## Prosper ISD Course Map 2019-2020

**Grade Level:** Kindergarten  **Course:** Math

<table>
<thead>
<tr>
<th>Unit Title / Theme</th>
<th>Estimated Time Frame</th>
<th>Description of What Students will Focus on</th>
<th>Connection to Transfer Goals</th>
<th>Subject Area TEKS</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
</table>
| Unit 1 Developing a Math Environment & Numeration (0-10) | 6 weeks 1st 9 weeks | * 4 days can be used to set up a math classroom environment, and set up expectations for tools and routines. Students learn how to use manipulatives in a math environment to represent numerals 0-5, and reciting numbers to 30 by ones. This sense of quantity (cardinality) allows students to explore number relationship between numbers and recognize that smaller numbers are contained within larger numbers. | *Use appropriate tools to deepen understanding of mathematical concepts.  
*Communicate effectively based on purpose, task, and audience using appropriate vocabulary.  
*Introduction to the mathematics environment and proper use of tools. | K.1A, 1C, 1D, 1F  
K.2A 2B, 2C, 2D, 2E, 2F, 2G, 2H  
K.5 | number  
count  
tally  
more (than)  
less (than)  
set  
zero  
one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten |
| Unit 2 Compose (Joining) / Decompose (Separating) | 6 weeks 1st/2nd 9 weeks | The students apply mathematical process standards to develop an understanding of addition and subtraction through composing and decomposing numbers up to 10 with objects and pictures, modeling their understanding of addition as joining and subtraction as separating. Students begin to think about how the numbers compare to each other using informal/formal language. Students use meanings of numbers to create strategies for solving problems with the use of number sentences. Recite to 50 by ones and tens from any given number. | *Examine and apply a variety of methods to accurately and efficiently solve problems.  
*Use appropriate tools to deepen understanding of mathematical concepts.  
*Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships.  
*Communicate effectively based on purpose, task, and audience using appropriate vocabulary. | K.1A , 1B1C, 1D, 1E  
1F, 1G  
K.2B, 2C, 2E , 2F, 2I  
K.3A ,3B, 3C  
K.5 | part-part-whole  
symbols  
equal/total  
compose  
(join, add, +)  
decompose  
(separate, subtract, -)  
number sentence |
| Unit 3 | 8 weeks | Students use mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. Students identify, describe, and compare 2D/3D shapes by their attributes and properties. Students also use mathematical process standards to identify characteristics of objects that can be measured, and directly compare objects according to these measurable attributes. | *Use appropriate tools to deepen understanding of mathematical concepts.*
*Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships.*
*Communicate effectively based on purpose, task, and audience using appropriate vocabulary.* |
|---|---|---|---|
| Geometry & Measurement | 2nd/3rd 9 weeks | **Grade Level:** Kindergarten  | K.1A, 1C, 1D, 1E, 1F, 1G
K.6A, 6B, 6C, 6D, 6E, 6F
K.5
K.7A, 7B |
| **Course:** Math | 2d shapes | two-dimensional (2d) |
| | circle | triangle |
| | rectangle | square (special rectangle) |
| | 3d solids | cone |
| | cube | cylinder |
| | sphere | measure |
| | length | capacity |
| | weight | |
| Unit 4 | 4 weeks | Students continue to develop counting strategies and build relationships between mathematical landmarks (names & sequencing) so that students conceptually understand number sense with quantities and composing and decomposing from 10 to 20. Students apply the principles of counting to make the connection between numbers and quantities, concepts of operations, modeling, and experiencing the number set in a variety of real-life contexts. Students will recite numbers up to at least 80 by ones and tens | *Use appropriate tools to deepen understanding of mathematical concepts.*
*Communicate effectively based on purpose, task, and audience using appropriate vocabulary.*
*Introduction to the mathematics environment and proper use of tools.* |
| Developing Numeration (10-20) | 3rd 9 weeks | **Course:** Math | K.1A, 1C, 1D, 1F
K.2A 2B, 2C, 2D, 2E, 2F, 2G, 2H
K.5 |
| | 2d shapes | eleven |
| | circle | twelve |
| | triangle | thirteen |
| | rectangle | fourteen |
| | square (special rectangle) | fifteen |
| | 3d solids | sixteen |
| | cone | seventeen |
| | cube | eighteen |
| | cylinder | nineteen |
| | sphere | twenty |
## Prosper ISD Course Map 2019-2020

### Grade Level: Kindergarten  Course: Math

| Unit 5  | Addition & Subtraction  | 6 weeks  | 3rd/4th 9 weeks | Students use meanings of numbers to create strategies for solving problems and responding to practical situations involving addition and subtraction. Students solve real life problems using spoken words, concrete and pictorial models, and number sentences with quantities up to 10. Students articulate mathematical concepts related to quantity, counting using comparative language, and composing and decomposing using formal and informal language and recites number to 10 by ones and multiples of ten. *Based on an understanding of any problem, initiate a plan, execute it, and evaluate the reasonableness of the solution. *Examine and apply a variety of methods to accurately and efficiently solve problems. *Use appropriate tools to deepen understanding of mathematical concepts. *Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships. *Communicate effectively based on purpose, task, and audience using appropriate vocabulary. | K.1A, 1C, 1D, 1E, 1F, 1G  
| K.2A, 2B, 2E, 2F, 2I  
| K.3A, 3B, 3C  
| K.5  
| pattern  
| number line  
| sum  
| difference  
| part-part-whole/total |

| Unit 6  | Data Analysis  | 4 weeks  | 4th 9 weeks | Students collect and organize data to make it useful for interpreting information. Students construct vertical and horizontal real-object graphs using data (whole number quantities up to 20). They also examine and interpret displayed data to answer questions relating to joining amounts and comparing amounts to show more than or less than. Students are also introduced to a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (UPS check & reflect) *Based on an understanding of any problem, initiate a plan, execute it, and evaluate the reasonableness of the solution. *Examine and apply a variety of methods to accurately and efficiently solve problems. *Use appropriate tools to deepen understanding of mathematical concepts. *Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships. *Communicate effectively based on purpose, task, and audience using appropriate vocabulary. | K.1A, 1B, 1C, 1D, 1E, 1F, 1G  
| K.2B, 2H  
| K.3B  
| K.8A, 8B, 8C  
| data  
| real-object graph  
| picture graph  
| collect  
| sort  
| organize |

| Unit 7  | Financial Literacy  | 3 weeks  | 4th 9 weeks | The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security. *Based on an understanding of any problem, initiate a plan, execute it, and evaluate the reasonableness of the solution. *Use appropriate tools to deepen understanding of mathematical concepts. *Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships. *Communicate effectively based on purpose, task, and audience using appropriate vocabulary. | K.1A, 1C, 1D, 1E, 1F  
| K.4  
| K.9A, 9B, 9C, 9D  
| penny  
| nickel  
| dime  
| quarter  
| income  
| gift vs earn |