

Abington Heights School District Kindergarten Mathematics Curriculum



In Kindergarten Grade, students develop their numeracy skills through the following areas of study:

1. Counting and Cardinality
2. Numbers and Operations in Base Ten
3. Operations and Algebraic Thinking
4. Geometry
5. Measurement and Data

Board Approval Date: 5/3/2023

Adoption: 2023 - 2024 SY

Review Date:

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

AH MATHEMATICS

Where collaborative problem solving and
perseverance lead to excellence

Abington Heights Math Framework

Stakeholders	Actions
Students	<ul style="list-style-type: none"> ★ Engage in mathematical discussions, share their ideas openly, be inquisitive, seek to understand and learn more about mathematical concepts, and try their best daily. ★ Exhibit creativity and curiosity in problem solving individually and collaboratively. ★ Persevere in engaging and challenging daily mathematical practice. ★ Come prepared to learn every day.
Teachers	<ul style="list-style-type: none"> ★ Create a safe and collaborative classroom environment where students feel vested in a shared vision for mathematical excellence. ★ Develop high quality instruction that meets the needs of all learners through differentiation. ★ Use a variety of 21st century methodologies to advance learning. ★ Partner with parents and guardians to support student success. ★ Establish a collaborative community within the building and amongst grade levels to ensure a cohesive level of instruction.
Building Leaders	<ul style="list-style-type: none"> ★ Deeply understand the needs of teachers, students, the instructional materials being used, programs being implemented, and the expectations for state-level assessment scores <ul style="list-style-type: none"> ○ Knowledgeable about program and grade level standards ○ Ensure consistent and equal access to high-quality instructional materials and resources, building. ★ Be partners with teachers, students and families: <ul style="list-style-type: none"> ○ Provide guidance and support to the mathematical community. ○ Understand needs of teachers, students and families. ★ Trust the educators to make professional decisions based on program, student, and district needs.
Central Admin	<ul style="list-style-type: none"> ★ Effectively communicate to the school board and community specific areas of need and how to support teachers and building leaders in a quest for mathematical excellence ★ Deeply understand the needs of teachers, students, the instructional materials being used, programs being implemented, and the expectations for state-level assessment scores <ul style="list-style-type: none"> ○ Have a common metric for mathematical excellence. ○ Ensure consistent and equal access to high-quality instructional materials and resources, district. ○ Re-examine best practices/curriculum routinely (6 years). ★ Support a culture of collaboration between the other stakeholder groups to maintain the standard of excellence of the Abington Heights ★ Trust the educators to make professional decisions based on program, student, and district needs.
Parents/Community	<ul style="list-style-type: none"> ★ Be a strong support system and contribute by building a positive math community for students. ★ Encourage a positive math mindset. ★ Have conversations with their children about school and ask what they are learning about in school. ★ Be open, receptive to the district's ideas about student learning and reach out to teachers/school to learn more about how they can support. ★ Trust the educators to make professional decisions based on program, student, and district needs.
School Board	<ul style="list-style-type: none"> ★ Provide the fiscal resources to support: <ul style="list-style-type: none"> ○ Highly qualified professionals for mathematics ○ High-quality instructional materials ○ Effective and efficient math interventions for remediation ○ Professional development for math content and instructional practices ★ Trust the educators to make professional decisions based on program, student, and district needs.

Abington Heights Kindergarten Mathematics Curriculum

PA Core Standards	Everyday Mathematics Grade K Lessons
Counting and Cardinality	
CC.2.1.K.A.1 Know number names and write and recite the count sequence.	Routines 1, 3; 1-4, 1-5, 1-6, 2-4, 2-6, 3-4, 3-7, 3-8, 3-9, 3-10, 3-11, 3-12, 3-13, 4-4, 4-6, 4-8, 4-11, 4-12, 4-13, 5-1, 5-2, 5-6, 5-8, 5-11, 5-12, 7-1, 7-2, 7-3, 7-5, 7-8, 7-11, 8-3, 8-4, 8-6, 8-10, 9-12, 9-13
CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects	Routines 1, 2, 3, 4, 5; 1-3, 1-5, 1-7, 1-8, 1-9, 1-10, 1-11, 2-1, 2-2, 2-4, 2-6, 2-9, 2-10, 3-1, 3-4, 3-7, 3-8, 3-9, 3-10, 3-11, 3-13, 4-1, 4-3, 4-4, 4-8, 5-1, 5-2, 5-3, 5-6, 5-8, 5-9, 5-11, 6-3, 6-6, 6-11, 7-3, 7-7, 7-8, 7-9, 7-11, 8-6, 9-12, 9-13
CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	Routines 2, 4, 5; 1-7, 1-8, 2-1, 2-2, 3-1, 3-7, 3-11, 3-12, 4-1, 4-3, 4-8, 4-12, 5-7, 5-8, 5-9, 6-3, 6-6, 6-9, 6-12, 7-3, 7-7, 7-8, 7-12, 8-3, 8-5, 8-10, 8-11, 9-2, 9-4, 9-5, 9-8, 9-9, 9-12
Numbers and Operations in Base Ten	
CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.	Routines 1, 3; 5-6, 5-8, 7-3, 8-6, 8-13
Operations and Algebraic Thinking	
CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Routines 2, 3, 5; 1-9, 1-10, 1-11, 2-5, 2-8, 2-9, 2-12, 2-13, 3-2, 4-5, 4-8, 5-2, 5-3, 5-7, 5-9, 5-10, 5-11, 6-8, 6-9, 6-11, 6-12, 6-13, 7-1, 7-2, 7-9, 7-10, 7-12, 8-5, 8-7, 8-8, 8-9, 8-11, 8-12, 8-13, 9-2, 9-3, 9-6, 9-10, 9-11, 9-12, 9-13
Geometry	
CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	1-2, 1-13, 2-3, 2-8, 2-11, 3-3, 3-6, 4-1, 4-2, 4-7, 5-4, 5-5, 5-13, 6-4, 6-5, 6-10, 7-4, 7-13, 8-1, 8-2, 9-1, 9-7, 9-12, 9-13
CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.	1-2, 1-12, 2-3, 2-8, 2-11, 3-3, 4-2, 4-7, 5-4, 5-13, 6-4, 6-5, 6-10, 7-4, 7-13, 8-1, 8-2, 9-1, 9-7, 9-12, 9-13

Measurement and Data	
CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.	1-1, 2-7, 3-5, 4-1, 4-9, 4-10, 5-1, 6-1, 6-2, 6-7, 6-10, 7-6, 7-13, 8-3, 9-4, 9-5, 9-8, 9-9, 9-12, 9-13
CC.2.4.K.A.4 Classify objects and count the number of objects in each category.	Routines 2, 4, 5; 1-7, 1-8, 2-7, 3-1, 4-1, 4-3, 6-3, 6-6, 7-2, 7-7, 7-13, 9-12

Portrait of an Abington Heights Kindergarten Mathematician



By the end of Kindergarten, students will:

Counting & Cardinality	Numbers & Operations in Base Ten	Operations and Algebraic Thinking	Geometry	Measurement and Data
<ul style="list-style-type: none"> <input type="checkbox"/> Count to 100 by 1s and 10s <input type="checkbox"/> Count on from a given number <input type="checkbox"/> Count to tell the number of objects in a group <input type="checkbox"/> Understand the relationship between numbers and quantities <input type="checkbox"/> Compare objects in groups (less than, greater than, or equal to) <input type="checkbox"/> Compare numbers between 1 and 10 <input type="checkbox"/> Write numbers 0-20 	<ul style="list-style-type: none"> <input type="checkbox"/> Compose and decompose numbers from 11-19 into tens and ones 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand addition as putting together/adding to <input type="checkbox"/> Understand subtraction as taking apart/taking from <input type="checkbox"/> Fluently add and subtract within 5 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe shapes <input type="checkbox"/> Analyze, compare, create, and compose 2 and 3 dimensional shapes 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe and compare measurable attributes of objects such as length and weight <input type="checkbox"/> Classify objects and count the number of objects in categories

Notes: