



Kindergarten Priority Areas	
Representing, relating, and operating on whole numbers, initially with sets of objects (CC/OA)	Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
Identifying, describing, analyzing, comparing, creating, and composing shapes (G)	Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Mathematical Practice Standards	
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. strategically. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. structure. 4. Look for and express regularity in repeated reasoning. 	<ol style="list-style-type: none"> 5. Use appropriate tools 6. Attend to precision. 7. Look for and make use of 8. Model with mathematics.

Content Standards	
Counting and Cardinality (CC) <ul style="list-style-type: none"> • Know number names and the counting sequence • Count to tell the number of objects. • Compare numbers 	Measurement and Data (MD) <ul style="list-style-type: none"> • Describe and compare measurable attributes • Classify objects and count the number of objects in each category
Operations and Algebraic Thinking (OA) <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 	Geometry (G) <ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) • Analyze, compare, create, and compose shapes
Number and Operations in Base Ten (NBT) <ul style="list-style-type: none"> • Work with numbers 11–19 to gain foundations for place value. 	

Pentucket Regional School District

Mathematics Curriculum Guide

Kindergarten



PRSD Curriculum Tools and Resources - Grade 1

Eureka Module	Concept	Focus Standard	Focus Standard for Mathematical Practice
1	Numbers to 10	Counting and Cardinality K.CC.3, K.CC.4 K.CC.5, K.OA.3, K.MD.3	MP.2 MP.3 MP.4 MP.7 MP.8
2	Two-Dimensional and Three-Dimensional Shapes	Geometry K.MD.3, K.G.1, K.G.2 K.G.3, K.G.4	MP.1 MP.3 MP.6 MP.7
3	Comparison of Length, Weight, Capacity, and Numbers to 10	Measurement and Data K.CC.6, K.CC.7 K.MD.1, K.MD.2	MP.2 MP.3 MP.5 MP.6 MP.7
4	Number Pairs, Addition and Subtraction to 10	Operations and Algebraic Thinking K.OA.1, K.OA.2 K.OA.3, K.OA.4 K.OA.5	MP.1 MP.2 MP.4 MP.5 MP.7 MP.8
5	Numbers 10–20 and Counting to 100	Counting and Cardinality K.CC.1, K.CC.2 K.CC.3, K.CC.4 K.CC.5, K.NBT.1	MP.2 MP.3 MP.4 MP.7
6	Analyzing, Comparing, and Composing Shapes	Geometry K.CC.4, K.G.5, K.G.6	MP.1 MP.4 MP.6 MP.7



A Multi-Tiered System of Support for Math (MTSS)

Pentucket's MTSS for Math is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is provided to all students. Math Instruction for Kindergarten occurs in a 60 minute block with a combination of whole class and flexible small group instruction. Eureka Math instruction is comprised of four critical components.

Fluency Practice: Supports student development and provides opportunities to gain confidence and motivation for continued learning.

Concept Development: Addresses new content through discussion and reflection.

Application Problem: Provides students an opportunity to apply their skills and understanding in new ways.

Student Debrief: Students share thinking, draw conclusions, and complete an exit ticket.

Tier 2 and Tier 3 Instruction occurs in the 60 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Title 1 teachers but also may occur in additional time, beyond the 60 minutes in small group pull-out sessions or WIN time. This instruction focuses on specific skills and needs that are behind and likely to hinder progress without focused intervention.

Benchmark assessments are given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.