

Roosevelt Union Free School District

Go Math! Alignment Map: Story of Units Module 1 ~ Kindergarten

Classify and Count Numbers to 10

Cluster(s): Know number names and the count sequence/ Describe and compare measurable attributes

Grade	Time (Approx.)	Common Core Math Standards	Go Math! Chapter Lessons	Fluency Activity Suggestions	Resources
K	43 days	K.CC.1 Count to 100 by ones and by tens.	8.5, 8.6	<ul style="list-style-type: none"> • Add and Subtract within 5 • Counting Tape • Number Trains • Counting shapes <p>Use counters, shapes, cube trains, 5 or 10 frame</p>	<p>Thinking Maps</p> <ul style="list-style-type: none"> • Circle Map • Tree Map • Brace Map • Flow Map <p>Websites</p> <ul style="list-style-type: none"> • engageny.org • thinkcentral.com • K-5mathteachingresources.com • commoncoremathlessons.com • teachingchannel.org • MathBlaster.com • internet4classrooms.com • apples4theteacher.com/math • coolmath-games.com
		K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	4.4		
		K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	1.2, 1.4, 1.9, 1.10, 3.2, 3.4, 3.6, 3.8, 4.2		
		K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. 	1.1, 1.3, 1.5, 1.6, 1.8		
		K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	3.1, 3.3, 3.5, 3.7, 4.1		
		K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).	12.1, 12.2, 12.3, 12.4, 12.5, 12.6		

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Go Math! Alignment Map: Story of Units Module 2 ~ Kindergarten

Identify and Describe Shapes

Cluster(s): Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)

Grade	Time (Approx.)	Common Core Math Standards	Go Math! Chapter Lessons	Fluency Activity Suggestions	Resources
K	7 days	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	10.7, 10.8, 10.9	<ul style="list-style-type: none"> Add and Subtract within 5 Counting Tape Number Trains Identifying, classifying, and describing 2-dimensional and 3-dimensional shapes Counting shapes 	<p>Thinking Maps</p> <ul style="list-style-type: none"> Bubble Map Double Bubble Map Brace Map Flow Map <p>Websites</p> <ul style="list-style-type: none"> engageny.org thinkcentral.com K-5mathteachingresources.com commoncoremathlessons.com theteachingchannel.org MathBlaster.com internet4classrooms.com apples4theteacher.com/math coolmath-games.com
		K.G.2. Correctly name shapes regardless of their orientations or overall size.	10.2, 10.3, 10.4, 10.5		
		K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	10.6		

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Go Math! Alignment Map: Story of Units Module 3 ~ Kindergarten

Cluster(s): Compare numbers/ Describe and compare measurable attributes

Grade	Time (Approx.)	Common Core Math Standards	Go Math! Chapter Lessons	Fluency Activity Suggestions	Resources
K	43 DAYS	K.CC.6. 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. (Include groups with up to ten objects)	2.1, 2.2, 2.3, 2.4, 2.5, 3.9, 4.5, 4.6, 8.4	<ul style="list-style-type: none"> • Adding and Subtracting within 5 • Identify and Compare Shapes • Compare sets to 5 • One-to-One Correspondence • Represent and recognize numbers 1 to 5 	<p>Thinking Maps</p> <ul style="list-style-type: none"> • Bubble Map • Double Bubble Map • Flow Map <p>Websites</p> <ul style="list-style-type: none"> • engageny.org • thinkcentral.com • K-5mathteachingresources.com • commoncoremathlessons.com • Theteachingchannel.org • MathBlaster.com • internet4classrooms.com • apples4theteacher.com/math • coolmath-games.com
		K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	4.7	Use counters, shapes, cube trains, 5 or 10 frame	
		K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	11.5		
		K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	11.1, 11.2, 11.3, 11.4		

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Go Math! Alignment Map: Story of Units Module 4 ~ Kindergarten

Number Pairs, Addition and Subtraction of Numbers to 10

Cluster(s): Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

Grade	Time (Approx.)	Common Core Math Standards	Go Math! Chapter Lessons	Fluency Activity Suggestions	Resources
K	40 DAYS	K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	5.1, 5.2, 5.3, 6.1, 6.2, 6.3	<ul style="list-style-type: none"> • Adding and Subtracting within 5 • One-to-One Correspondence • Represent and recognize numbers 1 to 5 <p>Use counters, shapes, cube trains, 5 or 10 frame</p>	<p>Thinking Maps</p> <ul style="list-style-type: none"> • Circle Map • Tree Map • Flow Map <p>Websites</p> <ul style="list-style-type: none"> • engageny.org • thinkcentral.com • K-5mathteachingresources.com • commoncoremathlessons.com • theteachingchannel.org • MathBlaster.com • internet4classrooms.com • apples4theteacher.com/math • coolmath-games.com
		K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	5.7, 6.6, 6.7		
		K.OA.3. 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 $5 = 4 + 1$).	5.8, 5.9, 5.10, 5.11, 5.12		
		K.OA.4. 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.	5.5		
		K.OA.5. Fluently add and subtract within 5.	5.4, 5.6, 6.4, 6.5		

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Go Math! Alignment Map: Story of Units Module 5 ~ Kindergarten

Numbers 10-20, Counting to 100 by 1 and 10

Cluster(s): Know number names and the count sequence/ Count to tell the number of objects/Work with numbers 11-19 to gain foundations for place value

Grade	Time (Approx.)	Common Core Math Standards	Go Math! Chapter Lessons	Fluency Activity Suggestions	Resources
K	30 days	K.CC.1 Count to 100 by ones and by tens.	8.7, 8.8	<ul style="list-style-type: none"> • Add and Subtract within 5 • Counting Tape • Number Trains • Counting shapes Use counters, shapes, cube trains, 5 or 10 frame	Thinking Maps <ul style="list-style-type: none"> • Circle Map • Tree Map • Bubble Map • Double Bubble Map • Flow Map Websites <ul style="list-style-type: none"> • engageny.org • thinkcentral.com • K-5mathteachingresources.com • commoncoremathlessons.com • theteachingchannel.org • MathBlaster.com • internet4classrooms.com • apples4theteacher.com/math • coolmath-games.com
		K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	8.3		
		K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	7.4, 7.6, 7.8, 7.10, 8.2		
		K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. d. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. e. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. f. Understand that each successive number name refers to a quantity that is one larger.	1.1, 1.3, 1.5, 1.6, 1.8 and/or End of Year Resources Lessons 14-17		
		K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	8.1		
		K.NBT.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 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.	7.1, 7.3, 7.5, 7.7, 7.9		

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Go Math! Alignment Map: Story of Units Module 6 ~ Kindergarten

Analyze, Compare, Create, and Compose Shapes

Cluster(s): Count to tell the number of objects/ Identify and describe shapes

Grade	Time (Approx.)	Common Core Math Standards	Go Math! Chapter Lessons	Fluency Activity Suggestions	Resources
K	10 days	K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers	Use additional resources; standard was added on by NYS only and is not covered in Go Math!	<ul style="list-style-type: none"> • Add and Subtract within 5 • Counting Tape • Number Trains • Counting shapes • Identifying, classifying, and describing 2-dimensional and 3-dimensional shapes <p>Use counters, shapes, cube trains, 5 or 10 frame</p>	<p>Thinking Maps</p> <ul style="list-style-type: none"> • Circle Map • Tree Map • Bubble Map • Double Bubble Map • Flow Map <p>Websites</p> <ul style="list-style-type: none"> • engageny.org • thinkcentral.com • K-5mathteachingresources.com • commoncoremathlessons.com • theteachingchannel.org • MathBlaster.com • internet4classrooms.com • apples4theteacher.com/math • coolmath-games.com
		K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	9.2, 9.4, 9.6, 9.8, 9.10, 9.11, 10.1		
		K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	10.3, 10.4, or End of Year Resources Shape Search Project		
		K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	9.12		