Year at a Glance: Math - Kindergarten Student Learning Objectives Clustered by Unit


Year at a Glance: Math - Kindergarten Student Learning Objectives Clustered by Unit DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.

| Key | Focus - Explicit Instruction and Assessment <br> Revisited and Reinforced |  |  |  | Unit 2 <br> Counting to 20, Addition and Subtraction |  |  | Unit 3 <br> Count, Compose and Compare Numbers |  |  | Unit 4 <br> Represent Number Concepts and Model with Shapes |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Number Concepts and Counting to 10 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Not Addressed in the Unit |  |  |  |  |  |  |  |  |  |  |  |
| NJSLS | SLO | Units | 1A | 1B | 2A | 2B | 2C | 3A | 3B | 3C | 4A | 4B |
| Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | WALT identify when the number of objects is equal to, greater than, or less than the number of objects in another group by matching or counting the number of objects in both groups | 2, 3 |  |  |  |  |  |  |  |  |  |  |
| K.CC.C. 7 <br> Compare two numbers between 1 and 10 presented as written numerals. | WALT compare two written numbers between 1 and 10 | 2, 3 |  |  |  |  |  |  |  |  |  |  |
| OPERATIONS and ALGEBRAIC THINKING |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.A. 1 <br> Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations | WALT represent addition within 5 in a variety of ways (e.g., objects, fingers, | 1 |  |  |  |  |  |  |  |  |  |  |
|  | WALT represent subtraction within 5 in a variety of ways (e.g., objects, fingers, | 1 |  |  |  |  |  |  |  |  |  |  |
|  | WALT represent addition within 10 with objects, fingers, mental images, | 2 |  |  |  |  |  |  |  |  |  |  |
|  | WALT represent subtraction within 10 with objects, fingers, mental images, | 2 |  |  |  |  |  |  |  |  |  |  |
| K.OA.A. 2 <br> Solve addition and subtraction word problems, and add and subtract within 10 , e.g., by using objects or drawings to represent the problem. | WALT represent addition and subtraction word problems within 10 using objects, drawings | 2 |  |  |  |  |  |  |  |  |  |  |
|  | WALT solve addition and subtraction word problems within 10 | 2, 3, 4 |  |  |  |  |  |  |  |  |  |  |
| K.OA.A. 3 <br> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+$ 1). | WALT decompose numbers less than or equal to 5 in pairs e.g. by using objects | 2 |  |  |  |  |  |  |  |  |  |  |
|  | WALT record the decomposition of numbers less than or equal to 5 in pairs with | 2 |  |  |  |  |  |  |  |  |  |  |
|  | WALT decompose numbers less than or equal to 5 in pairs in more than one way | 2 |  |  |  |  |  |  |  |  |  |  |
|  | WALT decompose numbers less than or equal to 10 in pairs e.g. by using objects | 3, 4 |  |  |  |  |  |  |  |  |  |  |
|  | WALT record the decomposition of numbers less than or equal to 10 in pairs | 3, 4 |  |  |  |  |  |  |  |  |  |  |
|  | WALT decompose numbers less than or equal to 10 in pairs in more than one | 3, 4 |  |  |  |  |  |  |  |  |  |  |
| K.OA.A. 4 <br> For any number from 1 to 9 , find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | WALT find the number that makes 10 when added to a given number from 1 to 9 (e.g. using objects or drawings) | 3,4 |  |  |  |  |  |  |  |  |  |  |
|  | WALT record the numbers that make 10 with a drawing or equation | 3, 4 |  |  |  |  |  |  |  |  |  |  |
| K.OA.A. 5 <br> Demonstrate fluency for addition and subtraction within 5 . | WALT represent addition and subtraction within 5 using objects, pictures, | 2, 3 |  |  |  |  |  |  |  |  |  |  |
|  | WALT represent addition and subtraction within 5 with accuracy and efficiency | 4 |  |  |  |  |  |  |  |  |  |  |
| NUMBERS and OPERATIONS in BASE TEN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | WALT compose ten ones and some further ones (e.g. using objects or drawings) into numbers 11 to 19 and record it with a drawing or equation | 3 |  |  |  |  |  |  |  |  |  |  |
| K.NBT.A. 1 | WALT decompose numbers 11 to 19 into ten ones and some further ones (e.g. using objects or drawings) and record it with a drawing or equation | 3 |  |  |  |  |  |  |  |  |  |  |
| A. Work with numbers $11-19$ to gain foundations for place value. 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each | WALT the numbers 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine more ones | 3 |  |  |  |  |  |  |  |  |  |  |
| composition or decomposition by a drawing or equation (e.g., $18=10$ $+8)$; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | WALT compose and record numbers from 11 to 19 into a ten and some further ones (e.g. using objects or drawings) | 4 |  |  |  |  |  |  |  |  |  |  |
|  | WALT decompose and record numbers 11 to 19 into a ten and some further ones (e.g. using objects or drawings) | 4 |  |  |  |  |  |  |  |  |  |  |



MEASUREMENT and DATA


GEOMETRY



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