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br>C. Create and extend patterns, and describe the rule in words. |

# Mathematics Grade K Month: March

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 190 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 191 | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 192 | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 194 | NSO | Grade 1<br>6. Identify and state the value of a penny, nickel, dime, quarter and dollar.<br><br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters. | D. Determine the value of a collection of coins and dollar bills.<br><br>D. Determine the value of a collection of coins and dollar bills. |

| | | | |
|---|---|---|---|
| 194 Cont. | NSO | Grade 1<br>8. Show different combinations of coins that have the same value. | E. Make change using coins for values up to one dollar. |
| 195 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 196 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 198 | NSO | 2. Explain rules of counting, such as each object should be counted once and that order does not change the number.<br><br>3. Count to twenty; e.g., in play situations or while reading number books.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | F. Count, using numerals and ordinal numbers.<br><br>F. Count, using numerals and ordinal numbers.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 200 | NSO | 12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children. | J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays. |

| | | | |
|---|---|---|---|
| 201 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 202 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.<br><br>Grade 1<br>12. Use conventional symbols to represent the operations of addition and subtraction. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>(See letter G above)<br><br>(See letter H above) |

| | | | |
|---|---|---|---|
| 204 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 208 | NSO | Grade 1<br>1. Use ordinal numbers to order objects; e.g., first, second, third. | B. Recognize, classify, compare and order whole numbers. |
| 209 | NSO<br><br><br><br><br>PFA | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.<br><br><br><br>4. Model a problem situation using physical materials. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>D. Model problem situations, using objects, pictures, numbers and other symbols. |
| 210 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br><br><br><br>Grade 1<br>2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks," full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>B. Recognize, classify, compare and order whole numbers. |

| | | | |
|---|---|---|---|
| 211 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>Grade 1<br>2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks," full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>B. Recognize, classify, compare and order whole numbers. |
| 212 | NSO | Grade 1<br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |
| 214 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 216 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |
| 217 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.<br><br>Grade 1<br>12. Use conventional symbols to represent the operations of addition and subtraction. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>(See letter G above)<br><br>(See letter H above) |

| | | | |
|---|---|---|---|
| 218 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 220 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects.<br><br>Grade 1<br>1. Identify, compare and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon and hexagon. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.<br><br>(See letter C above) |
| 221 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 222 | NSO<br><br><br><br>PFA | Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br><br>2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.<br><br>3. Describe orally the pattern of a given sequence. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.<br><br><br>C. Create and extend patterns, and describe the rule in words. |

# Mathematics Grade K Month: April

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 226 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 227 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |

| | | | |
|---|---|---|---|
| 227 Cont. | NSO | Grade 1<br>12. Use conventional symbols to represent the operations of addition and subtraction. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 228 | NSO<br><br><br><br><br>PFA | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.<br><br><br><br>4. Model a problem situation using physical materials. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>D. Model problem situations, using objects, pictures, numbers and other symbols. |
| 230 | NSO<br><br><br><br><br><br><br>PFA | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br><br><br><br><br>Grade 2<br>6. Use symbols to represent unknown quantities and identify values for symbols in an expression or equation using addition and subtraction; e.g., □ + O = 10, Δ - 2 = 4. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br><br>F. Represent an unknown quantity as a variable using a symbol, such as □, Δ, O |
| 231 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions. |

| | | | |
|---|---|---|---|
| 231 Cont. | NSO | Grade 1<br>2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks," full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age. | B. Recognize, classify, compare and order whole numbers. |
| 232 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>Grade 1<br>2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks," full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>B. Recognize, classify, compare and order whole numbers. |
| 235 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 236 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

| | | | |
|---|---|---|---|
| 236 Cont. | ME | 3. Measure length and volume (capacity) using uniform objects in the environment. | D. Apply measurement techniques to measure length, weight and volume (capacity). |
| 237 | ME<br><br><br><br>NSO | 4. Order events based on time.<br><br><br><br>Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.<br><br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br><br><br><br><br><br><br>D. Determine the value of a collection of coins and dollar bills. |
| 238 | ME | 4. Order events based on time. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 239 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

| | | | |
|---|---|---|---|
| 239 Cont. | ME | 3. Measure length and volume (capacity) using uniform objects in the environment. | D. Apply measurement techniques to measure length, weight and volume (capacity). |
| 240 | ME<br><br><br><br>NSO | 4. Order events based on time.<br><br><br><br>3. Count to twenty; e.g., in play situations or while reading number books. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.<br><br>F. Count, using numerals and ordinal numbers. |
| 242 | ME | 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. | B. Select appropriate units for length, weight, volume (capacity) and time, using:<br>o objects; i.e., non-standard units;<br>o U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;<br>o metric units: centimeter, meter, gram and liter.<br><br>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 244 | DAP | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. | A. Pose questions and gather data about everyday situations and familiar objects. |
| 245 | NSO | 12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.<br><br>Grade 1<br>9. Represent commonly used fractions using words and physical models for halves, thirds and fourths, recognizing fractions are represented by equal size parts of a whole and of a set of objects.<br><br>14. Model and represent division as sharing equally in contextual situations; e.g., sharing cookies. | J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays.<br><br><br><br>C. Represent commonly used fractions using words and physical models.<br><br><br><br>(See letter J above) |
| 246 | NSO | 12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children. | J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays. |

| | | | |
|---|---|---|---|
| 246 Cont. | NSO | Grade 1<br>9. Represent commonly used fractions using words and physical models for halves, thirds and fourths, recognizing fractions are represented by equal size parts of a whole and of a set of objects.<br><br>14. Model and represent division as sharing equally in contextual situations; e.g., sharing cookies. | C. Represent commonly used fractions using words and physical models.<br><br>(See letter J above) |
| 248 | PFA<br><br><br><br><br><br>NSO | 3. Describe orally the pattern of a given sequence.<br><br>Grade 1<br>5. Describe orally and model a problem situation using words, objects or number phrase or sentence.<br><br>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br><br><br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | C. Create and extend patterns, and describe the rule in words.<br><br>D. Model problem situations, using objects, pictures, numbers and other symbols.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 250 | PFA | 3. Describe orally the pattern of a given sequence.<br><br>Grade 1<br>5. Describe orally and model a problem situation using words, objects or number phrase or sentence. | C. Create and extend patterns, and describe the rule in words.<br><br>D. Model problem situations, using objects, pictures, numbers and other symbols. |

| | | | |
|---|---|---|---|
| 250 Cont. | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 252 | PFA<br><br><br><br><br><br>NSO | 3. Describe orally the pattern of a given sequence.<br><br>Grade 1<br>5. Describe orally and model a problem situation using words, objects or number phrase or sentence.<br><br>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | C. Create and extend patterns, and describe the rule in words.<br><br>D. Model problem situations, using objects, pictures, numbers and other symbols.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |

| | | | |
|---|---|---|---|
| 253 | PFA<br><br><br><br><br><br>NSO | 3. Describe orally the pattern of a given sequence.<br><br>Grade 1<br>5. Describe orally and model a problem situation using words, objects or number phrase or sentence.<br><br>Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | C. Create and extend patterns, and describe the rule in words.<br><br>D. Model problem situations, using objects, pictures, numbers and other symbols.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |
| 254 | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 256 | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 257 | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |
| 258 | ME | Grade 1<br>2. Tell time to the hour and half hour on digital and analog (dial) timepieces. | C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates. |

| | | | |
|---|---|---|---|
| 260 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>(See letter A above) |
| 262 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>(See letter A above) |
| 264 | NSO | Grade 1<br>6. Identify and state the value of a penny, nickel, dime, quarter and dollar. | D. Determine the value of a collection of coins and dollar bills. |
| 266 | NSO | Grade 1<br>6. Identify and state the value of a penny, nickel, dime, quarter and dollar. | D. Determine the value of a collection of coins and dollar bills. |

| | | | |
|---|---|---|---|
| 266 Cont. | NSO | Grade 1<br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.<br><br>8. Show different combinations of coins that have the same value. | D. Determine the value of a collection of coins and dollar bills.<br><br>E. Make change using coins for values up to one dollar. |

# Mathematics Grade K Month: May

**Standard Codes: NSO: Number, Number Sense, & Operations PFA: Patterns, Functions, & Algebra**
**DAP: Data Analysis & Probability GSS: Geometry & Spatial Sense**
**ME: Measurement**

| Everyday Math Teacher Page | Standard | Indicators | Benchmarks |
|---|---|---|---|
| 267 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.<br><br>Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 268 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br>4. Count forward to 100, count backwards from 100, and count or backward starting at any number between 1 and 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>B. Recognize, classify, compare and order whole numbers.<br><br>F. Count, using numerals and ordinal numbers. |

| | | | |
|---|---|---|---|
| 268 Cont. | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 269 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects.<br><br>Grade 1<br>2. Create new shapes by combining or cutting apart existing shapes. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.<br><br>A. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment. |
| 277 | GSS | Grade 1<br>2. Create new shapes by combining or cutting apart existing shapes. | A. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment. |
| 272 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 273 | GSS | 1. Identify and sort two-dimensional shapes and three-dimensional objects. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties. |
| 274 | GSS<br><br><br><br><br>PFA | Grade 1<br>1. Identify, compare and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon and hexagon.<br><br>1. Sort, classify and order objects by size, number and other properties. | C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.<br><br>A. Sort, classify and order objects by size, number and other properties, and describe the attributes used. |

| | | | |
|---|---|---|---|
| 274 Cont. | PFA | 3. Describe orally the pattern of a given sequence. | C. Create and extend patterns, and describe the rule in words. |
| 276 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 277 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 278 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions. |
| 279 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 280 | NSO | Grade 3 (Foundational!)<br>4. Count money and make change using coins and paper bills to ten dollars. | F. Count money and make change using both coins and paper bills. |

| | | | |
|---|---|---|---|
| 281 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.<br><br>Grade 3 (Foundational!)<br>4. Count money and make change using coins and paper bills to ten dollars. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>F. Count money and make change using both coins and paper bills. |
| 282 | NSO | 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.<br><br>Grade 1<br>2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks," full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.<br><br>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.<br><br>B. Recognize, classify, compare and order whole numbers. |
| 284 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 285 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 286 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>(See letter A above) |
| 287 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 288 | NSO | 5. Relate, read and write numerals for single-digit numbers (0 to 9). | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 289 | NSO | 1. Compare and order whole numbers up to 10.<br><br>Grade 1<br>3. Read and write the numerals for numbers to 100. | B. Recognize, classify, compare and order whole numbers.<br><br>A. Use place value concepts to represent whole numbers using numerals, words and physical models. |

| | | | |
|---|---|---|---|
| 289 Cont. | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 290 | NSO | Grade 1<br>3. Read and write the numerals for numbers to 100.<br><br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models.<br><br>(See letter A above) |
| 291 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |

| | | | |
|---|---|---|---|
| 291 Cont. | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 292 | NSO | Grade 1<br>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.<br><br>8. Show different combinations of coins that have the same value.<br><br>Grade 3 (Foundational)<br>5. Represent fractions and mixed numbers using words, numerals and physical models. | D. Determine the value of a collection of coins and dollar bills.<br><br>E. Make change using coins for values up to one dollar.<br><br>C. Represent commonly used fractions and mixed numbers using words and physical models. |
| 294 | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 295 | NSO | 4. Determine "how many" in sets (groups) of 10 or fewer objects. | F. Count, using numerals and ordinal numbers. |

| | | | |
|---|---|---|---|
| 295 Cont. | NSO | Grade 1<br>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:<br>a. Develop a system to group and count by twos, fives and tens.<br>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.<br>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100. | A. Use place value concepts to represent whole numbers using numerals, words and physical models. |
| 296 | DAP<br><br><br><br><br><br><br>NSO | 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.<br><br>2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape.<br><br>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | A. Pose questions and gather data about everyday situations and familiar objects.<br><br>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.<br><br>G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| 297 | NSO | 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. | G. Model, represent and explain addition as combining sets and counting on.<br><br>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |

| | | | |
|---|---|---|---|
| 298 | NSO | Grade 1<br>10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example:<br>a. Model and explain addition using physical materials in contextual situations.<br>b. Draw pictures to model addition.<br>c. Write number sentences to represent addition.<br>d. Explain that adding two whole numbers yields a larger whole number. | G. Model, represent and explain addition as combining sets and counting on. |
| | | 11. Model, represent and explain subtraction as take-away and comparison.<br>For example:<br>a. Model and explain subtraction using physical materials in contextual situations.<br>b. Draw pictures to model subtraction.<br>c. Write number sentences to represent subtraction.<br>d. Explain that subtraction of whole numbers yields an answer smaller than the original number. | H. Model, represent and explain subtraction as comparison, take-away and part-to-whole. |
| | | 12. Use conventional symbols to represent the operations of addition and subtraction. | (See letter G above)<br><br>(See letter H above) |
| | PFA | Grade 2<br>6. Use symbols to represent unknown quantities and identify values for symbols in an expression or equation using addition and subtraction; e.g., □ + O = 10, Δ - 2 = 4. | F. Represent an unknown quantity as a variable using a symbol, such as □, Δ, O |