Barberton City Schools – Math Map

Kindergarten Revised 06	Resources	Vocabulary	Indicator	Skills	Clarification/Assessment
First Grading Period	Chapter 1 Chapter 2	Position words	G2	Name and demonstrate the relative position of objects as follows: a. Place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of; b. Describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.	Diagnostic Assessment 25, 26, 27
		Time	M1	Identify units of time (day, week, month, and year) and compare calendar elements; e.g., weeks are longer than days.	
			M4	Order events based on time. For example: c. Recall what we did or plan to do yesterday, today, tomorrow.	
		Sorting	G1	Identify and sort two-dimensional shapes and three-dimensional objects. For example: a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary. b. Sort shapes and objects into groups based on student-defined categories. c. Select all shapes or objects of one type from a group. d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.	Diagnostic Assessment 23, 24
			P1	Sort, classify and order objects by size, number and other properties. For example: a. Identify how objects are alike and different. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been	

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First Grading Period				sorted.	
		Patterns	P2	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.	Diagnostic Assessment 28, 29
			P3	Describe orally the pattern of a given sequence.	

Barberton City Schools – Math Map

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Second Grading Period	Chapter 3 Chapter 4 Chapter 10	Graphing	D1	Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.	Diagnostic Assessment 30, 31
			D2	Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape.	
		Number	N1	Compare and order whole numbers up to 10	Diagnostic Assessment 1, 2, 6, 7, 8, 12, 13
			N2	Explain rules of counting, such as each object should be counted once and that order does not change the number.	
			N3	Count to twenty; e.g., in play situations or while reading number books.	
			N4	Determine “how many” in sets (groups) or 10 or fewer objects.	
			N5	Relate, read and write numerals for single-digit numbers (0 to 9).	
			N6	Construct multiple sets of objects each containing the same number of objects.	
			N7	Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.	
			N13	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.	
			D3	Select the category or categories that have the most or fewest objects in a floor or table graphs.	

Barberton City Schools – Math Map

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Third Grading Period	Chapter 8 Chapter 9 Chapter 5	Measuring	M2	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.	
			M3	Measure length and volume (capacity) using uniform objects in the environment. For example, find: a. How many paper clips long is a pencil; b. How many small containers it takes to fill one big container using sand, rice, beans.	Diagnostic Assessment 21, 22
			M4	Order events based on time. Example: a. Activities that take a long or short time; b. Review what we do first, next, last;	
			P1	Sort, classify and order objects by size, number and other properties. For example: b. Order three events or objects according to a given attribute, such as time or size.	
		Money	N9	Identify and state the value of a penny, nickel and dime.	Diagnostic Assessment 15, 16, 17, 18, 19, 20
		3- shapes	G1	Identify and sort two-dimensional shapes and three-dimensional objects. For example: a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary. b. Sort shapes and objects into groups based on student-defined categories. c. Select all shapes or objects of one type from a group. d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.	

Barberton City Schools – Math Map

Kindergarten Revised 06	Resources	Vocabulary	Indicator	Skills	Clarification/Assessment
Fourth Grading Period	Chapter 11 Chapter 12	Addition/ Subtraction	N8	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.	
			N10	Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10.	Diagnostic Assessment 3, 4, 5, 9, 10, 11, 14
			N11	Demonstrate joining, multiple groups of objects, each containing the same number of objects; e.g., combing 3 bags of candy, each containing 2 pieces.	
			N12	Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.	
			P4	Model a problem situation using physical materials.	